INTERNATIONAL CONVENTION

November 2–6
Chicago & Virtual

Homecoming (Homestaying):
A Return to Learning through Innovation
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Welcome Home to AECT21 in Chicago + Virtual!

It’s time for the AECT 2021 International Convention, the first hybrid event in our organization’s history! Whether you are joining us in Chicago or virtually, we have quite the week in store. On-site convention attendees can rest assured that our beautiful hotel venue, the historic Palmer House, has implemented health and safety measures alongside completing structural renovations to ensure a worry-free accessible experience for all. Additionally, their dedicated technology services will support our bandwidth needs as we engage in a wide variety of innovative virtual, hybrid, and in-person sessions.

You can follow the updates from the planning journey published in AECT’s TechTrends as Convention Update columns. In “Hybrid or Virtual Conferencing: that is the Question,” we teamed up with the AECT20 Interns to explore the history of and considerations for a hybrid experience, solidifying the need and our goals. We also shared this year’s stats, including receiving 860 submissions across our eight types of presentations and how AECT uses machine learning for a hybrid approach to assigning proposal reviews. A few months later, we shared details about the plans for accommodating different presentation modes and presenter time zones in “A Homecoming in Chicago.” We also previewed the RTD Theory Spotlight Competition and HEROs Award programming. Be sure to check the schedule for these exciting sessions! Our final update, “Welcome to #AECT21 in Chicago + Virtual” comes out in print just after convention week and highlights the Palmer House, keynote sessions, and special events. Be sure to use our interactive convention program (https://convention2.allacademic.com/one/aect/aect21/) to stay up to date on session details, including location, Zoom link, and presentation materials shared by presenters.

As you explore this year’s convention program, we also encourage you to take advantage of a variety of resources. Access details about what to expect as a presenter or media assets to support your presentation at https://aect.org/convresource.php. If you’re one of our convention volunteers, thank you! Be sure to visit https://aect.org/volresources.php for instructions and resources to support your efforts this week. And don’t forget to watch Facebook, Instagram, Twitter, and LinkedIn for any special announcements or updates throughout the week. Speaking of social media, be sure to share your experiences and engage with one another using #AECT21 across platforms.

We also want to call your attention to a number of specially planned events. Our Wellness series this year focuses on balance and digital wellbeing. All convention attendees are encouraged to join the AECT20 Interns at a special session early in the week on Hacking the Convention Experience for tips on how to balance the demands of engaging in a virtual conference with other professional and personal responsibilities. This is our first hybrid convention, so everyone should take advantage of opportunities to learn how to navigate this new format. We’re also excited to welcome Kathryn Kennedy and Wellness for Educators in our series of virtual wellbeing sessions,
including Using our Breath to Relieve Stress, Staying Grounded in Uncertain Times, and Yoga & Qigong. Other special events this week include the Great Debate with team captains Joi Moore and Enilda Romer-Hall to engage teams of scholars in a classic Lincoln-Douglas debate on the field.

No convention is complete without considering the social plans in store. First up, we hope you'll join us for the NATO Design Competition Reception on Tuesday evening. Wednesday afternoon features a combined Welcome/University Reception to kick-off the convention followed by an open cafe where you can drop in to watch some of our evening virtual sessions streaming live. Also on Wednesday evening, all convention attendees, virtual and on-site can engage in the Teacher Education Division’s Game Night to enjoy a variety of table-top games. On Thursday, we invite you to the International Dinner and Auction or a night out on the town thanks to suggestions from Choose Chicago. On Friday, we encourage divisions to gather in small groups and reflect on the week.

Be sure to join us for the General Session & Member Meeting on Friday. Our nominees for President-Elect, Dr. Joi Moore and Dr. Dirk Ifenthaler, and candidates for AECT Secretary, Dr. Rick West and Dr. Andrew Tawfik, will share their visions for the future of the organization. We will also pay our respects to community members who have passed away and recognize this year’s award winners.

Finally, we’re delighted to offer different approaches to our keynote this year. Our opening keynote panel, “Digital Transformation Among the Professions,” brings together representatives across industry. AECT IED Ellen Wagner facilitates this panel that highlights how higher education, industry, and government approach new and emerging digital skills essential for the future. New this year, the closing keynote happens Saturday morning to end our convention experience with a panel focused on “Innovating AECT” itself. In this keynote, you’ll hear directly from our past president, president, and president-elect as well as our IED about the innovative work they’re doing in their own career spaces as well as on behalf of AECT. This is also an opportunity to ask questions of AECT leaders at this closing panel. There’s still time to submit your question for consideration at https://bit.ly/aect21closing.

We hope that you have an enjoyable convention experience. Thank you for your kindness and patience to one another as the Convention Planning Committee and AECT staff worked tirelessly to ensure a quality hybrid convention. Most of all, thank you to our AECT staff and AECT 21 Convention Planning Committee for their outstanding dedication and work this past year.

Ali A. Carr-Chellman
University of Dayton
AECT21 Convention Planner

Tonia A. Dousay
University of Idaho
AECT21 Convention Co-Planner
2021 Schedule At-A-Glance
(Central Standard Time | GMT -5)

Monday, November 1
7:00 am – 8:00 am  Interns meeting
12:00 pm – 5:00 pm  AECT Convention Registration (Lobby Mezzanine)

Tuesday, November 2
7:00 am – 5:00 pm  AECT Convention Registration
7:00 am – 6:00 pm  Technology Help Center (on-site & virtual)
7:00 am – 8:00 am  Interns meeting
8:00 am – 11:30 am  AECT Board meeting
8:30 am – 4:00 pm  AECT Professional Development Workshops (1 1/2 hour lunch break)
11:30 am – 12:50 pm  AECT Leadership Luncheon
1:00 pm – 3:00 pm  D&D-IDT Professor’s Forum
1:00 pm – 4:00 pm  AECT Professional Development Workshops
1:00 pm – 4:00 pm  AECT Foundation Board of Trustees meeting
1:00 pm – 5:30 pm  Early Career Symposium hosted by AECT & RTD
6:00 pm – 8:00 pm  AECT/D&D/NATO ACT Instructional Design Competition Meet & Greet

Wednesday, November 3
7:00 am – 5:00 pm  AECT Convention Registration
7:00 am – 6:00 pm  Technology Help Center (on-site)
7:00 am – 10:00 pm  Technology Help Center (virtual)
7:00 am – 7:50 am  Interns meeting
7:30 am – 11:30 am  Division Board Meetings
8:00 am – 5:00 pm  Partners Tables
8:30 am – 11:30 am  AECT Professional Development Workshops
9:00 am – 11:30 am  Early Career Symposium hosted by AECT & RTD
9:00 am – 10:00 am  AECT First Timers Orientation
10:30 am – 1:00 pm  Jenny K. Johnson International Hospitality Center
12:15 pm – 3:45 pm  Concurrent Sessions
12:15 pm – 3:45 pm  AECT/D&D Instructional Design Competition supported by NATO ACT
4:00 pm – 5:00 pm  Keynote: Digital Transformation Among the Professions
5:15 pm – 7:15 pm  AECT Convention Kickoff Reception
7:30 pm – 8:00 pm  TED Game Night
7:30 pm – 9:45 pm  Virtual Concurrent Sessions

Thursday, November 4
3:00 am – 6:30 am  Virtual Concurrent Sessions
7:00 am – 5:00 pm  AECT Convention Registration
7:00 am – 6:00 pm  Technology Help Center (on-site)
2:00 am – 10:00 pm  Technology Help Center (virtual)
7:00 am – 7:30 am  Interns meeting
7:00 am – 8:30 am  Breakfast with Champions (on-site + virtual)
7:00 am – 7:50 am  Wellness: Using our Breath to Relieve Stress
8:00 am – 5:00 pm  Partners Tables
8:45 am – 11:00 pm  Concurrent Sessions
10:00 am – 11:00 am  Wellness: Hacking the Convention Experience
10:30 am – 4:00 pm  Jenny K. Johnson International Hospitality Center
11:45 am – 3:15 pm  Concurrent Sessions
3:30 pm – 4:30 pm  Roundtables, Posters, D&D Showcase & Emerging Technologies Showcase
4:00 pm – 5:00 pm  Mid-Career Reception (By invitation only)
4:00 pm – 5:00 pm  Presidents International Affiliates Reception (By invitation only)
5:00 pm – 8:30 pm  International Dinner/Silent and Live Auctions
7:30 pm – 9:00 pm  D&D Awardee Presentations
7:30 pm – 9:45 pm  Virtual Concurrent Sessions

Friday, November 5
3:00 am – 6:30 am  Virtual Concurrent Sessions
7:00 am – 5:00 pm  AECT Convention Registration
7:00 am – 6:00 pm  Technology Help Center (on-site)
2:00 am – 6:00 pm  Technology Help Center (virtual)
7:00 am – 7:50 am  Interns meeting
7:00 am – 8:00 am  Roundtables, Posters, D&D Showcase & Emerging Technologies Showcase
7:00 am – 7:50 am  Wellness: Staying Grounded in Uncertain Times
7:00 am – 7:50 am  AECT/D&D Instructional Design Competition supported by NATO ACT Breakfast
8:00 am – 5:00 pm  Partners Tables
8:15 am – 11:45 am  Concurrent Sessions
10:30 am – 4:00 pm  Jenny K. Johnson International Hospitality Center
12:30 pm – 2:45 pm  Past President’s Council Luncheon and Meeting
12:30 pm – 2:45 pm  Concurrent Sessions
3:00 pm – 4:00 pm  AECT Membership Meeting & General Session
4:30 pm – 8:00 pm  Choose Chicago

Saturday, November 6
3:00 am – 6:30 am  Virtual Concurrent Sessions
7:00 am – 12:00 pm  AECT Convention Registration
7:00 am – 12:00 pm  Technology Help Center (on-site)
2:00 am – 12:00 pm  Technology Help Center (virtual)
7:00 am – 12:00 pm  Partners Tables
7:00 am – 7:50 am  Interns meeting
7:00 am – 7:50 am  Wellness: Yoga & Qigong
8:00 am – 12:00 pm  AECT Board meeting
8:00 am – 11:00 am  AECT Professional Development Workshops
8:45 am – 11:00 am  Concurrent Sessions
11:15 am – 12:15 pm  Keynote: Innovating AECT
What to Expect as a Presenter

Concurrent Presentations

In-Person

1. Be sure to bring your own device and any special accessories you need for your presentation, such as a dongle, clicker, or external speakers. Refer to the interactive Convention Program for your presentation’s room location. Presenters must be logged in to see the presentation room location.
2. AECT provides the screen and projector with a standard HDMI connection.
3. Hotel wifi is available in all meeting rooms to support cloud-based presentation materials on your own device.
4. Hotel staff and Convention volunteers will monitor presentation rooms, providing technical assistance as necessary.
5. **TIP:** Consider uploading visuals to AllAcademic using the Online Resource feature on accepted submissions.

Hybrid

1. **In-person presenter:** Be sure to bring your own device and any special accessories, such as a clicker. Refer to the interactive Convention Program for your presentation’s room location. Presenters must be logged in to see the presentation room location and meeting link.

   **Virtual presenter:** Log in to your presentation’s corresponding Zoom session meeting linked in the interactive Convention Program. Presenters must be logged in to see the presentation meeting link.
2. AECT provides the screen and projector and a Meeting Owl, an integrated 360° camera, microphone, and speaker device.
3. Hotel wifi is available in all meeting rooms to support cloud-based presentation materials on your own device.
4. An in-person Convention volunteer will facilitate the session using their own device, connected to the Meeting Owl and projector. The facilitator will transition between presenters (Concurrent presentations, only) and monitor the meeting chat for questions and technical issues.

5. Notify the facilitator which presenter needs screen-sharing permissions. If necessary, the in-person presenter should log in\(^1\) to the corresponding Zoom session meeting linked in the interactive Convention Program.

6. The facilitator will wait until presenters are ready before admitting virtual attendees from the waiting room.

7. TIP: Consider uploading visuals to AllAcademic using the Online Resource feature on accepted submissions.

**Virtual**

1. Using your own device and in your preferred location, use the interactive Convention Program to log in to your presentation’s corresponding Zoom session meeting. Presenters must be logged in to see the presentation room meeting link.

2. A virtual Convention volunteer will facilitate the session, transitioning between presenters (Concurrent presentations only) and monitoring the meeting chat for questions and technical issues.

3. Notify the facilitator which presenter needs screen-sharing permissions.

4. If a presentation requires sound, be sure to click the appropriate setting when screen sharing.

5. **TIP:** Consider using a virtual filter or background branded for your organization or project or download an AECT21 background to use.

6. **TIP:** Consider uploading visuals to AllAcademic using the Online Resource feature on accepted submissions.

**Panels & Innovate!**

**In-Person**

1. Be sure to bring your own device and any special accessories you need for your presentation, such as a dongle, clicker, or external speakers. Refer to the interactive

\(^1\) Please make sure your device microphone and speakers are muted. If the presentation requires sound, coordinate with the in-person facilitator at the beginning of the session.
**Convention Program** for your presentation’s room location. Presenters must be logged in to see the presentation room location.

2. AECT provides the screen and projector with a standard HDMI connection.

3. Hotel wifi is available in all meeting rooms to support cloud-based presentation materials on your own device.

4. Hotel staff and Convention volunteers will monitor presentation rooms, providing technical assistance as necessary.

5. **TIP:** Consider uploading visuals to [AllAcademic](https://www.allacademic.com) using the *Online Resource* feature on accepted submissions.

### Hybrid

1. **In-person presenter:** Be sure to bring your own device and any special accessories, such as a clicker. Refer to the interactive *Convention Program* for your presentation’s room location. Presenters must be logged in to see the presentation room location and meeting link.

   **Virtual presenter:** Log in to your presentation’s corresponding Zoom session meeting linked in the interactive *Convention Program*. Presenters must be logged in to see the presentation meeting link.

2. AECT provides the screen and projector and a Meeting Owl, an integrated 360° camera, microphone, and speaker device.

3. Hotel wifi is available in all meeting rooms to support cloud-based presentation materials on your own device.

4. An in-person Convention volunteer will facilitate the session using their own device, connected to the Meeting Owl and projector. The facilitator will transition between presenters (Concurrent presentations, only) and monitor the meeting chat for questions and technical issues.

5. Notify the facilitator which presenter needs screen-sharing permissions. If necessary, the in-person presenter should log in to the corresponding Zoom session meeting linked in the interactive *Convention Program*.

6. The facilitator will wait until presenters are ready before admitting virtual attendees from the waiting room.

7. **TIP:** Notify the session facilitator if you need [breakout rooms](https://www.allacademic.com) created for your session.

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2 Please make sure your device microphone and speakers are muted. If the presentation requires sound, coordinate with the in-person facilitator at the beginning of the session.
8. **TIP:** Consider uploading visuals to [AllAcademic](#) using the *Online Resource* feature on accepted submissions.

**Virtual**

1. Using your own device and in your preferred location, use the interactive [Convention Program](#) to log in to your presentation’s corresponding Zoom session meeting. Presenters must be logged in to see the presentation room meeting link.
2. A virtual Convention volunteer will facilitate the session, transitioning between presenters (Concurrent presentations only) and monitoring the meeting chat for questions and technical issues.
3. Notify the facilitator which presenter needs screen-sharing permissions.
4. If a presentation requires sound, be sure to [click the appropriate setting](#) when screen sharing.
5. **TIP:** Notify the session facilitator if you need [breakout rooms](#) created for your session.
6. **TIP:** Consider using a [virtual filter or background](#) branded for your organization or project or [download an AECT21 background to use](#).
7. **TIP:** Consider uploading visuals to [AllAcademic](#) using the *Online Resource* feature on accepted submissions.

**Posters, Roundtables, & Showcases**

**In-Person**

1. Be sure to bring your presentation materials and equipment.
2. Poster designs are encouraged to use the empirically supported [Better Poster 2.0 format](#). Note: A [UPS Store](#) is available inside the Palmer House. Poster sessions feature 3’x6’ tables with tri-fold cardboard displays to support up to 36”x48” full-size posters or smaller, individually printed pages.
3. Roundtable sessions feature banquet-style seating with a table for each presentation.
4. Showcase sessions feature 3’x6’ tables to support table-top presentations using a variety of media and resources. Contact the convention planning team at aect@aect.org if you have additional needs to consider.
5. Hotel wifi is available in all meeting rooms to support cloud-based presentation materials on your own device.
6. **TIP:** Consider uploading visuals to [AllAcademic](#) using the *Online Resource* feature on accepted submissions.
7. **TIP:** Posters, Roundtables, and Showcases will present twice, once on Thursday afternoon and again on Friday morning (Central Daylight Time). If you can only present during one of the designated sessions, indicate this availability on your digital materials.

**Virtual**

1. Using your own device and in your preferred location, use the interactive Convention Program to log in to your poster, roundtable, or showcase’s corresponding Zoom session meeting. Presenters must be logged in to see the presentation room meeting link.
2. A virtual Convention volunteer will facilitate the session, coordinating breakout rooms, broadcasting announcements, and monitoring the meeting chat for technical issues.
3. Notify the facilitator which presenter needs screen-sharing permissions.
4. If a presentation requires sound, be sure to click the appropriate setting when screen sharing.
5. The facilitator will open self-select breakout rooms; each breakout room will bear the name of its corresponding presentation.
6. Presenters should enter their breakout room and prepare to share their digital materials.
7. The facilitator will notify presenters with a broadcast message when they admit virtual attendees from the waiting room.
8. Presenters have autonomy when deciding what and how to display visuals to support their presentation. Poster designs are encouraged to use the empirically supported Better Poster 2.0 format.
9. **TIP:** Consider using a virtual filter or background branded for your organization or project or download an AECT21 background to use.
10. **TIP:** Consider uploading visuals to AllAcademic using the Online Resource feature on accepted submissions.
11. **TIP:** Posters, Roundtables, and Showcases will present twice, once on Thursday afternoon and again on Friday morning (Central Daylight Time). If you can only present during one of the designated sessions, indicate this availability on your digital materials.

**Book Shares**

1. Using your own device and in your preferred location, use the interactive Convention Program to log in to your book’s corresponding Zoom session meeting. Presenters must be logged in to see the presentation room meeting link.
2. A virtual Convention volunteer will facilitate the session, coordinating breakout rooms, broadcasting announcements, and monitoring the meeting chat for technical issues.

3. Notify the facilitator which presenter needs screen-sharing permissions.

4. The facilitator will admit virtual attendees from the waiting room.

5. Presenters will take turns briefly explaining their book(s) in 5 minutes or less.

6. The facilitator will open self-select breakout rooms; each breakout room will bear the name of the corresponding book/author(s).

7. Presenters should enter their breakout room and prepare to share their digital materials. If a presentation requires sound, be sure to click the appropriate setting when screen sharing.

8. Attendees have autonomy moving about the breakout rooms, chatting with authors for more in-depth discussions about the book goals, timeline, applications, and more.

9. Presenters have autonomy when deciding if, what, and how to display visuals to support their presentation/discussion.

10. **TIP:** Consider using a virtual filter or background branded for your organization or book or download an AECT21 background to use.

11. **TIP:** Consider uploading visuals to AllAcademia using the Online Resource feature on accepted submissions.

12. **TIP:** Posters, Roundtables, and Showcases will present twice, once on Thursday afternoon and again on Friday morning (Central Daylight Time). If you can only present during one of the designated sessions, indicate this availability on your digital materials.
Meetings

Hybrid

1. Refer to the interactive Convention Program for your meeting’s room location and meeting link. Presenters and attendees must be logged in to see the presentation room location and meeting link.

2. AECT provides a Meeting Owl, an integrated 360° camera, microphone, and speaker device, to support meetings in either boardrooms or rooms with theater-style seating, depending on the size of the meeting.

3. **In-person presenter**: Be sure to bring your own device for running the meeting and sharing visuals. Refer to the interactive Convention Program for your presentation’s room location. Presenters must be logged in to see the presentation room location and meeting link.

   **Virtual presenter**: Using your own device and in your preferred location, log in to your presentation’s corresponding Zoom session meeting linked in the interactive Convention Program. Presenters must be logged in to see the presentation meeting link.

4. An in-person convention volunteer will facilitate getting started with the Meeting Owl and starting a Zoom meeting with the Owl.

5. A virtual Convention volunteer will facilitate meeting permissions, admit attendees from the waiting room, and monitor the meeting chat for questions and technical issues.

6. Notify the facilitator which presenter needs screen sharing permissions.

7. If a presentation requires sound, be sure to click the appropriate setting when screen sharing.

8. **In-person attendee**: Bring your own device to join the corresponding Zoom meeting with microphone and speaker muted to see meeting visuals.

   Virtual attendees: Use your own device in your preferred location to join the corresponding Zoom meeting.

9. **TIP**: Consider uploading visuals to AllAcademic using the Online Resource feature on accepted submissions.

Virtual

1. Using your own device and in your preferred location, use the interactive Convention Program to log in to the corresponding Zoom session meeting.
2. A virtual Convention volunteer will facilitate meeting permissions, admit attendees from the waiting room, and monitor the meeting chat for questions and technical issues.

3. Notify the facilitator which presenter needs screen sharing permissions.

4. If a presentation requires sound, be sure to [click the appropriate setting](#) when screen sharing.

5. **TIP:** Consider using a [virtual filter or background](#) branded for your organization or project or [download an AECT21 background to use](#).

6. **TIP:** Consider uploading visuals to [AllAcademic](#) using the [Online Resource](#) feature on accepted submissions.
3rd Floor Salons
Welcome to the city that feels like home!

Chicago is bursting with world-class, big-city culture. But at its heart, it’s a Midwestern city — which means a warm welcome and genuine hospitality. No matter who you are or what you love, you’ll fit right in exploring famed restaurants, world-renowned museums, a jaw-dropping waterfront, groundbreaking music, Tony Award-winning theatres, iconic architecture designed by legendary architects, over 300 parks and green spaces, one of the most inclusive LGBTQ+ communities, and 77 vibrant, ethnically diverse neighborhoods that are the heart and soul of Chicago.

**Things to do**

**Tours and Attractions**

**Theater and Performing Art**
https://www.choosechicago.com/events/category/theater-performing-arts/list/?tribe-bar-date=2021-11-01

**Chicago Shopping**
https://www.choosechicago.com/things-to-do/shopping/

**Chicago Dining**

**Restaurants within a 5 block radius of Palmer House**
- Lockwood Restaurant and Bar – Palmer House – 17 E Monroe
  - Upscale, imaginative New American dining amid elegant surrounds in the Palmer House lobby.
- Potter’s Chicago Burger Bar – Palmer House – 124 S Wabash
  - Posh bar with old-time Chicago appeal
- The Village – 71 W Monroe St. – Italian
  - Italian restaurant since 1927
- The Dearborn – 145 N Dearborn St. – American
  - Chic American tavern with seasonal fare
- Roanoke – 135 W Madison St. – American
  - Refined hotel lounge with comfort food
- The Berghoff – 17 W Adams St. – German
  - Classic German eatery
- The Gage – 24 S Michigan Ave. – Irish/American Pub
  - Upscale pub with a New American menu
- BIBIBOP Asian Grill – 24 E Jackson Blvd. – Asian Fusion
○ Casual, modern Asian counter service

● Cindy’s Rooftop – 12 S Michigan Ave – American/Rooftop Lounge
  ○ Select eats & drinks in a chic hotel hub (Chicago athletic Association)

● Remington’s – 20 S Michigan Ave – American
  ○ A classic steakhouse with sleek décor and lunch menu

● The Marq – 60 W Adams St. – American
  ○ Stylish American bistro

● 312 Chicago – 126 N LaSalle St. – Italian
  ○ Elegant pre-theater Italian eatery

● Miller’s Pub – 134 S Wabash Ave. – American
  ○ Old-school Chicago Pub

● Beatrix Market – 23 E Jackson Blvd – American
  ○ Coffee shop with food takeout & a bar

● Acanto – 18 S Michigan Ave – Italian
  ○ Casual Italian dining and an extensive wine list

● Shake Shack – 12 S Michigan – Burgers
  ○ A gourmet burger chain with frozen custard

● Russian Tea Time – 77 E Adams St. – Fine Dining/Tea Service
  ○ Traditional cuisine and vodka flights

Getting to Chicago
https://www.choosechicago.com/plan-your-trip/getting-here/

Getting Around
https://www.choosechicago.com/plan-your-trip/getting-around/

Weather
https://www.choosechicago.com/plan-your-trip/chicago-weather/
AECT & Division Awards

AECT Awards

**Distinguished Service Award**
Phil Harris, former AECT Executive Director
Robert Doyle, Harvard University

**David Jonassen Excellence in Research Award**
Curt Bonk, Indiana University

**J. Michael Spector Appreciation Award**
Phil Harris, former AECT Executive Director

**Addie Kinsinger Leadership Interns**

**Earl F. Strohbehn Intern**
Rebecca Clark-Stallkamp, Virginia Tech University

**Lee W. Cochran Interns**
Yingxiao (Karen) Qian, Arizona State University
Sagun Giri, Pennsylvania State University
Presidential Awards

**Distinguished Service Award**

*In recognition of outstanding leadership and service to 2020 Virtual AECT Conference Planning*

Victor Law, Hengtao Tang, Irene Bal, Linda Campion, Jenny Bauman, Okan Arslan

**Presidential Special Service Award**

*In recognition of volunteering members and groups who contributed significantly to the success of the 2020 Virtual AECT Conference.*

Victoria Lowell, Jin (Joy) Mao, Heather Leary, John Curry, Tony Pina, David Gardner, Tony Pina, Mike Simonson, the Accessibility Committee [Amy Lomellini (Chair), David Gardner (Associate Chair), Linda Campion, Rebecca Reese, Chris Smith, Ismahan Arslan-Ari, Robert Doyle], the Graduate Student Assembly:

<table>
<thead>
<tr>
<th>GSA Board Members &amp; Volunteers</th>
<th>Volunteer Supervisors &amp; GSA Members</th>
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<tbody>
<tr>
<td>Pauline Muljana, Intern &amp; GSA D&amp;D Representative</td>
<td>Elisa Shaffer</td>
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<tr>
<td>Okan Arslan, Intern &amp; Volunteer Sub-Committee</td>
<td>Jennifer Johnston</td>
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<tr>
<td>Hannah Digges Elliott, Intern &amp; GSA STC</td>
<td>Zhenhuan Yang</td>
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<tr>
<td>President Elect</td>
<td>Bryce Platt</td>
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<td>Sharon Stidham, GSA Ethics Officer &amp;</td>
<td>Murat Turk</td>
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<td>Volunteer Supervisor</td>
<td>Sudip Ghosh</td>
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<td>Sagun Giri, GSA OTP Representative</td>
<td>Xiaoya Li</td>
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<tr>
<th>Volunteer Sub-committee and GSA Members</th>
<th>Interns and GSA Members</th>
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<tbody>
<tr>
<td>Irene A. Bal, Volunteer Sub-Committee &amp;</td>
<td>Rebeca Peacock, Intern</td>
</tr>
<tr>
<td>Volunteer Supervisor</td>
<td>Suthanit Wetcho, Intern</td>
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<tr>
<td>Ceyhun Müftioğlu, Volunteer Sub-Committee &amp;</td>
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<td>&amp; Volunteer Supervisor</td>
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Chicago, Illinois    AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021
Outstanding Publication Award

Dr. Yan Chen, University of New Mexico, Organization, Information, and Learning Sciences program


Outstanding Publication Award: Journal Article

Dr. Yan Chen, University of New Mexico, Organization, Information, and Learning Sciences program


Outstanding Publication Award: Book Chapter

Dr. Amy Bradshaw, University of Oklahoma


Outstanding Publication Award: Book

Dr. Patricia A. Young, University of Maryland Baltimore County


McJulien Scholar Best Paper Award

Spencer Greenhalgh, University of Kentucky; Daniel Krutka, Texas Woman's University; Shannon Oltmann, University of Kentucky

*Gab, Parler, and Reconsidering Learning on Social Media*

The Culture, Learning, and Technology's McJulien Scholar Award is presented to the best proposal submitted to the Culture, Learning and Technology Division

2021 McJulien Graduate Student Scholarship Award

Ms. Daniela Castellanos Reyes, Purdue University

Service Awards

Ms. Kae Novak, University of Colorado-Denver
Dr. Lisa Giacumo, Boise State University
Design & Development Division Awards

Outstanding Journal Article Award
(Chair: Dirk Ifenthaler)

Andrew A. Tawfik, University of Memphis
Arthur Graesser, FedEx Institute of Technology
Jessica Gatewood, University of Memphis
Jaclyn Gishbaugher, University of Memphis


Outstanding Book Award
(Chair: Ross Perkins)

Abbie H. Brown, East Carolina University
Timothy D. Green, California State University


Outstanding Practice Award
(Chair: Brenda Bannan)

Kyung Kim, Ph.D.
Northern Illinois University

Project Title: Graphical Interface of Knowledge Structure-Text: Providing personalized, automated feedback to support students’ knowledge structure development during online learning!

Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design
(Chair: Michael Simonson)

Winner

Thanh Do, Oklahoma State University

Project Title: Online Teaching Tips: Phases of Engagement

Honorable Mentions

Sonia Tiwari, The Pennsylvania State University
Project Title: *Pie Spy: I Spy With My Pie*
Irene Bal, Old Dominion University

Project Title: *Asynchronous Engagement Microlearning Video*

Jaclyn Joy Gish-Lieberman, University of Memphis

Project Title: *Mentee Training Modules*
Rita Fennelly-Atkinson, Sam Houston State University

Project Title: *Learning With Technology for the Student...for Educators*

**Robert M. Gagné Award for Graduate Student Research in Instructional Design**
(Chair: Janette Hill)
TBA

**D&D Division Presidential Service Award**
Jasmine Choi, Georgia Tech
Sheri Stover, Wright State University
Jill Stefaniak, University of Georgia

**Distance Learning Division Awards**

**Outstanding DDL-Sponsored AECT Conference Proposal**
Dr. Jill Stefaniak, Ms. Xigui Yang, Dr. Meimei Xu; University of Georgia

- Exploring the Relationship Between Universal Design and Learning Context

**Crystal Award**
Dr. David Goldsman, Dr. Fatimah Wirth, Mr. Stephen Murphy, Mr. Raymond Chang, Mr. Saurabh P. Doodhwala; Georgia Institute of Technology

- ISYE 6644: Simulation and Modeling for Engineering and Science

**Award Coordinator:** Mr. Brian Arnold, National University

**Award Reviewers:** Dr. Tammi Kolski, Dr. Holley Baker, and Mr. Brian Arnold

**Distance Education Best Practice Award**
Dr. Florence Martin, Ms. Kiran Budhrani, Dr. Chuang Wang; University North Carolina Charlotte
Faculty Readiness to Teach Online (FRTO) Instrument and Workshops

*Award Coordinators:* Dr. Sara Jalali-Ferrari, SARA Academy

*Award Reviewers:* Dr. Kari Everett, Dr. Sarah McCorkle, and Dr. Martha Lorena Obermeier

**Distance Education Book Award**

Editors: Dr. Joseph Rene Corbeil, University of Texas Rio Grande Valley; Dr. Badrul H. Khan, McWeadon Education; Dr. Maria Elena Corbeil, University of Texas Rio Grande Valley

- Microlearning in the Digital Age: The Design and Delivery of Learning in Snippets
  *Nominator:* Dr. Patrick Lowenthal

*Award Coordinators:* Dr. Fatimah Wirth, Georgia Institute of Technology

*Award Reviewers:* Dr. Beth Oyarzun, Dr. Katarzyna Sims, Dr. David Edwin Stone

**Distance Education Journal Article Awards**

**Application**

Dr. Tiffany Roman, Kennesaw State University; Dr. Matthew Callison, South Fayette Township School District; Dr. Rodney Myers, Indiana University Bloomington; Ms. Anne Berry, Cleveland State University

- Facilitating Authentic Learning Experiences in Distance Education: Embedding Research-Based Practices into an Online Peer Feedback Tool

**Mixed-Method**

Dr. Florence Martin, Ms. Ting Sun, Dr. Carl Westine; University of North Carolina Charlotte

- A systematic review of research on online teaching and learning from 2009 to 2018

**Qualitative**

Dr. Jesús Trespalacios, Dr. Chareen Nelson, Dr. Patrick Lowenthal, Dr. Lida Uribe-Flórez; Boise State University

- Community and connectedness in online higher education: a scoping review of the literature

**Quantitative**

Dr. Min Young Doo, Kangwon National University; Dr. Curtis Bonk, Indiana University Bloomington; Dr. Heeok Her, Sunchon National University

- A Meta-Analysis of Scaffolding Effects in Online Learning in Higher Education

*Award Coordinator:* Dr. Hale Turhangil Erenler, Antalya Akev University

*Award Reviewers:* Dr. Tanyetta White, Dr. David Edwin Stone, Dr. Kari Everett, Dr. Ayşegül Liman Kaban, Dr. Caitlin Riegel, Mr. Matt Connell, Dr. Sarah McCorkle, Ms. Anne Fensie, Dr. Ergün Akgün, Ms. Kristin Kipp, Dr. Beth Oyarzun, Ms. Radhika Krishnadas, Dr. Duygu Umutlu, Dr. Katarzyna Sims, Dr. Hale Turhangil Erenler
GSA Research Showcase

The GSA is excited to announce that three proposals were selected for the Third Annual GSA Research Showcase this year. All proposals went through a blind review process wherein each proposal was matched with one reviewer with a terminal degree and two graduate student reviewers who had expertise in their topic area.

Congratulations to the following GSA members whose proposals were selected this year:

- A Mixed Methods Study of #ScholarStrike Activities: Teaching Webinars or Teach-ins – Kae Novak (University of Colorado Denver)
- Culturally Responsive Practices to Increase STEM Subject Choice in High School Students: A Mixed Methods Approach – Paula Marcelle (Indiana University)
- Experiences of Higher Education Instructional Designers as Remote Workers During COVID-19 – Waneta Hebert, Arlene Ramirez, Diana Lopez, and James Wilson (Sam Houston State University); advised by Dr. Kimberly LaPrairie (Sam Houston State University)

Visit the GSA Research Showcase winners’ posters at the AECT 2021 poster session!

International Division Awards

Distinguished Service Award

Robert Doyle, Retired, (former) Associate Dean Faculty of Arts and Sciences at Harvard University

International Contribution Award

Dr. Curtis Ho, Professor, Learning Design and Technology, College of Education, University of Hawaii at Mānoa

Outstanding Practice by A Student in ET in an International Setting

Sydney Mutelo, Master student, University of Namibia

Presidential Service Award

Hengtao Tang, Assistant Professor, Educational Studies, College of Education, University of South Carolina

Outstanding ETR&D Journal Article Award

Hengtao Tang, Assistant Professor, Educational Studies, College of Education, University of South Carolina

R.W. “Buddy” Burniske Award

Eunsoon Cho, Professor, Mokwon University; Young Hoan Cho, Associate Professor, Department of Education, Seoul National University; Michael M. Grant, Associate Professor, Educational Studies, College of Education, University of South Carolina; Donggil Song, Associate Professor, Sam Houston State University; Yeol Huh, Assistant Professor, Ewha Women’s University


Learner Engagement Division Awards

Excellence in Innovation Award

Intel Adaptive Learning Project by Sinem Aslan, Nese Alyuz, Lama Nachman, and Asli Arslan Esme

Outstanding Digital Learning Artifact Award

The AR Perpetual Garden App by Maria C. R. Harrington

Outstanding Publication Award

Factors Underlying the Perceived Importance of Online Student Engagement Strategies by Doris Bolliger and Florence Martin

Best Conference Proposal Award

Gamification to Engage Students Using the Discord Team Chat App by Suzanne Brown-McBride and Peter Leong

Organizational Training and Performance Division Awards

Graduate Student Convention Scholarship

Annetta Dolowitz

Samantha Goldstein

Nancy B. Hastings Distinguished Service Award

Jennifer Bauman, GP Strategies
Research & Theory Division Awards
Organized by Dr. EunJung Grace Oh, RTD Past-President

Dean and Sybil McClusky Research Award
Jennifer Park (Indiana University Bloomington)

The Relationships Among Sustainable Work Environment, Human Agency, and Self-Leadership

Outstanding Theoretical Journal Article Award
Peter Honobein (Customer Performance Group; Indiana University Bloomington; Boise State University) and Charles M. Reigeluth (Indiana University Bloomington)

To Prove or Improve, That is the Question: The Resurgence of Comparative, Confounded Research between 2010 and 2019

Published in Educational Technology Research and Development (2021)

Outstanding Empirical Journal Article Award
Theodore J. Kopcha (University of Georgia), Ceren Ocak (University of Georgia), and Yingxiao Qian (Arizona State University)

Analyzing Children’s Computational Thinking through Embodied Interaction with Technology: A Multimodal Perspective

Published in Educational Technology Research and Development (2020)

Qualitative Inquiry Award
Ai-Chu Elisha Ding (Ball State University)

Language Teachers and Multimodal Instructional Reflections during Video-Based Online Learning Tasks

Young Researcher Award
Tiffany Roman (Kennesaw State University) and Elizabeth Boling (Indiana University Bloomington)

Design Education at the Secondary Level in the U.S.: Instructional Practices and Perspectives of Teachers

Outstanding Service Award:
Wanli Xing (University of Florida); Professional Development Coordinator Elect (2018-2019), Professional Development Coordinator (2019-2020), Past Professional Development Coordinator (2020-2021)

Eunjung Grace Oh (University of Illinois at Urbana-Champaign); Featured Research Coordinator (2016-2017), President-Elect (2018-2019), President (2019-2020), Past President (2020-2021)
Bret Staudt Willet (Florida State University); Graduate Student Representative (2018-2019), Secretary (2019-2020), Communications Officer (2020-2021)

**Outstanding Research & Theory Division - Sponsored Accepted Proposal**

Zhiru Sun (University of Southern Denmark) and Yuqin Yang (Central China Normal University)

Empowering Students in Remote Learning: A Mediation Analysis with Structural Equation Modeling

**Outstanding Research & Theory Division - Sponsored Accepted Student Proposal**

Holly Fiock (Purdue University), Sally Meech (Purdue University), Mohan Yang (Purdue University), Yishi Long (Purdue University), Tadd Farmer (Purdue University), Adrie Koehler (Purdue University), and Zui Cheng (Shenzhen University)

Instructional Design Learners Make Sense of Theory

**Systems Thinking & Change Division Awards**

**Outstanding Article Award**

Barbara Altman, Texas A&M University-Central Texas; Kay Shattuck, Quality Matters; Bethany Simunich, Quality Matters; Barbra Burch, Quality Matters

Quality Assurance Implementation: How It Works

**Outstanding Book Award**

Jill E. Stefaniak, University of Georgia


**Distinguished Service Award**

Monica Sulecio de Alvarez, Independent Consultant

**Charles M. Reigeluth Emerging Researcher Award**

Hengtao Tang, University of South Carolina

**System Change Leader**

Aaron Bond, Virginia Tech
Teacher Education Division Awards

Best Proposal Award
Theodore J. Kopcha, Kalianne L. Neumann, Anne T. Ottenbreit-Leftwich, & Elizabeth Pitman
Teacher Response Model: A Possible Evolution for Our Quest for Technology Integration

Award for Service to the Division
Jacob A. Hall

Smaldino & Herring TED Leadership Endowment
Irene A. Bal

Scholarly Advancement of Teacher Education & the Field of Educational Technology
Royce Kimmons

Technology Integrated Learning Division Awards

Villy Gandhi Leadership Training Award
Margaret Adjoga-Otu
Awarded by AECT Affiliate, New Jersey Association of School Librarians, for her work in promoting technology use and integration in the spirit of both NJASL & AECT
Meet the Addie Kinsinger Leadership Interns

Rebecca Clark-Stallkamp
Earl F. Strohbehn Intern

Rebecca Clark-Stallkamp is a PhD Candidate at Virginia Tech in the Instructional Design and Technology program. Her research interests are: the intersection of argumentation theory, STEM learning, and problem-solving, and the history of instructional design and technology. She is a lead designer for VT's Engineering Online, and as a CPACC trained designer, Rebecca is an advocate for accessibility in online learning. Currently, she is an active member of AECT serving as the GSA Representative for Systems Thinking and Change Division and elected as the incoming GSA Representative for the Research and Theory Division.

Yingxiao (Karen) Qian
Lee W. Cochran Intern

Yingxiao (Karen) Qian is a postdoctoral scholar in the Learning and Cognition Lab at Arizona State University. She received her Ph.D. degree in Learning, Design, and Technology from the University of Georgia. Her research interest is to design and develop various learning environments that utilize technology to enhance students’ real-world problem-solving abilities, computational thinking, and STEM competencies.

Sagun Giri
Lee W. Cochran Intern

Sagun Giri is a doctoral candidate at Penn State University. His research interests focus on productive failure, debugging by design, informal and interest driven learning, computational thinking, and makerspaces. Sagun is an active member of AECT. He is currently serving as the GSA Ethics Officer and the incoming GSA representative to the Technology Integrated Learning Division.
**2021 AECT EARLY CAREER SYMPOSIUM**

Sponsored by AECT in 2021, 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 on appropriate professional development given research interests and career goals.

**MENTORS**

**Dr. Danilo M Baylen** is a tenured education professor at the University of West Georgia. Danilo studies technology integration practices, learner engagement, and visual literacy. Also, he studies the visual representation of identity, relationships, and culture in Asian children's literature. Born in the Philippines, where he spent his early adult years, he is interested in reviewing contemporary Filipino children's books for scholarly work. Dr. Baylen completed graduate degrees in Instructional Technology, Elementary Education, Library and Information Studies, and Counseling. Before his faculty position, he worked as an instructional designer, IT services director, and faculty developer in several higher education institutions. He teaches, conducts research, and publishes effective technology integration practices, visual and media literacy education, creative thinking, and collaborative learning. As a scholar-practitioner, Dr. Baylen co-edited a book titled, *Essentials of Teaching and Integrating Visual and Media Literacy published* by Springer and received the AECT 2016 publication award. Also, he co-edited a publication focusing on LIS Education in the Asia-Pacific region in 2020. He serves as editor-in-chief of *The Book of Selected Readings* of the International Visual Literacy Association and completed three volumes from 2018-2020. Currently, he is the president of the Georgia Association for Instructional Technology (GAIT), Executive Secretary to the Board of the Association for Educational Communications and Technology (AECT), and past vice president and board member of the International Visual Literacy Association (IVLA).

**Dr. Fengfeng Ke** is a Professor of the Educational Psychology and Learning Systems Department at the Florida State University. Her research focuses on the design and investigation of innovative and active learning systems for mathematics, science, and STEM+C education. She is particularly interested in examining the dynamics governing the relations among learner diversity, the design and implementation of adaptive learning systems, personalized or collaborative learning processes, and multi-faceted learning outcomes. Her current research has embodied this perspective in three streams of work—digital game-based math and science learning, inclusive design of computer-supported collaborative learning, and mixed-reality integrated immersive learning—for a diversified learner population. Dr. Ke’s research has resulted in more than 60 refereed journal articles, two monograph books, and multiple book chapters. She has acted as PI and Co-PI of six National Science Foundation research grants, PI of two Spencer Foundation research grants, Co-PI of two Department of Education research grants, and Co-PI of a MacArthur Foundation research grant.
Dr. Royce Kimmons is an Associate Professor of Instructional Psychology and Technology at Brigham Young University where he studies open education, social media, data mining, and technology integration. As a researcher, he has authored over 50 peer-reviewed articles in prominent journals (as well as various book chapters and other secondary publications) and has received numerous awards for his work including the ETR&D Young Scholar Award (2017), the AERA TACTL Early Career Scholar Award (2017), the AECT Annual Achievement Award (2016), and numerous best paper and outstanding research project awards. He is the founder of EdTechBooks.org, which is an open textbook publishing platform. More information about his work may be found at http://roycekimmons.com.

Dr. Tiffany A Koszalka is a Professor in the Instructional Design, Development and Evaluation program at Syracuse University where she is focused on R&D projects investigating online learning and digital learning resources to support distance education, self-directed learning activities. Her focus is studying the integration of learning, instruction, and technologies in instructional and learning environments. Much of this work is associated with e-learning strategies specifically through the Research in Designing Learning Resources [RIDLR] project. She spent over three decades in the instructional design field with over a decade in corporate environments designing, implementing, and evaluating multimedia-based training and human performance technology systems.

Dr. Gamze Ozogul is an Associate Professor in the Instructional Systems and Technology Department at Indiana University. Upon completing her Ph.D. at Arizona State in 2006, she completed her postdoc in Electrical, Computer and Energy Engineering. Later, she was the Associate Director of Measurement and Evaluation, at Arizona State University. In 2013 she joined IU as an Assistant Professor. Ozogul's expertise is in instructional design, development, and evaluation for online, computer-based and face-to-face learning environments. In her research she operationalizes instructional design and development principles, applies it in various pre-college and higher education settings, and investigates outcomes for learning, retention, and perceptions. She has published these studies in various peer-reviewed journals. She received two mentor of the year awards from IU, one from University Graduate School and IU Graduate and Professional Student Government (IUGPSG) in 2018, and one from Outstanding Faculty Mentor Award from the Center of Excellence for Women in Technology (CEWIT) in 2019. Dr. Ozogul was appointed in 2018 to serve on the Scientific Advisory Council of the Red Cross and has been serving since then to review policies and provide guidance on training efforts for laypersons, to acquire skills and knowledge to perform in a crisis or emergency situations.
MENTEES

Early Career Faculty

Dr. Newton Buliva  
Plano Independent School District

Dr. Keith Heggart  
University of Technology Sydney

Dr. Jiyoon Jung  
Valdosta State University

Dr. Allan C Pangburn  
University of South Carolina  
Lancaster

Dr. Melissa Warr  
University of Louisiana at Monroe

Advanced Doctoral Students

Victoria Abramkena  
Indiana University

Haesol Bae  
Indiana University

Thanh Don  
Oklahoma State University

Suzhen Duan  
Purdue University

Lisa Goldey  
University of South Carolina

Ginny Smith  
Florida State University

Laura Thompson  
Grand Canyon University

Meimei Xu  
University of Georgia

SYMPOSIUM COORDINATORS

Dr. Ismahan Arslan-Ari is the Professional Development Coordinator. She is an Assistant Professor in the Department of Educational Studies, University of South Carolina. She is also the director for the South Carolina Center for Assistive Technology and Educational Research (SC_CATER). Dr. Arslan-Ari received her doctorate in Instructional Technology with a minor in Special Education (Deafblind) from Texas Tech University. She also holds two master's degrees in Instructional Technology and Special Education. Her research broadly focuses on multimedia learning, online teaching and learning, and technology integration in special education.

Dr. Yu-Ju (Sharon) Lin is the Symposium Professional Development Coordinator-Elect. She currently works as the Senior Instructional Designer in the Teaching and Learning Technologies (TLT) at Purdue University. She completed her doctoral study and graduated in August 2015. Throughout her academic life, she not only works as the instructor and instructional designer to teach and design courses but also provides mentorship to graduate students for research studies and professional development in instructional design.
AECT
Design and Development
Competition

Finalists

Okan Arslan and Hannah Digges Elliott
Texas Tech University and Morehead State University

Arpita Pal and Alyssa Thomas
San Francisco State University

Paula Marcelle and Othneil Blackwood
Indiana University and The University of the West Indies

Mentors

Christie Juhong Liu
James Madison University

John Love and Amy Pflug
Oriel STAT A MATRIX

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
University of West Georgia

Cem Kumsal
NATO ACT

Cem Kumsal
NATO ACT

Special Judge

Consultant, McKinnon-Mulherin Consulting

Dan Schuch
Competition Co-Chair
Breakfast With Champions

The annual Breakfast With Champions brings together top professionals in the field to interact with our attendees at an AECT-sponsored breakfast. This convention tradition engages members in conversations on research topics and interests with top AECT scholars and leaders. Join us for this exciting event!

Thursday, November 4, 2021 (on-site)
7:00 - 8:30 am
Red Lacquer Room

Friday, November 5, 2021 (virtual)
8:15 - 9:15 am
Zoom

New in 2021! Half our Champions will engage in the on-site breakfast event. Tickets are available for $10 from Registration. The other half will engage in the free virtual event. The following leaders in our field are waiting to enjoy a conversation with you:

V- Tonya Amankwataia  V- Atsusi Hirumi  V- Robert Reiser
C- Tutaleni Asino  V- Dirk Ifenthaler  V- Gordon Rowland
C- Dennis Beck  V- Lin Lin  V- Sharon Smaldino
C- Curt Bonk  V- Min Liu  V- Mike Spector
C- Rob Branch  C- Florence Martin  V- George Veletsianos
C/V- Ali Carr-Chellman  C- Trey Martindale  C- Ellen Wagner
V- Camile Dickson-Dean  V- David Merrill  C- Rick West
C- Tonia Dousay  V- Joi Moore  C- David Wiley
C- Xun Ge  V- Tom Reeves
V- Michael Grant  V- Charlie Reigeluth

Key
C = On-Site in Chicago  V = Virtual on Zoom
AECT Leadership Development is proud to offer all AECT members the opportunity to improve their CVs and resumes, interviewing techniques, qualifications, and other career-related issues at our daily Job Center. Open 9-4 daily or by appointment, specially chosen AECT volunteer members will guide you through the sometimes byzantine and convoluted world of job searching. Tips, tricks, advice, and actual job listings will be available throughout the conference. Check back with us frequently as employers add available jobs all of the time. Refer to the interactive convention program for a Zoom meeting link if participating virtually.
Cross-Cultural Collaborations and Scholarship Celebration at AECT2021

30 Concurrent Sessions, 3 Innovate!, 4 Panels, 10 Roundtables, 7 Posters

CLT 2021 McJulien Lecture: In this very special session, the winners of CLT’s 2021 McJulien Best Paper Award will present their award-winning paper

Outstanding Publication Awards:
  - Journal Article
  - Book Chapter
  - Book

Exceptional Service Award

CLT History & Self Study Series
**CLT-MIM History Review Project**
**The History of the CLT Division: 2013-2020**
**Taking stock of where we are, where we come from and the future of the CLT division**

Sustained Critique with CLT Doctoral Working Group on Critical Theories

The CLT doctoral work group, led by Kae Novak (VP of Communication), collectively organize webinars and other professional development for semester breaks that reflect what they are seeing, their experiences and to be part of determining the directions of CLT research. The work group highlighted critical perspectives including summer webinars on “Bring Critical Race Theory into Curriculum” and “Data Surveillance in Education & Work”.

CLT sponsored sessions at AECT 2021

Diversify Your Constructs, Theories, Citations and Reading Lists
Language, constructs, and theories have the potential to start the enactment of social justice. Inspired by the Diversify Your Booklist: Developing Citation Practices at NCSU and derived from 2020 webinars, this session will cover key concepts and vocabulary of critical race theory, intersectionality, and social justice work. Come and join Kae, Chris, Katheriine, Lili, Rebecca, Paula, Kristin, and Carla to refill your scholarly energy on social justice with glossary, list of frameworks, annotated bibliography, readings, and recordings!

Becoming An Active/Active--ist Member in Cross-cultural Settings
Join a cross-culture non-profit consultant for a conversation on navigating the culture of organizations and institutions and how to champion changes.
DIVISION EVENTS

AECT Design and Development Competition
IDT Professor’s Forum
D&D Showcase
D&D Membership Meeting
D&D Awards Ceremony
D&D Awards Presentations

DIVISION SESSIONS

Panel: 4
Concurrent: 48
Roundtable: 18
Poster: 19
Innovate!: 2

Details in Online Program

Matthew Schmidt
University of Florida
2021 Conference Planner
D&D President-Elect

Chicago, Illinois

AECT Homecoming (Homestaying): A Return to Learning through Innovation - 2021
DIVISION OF DISTANCE LEARNING (DDL)
Association for Educational Communications and Technology

AECT 2021 DDL MEMBERSHIP MEETING

Our membership meeting will be hybrid - you can connect with us in Chicago, IL or via zoom! Join to congratulate the DDL award winners, meet the DDL board members, and meet your old and new friends!

JOIN THE 2021 AECT DDL PRESIDENTIAL PANELS

The Community of Inquiry: Current Issues and Future Directions for Research and Practice:
*Larisa Olesova, George Mason University; *Ayesha Sadaf, University of North Carolina Charlotte; *Jennifer Richardson, Purdue University; *Patrick Lowenthal, Boise State University; *Jeanne Dunlap, University of Colorado Denver; *Granatella McCarron, George Mason University; *Secil Caskurlu, Purdue University; *Brianna Callins, George Mason University

Systematic Reviews of Research on Distance Learning:
*Ayesha Sadaf, University of North Carolina Charlotte; *Larisa Olesova, George Mason University; *Florence Martin, University of North Carolina Charlotte; *Dirk Ifenthaler, University of Mannheim; *Meina Zhu, Wayne State University; *YUJIN PARK, Florida State University; *HAEJIN CHOI, Florida State University; *Ji Yae Bong, Concordia University, Montreal

JOIN THE AECT 2021 DDL SESSIONS

42 Concurrent Sessions
10 Panel and Innovate Sessions
30 Roundtables
14 Poster Sessions

FOLLOW US ON SOCIAL MEDIA

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Division of Distance Learning
DELT
DIVISION OF EMERGING LEARNING TECHNOLOGIES

ACCEPTED PRESENTATIONS

63 TOTAL SUBMISSIONS

MEMBERSHIP MEETING, AWARD CEREMONY, EMERGING TECHNOLOGY SHOWCASE + MORE!

VIDEO GAMES, VR AND EMERGING TECHNOLOGIES CAN SUPPORT

⭐️ PROBLEM SOLVING
⭐️ MOTIVATION
⭐️ CREATIVITY
⭐️ ASSESSMENT

DELT CONFERENCE PLANNER

BENJAMIN EMIHOVICH, PHD
Assistant Professor of Educational Technology - Cal State LA

START CONFERENCE
Our Vision & Mission

The vision of AECT’s Education in the Health Professions–Special Interest Group (EDHP–SIG) is to help, “ensure healthy lives and promote well-being for all at all ages.” To achieve our vision, the EDHP–SIG will seek to advance the professional practice of healthcare professionals and instructional designers by fostering transdisciplinary collaboration and communications, promoting immersion and the sharing of ideas and resources, and by facilitating evidence-based education, training, and professional development of healthcare professionals and their clients.
eLearning Africa focuses on ICT-enhanced education, training and skills development in Africa. It serves as a comprehensive annual meeting place for those concerned with developing eLearning capacities in Africa.

Over 12 consecutive years, eLearning Africa has hosted 16,228 participants from 100+ countries around the world, with over 85% coming from the African continent. More than 3,300 speakers have addressed the conference about every aspect of technology supported learning and skills development.

### CHECK OUT OUR SESSIONS

#### A COMPARISON ON THE PREPAREDNESS OF PRESERVICE AND INSERVICE TEACHERS’ TOWARDS THE USE OF MOBILE DEVICES IN NIGERIA

This session will compare the preparedness of in-service and preservice teachers to utilize mobile learning in their practice. The purpose of the proposal is to discuss if there is a significant difference in the perception of in-service teachers and that of preservice teachers in Nigerian about mobile learning.

#### MOBILE INNOVATIONS IN AFRIKAN CULTURES

Afrikan countries and cultures create solutions for the needs and conditions of their people, yet their contributions to technological innovations continue to be overlooked. From a qualitative research perspective, we conducted a systematic review and cultural studies analysis. The findings reveal that mobile developers are 1) building apps specific to the Afrikan context and 2) appropriating apps to the Afrikan context.

If you have questions, you can connect with Tutaleni I. Asino (tutaleni.asino@okstate.edu)
e/merge Africa

e/merge Africa is a professional development network for educational technology researchers and practitioners in African higher education. During early 2014 e/merge Africa started offering regular professional development activities in the form of online seminars and workshops and short courses as well as online conferences every few years.

If you want to know more about e/merge Africa, you can connect with Tony Carr (tony.carr@uct.ac.za), Nicola Pallitt (n.pallitt@ru.ac.za) and Tutaleni I. Asino (tutaleni.asino@okstate.edu)

Also, join us in celebrating our continued affiliation with AECT throughout the conference and especially at our highlighted session below.

EDUCATIONAL TECHNOLOGY USAGE IN AFRICAN HIGHER EDUCATION CONTEXTS: PRELIMINARY RESULTS AND CROSS-CULTURAL COLLABORATIVE RESEARCH PROCESS

Join us throughout the conference and especially at our highlighted session below. Cross-cultural research needs researchers to take time on building a collaborative community. This presentation will unveil the process and preliminary results of a multi-phase study conducted by one of the International Research Collaborative of Established and Emergent Scholars (IRCEES) groups. The purpose of the study is to better understand educational technology usage in African higher education contexts. Having overcome cultural, technological, and research logistics barriers, a multiple-language survey and a series of interviews have proven invaluable.
More than
18 Events

researching & publishing
surviving grad school
finding a job
instructional design practice
microlearning
data justice & digital rights
adaptive learning

11 PANEL SESSIONS
2 INNOVATE! SESSIONS
3 POSTERS

Plus...

Membership Meeting
Meet and Greet
Welcome Table

Pauline Muljana
GSA President
Old Dominion University
2021 GSA Program Planner

#AECT21
Convention Highlights
CONCURRENT PRESENTATION
Themes:
Emerging Technology
MOOCs

ROUNDTABLE
Themes:
Mobile Learning
Social Media

POSTER
High School Students’ College Readiness in Western Society

November 2-6, 2021
Chicago/Virtual
DIVISION HIGHLIGHTS

4 Panel Sessions

9 Concurrent Presentations

8 Roundtable and Poster Presentations

*** Check the online schedule for latest times and locations ***

✓ Membership Meeting
Learn about being a member of the International Division. Everyone welcome!

✓ International Dinner & Award Ceremony
Treat yourself to delicious food and drink with your colleagues from around the world.

✓ Silent and Live Auction (Open to All)
Join our fun-filled fundraising auction. All proceeds support the International Division.

✓ Jenny Johnson Hospitality Center
Stop by the JKJ Hospitality Center to connect with international scholars, share your stories, and enjoy free coffee.

Dirk Ifenthaler
International Division President-Elect
University of Mannheim and Curtin University

https://www.linkedin.com/groups/12154307/
https://www.facebook.com/groups/655740987793849/
international@aect.org
IVLA is an interdisciplinary, eclectic organization of professionals working toward a fuller understanding of how individuals derive meaning from what they see and how they interact with the visual environment. As an affiliate organization of AECT, it focuses on issues that deal with education, instruction, and training in the various modes of visual communication. This non-profit organization draws its membership from multiple disciplines, including arts, sciences, communication theory, linguistics, media studies, philosophy, and semiotics. Also, it nurtures various connections with other fields such as architecture, brain research, business, education, cultural anthropology, health, psychology, and museum studies. Finally, it complements various works done in graphic design, photography, videography, digital technology, computer applications, educational technology, instructional design, to name a few. The cross-fertilization of ideas coupled with human interests and values have made IVLA a vital, multidisciplinary forum for fifty years. Practitioners and theorists from diverse cultures and disciplines dedicated to the principles of visual literacy gather for dynamic interactions at our sponsored concurrent and roundtable sessions here at AECT.

Visual Literacy and COVID-19: Online Representations Connecting Learning and Impacting Teaching

Danilo M. Baylen & Allyson Wilcox
University of West Georgia
**Korean Society for Educational Technology**

**Topics include:**
- Maker Education on Student Competency
- Learners’ Skin Conductance Level and Cognitive Load
- Virtual Reality
- Student Engagement
- Game Design
- Computational Thinking
- K-12 Teachers Using Social Media
- Online and Blended STEM Learning
- Online Discussion Activities

**12 SESSIONS IN TOTAL**

**1 PANEL DISCUSSION**

**7 CONCURRENT SESSIONS**

**4 POSTER SESSIONS**

**JOIN THE PANEL DISCUSSION ON EMERGING TRENDS & ISSUES OF EDUCATIONAL TECHNOLOGY IN KOR. & U.S.**

**PREDICTING THE FUTURE**

**Chicago, Illinois**

AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021
LEADERSHIP DEVELOPMENT COMMITTEE (LDC)

AECT 2021 HIGHLIGHTS

Join us for some amazing sessions sponsored by LDC at AECT 2021!

6 Panels
Topics Include: mid-career admin leadership editorialship professional service public scholarship

1 Concurrent-3 papers
Topics Include: post tenure marketability analysis of past convention

1 Innovate!
Topic: the future, practitioner transition post-Covid

3 Roundtables
Topics Include: faculty learning communities AECT mentoring ADHD journey

Heather Leary
Brigham Young University
LDC Chair and Planner
2021 AECT Convention
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:

Scott Gibbons
LED President-Elect
University of Cincinnati
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 as well as MentorNJ, which is sponsored by LibraryLinkNJ and is a School Library Meetup for informal conversations to connect with colleagues across the state. Plus NJASL offers 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 with NJASL still considered the most active State Affiliate. 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!

**P-12 Research in a Pandemic: All Public Schools Closed**

P-12 educational researchers have faced unique challenges during the pandemic, but public school researchers have had to overcome a very high hurdle: the closure of their cooperating districts. This has been especially difficult for doctoral candidates who need to finish their research to complete their programs. This presentation will examine one such situation and how these existential threats to research were managed with some flexibility and willingness to adapt to changing learning environments and conditions.

Leslie Blatt  
NJASL Liaison to AECT  
2021 NJASL Conference Planner
Specialize in...
Instructional Design
Organizational Learning
Managing Organizational Change
Workplace Learning
Leadership

Get results through...
Communication
Collaboration
Sharing

Include...
Non-profits
For-profits
Think tanks
Academic institutions
Practitioners
Professors
Students

Who we are and what we do!

24 Concurrent Sessions
2 Panel Discussions
6 Roundtable Sessions

Our sessions include
2 Innovate Sessions
As an AECT affiliate, the Pennsylvania Association for Educational Communications and Technology (PAECT) would like to welcome all attendees to the 2021 AECT Convention. Dr. Lynn Hummel Ed. D. is the AECT representative from PAECT for the 2021 AECT Convention. Dr. Hummel is an Associate Professor of Instructional Design, Technology, and Leadership 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 Dr. Camille Dempsey Ed. D. and Dr. Lynn Hummel Ed. D. will present “Artificial Intelligence, Bots and Technology-Mediated Learning in The Age of Virtuality Culture” at this years AECT convention.

PAECT would also like to recognize Scott Snyder as the coordinator of our statewide Keystone Technology Innovator program with a capstone summit held in July of 2021. The Keystone Summit is designed for outstanding Keystone Technology Innovators (KTI) in Pennsylvania. All newly nominated KTI’s receive an application form to apply to attend summit. The week-long summit provides resources and opportunities to nurture and enrich the skills of selected educational leaders, while advocating the importance of technology in education.
Join us for an outstanding line of RTD sessions at AECT 2021!

- **13 Roundtables**: Topics include virtual reality methods, MOOCs, problem-solving, motivation.
- **5 Panels**: Topics include embodied cognition, feminist pedagogy, bridging research & practice, learning experience design, comparative research.
- **47 Concurrent**: Topics include theory, learner engagement, social network analysis, learning analytics, video game play, COI, info literacy.
- **Early Career Symposium**: 5 Mentors, 13 Mentees.
- **Theory Spotlight Competition**: 7 presenters, 3 judges, plus, a people's choice award.
- **6 Posters, 1 Innovate!**: Topics include crowdsourcing, computational thinking, learning theories, online learning, CHAT.

Heather Leary
Brigham Young University
RTD President-Elect
2021 AECT Convention Planner for RTD
Organizing concepts into systems involves deconstructing things into their constituent parts and also grouping things together into larger wholes (Cabrera & Cabrera, 2019).

ANNUAL CONFERENCE SESSIONS 2021

Discussing STC in:
- Instructional Design
- Social Justice
- Academic Integrity
- Transformational Change (2)
- Crisis Management
- Performance Support (3)
- Research (6)
- Identifying Change (3)

MICRO-PROFESSIONAL DEVELOPMENT

Want to learn about Systems Thinking, but have limited time? In April, we started 30 minute microlearning activities to our monthly meetings to learn about Systems thinking basics! Come join us!

AWARD WINNERS

- Quality Assurance Implementation: How It Works (Altman, Shattuck, Simunich, & Burch, Texas A&M University and Quality Matters)
- Needs Assessment for Learning and Performance: Theory, Process, and Practice (Jill E. Stefaniak, University of Georgia)
- Distinguished Service - Monica Sulecio de Alvarez
- Emerging Researcher - Hengtao Tang, University of South Carolina
- Systems Change Leader - Aaron Bond, University of Virginia

LEARN MORE ABOUT US

Use a QR Scanner on your mobile device to join our Facebook Group. This is the main communications hub for where to learn about events. Please contact Michael Lampe for more ways to get involved (michael.lampe@cuanschutz.edu).

Congratulations to our new officers for 2021-2022:
- President Elect: Minkyoung Kim
- AECT Board Representative: Jill Stefaniak
- Secretary-Treasurer: Monica Sulecio de Alvarez
- Communications Officer: Michael Lampe
- Division Board Member: Max Anderson
- Division Board Member: Nate Turcotte

Chicago, Illinois  AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021
AECT/SICET 2021 Program Highlights

About SICET
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.

SICET Keynote
Title of presentation: Understanding teaching and learning from a neurocognitive perspective
Presenter: Dr. Chunming Lu, Professor, Beijing Normal University
Introduction: This keynote presentation will address the underlying neurocognitive mechanism of teaching and learning. Dr. Lu’s research team developed a naturalistic research paradigm that combines multiple techniques such as behavioral coding, noninvasive brain imaging, and computational modeling to investigate the neurocognitive mechanism of online or offline teaching and learning.

General Sessions

<table>
<thead>
<tr>
<th>Panel Sessions</th>
<th>Innovate Sessions</th>
<th>Concurrent Sessions</th>
<th>Roundtables</th>
<th>Member Meeting</th>
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Panel Sessions:
- Research, Design, and Applications of AR/VR/MR in Education:
  Multidisciplinary Perspectives
- Interdisciplinary Learning Communities on Virtual Immersive Technologies: A Dialogue between Teacher Educators and STEM Educators

Innovate Sessions:
- Best Practices of Teaching and Learning in Covid-19
- Whistles from Workforce: Analysis of the Trends, Needs, and Qualifications of Current Instructional Design Related Positions

SICET Planning Committee
Dr. Zui Cheng, Assistant Professor, Shenzhen University
Dr. Miaoting Cheng, Assistant Professor, Shenzhen University
Qian Xu, Doctoral student, Purdue University
Dr. Nanxi Meng, Senior Lecturer, University of North Texas
Dr. Yueh-Min (Ray) Huang, Chair Professor, National Cheng Kung University
Dr. Hong Zhan, Professor, Embry-Riddle Aeronautical University
Teacher Education Division

#AECT21 Highlights

FEATURED SESSIONS

Panels & Concurrent Sessions
• From Lesson Repository to Online Journal: Increasing Technology Teaching in Teacher Education
• Blended and Distance Learning for P-12 Contexts: A Special Issue in TechTrends
• Best proposal: Teacher Response Model: A Possible Evolution for Our Quest for Technology Integration

Fee-based Workshops *
• Designing Digital Escape Rooms: A Beginner’s Guide for Educational Settings
• Mastery Learning in Canvas: A Beginners Guide to Differentiation and Personalization through Data-based Decisions

*A portion of the registration fee for these fee-based workshops will support the Smaldino & Herring TED Leadership Endowment.

AWARD RECIPIENTS

Smaldino & Herring TED Leadership Endowment
• Irene A. Bal

Teacher Education Division Award for Service to the Division
• Jacob A. Hall

Teacher Education Division Best Proposal Award
• Theodore J. Kopcha, Kalianne L. Neumann, Anne T. Ottenbreit-Leftwich, & Elizabeth Pitman

Scholarly Advancement of Teacher Education & the Field of Educational Technology
• Royce Kimmons

EVENTS

TED Member Meeting

TED Game Night

27 Concurrent Presentations
16 Posters & Roundtables
8 Panels & Innovates!
2 Fee-based Workshops

Become a member: aect.org/ted facebook.com/groups/AECT.TED
WHAT WE DO
We meet monthly, during which we plan webinars, publications, and division activities and requirements. We also laugh quite a bit.

TECHNOLOGY
Now more than ever, the efficacious use of technology is key to learning.

INTEGRATED
Communication, collaboration, and planning are essential whether teaching in ERT conditions or in the pre-Pandemic world. Integration across technologies is equally as important as integration across content and culture.

LEARNING
We are interested in learning across all platforms, in all formats, and at all levels. Practitioner learning and education has too long been minimized at AECT, and we are here to see that continues to change.

WHY JOIN US
See above about laughing quite a bit. Also, we are a crucial voice in the future of education; technology, integration, and learning will continue to be 3 of the hottest words in education for some time.

HOW TO JOIN US
Facebook: https://www.facebook.com/groups/aecctil/about
Twitter: @AECTTIL
Come to our luncheon in Chicago at the Palmer House, date and time TBA.

WHO WE ARE
We are a diverse community of Instructional Designers, Librarians, Practitioners, Military, Business and Industry, Management, Students, and other professionals. We stay together because we feel we do important work, we are a needed voice within AECT, and we really like each other.

SEAN JACKSON, OUTGOING PRESIDENT
MRJACK26680@GMAIL.COM

BRUCE DUBOFF, INCOMING PRESIDENT
BRUCEDUBOFF@GMAIL.COM
Meet the Candidates

Running for AECT President-Elect

Dirk Ifenthaler

Dirk Ifenthaler (https://ifenthaler.info; dirk@ifenthaler.info) is Professor and Chair of Learning, Design and Technology at University of Mannheim, Germany and UNESCO Deputy Chair on Data Science in Higher Education Learning and Teaching at Curtin University, Australia.

His previous roles include Professor and Director, Centre for Research in Digital Learning at Deakin University, Australia, Manager of Applied Research and Learning Analytics at Open Universities, Australia, and Professor for Applied Teaching and Learning Research at the University of Potsdam, Germany. He was a 2012 Fulbright Scholar-in-Residence at the Jeannine Rainbolt College of Education, at the University of Oklahoma, USA.

Dirk’s research focuses on the intersection of cognitive psychology, educational technology, data analytics, and organizational learning. His research outcomes include numerous co-authored books, book series, book chapters, journal articles, and international conference papers, as well as successful grant funding in Australia, Germany, and USA.

He is the Editor-in-Chief of the Technology, Knowledge and Learning, Senior Editor of Journal of Applied Research in Higher Education, and Deputy Editor-in-Chief of International Journal of Learning Analytics and Artificial Intelligence for Education.
Dr. Joi L. Moore is a Professor in the School of Information Science & Learning Technologies (iSchool at the University of Missouri). She assumed the role of Associate Dean for Engagement and Outreach in the College of Education and Human Development after 5.5 years as the Director for the iSchool. In addition, she is a faculty member in the MU Informatics Institute and an affiliated faculty member in the Black Studies Department.

Dr. Moore received her B.S. degree in Computer Science from North Carolina State University. She also earned her M.S. degree in Management from North Carolina State University focusing on a minor in Management Information Systems. After teaching for two years in the Department of Computer Information Systems at Shaw University, Dr. Moore turned her attention to earning her Ph.D. in Instructional Technology from the University of Georgia—with an emphasis area of Management Information Systems. She completed two leadership programs: Management Development Program (MDP) at Harvard University and the Academic Leadership Development for the Southeastern Conference (SEC).

She specializes in the human-centered design of performance support technology and online instructional environments. Her research areas include Human-Computer Interaction, Usability Engineering, and Pedagogical Usability. She is specifically interested in designing tools that support the cultural norms of African American youth.

Dr. Moore’s professional service includes various leadership positions for the Association for Educational Communications and Technology. As for current community service, she is an Executive Board member for the BOLD Leadership & Excellence Academy and a Golden Life member of Delta Sigma Theta Sorority, Incorporated with chapter, regional, and national leadership experience.
Running for AECT Executive Secretary

Andrew A. Tawfik

Andrew A. Tawfik PhD, is faculty member within the Instructional Design & Technology program at the University of Memphis, where he also serves as the director for the Instructional Design & Technology Studio. As part of the Studio, he oversees a number of students on funded learning design projects for organizational learning, informal learning, and other educational contexts. His research interests include inquiry-based learning, case-based reasoning, computer-supported collaborative learning, and learning experience design (LXD).

Dr. Tawfik has been an active member in AECT for over a decade. In that time, he has been elected to a number of positions, including as a Design & Development division board member and Research & Theory Featured Research coordinator. He also works as a planner with other AECT peers for the annual Summer Research Symposium. Finally, he serves as an active reviewer in various capacities. He serves as an Associate Editor for the AECT affiliated journal Technology, Knowledge, and Learning. Dr. Tawfik also reviews regularly for a number of other journals associated with the organization, including Educational Technology Research & Development, TechTrends, Journal of Computing in Higher Education, and Journal of Applied Instructional Design.
Hello colleagues! My name is Rick (Richard) West (@richardewest on twitter), and I'm a professor of Instructional Psychology and Technology at Brigham Young University. I teach courses in instructional technology, academic research and writing, creativity and innovation, design psychology, and product/program evaluation. I have over 150 academic and practitioner publications on how to create learning environments that prepare students for the 21st century, including designing environments that foster group creativity through design thinking, utilizing microcredentials and open badges to promote competency learning, the development and support of online learning communities, and emerging technologies to support effective learning. I also highly value the practitioner side of our field, having researched, taught, and created spaces for studio-based teaching that emphasizes students learning through hands-on practice.

I have served in a variety of leadership positions within AECT and our profession. I have been an 18-year continuous member of AECT, and have served in the following positions:

- AECT communications officer for the distance learning division
- AECT board member for the systemic change division
- Twice as member of the AECT Executive Board of Directors (his current position).
- Helped create and run one iteration of the Early Career Symposium for several years Past member of multiple AECT Presidential Nominating Committees
- Past member of the IMS Global Digital Credentials executive board, which maintains international technical standards for open badges and other open technologies.
- Organizer and host for the Professors of Instructional Design and Technology Conference (three times)
- Member of the editorial boards of Educational Technology Research and Development, Research of Research on Technology in Education, Educational Technology Magazine, Open Education Studies, Journal of Online Learning Research, and the Educational Media and Technology Yearbook
- Editor/co-editor of the Foundations of Learning and Instructional Design Technology and Design for Learning: Principles, Processes and Praxis textbooks

I have received both division and presidential service awards from AECT for my service. I’m grateful for the opportunity to be a candidate for executive secretary and continue my service to AECT!
2020-2021 AECT Board of Directors

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President

Ali Carr-Chellman
President-Elect

Michael Grant
Past President

David Wiley
President-Elect Designee

Danilo Baylen
Executive Secretary

Victoria Lowell
Distance Learning

Nancy Hastings
Organizational Training & Performance

Christine Sorensen
Irvine
Teacher Education

Patricia Slagter van Tryon
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Rick West
Research & Theory

Camille Dickson-Deane
Culture, Learning and Technology

Denise Tolbert
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Byron Havard
Emerging Learning Technologies

Robert Doyle
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Samantha Blevins
Systems Thinking & Change

Angelica Pazurek
Learner Engagement Division
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Bill Sugar, Greenville, NC
Monica Tracey, Chicago, IL
Planning Committee

AECT Divisions, SIGs, & Committees

Juhong Christie Liu; *Culture, Learning, & Theory* (CLT)
Matt Schmidt; *Design & Development* (D&D)
Sungwoong Lee; *D&D Showcase*
Larisa Olesova; *Distance Learning* (DDL)
Benjamin Emihovich; *Emerging Learning Technologies* (ELT)
Atsusi Hirumi; *Education in the Health Professions* (EdHP)
Ginger Watson; *Education in the Health Professions* (EdHP)
Beth Jordan; *Education in the Health Professions* (EdHP)
John Jeon; *Education in the Health Professions* (EdHP)
Pauline Muljana; *Graduate Student Assembly* (GSA)
Dirk Ifenthaler; *International*
Heather Leary; *Research & Theory* (RTD); *Leadership Development Committee* (LDC)
Scott Gibbons; *Learner Engagement* (LE)
Jenny Bauman; *Organizational Training and Performance* (OTP); *Volunteer Subcommittee Chair*
Moon-Heum Cho; *RTD Featured Research*
Todd Adrian; *Systems Thinking and Change* (STC)
Kalianne Neumann; *Teacher Education* (TED)
Bruce DuBoff; *Technology Integrated Learning* (TIL)

AECT Affiliates

Tutaleni Asino; e/Merge Africa; eLearning Africa; *Emerging Technologies Showcase*
Danilo Baylen; *International Visual Literacy Association* (IVLA)
Cat M.T. Cheng; *Hong Kong Association of Educational Communications and Technology* (HKAECT)
Justine Chien; *International Council for Educational Media* (ICEM)
JaeHwan Byun; *Korean Society for Educational Technology* (KSET)
Charlie White; *New England School Library Association* (NESLA)
Leslie Blatt; New Jersey Association of School Librarians (NJASL)
Lynn Hummel; *Pennsylvania Association of Educational Communications and Technology* (PAECT)
Zui Cheng; *Society of International Chinese in Educational Technology* (SICET)
Qian Xu; *Society of International Chinese in Educational Technology* (SICET)
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Terri Lawson, Administrative Assistant
Amy Chen, Accountant
Larry Vernon, Electronic Services Director
Dalinda Bond, Conference Scheduler and AECT Technology Center Manager
Terry Cortese, Design & Graphics Coordinator
Jim Shea, Marketing Coordinator
Tracey Theriault, Social Media Coordinator

Acknowledgements
Rebecca Reese, AECT Accessibility Committee
Chris Smith, AECT Accessibility Committee
Denise Tolbert, AECT Foundation
Tom Hergert, AECT Foundation
Ken Cox, AECT21 Book Display
William Tai, AECT21 Book Display & Volunteer Communication
Sarah Major, AECT21 Convention Program
Megan Murtaugh, AECT21 Convention Program
Constance Harris; AECT21 Volunteer Training Resources
J. Ana Donaldson, Breakfast With Champions
Bill Sugar, Breakfast with Champions
Hengtao Tang, HEROs Awards
Lisa Giacumo, HEROs Awards Coordinator: Workplace Learning
Beth Sockman, HEROs Awards Coordinator: K-12
Jill Stefaniak, HEROs Awards Coordinator: Higher Education
Governance Meetings

TUESDAY NOVEMBER 2

AECT Board of Directors Meeting I
8:00am to 11:30am
Palmer, Cresthill

WEDNESDAY NOVEMBER 3

AECT Foundation – Board of Trustees Meeting
8:30am to 11:30am
Palmer, Cresthill

CLT – Board of Directors Meeting (v)
6:30am to 7:30am
Virtual, Chicago A/B

D&D (h) – Board of Directors Meeting
7:45am to 8:45am
Palmer, Harvard

DELT – Board of Directors Meeting (h)
9:00am to 10:00am
Palmer, Congress

ETR & D – Joint Editorial Board Meeting (v)
12:15pm to 1:15pm
Virtual, Chicago C/D

ICEM – Board of Directors Meeting (v)
6:30am to 7:30am
Virtual, Chicago C/D

INTL (v) – Board of Directors Meeting
7:45am to 8:45am
Virtual, Chicago C/D

OTP (h) – Board of Directors Meeting
10:30am to 11:30am
Palmer, Congress

STC – Board of Directors Meeting (h)
6:30am to 7:30am
Palmer, Congress

TED (v) – Board of Directors Meeting
7:45 am to 8:45am
Virtual, Chicago A/B

TIL – Board of Directors Meeting (h)
7:45am to 8:45am
Palmer, Congress
THURSDAY NOVEMBER 4

D&D – Membership Meeting and Awards Ceremony (h)
2:15pm to 3:15pm
Palmer, Salon 1

INTL (h) – Membership Meeting
1:00pm to 2:00pm
Palmer, Ashland

STC – Membership Meeting (h)
10:00am to 11:00am
Palmer, Kimball

TIL – Membership Meeting (h)
1:00pm to 2:00pm
Palmer, Marshfield

FRIDAY NOVEMBER 5

AECT Membership Meeting
3:00pm to 4:00pm
Palmer, 4th Floor – Grand Ballroom

DDL – Membership Meeting (h)
12:30pm to 1:30pm
Palmer, Salon 10

DELT – Membership Meeting (h)
10:45am to 11:45am
Palmer, Marshfield

GSA (h) – Membership Meeting
8:15am to 9:15am
Palmer, Wilson

ICEM – Membership Meeting (v)
12:30pm to 1:30pm
Palmer, Ashland

LED (v) – Membership Meeting
12:30pm to 1:30pm
Virtual, Chicago I/J

OTP (h) – Membership Meeting
12:30pm to 1:30pm
Palmer, Salon 1
RTD (v) – Membership Meeting
9:30am to 10:30am
Virtual, Chicago I/J

SICET – Membership Meeting (v)
8:15am to 9:15am
Virtual, Chicago A/B

TED (h) – Membership Meeting
10:45am to 11:45am
Palmer, Logan

SATURDAY NOVEMBER 6

AECT Board of Directors Meeting II
8:00am to 11:00am
Palmer, Cresthill
Tuesday, November 2 Meetings: Times and Locations

001. Intern Meeting - 1 Tuesday
7:00 am to 8:00 am
Palmer - Salon 3

002. AECT - Board of Directors Meeting I
8:00 am to 11:30 am
Palmer - Cresthill
Zoom Meeting Host:
AECT Zoom Host 03, AECT

003. 01-W1v: 5 Star Course Design: Applying Merrill’s First Principles of Instruction
9:00 am to 4:00 pm
Virtual - Chicago 1A

5 Star Course Design: Applying Merrill’s First Principles of Instruction
Presenter(s): Max Hale Cropper, Five Star Performance Solutions; M. David Merrill, Retired Utah State University; Joanne P. Bentley, Blue Consulting & Resourcing; Reo H McBride, Full Sail University
Participants will learn to redesign or design a course using M. David Merrill’s First Principles of Instruction based on the second edition of his book. We teach participants the 5 Star process, then they design 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 redesign or design.
Zoom Meeting Host:
AECT Zoom Host 14, AECT

004. 01-W2v: A primer on the application of meta-analysis to educational technology research
9:00 am to 4:00 pm
Virtual - Chicago 1B

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 University
This workshop is designed to 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 packages JASP and JAMOVI, 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.
Zoom Meeting Host:
AECT Zoom Host 15, AECT

005. 2021 Early Career Symposium-A (Invitation Only)
11:30 am to 4:45 pm
Virtual - Chicago 4A
Chairs:
Ismahan Arslan-Ari, University of South Carolina
Yu-Ju Lin, Purdue University
Sponsored by AECT in 2021, 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 on on appropriate professional development given research interests and career goals.

006. AECT Leadership Luncheon (RSVP-Invitation only)
11:30 am to 1:00 pm
Palmer - Crystal
Zoom Meeting Host:
AECT Zoom Host 01, AECT

007. 04-W1: Introduction to Q Research Methodology
1:00 pm to 4:00 pm
Palmer - Salon 7

Introduction to Q Research Methodology
Presenter(s): Lloyd Rieber, University of Georgia; Tong Li, The University of Georgia
Q methodology (Q) is a unique mixed-methods research methodology used in the study of subjectivity. Q is used to capture and describe different viewpoints among a group of people on any topic important to that group. This workshop will show how to complete a Q study in
Tuesday, November 2 Meetings: Times and Locations

Its entirety – from the choosing of a topic to the interpretation of the clusters of groups that emerge from a factor analysis of the individual Q sorts.

Zoom Meeting Host:
AECT Zoom Host 02, AECT

008. 04-W3v: Building the Plane Mid-Flight
1:00 pm to 4:00 pm
Virtual - Chicago 3B

**Building the Plane Mid-Flight: Navigating the tumultuous skies of Design-Based Research**

Presenter(s): **Heather Leary**, Brigham Young University; **Bohdana Allman**, Brigham Young University; **Cecil R Short**, Texas Tech University; **Rachel Wadham**, Brigham Young University

Contributor(s): **Jiahui Zhang**, Brigham Young University

Come earn your wings as you learn the essential why’s, what’s, and how’s of design-based research (DBR). Over the last two decades, DBR has seen unprecedented growth as an attempt at creating powerful partnerships between educational researchers and practitioners. These partnerships result in symbiotic findings that help build upon educational theories and practices. Bring your device and discover the essential knowledge, skills, and resources needed to get your design-based research agenda off the ground.

Zoom Meeting Host:
AECT Zoom Host 19, AECT

009. AECT Design & Development Competition supported by NATO ACT Reception
6:00 pm to 8:00 pm
Palmer - Madison

AECT, the members of Design and the Development Division of AECT, and NATO ACT have worked together to coordinate the 2021 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.
Wednesday, November 3 Meetings: Times and Locations

010. CLT- Board of Directors Meeting (v)
   6:30 am to 7:30 am
   Virtual - Chicago 1A
   Zoom Meeting Host:
   AECT Zoom Host 14, AECT

011. STC- Board of Directors Meeting (h)
   6:30 am to 7:30 am
   Palmer - Congress
   Zoom Meeting Host:
   AECT Zoom Host 02, AECT

012. Intern Meeting - 2 Wednesday
   7:00 am to 8:00 am
   Palmer - Salon 3

013. D&D- Board of Directors Meeting (h)
   7:45 am to 8:45 am
   Palmer - Congress
   Zoom Meeting Host:
   AECT Zoom Host 26, AECT

014. INT- Board of Directors Meeting (v)
   7:45 am to 8:45 am
   Virtual - Chicago 2B
   Zoom Meeting Host:
   AECT Zoom Host 17, AECT

015. TED- Board of Directors Meeting (v)
   7:45 am to 8:45 am
   Virtual - Chicago 1B
   Zoom Meeting Host:
   AECT Zoom Host 15, AECT

016. TIL- Board of Directors Meeting (h)
   7:45 am to 8:45 am
   Palmer - Ashland
   Zoom Meeting Host:
   AECT Zoom Host 02, AECT

017. 11-W5v: Improving Your Online Presence
   8:30 am to 11:30 am
   Virtual - Chicago 3A
   Improving Your Online Presence
   Presenter(s): Melissa R Crane, US Coast Guard; Angelia Bendolph, University of South Alabama
   Social media is a powerful tool connecting you with professionals, colleagues, recruiters, industry thought leaders and potential employers. Your profiles across these social media platforms should highlight your capabilities to help you get noticed. Employers use social networks and social media to assess and validate talent. This workshop will provide tips and tools for improving your online presence to improve your online presence to employers.
   Zoom Meeting Host:
   AECT Zoom Host 18, AECT

018. 11-W6v: Strategies for Effective and Engaging Design of a Project-based Course
   8:30 am to 11:30 am
   Virtual - Chicago 2A
   Strategies for Effective and Engaging Design of a Project-based Course
   Presenter(s): Alicia Leinaala Johnson, Virginia Tech; Miguel (Miko) Nino, University of North Carolina at Pembroke
   In this workshop, participants will apply project-based learning (PBL) and project management strategies to the design and structure of a course of their choosing. The main goal of this session is to explain how PBL works, including its benefits and challenges, while allowing
Wednesday, November 3 Meetings: Times and Locations

participants to create a course design plan to revamp an existing course into a PBL format. As part of this workshop, participants will learn about PBL assessments and rubrics, technologies, and engagement strategies.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

019. AECT Foundation Board of Trustees Meeting
8:30 am to 11:30 am
Palmer - Cresthill
Zoom Meeting Host:
AECT Zoom Host 03, AECT

020. D&D- IDT Professor’s Forum (h)
8:30 am to 11:30 am
Palmer - Salon 1
Chairs:
Jason K McDonald, Brigham Young University
Matthew Schmidt, University of Florida

Zoom Meeting Host:
AECT Zoom Host 09, AECT

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. This year’s topic will focus on being a design educator: challenges, successes, areas in which we collectively excel, and areas in which we should collaborate to improve. Our goal is to learn from each others’ collective experiences in order to better prepare ourselves and our students to actively work towards the elimination of injustices of all kinds. 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 design education challenges or opportunities. The videos will then be available on YouTube and linked through Design & Development’s website and social media accounts.

021. 2021 Early Career Symposium-B (Invitation Only)
8:45 am to 11:30 am
Virtual - Chicago 4A
Chairs:
Ismahan Arslan-Ari, University of South Carolina
Yu-Ju Lin, Purdue University

Sponsored by AECT in 2021, 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.

022. DELT- Board of Directors (h)
9:00 am to 10:00 am
Palmer - Congress
Zoom Meeting Host:
AECT Zoom Host 02, AECT

023. First Timer’s Orientation (v)
9:00 am to 10:00 am
Virtual - Chicago 3B
Zoom Meeting Host:
AECT Zoom Host 19, AECT

Welcome to #AECT21! This special evening session introduces first time attendees to our conference, our leadership, and our organization. Get to know AECT and learn all about the #AECT???? activity to collect cards at sessions all week and submit your winning hand for top prizes. Come and join the fun; everyone walks away a winner!

024. AECT Design & Development Competition supported by NATO ACT Orientation
10:30 am to 12:00 pm
Palmer - Salon 10
Zoom Meeting Host:
AECT Zoom Host 27, AECT
Wednesday, November 3 Meetings: Times and Locations

025. OTP- Board of Directors Meeting (h)
10:30 am to 11:30 am
Palmer - Congress
Zoom Meeting Host:
AECT Zoom Host 02, AECT

026. Book Shares- Trends & Emerging Technologies (v)
12:15 pm to 1:15 pm
Virtual - Chicago 3A

Advances in Game-based Learning Book Series
Presenter(s): Dirk Ifenthaler, University of Mannheim

“This book series presents current perspectives on the problems and obstacles faced in the adoption of games for instruction. Although promising, the acceptance of game-based learning (GBL) is not universal. Who can afford to invest in games for learning? How do teachers know if their students are learning the right things from games? How can GBL facilitate assessment of higher order learning outcomes? The books in this series endeavor to present innovative and worthwhile research methodologies and development tools seeking to solve current problems and obstacles faced in the adoption of game-based learning for instruction. The presentation will feature its latest publication titled “Game-based Learning Across the Disciplines.”

The Distributed Classroom
Presenter(s): David A. Joyner, Georgia Tech University; Charles Isbell, Georgia Tech University

David Joyner and Charles Isbell, both of Georgia Tech, explain how recent developments, including distance learning and learning management systems, have paved the way for the distributed classroom. They propose that we dispense with the dichotomy between online and traditional education, and the assumption that online learning is necessarily inferior. They describe the distributed classroom’s various delivery modes for in-person students, remote synchronous students, and remote asynchronous students; the goal would be a symmetry of experiences, with both students and teachers able to move from one mode to another. With The Distributed Classroom, Joyner and Isbell offer an optimistic, learner-centric view of the future of education, in which every person on earth is turned into a potential learner as barriers of cost, geography, and synchronicity disappear.

The Elements of Instruction: A Framework for the Age of Emerging Technologies
Presenter(s): Michael H. Molenda, Indiana University
Contributor(s): DEEPAK PREM SUBRAMONY, KANSAS STATE UNIVERSITY

Advancement of knowledge in any field depends on a body of commonly accepted, standard terms. In educational technology hardly any two authors agree on the meanings of terms such as instructional tactics and strategies, discovery learning, Socratic dialog … or even such basic concepts as methods, media, and technology. Further, pedagogy lacks a theoretical framework to show the major variables at play and where they fit in the big picture. We begin by identifying the tangible basic elements of instruction—learner, facilitator, resources, setting, and communication configuration—and use these elements to define broader constructs and to create an overarching conceptual framework for the process of instruction. The larger part of the book considers each of the communication configurations—Presentation, Demonstration, Whole-Class Discussion, Small-Group Discussion, Tutorial, Repetition, Study, and Expression, the various formats in which they may be embodied, and best practices for using each in F2F and distance settings.

Zoom Meeting Host:
AECT Zoom Host 18, AECT

027. CLT- Diverse Formats of Learning
12:15 pm to 1:15 pm
Palmer - 4th Floor-Grand Ballroom

Reindigenizing, Coming Home to Indigenous Ways of Knowing.
Presenter(s): Theresa P Holmes, Brigham Young University; Heather Francis, Brigham Young University; Stephanie West, Brigham Young University

The journey of reindigenizing is one that instructional designers & indigenous people take together. Taking an indigenous approach to the panel discussion format, Theresa Holmes, Heather Francis, and Stephanie West host a talanoa (Vaioleti, 2006) to invite you on their journey of reindigenizing instructional design as they present and host discussion on their experiences with a Pasifika-led education program in STEM and wellbeing and a Native American Curriculum Initiative embedded within a public school arts partnership.

Zoom Meeting Host:
AECT Zoom Host 26, AECT

028. CLTv [Open1]
12:15 pm to 1:15 pm
Virtual - Chicago 1A
Zoom Meeting Host:
AECT Zoom Host 14, AECT
Wednesday, November 3 Meetings: Times and Locations

029. D&D- Learning Experience Design: Research and Practice (h)
12:15 pm to 1:15 pm
Palmer - Salon 1

‘Connect to Me’: Affective Learner Experience Design for Virtual STEM Peer Mentor Training
Presenter(s): Jaclyn Gish-Lieberman, University of Memphis; Teresa Marion Theiling, The University of Memphis; Andrew Tawfik, University of Memphis
Contributor(s): Amanda J. Rockinson-Szapkiw, The University of Memphis

This study examined the learner experience design (LXD) of a newly revised virtual STEM peer mentoring program designed for Black, Indigenous, and People of Color (BIPOC) women at Historically Black Colleges and Universities (HBCUs). Data were analyzed suggesting modified a priori LXD codes identified by Tawfik et al. (2021). Results revealed several affective-based reactions that have not been readily considered in the LXD literature. Recommendations for improving the user experience and expanding LXD codes are provided.

Defining Learning Experience Design: Voices from the Field of Learning Design & Technology
Presenter(s): Matthew Schmidt, University of Florida; Rui (Tammy) Huang, College of Education, University of Florida

Learner experience (LX) is gaining more attention in the field of learning design and technology (LDT). However, a need exists to better define and conceptualize LX and LX design (LXD). We performed qualitative content analysis on 15 book chapters on LX in the field of LDT, identifying key terms and concepts, LX characteristics, and authors’ perspectives on LX. Grounded in the voices of these researchers and practitioners, we propose an operational definition of LXD.

From UX to Instructional Design: Designing a Digital Tool for Under-Resourced Teachers’ Professional Development
Presenter(s): Zixi Li, Indiana University; Xiaoqian Niu, ByteDance

To address the challenges of teaching literacy and scarce resources for rural teachers, the team adapted the double diamond design thinking model for instructional technology design to help teachers build a virtual community of practice and develop professional skills via a phone application. The speakers will demonstrate the design process and address the potential to apply the adapted model to similar instructional design situations. Audiences can interact with the design prototype on their mobile devices.

Zoom Meeting Host:
AECT Zoom Host 09, AECT

030. DDL- Perspectives of Online Learning
12:15 pm to 1:15 pm
Palmer - Indiana

Community College Attitudes Toward Online Foreign Language Courses and COVID-19
Presenter(s): Erika Dale Stevens, Walters State Community College

COVID-19 has had an impact on education during this past year. This study asked participants to examine their attitudes toward online courses, online foreign language courses, perceived social norm, and perceived behavioral control from before the pandemic and current attitudes during the pandemic.

Cultivating 21st Century Lifelong Learning Skills
Presenter(s): Heather Leary, Brigham Young University; Sara Tuiloma, Brigham Young University; Jacob Fuge, Brigham Young University; Erin Measom, Brigham Young University
Contributor(s): Krista Gardner, Brigham Young University; Carolyn Andrews, Brigham Young University

Fostering lifelong learning skills for learners in higher education is critical to be successful in the rapidly changing world. Using the Framework for 21st Century Learning, this partnership between online curriculum professionals and researchers designed materials for online learners in higher education courses that can be used to develop the lifelong learning skills necessary in educational pursuits and careers. This poster describes the initial project design.

Exploring future instructional designers’ perceptions of and practices for online problem-based learning
Presenter(s): Chih-Pu Dai, Florida State University
Contributor(s): YUJIN PARK, Florida State University; Anita Mitchell, Florida State University

In this sequential mixed-methods study, we explored future instructional designers’ online Problem-Based Learning (PBL) perceptions and practices. Qualitative data were collected with semi-structured interviews; quantitative data were collected with surveys. Results showed a distinction between theoretical epistemic beliefs and technology integration. Further, face-to-face and online PBL were perceived to be equally effective; but there was a significant difference between usefulness, feasibility, and expected frequency of designing PBL for each environment. Suggestions and implications were discussed.

Zoom Meeting Host:
AECT Zoom Host 04, AECT
Wednesday, November 3 Meetings: Times and Locations

031. ETR&D- Joint Editorial Board Meeting (v)
12:15 pm to 1:15 pm
Virtual - Chicago 2A
Chairs:
Lin Lin, University of North Texas
Tristan E Johnson, Boston College
Zoom Meeting Host:
AECT Zoom Host 16, AECT

032. GSA- Systematic Literature Reviews and Meta Analysis How-tos (h)
12:15 pm to 1:15 pm
Palmer - Wilson
Systematic Literature Reviews and Meta Analysis How-tos
Presenter(s): Dana AlZoubi, Iowa State University; Hajeen Choi, Florida State University; Curtis J. Bonk, Indiana University; Vanessa Dennen, Florida State University; Florence Martin, University of North Carolina Charlotte
Systematic review is a research methodology that aims to examine secondary data by retrieving, synthesizing, and assessing existing knowledge on a subject in a logical, transparent, and analytical manner (Martin et al., 2020). The increase in primary research on learning technologies and environments has led to a need for systematic approaches to conduct secondary research and analyses. This panel features three educational technology leaders who recently edited a special issue of ETR&D on systematic reviews and meta-analyses of emerging learning technologies and environments.
Zoom Meeting Host:
AECT Zoom Host 13, AECT

033. INT- Global Perspectives in Online and Blended Environments (h)
12:15 pm to 1:15 pm
Palmer - Salon 2
Global Perspectives in Online & Blended Environments: Transitioning from Traditional Classrooms to Virtual Platforms
Presenter(s): Ayodeji Ibukun, Oklahoma State University; Thanh Do, Oklahoma State University; Frances M Alvarado-Albertorio, Oklahoma State University; Clement Abai, Oklahoma State University; Kushal Jha, Oklahoma State University; Clement Oguns Audu, Oklahoma State University; Oluwafikayo Elizabeth Adewumi, Oklahoma State University
Contributor(s): Sarinporn Chaivisit, Oklahoma State University; Andrea Ramirez-Salgado, Oklahoma State University
This panel session presents the different perspectives on the transition from traditional classroom to virtual platforms during the COVID-19 pandemic. The focus of the session is to discuss how the panelists from different parts of the globe perceive their country’s experiences. The topics cover the transition, challenges, opportunities, implementations, and lessons learned from various countries. The attendees will have the opportunity to ask questions and engage with the panelists on these salient topics.
Zoom Meeting Host:
AECT Zoom Host 12, AECT

034. LED- Perspectives on Motivation (h)
12:15 pm to 1:15 pm
Palmer - Logan
Designing the NASA Community College Aerospace Scholars (NCAS) On Campus as an Innovative Virtual Situated Learning Simulation
Presenter(s): Susan Stansberry, Oklahoma State University; Penny Thompson, Oklahoma State University; Karen Wilson, Oklahoma State University; Melodee Sweeney, Oklahoma State University
Contributor(s): Karen Whitfield, Oklahoma State University; Vicki Smith, Oklahoma State University; Mikel Tinch, Oklahoma State University
The NASA Community College Aerospace Scholars (NCAS) On Campus opportunity brings together community college students and faculty with their unique local STEM industries, NASA STEM professionals, and authentic NASA challenges. The 2021 Virtual NCAS On Campus used authentic situated learning to increase students’ self-efficacy in STEM careers, intent to transfer, and STEM identity; awareness of NASA careers; content knowledge; and satisfaction with the simulation. The team will share design successes, lessons learned, and project evaluation.
Enhancing Learners Motivation in an Online Project-Based Learning
Presenter(s): Minkyoung Kim, University of West Florida
Contributor(s): Vernetta Biggs, University of West Florida
The study investigates learners’ motivation in an online project-based learning (PBL). PBL helps learners become motivated while engaging in authentic real-world projects as they take ownership of their learning. McClelland’s motivation theory was used as the theoretical
Wednesday, November 3 Meetings: Times and Locations

framework to categorize three learners’ motivational drivers: achievement, power, and affiliation. Employing a formative research method, this study intends to provide instructional strategies to sustain and enhance learners’ motivation based on their motivational drivers.

Which matters most? Quantity, immediacy and regularity of engagement in an asynchronous course
 Presenter(s): Daniel L Hoffman, University of Hawaii at Manoa; Faye Furutomo, University of Hawaii at Manoa; Ariana Eichelberger, University of Hawaii at Manoa; Paul McKinney, University of Hawaii, Manoa

Is more engagement always better in asynchronous courses? Time-based indicators, such as how quickly and how regularly students engage, can provide more nuanced views of student success than quantity-based measures alone. Using data collected over seven semesters (n = 438), this study applied various indicators of student engagement to three lesson types in order to identify trends and predictors of student success. Findings provide guidance for practitioners and researchers contemplating ways to support student engagement online.

Zoom Meeting Host: AECT Zoom Host 06, AECT

035. OTP- Instructional Design and Project Management (h)
12:15 pm to 1:15 pm
Palmer - Marshfield

How do experts view the intersection of instructional design and project management?
 Presenter(s): Robert Maribe Branch, University of Georgia; Haotain Yang, The University of Georgia; Jennifer C Johnston, The University of Georgia
 Contributor(s): Yvonne Earnshaw, University of Alabama at Birmingham; Fredrick W. Baker III, University of West Florida; Derek Beck, Blue Summit Consulting Group

This panel discussion responds to the question: How do experts view the intersection of instructional design and project management? Our panel will discuss current trends and innovations in managing projects, characteristics, and skills employers seek from instructional designers, and ways instructional designers emphasize their project management experience.

Zoom Meeting Host: AECT Zoom Host 10, AECT

036. Presidential: Engaging Practitioners in AECT
12:15 pm to 1:15 pm
Palmer - Salon 12

Engaging Practitioners in AECT: A Collaborative Discussion across Divisions
 Presenter(s): Jennifer A Bauman, GP Strategies; Holley Handley, University of West Florida; Eric Stauffer, James Madison University; Sheri Anderson Conklin, UNC Wilmington; Ayesha Sadaf, University of North Carolina Charlotte; Leslie Blatt, Technology Integrated Learning; Bruce Robert DuBoff, Technology Integrated Learning, Leadership Development Committee, NJ Assoc. of School Librarians; Michelle D Rogers-Estable, University of Rhode Island (URI); Melissa R Crane, US Coast Guard; Pauline Salim Muljana, Old Dominion University; Kristy Bloxham, Utah State University; Angelia Bendolph, University of South Alabama; Elizabeth Hope Willoughby, NJASL; Kallianne Lund Neumann, Oklahoma State University
 Contributor(s): Sean Raymond Jackson, Kentucky Department of Education

Practitioners are a silent majority within the AECT organization. While many efforts within AECT are directed towards scholarly pursuits, it is important to actively engage our practitioner membership as well. In this collaborative panel discussion, the Leadership Development Committee’s Practitioners sub-committee brings together leadership from various divisions to discuss how they personally work to engage practitioners in AECT.

Zoom Meeting Host: AECT Zoom Host 11, AECT

037. RTD- History & Trends (h)
12:15 pm to 1:15 pm
Palmer - Ashland

Association for Educational Communications and Technology (AECT) Legends & Legacies: Historical Solipsism
 Presenter(s): Rebecca Clark-Stallkamp, Virginia Tech

Using an oral history lens, this Category 1 study investigates the recent historical past of the field of IDT from ‘self’ perspectives of the AECT Legends and Legacies project. By combining oral history and thematic qualitative methods, this article examines: How IDT Legends describe their participation in the field of IDT and what IDT Legends elucidate about the field of IDT based on personal representations of the role of ‘self’ in the past.

TechTrends 2016-2020: A Content Analysis
 Presenter(s): John H Curry, Idaho State University; Rebeca Peacock, Boise State University

This session reports findings from a content analysis conducted on articles published in the journal TechTrends from 2016-2020. This research builds on Stauffer (2016; 2017) to present key themes on article research methodologies, keyword analysis, as well as analysis
Wednesday, November 3 Meetings: Times and Locations

of the article and author sector. These empirically-based trends provide insight into the journal, its authors, and sectors where research is conducted. These insights also provide opportunities for discussion about research innovation in the field and its direction.

**Trends and Priorities of Educational Technology Research: A Delphi Study**
Presenter(s): **Xiaoman Wang**, University of Florida; **John Hampton**, University of Florida; **Albert Dieter Ritzhaupt**, University of Florida
Contributor(s): **Kara Dawson**, University of Florida

Journal editors play an important role in defining and shaping academic discourse in a field. This study used the Delphi method to build a profile of the trends and priorities in educational technology from the perspective of journal editors. Five themes emerged and the trends and priorities within each theme will be discussed in depth during the presentation: computer focused, teaching and learning, online and digital education, societal and research and theory.

**Zoom Meeting Host:**
**AECT Zoom Host 01, AECT**

**038. RTD- Learning Design & Issues (v)**
*12:15 pm to 1:15 pm*
**Virtual - Chicago 5A**

**Instructional design learners make sense of theory**
Presenter(s): **Holly Fiock**, Purdue University; **Mohan Yang**, Purdue University; **Yishi Long**, Purdue University; **Adrie Koehler**, Purdue University; **Zui Cheng**, Shenzhen University
Contributor(s): **Sally Meech**, Graduate Student; **Tadd S Farmer**, Purdue University

While theory is essential to instructional design (ID) research and practice, many learners struggle to make sense of theory. The purpose of this study is to illuminate how six instructional design learners made sense of theory within an advanced ID theory course. Using collaborative autoethnographic methodology, this study highlights common sensemaking approaches used by learners to move beyond an initial, basic theoretical understanding while engaged in a continual struggle with theory.

**Prior Background, Experiences, and Forms of Support: Access Considerations for Designing School Software**
Presenter(s): **Sudip Ghosh**, Student
Contributor(s): **Simon Hooper**, Penn State University; **Jian Liao**, Penn State University; **Susan Rose**, Educational Psychology, University of Minnesota; **Rayne Sperling**, Penn State University

The proposed presentation is about interaction analysis for making improvements to a software for progress monitoring. We apply interaction analysis to video data of teachers using the software. Focusing on trouble and repair events, we select instances where participants were unsuccessful in their first attempt. Findings suggest that a mismatch between teacher’s prior knowledge and design assumptions. Other findings indicate a need for more explicit communication and including other people (teachers, support teams) for support.

**Zoom Meeting Host:**
**AECT Zoom Host 22, AECT**

**039. STC - Performance Support (h)**
*12:15 pm to 1:15 pm*
**Palmer - Kimball**

**Exploring the Needs, Practices, and Attitudes Toward Technology Integration of Community College ESOL Instructors**
Presenter(s): **Courtney Cunningham**, Columbia Gorge Community College; **Tammi D. Kolski**, University of South Carolina

Research has established the importance of integrating technology in English language learning and properly training teachers to effectively integrate technology into their teaching practices. Professional development is a way to increase successful technology integration and to overcome barriers that prevent it. This research explored the needs, current technology integration practices, and attitudes toward the use of technology of four ESOL educators within a community college context to make recommendations for professional development in technology integration.

**Non-Instructional Interventions to Support Teaching and Learning Affordances in Distance Learning Environments**
Presenter(s): **Jill Stefaniak**, University of Georgia; **Lauren Bagdy**, Florida State University

In response to the COVID-19 pandemic, the rapid pivot to distance learning illuminated many systemic challenges impacting both teaching and learning online. In this presentation, we discuss these challenges and how non-instructional strategies can be implemented to support teachers and learners in distance learning environments in P-12 contexts. We present practical, achievable strategies, which are applicable both now and post-pandemic to support P-12 distance learning initiatives.

**Supporting Change through Professional Development: A Framework and Planning Tools for the Practitioner**
Presenter(s): **Samantha J Blevins**, Radford University; **M. Aaron Bond**, Virginia Tech

Change is a constant and inevitable element within today’s world. Likewise, professional development is often a missed opportunity to foster and support needed changes through providing opportunities for individual growth that also meet organizational priorities. This hands-on session will employ a conceptual framework, as well as planning documents, to encourage meaningful engagements for change in higher
Wednesday, November 3 Meetings: Times and Locations

education institutions. Participants will leave with real strategies to engage planning professional development opportunities in their own organizational context.

Zoom Meeting Host: AECT Zoom Host 05, AECT

040. TED - Relationship between Teacher Beliefs & Preparation (v)
12:15 pm to 1:15 pm
Virtual - Chicago 4A

Are Pedagogical Beliefs a Barrier for Technology Integration? The Interdependent Nature of Teacher Beliefs
Presenter(s): Shoun Cheng, Sam Houston State University
Contributor(s): Jen-Chia Chang, National Taipei University of Technology; Kayleigh Danielle Romero, Sam Houston State University

The purpose of this study was to examine how teachers’ competence beliefs, value beliefs, pedagogical beliefs, and their technology integration were related to one another. The sample was composed of 137 pre-service teachers from 22 schools in Taiwan. Using path modeling, the current study found that there was an interaction between competence beliefs and pedagogical beliefs. The findings suggest that pedagogical beliefs are not a barrier for teachers’ technology integration as long as competence beliefs are high.

Creating a Teacher Pipeline in Computer Science: A Review of Research in Educating Preservice Teachers in Computational Thinking and Computer Science.
Presenter(s): Ya-Huei Lu, East Carolina University; Anne Ottenbreit-Leftwich, Indiana University; Yin-Chan (Janet) Liao, East Carolina University

To inform how we can prepare preservice teachers to teach computer science and computational thinking (CS/CT) ideas, we need to investigate current efforts in integrating CS/CT in teacher education and their influence on teacher outcomes. We will follow Torraco’s (2016) integrative literature review framework to examine how CS/CT is being addressed at the preservice level through empirical studies from 2006 to 2021. We seek to investigate (1) What curriculum/ interventions are being used with preservice teachers to learn about CT/CS? and (2) What methods do scholars use to evaluate these interventions? Our review of literature on preparing preservice teachers in CT/CS will help identify how relevant articles as well as the strengths and weaknesses of the current research in preservice teacher education. In addition, the review could help us investigate the two research questions on the types of interventions/curriculums being used, and how researchers were investigating the impact of those interventions/curriculums on preservice teachers.

Improving Teacher Use of Educational Robotics to Teach Computer Science in K-5 Mathematics
Presenter(s): Cheryl Wilson, University of Georgia; Dayae Yang, University of Georgia; T J Kopcha, University of Georgia

This study reports on a professional development (PD) effort where 12 elementary teachers in a rural area were equipped with the skills needed to integrate educational robots into the regular math curriculum. Pre-post survey data and teacher lesson plans were analyzed to better understand how the PD contributed to teacher’s knowledge and skills. The implications for preparing teachers to use educational robots to teach computer science in elementary mathematics will be discussed in the session.

Zoom Meeting Host: AECT Zoom Host 20, AECT

041. TIL - Online and Remote Learning and Learning Environments In Education (h)
12:15 pm to 1:15 pm
Palmer - Harvard

Exploring Strategies to Redirect Disruptive Talk in Middle-school Collaborative Inquiry Discourse
Presenter(s): Chen Feng, Indiana University Bloomington; Haesol Bae, Indiana University; Krista Glazewski, Indiana University; Thomas Brush, Indiana University
Contributor(s): Asmalina Saleh, Indiana University Bloomington; Cindy Hmelo-Silver, Indiana University Bloomington; Bradford Mott, North Carolina State University; James Lester, North Carolina State University

Successful collaborative learning often requires students to collectively regulate their learning as a group, or engage in socially shared regulation of learning (SSRL). This paper focuses on one dimension of SSRL, shared monitoring strategies in the context of middle-school collaborative inquiry. Specifically, it explores how students and teachers respond to disruptive talk in a game-based learning environment. The findings will inform researchers and practitioners to support collaborative learning.

Interactions between student-student and teacher-student interactions and Achievement Among Special Education Students in Virtual Schools
Presenter(s): Dennis Beck, University of Arkansas
Contributor(s): Bich Tran, University of Arkansas; Robert Maranto, University of Arkansas; Tom Clark, Clark Consulting

We conducted analyses of IEP students in 28 cyber schools to examine relationships between IEP students’ interactions with other students and their teachers and academic outcomes. We found that when IEP students spend more time in classes with other students and one on one meetings with their teachers, they earn more credits but not higher grades. Also, IEP students who complete more curriculum-based assessments with teachers generally have higher credits earned, test scores, and grades.

Student-Centered, Student-Driven: An Ethnographic Exploration of Teaching and Learning at a Project-Based Learning School
Presenter(s): Nate Turcotte, Florida Gulf Coast University; Michele Stork, Florida Gulf Coast University
Contributor(s): Melissa Rodriguez Meehan, Florida Gulf Coast University
Wednesday, November 3 Meetings: Times and Locations

Project-based learning (PBL) is a popular approach that teachers can leverage to provide authentic learning experiences for students. This research reports on an ongoing exploratory case study with ethnographic methods that aims to unearth the PBL experiences of teachers and learners at Community Neighborhood School (CNS). Data collection includes classroom observations, fieldnotes, and teacher and student focus groups.

Zoom Meeting Host:

AECT Zoom Host 08, AECT

042. AECT Design & Development Competition supported by NATO ACT
12:30 pm to 3:45 pm
Palmer - Salon 10
Zoom Meeting Host:

AECT Zoom Host 07, AECT

043. D&D- Learning Design and Environments (h)
1:30 pm to 2:30 pm
Palmer - Salon 1

Lesson Design Patterns Emergent from Modelling Lesson Blueprints
Presenter(s): Kiran Budhrani, University of North Carolina at Charlotte; Florence Martin, University of North Carolina Charlotte
Contributor(s): Oliver Malabanon, De La Salle University - Manila

This study uncovers design patterns emerging from STEM instructors’ lesson blueprints, specifically on how they select lesson elements and sequence lessons. We found that STEM instructors vary by discipline in their selection or planning of lesson activities for students. Additionally, STEM instructors design lesson sequences following a non-linear path with the intention of using common paired activities, parallel activities, and conditional activities. STEM instructors’ selection and sequencing patterns offer best practices for designing gateway courses.

Lessons Learned from an Active Learning Classroom Student Experience
Presenter(s): Michael Lampe, University of Colorado Anschutz Medical Campus; Fatih Ari, University of South Carolina; Michael M Grant, University of South Carolina

While active learning classrooms can be a new overwhelming experience for faculty to teach, universities provide faculty development opportunities to help with the learning curve. However, students who end up choosing a course in an active learning classroom may not receive similar intentional classroom orientation opportunities. This study demonstrated the initial authentic experiences and challenges students reported while learning in active learning classrooms. A quantitative survey and qualitative focus group were implemented for this study.

Transforming an Emerging Technologies and Creativity Research Lab to a Virtual and Interactive Environment using Mozilla Hubs: The Challenges and Lesson Learned
Presenter(s): Ayodeji Ibukun, Oklahoma State University; Clement Abai, Oklahoma State University; Clement Oguns Audu, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University
Contributor(s): Sarinporn Chaivisit, Oklahoma State University

In this session, we present the design of a virtual lab based on our experiences as emerging technologies facilitators before and during the COVID-19 lockdown. Before the lockdown, our lab frequently hosted many visitors and events. During the lockdown, we had to (re)conceptualize how to engage people virtually. One of the solutions we explored is the Mozilla Hubs. We believe this session will be beneficial to all educational technologists and stakeholders in emerging technology labs.

Zoom Meeting Host:

AECT Zoom Host 09, AECT

044. DDL- Trends in Online Learning & Research
1:30 pm to 2:30 pm
Palmer - Indiana

Comparing Trends in Online Learning Research: A Categorical Approach Using Text Mining
Presenter(s): Heather Lynn Keahey, Wharton County Junior College/Liberty University

The purpose of this research is to identify longitudinal trends within online learning research using 15 highly regarded, peer-reviewed publications in educational technology and online education. This metatrend analysis employs text mining techniques to establish trends from recently published research (2016-2020) and compare with trends from a previous twenty-year time span (1997-2016). A cluster analysis is performed on the extracted text data, and time trends within the clusters are identified.
Emerging Trends in Distance Education Research
Presenter(s): Alexandra Elizabeth Miller, Northern Arizona University
This session will present the results of bibliometric and keyword analysis of recent distance education literature. From the analyses and a review of the literature, key emerging trends will be identified related to emergency online learning, equity and social justice in distance education, and technology-enabled developments such as learning analytics. The presentation will connect the recent distance education literature to current societal events and project research themes into the near future.

Exploring Heutagogy in Online Learning: A Systematic Review
Presenter(s): Rob Moore, University of Florida
This presentation presents the findings of a systematic review of heutagogy (Hase & Kenyon, 2000). Worldwide, learners are looking for new ways to enhance their learning, and heutagogy presents an instructional approach that can foster lifelong learning. This systematic review includes 33 peer-reviewed publications. Findings highlight the interplay between technology and heutagogy and the contexts and learning environments that have implemented heutagogy.

045. D&D- Next Generation Instructional Designer Preparation (v)
1:30 pm to 2:30 pm
Virtual - Chicago 1B
Effective Transfer of Meaningful Design of Active Instructional Tasks to Online Synchronous Format. Potential for Transitional and Post-Pandemic Instruction
Presenter(s): Dan Cernusca, North Dakota State University
Contributor(s): Sanku Mallik, North Dakota State University
An introductory pharmaceutics course was redesigned before the pandemic to integrate deep-learning active tasks. The primary objective of this research proposal was to analyze the design transfer for an online synchronous context and monitor its impact on students' performance, perceptions, and beliefs. We found that highly integrated active learning tasks effectively transferred to the online format. Student performance, perceptions and beliefs were similar or slightly better when compared with the live format of the course.

Exploring Design Judgments and Management of Problem Space in Instructional Design
Presenter(s): Jill Stefaniak, University of Georgia; Laura Stapleton, Old Dominion University
While studies have been conducted to explore how instructional design students manage problem space in online courses, little research has been done to examine what types of design judgments they make while managing this space. This session presents the findings of a study that explored what types of design judgments instructional design students made while managing the problem space while designing online instruction.

Good with People: Scaffolding the Interpersonal Skills of Novice IDs
Presenter(s): Barbara Lockee, Virginia Tech; Miriam B Larson, UTK
Variants of the phrase, “good interpersonal skills,” typically top the list of desirable competencies in IDT job ads. These soft skills are a critical component of professional practice, but are a challenge to address in preparation programs. Practicing IDs often claim that their interpersonal skills are “intuitive” or “come naturally,” leaving preparation programs to lament that such skills are easier “caught” than “taught.” This presentation will provide details and research on the range of strategies being used in preparation programs and organizational ID departments to teach interpersonal skills to novice instructional designers.

046. DELT- Adult Learning Environments and Pedagogical Agents (v)
1:30 pm to 2:30 pm
Virtual - Chicago 3B
Using Conversational AI with deep learning to support MOOC learners
Presenter(s): Chenglu Li, University of Florida
Contributor(s): Wanli Xing, University of Florida
This research aims to examine the extent to which the deep-learning-based conversational AI (ConvAI) models can offer responses similar to human-generated responses to the learners in MOOC forums. We examined the ConvAI models both quantitatively and qualitatively and then conducted a user survey to collect students’ opinions on the auto-generated responses. The results showed that ConvAI could provide supportive and contextual replies to a similar extent compared to humans.

Using Serious Games, Project-based Learning and Virtual Laboratory to teach AI in Cybersecurity
Presenter(s): Meina Zhu, Wayne State University
Contributor(s): Khalid Malik, Oakland University
This study aims to examine whether using project-based learning (PBL), game-based learning (GBL), and hands-on AI-sploit modules in
virtual labs can increase students’ learning outcomes. The experimental study was conducted in an undergraduate course with 32 students at a midwestern university. The T-tests and paired t-tests were conducted on the pre-and post-test. The results indicated that using PBL, GBL, and the proposed AI-sploit tool can significantly improve students’ learning outcomes for teaching interdisciplinary aspects of AI in cybersecurity.

Zoom Meeting Host:
AECT Zoom Host 19, AECT

047. ETR&D- Awards and Presentations (v)
1:30 pm to 2:30 pm
Virtual - Chicago 2B
Chairs:
Lin Lin, University on North Texas
Tristan E Johnson, Boston College:
Xun Ge, University of Oklahoma
Zoom Meeting Host:
AECT Zoom Host 17, AECT

John Sweller, University of New South Wales Title: Cognitive load theory, instructional design, and educational technology Xun Ge, University of Oklahoma Title: Advancing research on problem solving for innovations in the 21st Century: A self-regulated Ill-structured problem-solving framework and its implications for instructional design and research

048. INT- A Taste of the International Division
1:30 pm to 2:30 pm
Palmer - Salon 2
Zoom Meeting Host:
AECT Zoom Host 12, AECT

This session invites all presenters 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.

049. LED- Innovate! Responsive Engagement
1:30 pm to 2:30 pm
Palmer - 4th Floor-Grand Ballroom

Responsive Engagement for Instructional Designers and Online Educators in Asynchronous Professional Development
Presenter(s): Grant T. Charttrand, Indiana University; Daniel T. Hickey, Indiana University; Kayla Jutzi, Tulane University; Pauline Salim Muljiana, Old Dominion University; Faridah Pawan, Indiana University Bloomington; Heather Leary, Brigham Young University
Contributor(s): Tripp Harris, Indiana University

The dramatic shift to online learning in 2020 helped many appreciate the opportunities (e.g., flexibility) and challenges (e.g., unresponsive instruction) of asynchronous instruction and professional development. This panel will explore four professional development initiatives serving instructional designers, asynchronous educators, and online second/foreign language educators. Panelists will describe each initiative and summarize their innovations, evidence, challenges, and recommendations for responsively engaging asynchronous learners. An expert discussant will provide synthesis and commentary.

Zoom Meeting Host:
AECT Zoom Host 27, AECT

050. OTP- Process Improvement (h)
1:30 pm to 2:30 pm
Palmer - Marshfield

Partnering to improve food bank processes: A panel discussion with executives and performance consultants
Presenter(s): Steven W. Villachica, Boise State University
Contributor(s): Robert Anson, Boise State University; Karen Vauk, The Idaho Foodbank; Craig Johnson, The Idaho Foodbank; Randy Ford, The Idaho Foodbank

With Idaho’s soaring population growth came increasing food insecurity. Then came COVID-19. In an innovative partnership, The Idaho Foodbank has joined forces with Boise State’s Process Management Lab (PML) to improve the flow of food going to neighbors in need throughout the state. Join this panel discussion where Foodbank executives and the PML describe their process improvement and implementation efforts in the midst of the global pandemic.

Zoom Meeting Host:
AECT Zoom Host 10, AECT
Wednesday, November 3 Meetings: Times and Locations

051. Presidential: Why Learning Engineering?
1:30 pm to 2:30 pm
Palmer - Salon 12

Why Learning Engineering? A Panel
Presenter(s): Alison Carr-Chellman, University of Dayton; Ellen Wagner, University of Central Florida; David Wiley, Lumen Learning
Contributor(s): Brian K Smith, Boston College

Panel presents the basics of Learning Engineering as an emerging overlapping field with Educational Technology. Panel makes the argument that AECT should begin to create connections with the Learning Engineering field.

Zoom Meeting Host:
AECT Zoom Host 11, AECT

052. RTD- Innovation & Future-Ready Perspectives (v)
1:30 pm to 2:30 pm
Virtual - Chicago 5B

A Call for Open Science in IDT: A Mixed-Methods Review
Presenter(s): Ginger S Watson, University of Virginia
Contributor(s): Allyson W. Wharam, University of Virginia

There is an increasing call for Open Science to promote transparency, replication, and broader analysis in education. Instructional Design and Technology (IDT) has been slow to respond. This session reviews the scholarly literature related to open science (design, data, materials, analysis, and access) and replication within education more generally, and IDT more specifically. Emphasis is given to the benefits, barriers, and recommendations for the adoption of open science in IDT.

A Decision Tree Analysis on College Students’ Use of Wearables for School
Presenter(s): Cheng Chang (Sam) Pan, Nova Southeastern University

This quantitative study aimed to understand college students’ use of wearable devices for learning in the school by identifying key predictors of the use, using decision tree techniques. Given the early phase of wearable technologies integrated into the university curriculum, this tree analysis is timely and able to contribute to the literature.

The Future of Technology in Mathematics and Science Instruction
Presenter(s): Robert Vanderburg, CQUniversity; Camille Dickson-Deane, University of Technology, Sydney

The world is changing everyday due to technology. Mathematics and Science as academic fields are growing by leaps and bounds due to technology. It is time mathematics and Science pedagogy starts to geo by leaps and bounds as well. This session will explore the current limitations of mathematics use experiences to formalize theorized propositions for an iterative framework of integrating knowledge, skills, abilities, and attitudes that are delivered as in-situ practices towards learning outcomes.

Zoom Meeting Host:
AECT Zoom Host 23, AECT

053. RTD- Measurement & Assessment (h)
1:30 pm to 2:30 pm
Palmer - Ashland

Abbreviated Technology Anxiety Scale (ATAS): Scale Development
Presenter(s): Matthew L Wilson, Kennesaw State University; Albert Dieter Ritzhaupt, University of Florida
Contributor(s): Anne Corinne Manley, University of Florida; Krista Ruggles, Utah Valley University

This research’s goal was to develop a short technology anxiety (TA) measure for use in the social sciences. TA is negative emotion that can lead to the avoidance of technologies. We developed the Abbreviated Technology Anxiety Scale (ATAS) and applied measurement theory for validity and reliability evidence. The tool was found to have an internally consistent structure and correlated with other measures of technology and anxiety. We will discuss implications for practice and use.

Presenter(s): Jie (Jennifer) Lu, University of Florida; Minyoung Lee, University of Florida; Matthew Schmidt, University of Florida

In this session, we present a systematic literature review that sought to characterize the methodological properties of usability methods used to evaluate educational/learning technologies in the past 20 years. To explicitly identify, select, and review relevant research, we followed PRISMA guidelines. Findings revealed a range of methodological properties related to usability studies across study designs, methodological frameworks, instrumentations, outcome measures, etc. Implications for the field of learning design and technology (LDT) will be discussed.

Understanding students’ pre-existing computational thinking skills and its relationship with their block programming performance
Presenter(s): Shenghua Zha, University of South Alabama
Contributor(s): Joe’l Lewis Billingsley, University of South Alabama
Wednesday, November 3 Meetings: Times and Locations

In this quantitative causal-comparative study, we examined the pre-existing computational thinking skills from a group of underrepresented minority students from a local middle school. Results of multiple regression and post-hoc analyses showed a significant relationship between students’ CT skill performance in solving gaming and block-programming problems. No gender difference was detected when students’ prior robotics learning experience was taken into consideration. We did not find the impact of students’ prior programming experience, either.

Zoom Meeting Host:
AECT Zoom Host 01, AECT

054. STC- Identifying Change (h)
1:30 pm to 2:30 pm
Palmer - Kimball

A Social Network Analysis of AECT Major Reference Works
Presenter(s): Angela Doucet Rand, University of South Alabama; Suha Tamim, University of South Carolina; Shelly Walters, University of Arkansas; Beth Rugshep, University of South Carolina; Monica Saulceio de Alvarez, Independent Distance Learning Experience Designer & Coach
Contributor(s): Yvonne Earnshaw, University of Alabama at Birmingham

Scholarship plays an important role in the development of professionalism (Weidman, Twale, & Stein, 2001), and professionalism is linked to leadership (Jameson, 2013). In this study, we explore the AECT scholarship network and its relationship to identifying emerging leaders and trends in AECT related fields of scholarship. Using bibliometric data compiled from the AECT major reference works, we explore the published scholarship network in an effort to document the nature and characteristics of the growth of research in the field of Instructional Design and Development.

How Do We Help Online Graduate Students Thrive In Our Programs? Systemic Changes Derived Through Insider Action Research Using UX Research Methods
Presenter(s): Vicki Stieha, Boise State University
Contributor(s): Lesa Becker, Boise State University; Mary Nicole Barber, Boise State University; Michele Konechny, Boise State University

This action research study investigates one graduate program’s career-coaching intervention. We employ UX methods (alignment diagrams and personas) to rapidly analyze qualitative data. The findings reveal systemic implications of students’ (dis)connection within the program that are (un)helpful relative to career goal attainment. Resulting personas guided rapid prototyping for program and coaching changes. These methods and findings will be of interest to other online degree programs seeking to better understand their students’ experiences and outcomes.

Supporting faculty who serve LI, FG, and/or URM, during COVID-19: Findings of an organizational system needs analysis during year 1 of 5
Presenter(s): Lisa A. Giacumo, Boise State University; Justin A. Beaudry, Boise State University; Lenz Bayas, Boise State University; Shweta Shukla, Boise State University
Contributor(s): Chantel Early, Boise State University; Audrey Fisher, Boise State University; Arvin Farid, Boise State University; Donald Plumlee, Boise State University; Mojtaba Sadegh, Boise State University; Tammi Vacha-Haase, Boise State University

There’s an urgent need to graduate more, and diverse engineering students. A metropolitan research university in the US Pacific Northwest has a nearly no low income, first generation, underrepresented, minority, graduate-level engineering student population. In early 2021, a needs analysis uncovered the barriers and facilitators faculty, advisors, department chairs, and program administrators, face when recruiting and supporting these students. Come learn our HPT process, findings, and implications for organizational systems at PWIs.

Zoom Meeting Host:
AECT Zoom Host 05, AECT

055. TED- Preservice Development & Tools (h)
1:30 pm to 2:30 pm
Palmer - Logan

Aligning with Practice: Examining the Effects of a Practice-based Educational Technology Course on Preservice Teachers’ Potential to Teach with Technology
Presenter(s): Kalianne Lund Neumann, Oklahoma State University; Frances M Alvarado-Albertorio, Oklahoma State University; Olufolake Ayodele Adebuimi, Oklahoma State University
Contributor(s): Andrea Ramirez-Salgado, Oklahoma State University

This study examines the design of a face-to-face educational technology course for preservice teachers. Using Grossman et al.’s (2009) pedagogies of practice, the course emphasizes educational technology in the local context, teaching/learning with technology, and designing instruction for technology-rich environments. The course’s design was evaluated using a pre/post TPACK survey, lesson plan rubric scores, and student reflections. Results indicate growth in students’ TPACK self-perceptions and application after the completion of the course.
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How are we Preparing our Preservice Teachers to Teach CS? A National Perspective
Presenter(s): Anne Ottenbreit-Leftwich, Indiana University; Thomas Brush, Indiana University; Jiyoung Kim, Indiana University Bloomington; Jacob Koressel, Indiana University - Bloomington; Aman Yadav, Purdue University
Contributor(s): Joshua Childs, University of Texas - Austin; Hyjeong Lee, Indiana University-Bloomington; Leigh Ann DeLyser, CSforALL

Despite the growing demand for K-12 computer science (CS) education, one significant barrier to schools offering CS courses is the lack of certified teachers. Stakeholders have suggested that to increase CS teacher capacity, we need to create preservice programs that can produce teachers of CS. This study employed a national survey to describe the preservice pathways that exist for teaching CS at the K-12 levels, and how preservice elementary teachers are prepared to teach CS.

In their ideal future, are preservice teachers willing to embrace technology in their teaching?
Presenter(s): Sachen Duan, Presenter
Contributor(s): Marisa Exter, Purdue University; Tim Newby, Purdue University

Preservice teachers’ beliefs about technology integration are critical factors predicting their behavior in their future teaching. This qualitative study applied one of the most widely used positive psychology interventions—Best Possible Self (BPS)—to explore preservice teachers’ beliefs about technology in their ideal vision of the future. BPS-in-technology-integration essays (n = 50) were coded following the categories developed by Korucu-Kis and Ozmen (2019). Results show that half plan to use technology as an integral part of teaching.

Zoom Meeting Host:
AECT Zoom Host 06, AECT

056. TIL- Practitioner Issues and Concerns, Learning Environment In Education, and Technology User Experience (v)
1:30 pm to 2:30 pm
Virtual - Chicago 4B

Contextualizing the Barrier to Technology Integration Model: The Role of School Socioeconomic Status
Presenter(s): Shonn Cheng, Sam Houston State University; Mary Parker, Sam Houston State University

The purpose of this study was to examine the extent to which the relationship between the first-order barriers, second-order barriers, and ICT integration could be generalized to schools with different SES levels. To this aim, this study conducted a secondary data analysis on a national sample of 1,519 public schools in the United States. The results revealed that the relationship between the first-order barriers, second-order barriers, and ICT integration differed by school SES levels.

The Voices of AMI: Untapped Potential of District Library Media and Instructional Technology Specialists
Presenter(s): Haihong Helen Hu, University of Central Arkansas
Contributor(s): Donna Wake, University of Central Arkansas; Erin Shaw, University of Central Arkansas

During an emergency transition to alternative methods of instruction (AMI) due to the COVID-19 pandemic, many K-12 educators were not prepared for remote teaching technology tools and instructional strategies (Trust and Whalen, 2020). School librarians and instructional technology specialists can be robust digital resources (Johnson, 2019) to help make this shift smoother. The purpose of this study is to examine the involvement of district library media and instructional technology specialists in their district’s remote learning planning and implementation during the COVID-19 pandemic event.

Using a homegrown AR app to enhance in-seat learning: An examination of learning gains and user experience
Presenter(s): Amanda Stafford, University of Missouri - Columbia; Xinhao Xu, University of Missouri
Contributor(s): Fang Wang, University of Missouri-Columbia; Scottie Murrell, University of Missouri - Columbia; Eric Aldrich, University of Missouri System

This session will share findings from a study on the use of a custom-made AR app (in beta test stage) to augment students’ learning of cloud types in freshman-level introductory meteorology classes featuring 255 students. This case study presentation will address the learning context, learning intervention, study design, overall findings, conclusions, and implications for others who are interested in exploring AR development or use to augment traditional in-seat instruction in STEM courses.

Zoom Meeting Host:
AECT Zoom Host 21, AECT

057. AECT- HEROs Award Presentations: K-12 (h)
2:45 pm to 3:45 pm
Palmer - Ashland

Chairs:
Hengtao Tang, University of South Carolina
Beth Rajan Sockman, East Stroudsburg University of Pennsylvania

Zoom Meeting Host:
AECT Zoom Host 01, AECT

The AECT Honoring Educational Revolutions in Online (HERO) Practice Awards recognize educators, instructional designers, and performance improvement practitioners who quickly adapted to novel challenges in experimenting with new technology, new tools, and new approaches to model
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learning for learners geographically dispersed. Join award winners in the K-12 Education Category as they share their innovative learning solutions from 2020. Congratulations to: Dr. Steve Webb, Goreville CUSD Project: Develop a Journalism Program With New Local Newspaper.

058. AECT- Innovate! Publishing Outside the Box (v)
2:45 pm to 3:45 pm
Virtual - Chicago 1A

Publishing Outside the Box
Presenter(s): Camille Dickson-Deane, University of Technology, Sydney; Michael M Grant, University of South Carolina
Zoom Meeting Host: AECT Zoom Host 14, AECT

<PLACEHOLDER> 1. Michael Grant, AECT Interactions (michaelmgrant@sc.edu) 2. Dene Mullen, Times Higher Education (Dene.Mullen@timeshighereducation.com) 3. Simone Conceicao, eLearning Magazine (simoneconceicao@me.com)

059. AECT- What’s in a name? Are we still Instructional Design or something else? (h)
2:45 pm to 3:45 pm
Palmer - Salon 12

What’s in a name? Are we still Instructional Design or something else?
Presenter(s): Gayle V. Davidson-Shivers, University of South Alabama; Nancy B. Hastings, University of West Florida; John H Curry, Idaho State University; Matthew Schmidt, University of Florida
Name shifting is happening once again within AECT and other organizations. Now there are attempts to change instructional design, a known entity, to learning design. How problematic are names changes to a field’s identity and its professionals? At this presentation, we discuss how changes occur and whether differences between instructional design and learning design actually exist. We identify potential consequences for the field and its professionals in terms of lost market share and loss of a common language among professionals.
Zoom Meeting Host:
AECT Zoom Host 11, AECT

060. CLT- Mobile and Online Learning
2:45 pm to 3:45 pm
Palmer - Indiana

A teacher’s guide to quality online learning in secondary education.
Presenter(s): Penny Thompson, Oklahoma State University; Kushal Jha, Oklahoma State University
Contributor(s): TommyShawn P Long, OSU; Justin Zumwalt, Oklahoma State University; Shawna Kathleen Hight, Oklahoma State University
While online learning is a growing trend, COVID-19 forced many teachers into online learning without adequate preparation. Many districts could not train faculty on online learning with limited resources, a short timeframe, and without a useful metric for online learning. Our team has examined different metrics of quality online learning and developed a list of best practices for secondary level (6-12) classroom teachers that could quickly implement to ensure their new online course is quality.
CLT-MIM History Review Project
Presenter(s): Peggy Ann Lumpkin, AECT; Patricia Young, Uni. of Maryland Baltimore County; Denise Tolbert, National University/Retired
Contributor(s): DEEPAK PREM SUBRAMONY, KANSAS STATE UNIVERSITY
MIM History Review Project This paper presents a history of Minorities in the Media (MIM), a former AECT affiliate. Dr. Wesley McLulien, AECT’s first black president, founded MIM to serve as support for minorities in the field. A review of historical documents and interviews will provide an overview of MIM and its importance to the field’s history. This paper is one part of the CLT Review Project’s concurrent session.

Attuning with Technology, Attuning with the Other: Towards a Pedagogy of Culture and Technologically Extended Learning
Presenter(s): David Shutkin, John Carroll University
This session discusses my theoretical essay about the inseparability of technologically extended learning from the culturally specific identity formation of students. Effective design of technologically extended learning requires attunement to the technological and cultural elements of student identity formation. Attunement to a digital tool occurs when it becomes a resource for advancing learning and attunement to the cultural realities of our students requires affirming the profundity of their being in the world.
Zoom Meeting Host:
AECT Zoom Host 04, AECT
061. D&D- Instructional Design Models and Frameworks (v)
2:45 pm to 3:45 pm
Virtual - Chicago 3A

**Constructing a Schematic Structure of an Educational Support Program Centered around the Learning Cycle of Graduate Students**

Presenter(s): **Hyo Jung Kim**, Educational Technology, Department of Education, Korea University

This study is conducted by the Center for Teaching and Learning in Korea University. It aims to construct a schematic structure that includes educational programs that could support teaching and learning of graduate students based on each stage of the learning cycle. We are looking forward to organizing a roadmap that specifies the sequenced course content and provide adequate and timely educational programs that could help enhance and balance participants’ teaching and learning skills.

**Integrating Cognition, Metacognition, and Motivation: A Framework for Post-Pandemic Flipped Classroom Design and Research**

Presenter(s): **Yan Shen**, North Carolina State University; **Dan Spencer**, NC State University

The session will introduce a flipped classroom design framework that integrates first principles of instruction, self-regulated learning, and the MUSIC model of motivation, including design aspects, components, and strategies. A preliminary study of the framework was conducted in an undergraduate biochemistry course during a semester when COVID-19 started. Findings showed high levels of activity engagement, positive perceptions of flipped classroom, and predictive learning measurements regarding course grades. Implications for practice and research will be discussed.

**The Current Landscape of Research and Practice on Visualizations and Dashboard for Learning Analytics**

Presenter(s): **Min Liu**, Univ. of Texas at Austin; **Songhee Han**, The University of Texas at Austin; **Peixia Shao**, UT Austin; **Ying Cai**, The University of Texas at Austin; **Zilong Pan**, University of Texas at Austin

While the research on learning analytics (LA) has increased rapidly in recent years, many inquiries remain insufficiently answered including how to effectively visualize data to better promote teaching and learning. This study provides a systematic literature review on the current research and practice of using visualizations as an analytic technique in LA research. It also explores the practice of dashboard designs as a means to communicate the research findings to stakeholders.

**Intelligent Classroom Teaching Behavior Analysis System Based on S-T Analysis Method**

Presenter(s): **Jiaxuan Li**, East China Normal University

**Contributor(s): Yaofeng Xue**, East China Normal University

Based on the S-T teaching behavior analysis method, an intelligent classroom teaching behavior analysis system using multi-modal recognition technology was proposed, which applied various information technologies to collect classroom teaching behavior data and code them automatically. The accuracy and reliability of the presented system was verified through the collection and analysis of a large number of classroom behavior data, which provided a valuable scientific analysis tool for classroom teaching behavior research.

**Opportunities for Design, Development and Implementation of an Elementary School Cryptology and Cybersecurity Curriculum During COVID-19**

Presenter(s): **Christine Wusukko**, University of Florida; **Zhen Xu**, University of Florida

**Contributor(s): Kara Dawson**, University of Florida; **Do Hyong Koh**, University of Florida; **Pavlo Antonenko**, University of Florida

This proposal details the practice our diverse design team used to iteratively design, develop, and implement a culturally responsive, technology-enhanced cryptology and cybersecurity curriculum during the COVID pandemic. Our presentation will highlight how our team developed partnerships with afterschool teachers to empowered them to make choices about curriculum implementation and design, and how our team used their feedback and choices to iteratively modify and develop the curriculum.

**Using the community of inquiry framework to investigate learners’ attitudes towards programming**

Presenter(s): **Natercia Valle**, University of Florida; **Geraldine Klarenberg**, University of Florida

We will describe a design and development research informed by the Community of Inquiry framework in the context of a programming course. We will discuss how the design and implementation of the course influenced learners’ perceptions of social-, cognitive-, and teaching presence, and their attitudes towards programming. At the end of the session, we will use iClicker or a similar tool to engage the audience and facilitate a brief discussion on teaching programming to non-CS.
Wednesday, November 3 Meetings: Times and Locations

063. DDL - Systematic Reviews on Distance Learning (h)
2:45 pm to 3:45 pm
Palmer - Salon 2

**Presidential Panel: Systematic Reviews of Research on Distance Learning**

Presenter(s): Ayeshia Sadaf, University of North Carolina Charlotte; Larisa Olesova, George Mason University; Florence Martin, University of North Carolina Charlotte; Dirk Ifenthaler, University of Mannheim; Meina Zhu, Wayne State University; Hajeen Choi, Florida State University; Ji Yue Bong, Concordia University, Montreal

Contributor(s): Yujin Park, Florida State University

This presidential panel will present, discuss, and share systematic literature reviews in the field of distance education. Specifically, the panelists will share their systematic reviews and the key findings from their studies on online teaching and learning, learning analytics, and MOOCs. The panelists will discuss current trends in the field of online teaching and learning, their views on the future of the field, and the directions for the areas of further research.

Zoom Meeting Host:

AECT Zoom Host 12, AECT

064. D&D/TIL - Learning Design Considerations (h)
2:45 pm to 3:45 pm
Palmer - Salon 1

**D&D - Designing an Artificial Intelligence curriculum with high school teachers and students**

Presenter(s): Cansu Tutar, North Carolina State University
Contributor(s): shiyian jiang, North Carolina State University; Jie Chao, Concord Consortium; Michael Miller Yoder, Carnegie Mellon University; Kenia Wiedemann, Concord Consortium; William Finzer, Concord Consortium; Carolyn Miller Rosé, Carnegie Mellon University

Emerging research is exploring the design of learning experiences to foster youths' AI literacy. This qualitative case study examines the process of designing an Artificial Intelligence (AI) curriculum for high school students and discusses challenges and opportunities for integrating this curriculum into high school classrooms based on analysis of clinical interviews with teachers and students. This paper suggests several design considerations to support instructional designers in creating, implementing, and evaluating high school AI curriculum.

**D&D - Effect of Best Possible Self Writing Activities on Preservice Teachers’ Attitudes towards Technology Integration**

Presenter(s): Suzhen Duan, Presenter
Contributor(s): Marisa Exter, Purdue University; Tim Newby, Purdue University

Preservice teachers’ attitudes towards technology integration influence their current motivation and future behavior in teaching. This quasi-experimental study applied one of the most widely used positive psychology interventions - Best Possible Self - into an undergraduate class to measure its effect in improving preservice teachers’ attitudes towards technology integration. While results show no statistically significant difference between the control and treatment groups, the treatment group has more positive trends than the control group.

**TIL - A Case Study of Military Use of Comic-based Sequential Art as an Instructional Tool for Practitioners**

Presenter(s): Chris Miller, Morehead State University
Contributor(s): Donna Swift, Irwin Elementary School

There are many tools used by practitioners in the development of professional development and training, but one that is not used as often is sequential art. Sequential art refers to the comic art form using images and text to convey a form of graphic storytelling. This presentation shows how a sequential art form of comics, often considered a juvenile reading platform, has been used for large-scale training of adults for decades within the military.

Zoom Meeting Host:

AECT Zoom Host 09, AECT

065. GSA - Navigating the Job Market: Applying to Academic and Non-Academic Positions (h)
2:45 pm to 3:45 pm
Palmer - Wilson

**Navigating the Job Market: Applying to Academic and Non-Academic Positions**

Presenter(s): Noah Glaser, Old Dominion University; Dana AlZoubi, Iowa State University
Contributor(s): Yvonne Earnshaw, University of Alabama at Birmingham; Joe Griffin, University of Missouri

This panel will present the experiences of early career academics who have gone onto the academic job market. The panel will discuss how PhD students can best position themselves as they enter the market. However, there are currently more PhD students then there are jobs which leads to a surplus of highly trained individuals. This panel will provide a discussion on how the skills gained during a program can be used to pursue alternative opportunities.

Zoom Meeting Host:

AECT Zoom Host 13, AECT
Effects of an Integrative Drama-Inquiry model on attitudes toward science
Presenter(s): Nam Ju Kim, University of Miami
Contributor(s): Maria Kolovou, University of Miami

This study used a learner-centered model designed to balance affective and cognitive outcomes, the Integrative Drama- and Inquiry-based model (IDI). The test of science-related attitudes (TOSRA) was used to assess students’ attitudes to science. The result from ANCOVA analysis revealed that the IDI instruction increased students’ attitude toward science, while the lecture-type instruction did not cause changes in students’ attitude toward science.

Investigation of Psychological and Environmental Factors that Influence Assignments Completion
Presenter(s): Rie Matsuoka, Tokyo University of Science
Contributor(s): Yuki Watanabe, Tokyo University of Science

In the flipped classroom, students are required to complete pre-class learning. However, students not completing the learning are effect on their grades. The purpose of this study is to investigate the psychological and environmental factors involved in completing the assignments for high school students and considering some necessary supports for students to complete their assignments. As a result, we suggest it is necessary to present the purpose of the assignments for students completing their assignments.

Learn statistics, oh no! Incorporating new engagement strategies into an OER statistics textbook
Presenter(s): Peter Leong, University of Hawaii-Manoa; Ariana Eichelberger, University of Hawaii at Manoa; Seungoh Paek, University of Hawaii at Manoa

Students often report negative experiences and fear associated with learning statistics. Faculty at the University of Hawaii have developed a new OER statistics textbook aimed at enhancing student engagement and motivation. The textbook incorporates problem-based learning and a new custom interactive assessment tool featuring instructor and student progress dashboards. The textbook was piloted in Fall 2020. Student surveys and interviews were conducted in Spring 2021. Student reaction, lessons learned and practical implications will be shared.

Zoom Meeting Host: AECT Zoom Host 20, AECT

A Restorative Leadership Training Model Isn’t Just for Mock Trial Training
Presenter(s): Annetta Dolowitz, University of South Alabama; Shenghua Zha, University of South Alabama
Contributor(s): Brandon Blankenship, University of Alabama at Birmingham

What does a post-pandemic model of leadership look like? In this mixed methods study, we assess how training and accompanying instruments impact teams’ implementation of restorative leadership skills in both competitive and non-competitive settings. The significance of this study is to create instruction and tools that can be used to help train a workforce in restorative leadership and ensure that employees are transferring the skills to their workplace. Results will be presented at the conference.

Designing and Implementing a Performance Improvement/ Instructional Design Authentic Learning Experience for Senior Undergraduate IDT Students.
Presenter(s): Holley Handley, University of West Florida
Contributor(s): Tony L Tolson, University of West Florida

This presentation will describe the process and encourage active discussion on designing, delivering, and evaluating an authentic learning project incorporated in an undergraduate capstone course. Students were led through an authentic learning experience to solve a performance improvement project for a “real client”. Students were empowered to work collaboratively with the client during the course and given the opportunity to showcase their analysis, design, critical thinking, problem solving, communication, collaboration, planning, and evaluation skills.

Inside the Garbage Can: Theory of Organizational Anarchy and Considerations for Instructional Designers
Presenter(s): Rebecca Clark-Stallkamp, Virginia Tech; Jill Stefaniak, University of Georgia

In organizational anarchies (i.e., public institutions) decisions are typically made by oversight or flight. Decision makers and choice opportunities exist simultaneously but on separate tracks resulting in few problems being solved. This session presents the findings of a study surveying current literature on organizational anarchy as well as studies that have reported on how decision styles, problem activity, problem latency, decision maker activity, and decision difficulty impact instructional design decision-making.

Zoom Meeting Host: AECT Zoom Host 10, AECT
068. RTD- Innovate! Embracing Open Science with Crowdsourcing (v)
2:45 pm to 3:45 pm
Virtual - Chicago 5A

Embracing Open Science: A Crowdsourcing Guide to Steps, Resources, and Considerations
Presenter(s): Ginger S Watson, University of Virginia
Contributor(s): Allyson W. Wharam, University of Virginia

Open science (OS) practices present innovative opportunities to leverage technology to promote transparency and replicability in educational research. This session will provide a curated walkthrough of steps and resources tailored to IDT researchers within the five primary areas of OS: open design, open data, open materials, open analysis, and open access. Participants should bring their laptops to participate in a crowdsourced exchange on the benefits and barriers to OS in IDT research within each area.

Zoom Meeting Host:
AECT Zoom Host 22, AECT

069. STC- Academic Integrity (h)
2:45 pm to 3:45 pm
Palmer - Kimball

Remote Proctoring: The Complex Relationship Between Academic Integrity and Student Success
Presenter(s): Michael Lampe, University of Colorado Anschutz Medical Campus; Yu-Ping Hsu, Western Illinois University
Contributor(s): Lisha Bustos, CU Anschutz; Laura Borgelt, CU Anschutz; Nelio Viveiros, CU Anschutz

Join a panel of experts as they engage in a system’s thinking approach to explore student stories of their struggles with remote proctoring. The discussion will compare these stories to emerging data surrounding potential implicit bias in both facial detection and facial recognition software used in remote proctoring and actions faculty, instructors and administrators can take to strengthen academic integrity and still provide a supportive learning environment for their students.

Zoom Meeting Host:
AECT Zoom Host 05, AECT

070. TED- Innovate! Computer Science in Literacy for Elementary (h)
2:45 pm to 3:45 pm
Palmer - Logan

Integrating Computer Science in Literacy for Elementary Students
Presenter(s): Jacob Kroesel, Indiana University - Bloomington; Dilnoza Kadirova, Indiana University; Matthew Brown, Indiana University - Bloomington; Anne Ottenbreit-Leftwich, Indiana University

As more K-12 schools across the US are required to teach computer science (CS) to their students, there is an increasing need for teachers to have the knowledge and skills necessary to teach CS. In this session, participants will be introduced to strategies for integrating CT/CS into K-5 literacy using unplugged activities, computational toys, and plugged activities. A summarizing discussion will include ways to incorporate these ideas in pre-service and in-service teacher education and professional development.

Zoom Meeting Host:
AECT Zoom Host 06, AECT

071. TIL- Creative Approaches to Technology Integration (h)
2:45 pm to 3:45 pm
Palmer - Harvard

A Maker Approach To Learning Cybersecurity And Biometrics
Presenter(s): Chang Phuong, University of Tennessee, Chattanooga
Contributor(s): Thomas Lyons, University of Tennessee, Chattanooga; Libby Santin, University of Tennessee, Chattanooga

Cybersecurity courses are challenging to teach and learn due to the often abstract and highly technical nature of the course. Bridging the gap between technical theory and practical implementation is frequently problematic. Makerspaces have become an increasingly important resource in experiential, project-based education. They provide students with an opportunity to create tangible representations, or prototypes, of their ideas for solving complex problems. These prototypes help students to both visualize problem solutions and improve their functionality.

Investigating pedagogy and technology integration in higher education: a multiple case study of geospatial educators.
Presenter(s): Shivani Ramoutar, Purdue University; Jennifer Richardson, Purdue University
Contributor(s): Bheshem Ramdal, The University of the West Indies, St. Augustine

In highly technical fields like STEM education, technology integration is a challenge that is exacerbated by a lack of model pedagogy and instructional design. We present our findings of an exploratory mixed-methods study in the interdisciplinary field of Geomatics Engineering, and illustrate how educators integrate technology to meet industry and education requirements. This session is intended for educators who will find value in learning how to bridge education-technology-industry gaps through evidence-based principles and best practices.
Wednesday, November 3 Meetings: Times and Locations

An Examination into Research on Learner-Generated Videos: A Systematic Review Through the Lens of the Activity Theory
Presenter(s): Pauline Salim Muljana, Old Dominion University
Contributor(s): Bridgette Epps, Old Dominion University; Tian Luo, Old Dominion University
This study examines the educational benefits of learner-generated videos (LGVs). Drawing from the activity theory, this systematic review cumulated 40 studies. Findings reveal that the use of LGVs result in the reduction of cognitive load, increase in creativity, increased cross-curriculum competencies, learner independence, and ability to apply knowledge in a meaningful way. Implications for using LGVs and directions for future research addressing production challenges are discussed.

Zoom Meeting Host:
AECT Zoom Host 08, AECT

072. Keynote: Digital Transformation
4:00 pm to 5:00 pm
Palmer - 4th Floor-Grand Ballroom
Digital Transformation Among the Professions
Presenter(s): Ellen Wagner, University of Central Florida; James Goodell, IEEE-SA ICICLE; Sue Schatz, ADL Initiative, U.S. Department of Defense; Karen Vignare, Association of Public and Land-grant Universities (APLU)
Digital Transformation refers to the systemic changes that occur within an organization from increasing the use of technology and data to better track and anticipate stakeholder expectations and market requirements. This session will feature remarks from three leaders responsible for guiding major digital transformation efforts taking place within their unique segments of the US learning ecosystem. Session attendees will get an “insiders look” at the essential strategies required needed for meaningful transformation to occur. Attendees will also hear about the “old reliables” and newly emergent skill sets that will be essential for success in a digitally-forward future.

Zoom Webinar Host:
AECT Zoom Webinar Host, AECT

073. AECT Division, Affiliate, Committee & University Convention Kickoff
5:15 pm to 7:15 pm
Palmer - Lobby-Empire

074. D&D- Digital Learning Innovations in Higher Education (v)
7:30 pm to 8:30 pm
Virtual - Chicago 2A
A Pilot Test: Artificial Intelligence (AI)-Scaffolded Expository Argumentation
Presenter(s): Min Kyu Kim, Georgia State University; Nam Ju Kim, University of Miami
Contributor(s): Gyandeep Reddy Valupala, Georgia State University
This pilot study tested a prototype of the AI-enabled scaffolding system (AISS) that supports students to improve information literacy, argumentation skills, and writing skills. We conducted a mixed-methods analysis using 13 students’ data gathered from a graduate-level online course. Results demonstrated the potential of AISS scaffolding that enables students to improve their arguments through iterative processes of comprehension, idea generation, organization, translation, refinement, and the construction of a deeper understanding of disciplinary knowledge.

CONNECTING STUDENTS and FACULTY RESEARCH EFFORTS THROUGH the RESEARCH and PROJECTS PORTAL (RAPP)
Presenter(s): Lakshmi Vandana Nunna, University Of North Texas; Lin Lin, University on North Texas
The Research and Projects Portal (RAPP) is a platform hosting curated university projects with all the associated resources and tools. Students access RAPP to understand the contributions of prior students and may choose to extend the projects that fall within their domain. Industry collaborators and faculty can use the portal to promote their ideas and connect with students actively seeking projects. RAPP enhances the collaboration of students across semesters hence improving impacts of the projects.

The impact of an Experiential Learning Pathway
Presenter(s): Nicole Wang-Trexler, University of Pennsylvania
Contributor(s): Brandon Krakowsky, University of Pennsylvania
Business educators have attempted numerous efforts to adopt best learning design practices in higher education. Among many practices, two of them are experiential learning and digital badging. The experiential learning pathway combines digital badges with experiential learning to better support learners apply knowledge into practices and showcase competencies. This proposal reports a quasi-experimental study, measured with an experiential learning survey and a follow-up interview, comparing students who did and did not participate in the pathway.

Zoom Meeting Host:
AECT Zoom Host 16, AECT
Wednesday, November 3 Meetings: Times and Locations

075. DDL- Graduate Student Mentoring and Networking Seminar (v)
7:30 pm to 9:30 pm
Virtual - Chicago 5A
Zoom Meeting Host:
AECT Zoom Host 22, AECT

If you are in Chicago, come to Salon 5. Bring your computer and join us to participate in virtual mentoring and networking.

076. SICET- Research Reviews and Trends (v)
7:30 pm to 8:30 pm
Virtual - Chicago 1A

A Bibliometric Review of Online Peer Feedback Researches Based on CiteSpace
Presenter(s): Qing Li, Chongqing University of Science and Technology, University of North Texas
Contributor(s): Nanxi Meng, University of North Texas
This review study depicts the development of peer feedback in online education using bibliometric methods. Based on primary focal articles, the study visualizes the landscape and evolution of online peer feedback research and captures the developmental trajectory and trends over 5 years of time, pointing several promising directions for future research. In doing so, the research provides scholars with a systematic understanding of the development and roadmap of peer evaluation in online education.

A systematic review of personalized learning in higher education: learning content structure and learning materials sequence
Presenter(s): Lin Zhong, Southern Illinois University Carbondale
This article systematically reviewed personalized learning in higher education, focusing on design of learning content structure and learning materials sequence. Systematic mapping was utilized to identify the design elements (learning content structure and learning materials sequence) of existing research dedicated to the application of personalized learning in higher education. The reviewed articles were acquired by extracting key information from documents indexed in four scientific digital libraries. Preliminary findings will be reported during the presentation.

The Historical Development of Deep Learning and Its Research Trend: A Literature Review
Presenter(s): Jiabin Zhao, Department of Educational Information Technology, East China Normal University
Contributor(s): Hongchao Peng, EAST CHINA NORMAL UNIVERSITY; Shanshan Ma, University of North Texas
The purpose of this study is to provide an overview of the development of Deep Learning in the recent forty years and analyze the research trend in the field of Deep Learning. This study adopted a systematic literature review method and examined 105 related studies indexed by SSCI between 1976 and 2020. Both qualitative and quantitative analysis methods were used for the data analysis.

Zoom Meeting Host:
AECT Zoom Host 14, AECT

077. STC/ICEM- Strategic Approaches and Emerging Technologies (v)
7:30 pm to 8:30 pm
Virtual - Chicago 4A

STC- A Collaborative Experiential Approach to Support Equitable Cross-Cultural Research
Presenter(s): Hannah M Grossman, UCLA Health; Nicola Pallitt, e/merge Africa, Rhodes University; Alice Barlow-Zambodla, e/merge Africa; Ju Hong Christie Liu, James Madison University; Leah Sikoyo, Makerere University; Neil Kramm, Rhodes University; Nompilo Tshuma, Stellenbosch University
This session describes our response to what enables equitable collaborative research. We will provide an overview of theoretical lenses we used to construct our Collaborative Experiential Research approach and then share a video segment of what this approach looks like in practice. We will discuss typical barriers in collaborative research that our methodological approach aims to mitigate. Collaborative Experiential Research is a methodology that builds towards equity, belonging, and inclusion for all collaborators.

STC- Don’t Be a Burden: Strategies to Decrease Perceived Burden in Needs Assessment Participants
Presenter(s): Kim Pinckney-Lewis, Old Dominion University
How do we ensure innovation within needs assessments? With an explicit focus on the participant experience. This session will provide results from needs assessment research exploring the participant perspective, practical advice to diminish perceived burden in the experience, and prompts to explore ways in which attendees can diminish perceived burden in their own practice. Attendees will consider this new burden-conscious mindset in our work that simultaneously depends on and acts upon organizational systems.

ICEM- Emerging Technology: Social Network Analysis, Learning Analytics, Educational Text Minding, Data-Driven Instructions, Adaptive Learning & Blockchain/Microcredential
Presenter(s): Chih Hsiang Tu, Northern Arizona University; Robert Doyle, Harvard University; Cheng Chang (Sam) Pan, Nova Southeastern University; Hsin-Teh Yeh, Metropolitan State University of Denver; Szu-Yueh Justine Chien, University of Wisconsin-Madison
Research in Social Network Analysis, Learning Analytics, Educational Text Minding, Data-Driven Instructions, Adaptive Learning & Blockchain/Microcredential 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
Wednesday, November 3 Meetings: Times and Locations

Analysis, Learning Analytics, Educational Text Minding, Data-Driven Instructions, Adaptive Learning & Blockchain/Microcredential. After the presentations, three to four commentators provide their insights to ponder these emerging topics.

Zoom Meeting Host:  
AECT Zoom Host 20, AECT

078. TED- Game Night (h)
7:30 pm to 9:30 pm  
Palmer - Cresthill  
Zoom Meeting Host:  
AECT Zoom Host 03, AECT

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.

079. TIL- Computer Applications for Kids and STEM-based Classroom Applications (v)
7:30 pm to 8:30 pm  
Virtual - Chicago 3A

Coding for the Community: Promising Practices for Designing and Implementing Hackathons for Teens  
Presenter(s): Kim C. Huett, University of West Georgia  
Contributor(s): Anja Remshagen, University of West Georgia

Hackathons are high-energy, competitive events through which teams respond to computing challenges by designing and developing computational artifacts within a constrained period of time. The hackathon is an effective format for encouraging K-12 students to use computational thinking and engage in the software development life cycle. This presentation details insights stemming from the implementation of a hackathon for teens which has been offered for four years in a small community in the Southeastern United States.

Making Space for Writing: Makerspace Activities and Academic Language in a Middle School Science Classroom  
Presenter(s): Ashley A Stewart, West Virginia University  
Contributor(s): Jiangmei Yuan, West Virginia University

Although the maker movement has gained popularity among K-12 schools, little research has investigated makerspaces within school settings. This mixed methods case study examined the effects of collaboration and space of maker activities on middle school students’ motivation and academic writing. Findings indicated that that collaboration reduced students’ sense of pressure, but no other subscale of motivation. Neither collaboration nor space affected academic writing. All groups’ writing scores increased following the intervention.

Understanding Teachers’ Perspectives Related to the Feasibility and Need for CT-Integrated Middle Grades Earth Science  
Presenter(s): Kim C. Huett, University of West Georgia  
Contributor(s): Veena Paliwal, University of West Georgia; Marian Buzon, University of West Georgia; Marsha E Simon, University of West Georgia; Jonathan Corley, University of West Georgia

The middle grades science classroom is a natural fit for integrating computational thinking to foster authentic learning of science. Teachers are key to understanding the feasibility of such an integration. Through this qualitative research study, we share the results of in-depth interviews with 16 middle grades Earth Science teachers to better understand their perspectives on the feasibility and desirability of integrating computational thinking into their classroom practice.

Zoom Meeting Host:  
AECT Zoom Host 18, AECT

080. CLT- Inclusive Pedagogy & Culturally-situred Research (v)
8:45 pm to 9:45 pm  
Virtual - Chicago 2B

Changing Course: Finding a Path Toward Equity and Inclusion through an Introductory Instructional Technology Class  
Presenter(s): Amy C Bradshaw, University of Oklahoma

A graduate-level instructional technology course was redeveloped over several years to increasingly and overtly address issues of structural oppression and social justice, while attending to mainstream instructional technology topics and skills. This paper discusses (a) iterative modification of topics, concepts, readings, assignments, and assessments, (b) students’ responses to particular aspects of the revised course, and (c) insights gained from reflection on the larger contextual situatedness of both course and instructor.

Research on the Current Situation of the Elderly’s Digital Living Adaptability in Jiading District, Shanghai  
Presenter(s): Huilin Tao, EAST CHINA NORMAL UNIVERSITY

Most of the existing researches on the digital ability of the elderly are macro surveys. This research focuses on the degree of adaptability to the digital life of the elderly in Shanghai, China, and conducts detailed research on the classification of the adaptability level of digital life. This paper hopes that in the future targeted social department can provide support services so that the elderly can better enjoy their digital life.
Wednesday, November 3 Meetings: Times and Locations

Snapshots from Phnom Penh: Reflections on Technology Use by University Students
Presenter(s): Danilo M. Baylen, University of West Georgia
Contributor(s): Monirith Ly, Paññāsāstra University of Cambodia

The presentation discusses data collection and analysis from a group of university students based in Phnom Penh, Cambodia. The participants completed an online survey on their perceived use of technology. The data collected provided documentation of technology use from the sample population and the results of the data analysis provided an opportunity for reflections on practices.

Zoom Meeting Host:
AECT Zoom Host 19, AECT

081. OTP- Organizational Performance and the Digital Divide (v)
8:45 pm to 9:45 pm
Virtual - Chicago 3B

A Machine-learning Approach to Predicting Perceived Organizational Performance in the Federal Public Health Workforce
Presenter(s): In Gu Kang, Boise State University; Barbara A. Bichelmeyer, University of Kansas
Contributor(s): Nayoung Kim, University of Wisconsin-Madison

This study aims to identify subgroups at high risks for low-level perceived organizational performance, and suggest tailored interventions on at-risk subgroups in federal public health agencies, using a nationally representative sample of the federal public health employees (weighted N=75,706) from 2018 Federal Employee Viewpoint Survey. Classification tree modeling was used to identify predictors of perceived organizational performance and stratify subgroups of the federal public health employees based on perceived organizational performance after accounting for sampling weights.

Identifying predictors of perceived organizational performance in the U.S. federal public health minority workforce
Presenter(s): In Gu Kang, Boise State University; Barbara A. Bichelmeyer, University of Kansas
Contributor(s): Nayoung Kim, University of Wisconsin-Madison

This study aims to examine predictors (e.g. trust, procedural justice, diversity management) of perceived organizational performance in federal public health minority workforce, using a nationally representative data. Sample consisted of 22,979 (weighted N = 34,306) federal public health minority employees. A multiple logistic regression model was used to identify predictors of perceived organizational performance after taking account for sampling weights. The results and findings of this study will be discussed in the conference.

Inclusive Digital Innovation at Work: A Preliminary Literature Review on Digital Divides in Workplaces between 2010 And 2020
Presenter(s): Wen-hao David Huang, University of Illinois at Urbana-Champaign; Ning Zulauf, University of Illinois at Urbana-Champaign

As COVID19 drastically changes how we work, the disparity induced by digital divides has manifested itself in many workplaces. Although such inequity in the workplace is not new, it does again question the inclusivity of digital innovation and its impact at work. This preliminary literature review, based on 37 publications between 2010-2020 focusing on small-to-medium size workplaces and underrepresented individuals, will serve as a foundation to argue for inclusive digital innovation at post-pandemic time.

Zoom Meeting Host:
AECT Zoom Host 19, AECT

082. RTD- COVID Responses and Impacts (v)
8:45 pm to 9:45 pm
Virtual - Chicago 4B

Examination of Change in Perception Toward Virtual Medical Education After Covid-19 Pandemic in the U.S. Using Twitter Data.
Presenter(s): Hyunchang Moon, Texas Tech University; Jaehoon Lee, KSET; Jonggil Cheon, Texas Tech University
Contributor(s): Seungmin Kim, Texas Tech University

COVID-19 introduced a large percentage of the world’s students and teachers to virtual (or online) learning. The purpose of this study was to analyze current conversations about virtual medical education during the pandemic. Twitter data (tweets) associated with the virtual educational experience in the medical field was obtained. Two natural language analyses and sentiment analyses were adopted for the study. Across the selected topics, we found differences in conversations in medical education fields. Their needs in virtual medical education, and the reason why they do not favor virtual learning were identified, and the ways to break through the problems were also found. More findings and implications will be discussed in the presentation.

Impact of COVID on Faculty Technostress
Presenter(s): Sheri Stover, Wright State University
Contributor(s): Coleen Hayden, Wright State University, Boonshoft School of Medicine

Due to the COVID-19 pandemic, medical faculty have had to make radical changes to their teaching by utilizing virtual online platforms and teaching from home. This presentation will review a study that found that the pandemic has caused faculty (N = 132) to become significantly more fatigued (p < .0005) and anxious (p < .0005). This study has future implications because faculty’s technostress levels are increasing due to lack of technical support and increasing digitization.
Wednesday, November 3 Meetings: Times and Locations

Mental Moves: A Qualitative Study of Student-Generated Community of Inquiry Constructs under COVID-19
Presenter(s): Andrea Gregg, The Pennsylvania State University; Laura Cruz, The Pennsylvania State University

The context for online learning has changed dramatically since the community of inquiry (COI) model was initially posited. Teaching under COVID-19 has also introduced unprecedented variables into the mental models students apply to their own learning and to their evaluation of online teaching practices. Here we consider how the language used by students in STEM courses (n=137) to describe their online learning experiences aligns with or challenges the indicators traditionally attributed to COI.

Zoom Meeting Host:
AECT Zoom Host 21, AECT

083. SICET- Keynote: A Neurocognitive Perspective (v)
8:45 pm to 9:45 pm
Virtual - Chicago 1B

Keynote: Understanding teaching and learning from a neurocognitive perspective
Presenter(s): Chunming Lu, Beijing Normal University

Although it is well recognized that teaching and learning are of vital importance for the evolution of human beings, the underlying neurocognitive mechanism remains unclear. To address this issue, during the past decade we have developed a naturalistic research paradigm that combines multiple techniques such as behavioural coding, noninvasive brain imaging, and computational modeling to investigate the neurocognitive mechanism of online or offline teaching and learning. By employing this paradigm, we revealed a hierarchical neurocognitive structure of teaching in which shared neurocognitive representation and interpersonal predictive coding play key roles. Additionally, we tested the process of knowledge transmission and construction, key factors that impacts the emergence and maintenance of teacher-student relationships, as well as naturalistic teaching outside the classroom such as parenting at home, etc. We believe that these efforts will be helpful in advancing our understanding of the neurocognitive mechanism of teaching and learning and inspire more meaning research in future.

Zoom Meeting Host:
AECT Zoom Host 15, AECT

084. TIL- Instructional Design and Delivery and Learning Processes (v)
8:45 pm to 9:45 pm
Virtual - Chicago 3B

A Case Study: Examining Teachers’ Perceptions Regarding the Use of Diagnostic Assessment in Mathematics Classroom.
Presenter(s): Dalal H Alfageh, Northern Illinois University
Contributor(s): Cindy York, Northern Illinois University

This qualitative case study examined teachers’ perceptions and use of diagnostic assessment for improving teaching and learning of elementary mathematics. TPACK theory was used to provide an understanding of how the teaching and learning of mathematics occurs and the changes that occur due to the implementation of the assessments. The findings of this study illustrate that diagnostic assessment is a critical tool for improving pedagogical practice by enhancing mathematics teaching and learning.

Co-developing Ethical Principles for AI in Education
Presenter(s): Li Yuan, Beijing Normal University; Peidi Gu, Beijing Normal University
Contributor(s): Jeremy Knox, University of Edinburgh; Tore Hoel, Oslo Metropolitan University

As Artificial Intelligence (AI) now is being deployed in various educational contexts, there is a pressing need for technology developers, educators, parents and students to understand the ethical issues of using AI in education. In this session we will explore current global development of ethical AI in education and discuss a process of co-developing ethical principles with one of the leading AI companies in China.

Zoom Meeting Host:
AECT Zoom Host 23, AECT
Thursday, November 4 Meetings: Times and Locations

085. GSA- Innovate! Microlearning Initiative Team Framework Discussion and 2021 Resource Debut (v)
5:30 am to 6:30 am
Virtual - Chicago 2A

GSA Microlearning Initiative Team Framework Discussion and 2021 Resource Debut
Presenter(s): Frances M Alvarado-Albertorio, Oklahoma State University; Okan Arslan, Texas Tech University; Irene A Bal, Old Dominion University; Mohammad Shams Ud Duha, Purdue University; Esther Michela, University of Tennessee Knoxville; Elisa Shaffer, Old Dominion University; Jessica Renee Collier, Sam Houston State University; Matt Connell, Baker University; Annetta Dolowitz, University of South Alabama; Rajagopal Sankaranarayanan, Indiana University Bloomington
Contributor(s): Paula Marcelle, Indiana University

This roundtable session will debut the AECT Graduate Student Assembly (GSA) Microlearning Initiative Team resources created in 2021 and present updates on the microlearning conceptual framework. This framework, focused on designing microlearning resources in informal learning environments, has been developed and is currently used by the AECT GSA team for designing, developing, and distributing microlearning on instructional technology topics.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

086. Intern Meeting - 3 Thursday
6:30 am to 7:00 am
Palmer - Salon 3

087. AECT Breakfast with Champions (pre-registration required)
7:00 am to 8:30 am
Palmer - 4th Floor-Red Lacquer

Come have breakfast with our Chicago Champions: Tutuleni Asino, Dennis Beck, Curt Bonk, Rob Branch, Ali Carr-Chellman, Tonia Dousay, Xun Ge, Florence Martin, Trey Martindale, Ellen Wagner, Rick West, and David Wiley. Check out the Friday virtual BWC to visit with: Tonya Amankwatia, Camile Dickson-Dean, Michael Grant, Atsusi Hirumi, Dirk Ifenthaler, Lin Lin, David Merrill, Joi Moore, Tom Reeves, Charlie Reigeluth, Gordon Rowland, Sharon Smaldino, Mike Spector, and George Veletsianos

088. AECT- Breakfast with Champions: Virtual
7:00 am to 8:30 am
Virtual - Chicago 2B

Come have virtual breakfast with our Champions: Tonya Amankwatia, Ali Carr-Chellman, Camile Dickson-Dean, Michael Grant, Atsusi Hirumi, Dirk Ifenthaler, Lin Lin, David Merrill, Joi Moore, Tom Reeves, Rober Reiser, Charlie Reigeluth, Gordon Rowland, Sharon Smaldino, Mike Spector, and George Veletsianos

089. Wellness: Using our Breath to Relieve Stress (v)
7:00 am to 7:50 am
Virtual - Chicago 1B

Using our Breath to Relieve Stress
Presenter(s): Kathryn Kennedy, Wellness for Educators

Research has confirmed that trauma and prolonged stress are not only cognitive experiences; they are also bodily experiences. When not addressed, these experiences settle into our body and wreak havoc on our internal systems, including our immune and nervous systems. Research also tells us that mind/body approaches, such as grounding, breathing, movement, and meditative exercises, have the highest potential to heal the bodily tissues that hold this prolonged stress and trauma. This session is filled with research-based experiential learning for practitioners using grounding, breathing, and meditative exercises from the disciplines of yoga and Qigong that will help you build your resilience and create space for healing.

Zoom Meeting Host:
AECT Zoom Host 15, AECT

090. Book Shares- Designing Learning for Everyone (v)
8:45 am to 9:45 am
Virtual - Chicago 3A

Perspectives on Digitally-Mediated Team Learning
Presenter(s): Laurie O. Campbell, University of Central Florida

This book explores technology-supported andragogical and pedagogical approaches that facilitate teamwork, collaboration, communication, and problem-solving opportunities in diverse disciplines. Collaboration and communication skills are not typically developed in traditional STEM instructional practices. The purpose of the book includes expanding the learning science research base regarding how learning principles and strategies, including structured, collaborative, active, contextual, and engaging instructional settings, can support foundational
STEM instruction and improve student interest and achievement. The chapters are classified into three categories: (a) empirical studies exploring the manner in which technology-enabled pedagogical principles and practices facilitate student interest in STEM courses, (b) exploration of logistical factors associated with revisioning STEM education and (c) theoretical underpinnings and literature review of digitally-mediated team learning.

Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education
Presenter(s): Thomas J. Tobin, University of Wisconsin
Reach Everyone, Teach Everyone is aimed at faculty members, faculty-service staff, disability support providers, student-service staff, campus leaders, and graduate students who want to strengthen the engagement, interaction, and performance of all college students. It includes resources for readers who want to become UDL experts and advocates: real-world case studies, active-learning techniques, UDL coaching skills, micro- and macro-level UDL-adoptions guidance, and use-them-now resources.

UDL for FET Practitioners: Guidance for Implementing Universal Design for Learning in Irish Further Education & Training
Presenter(s): Thomas J. Tobin, University of Wisconsin
This book is the key output of the UDL for Further Education & Training (FET) project. It provides information about what UDL is and easy-to-apply advice for FET practitioners on how to implement CAST’s model of UDL in their setting. It also gives guidance on how FET practitioners can build their UDL community and showcases good UDL practice from a range of FET contexts and program types.

Zoom Meeting Host:
\( \text{AECT Zoom Host 18, AECT} \)

091. CLT - Membership Meeting and 2021 McJulien Lecture (v)
8:45 am to 11:00 am
Virtual - Chicago 2A
Chair: Sylvia Elaine Rogers, Auburn University
Gab, Parler, and Reconsidering Learning on Social Media
Presenter(s): Spencer P. Greenhalgh, University of Kentucky
Contributor(s): Daniel G. Krutka, Texas Woman’s University; Shannon Oltmann, University of Kentucky
Educational technology professionals have generally been optimistic about diverse kinds of learning happening on a broad range of social media platforms. The emergence and influence of “alternative” platforms like Gab and Parler (which are associated with conspiracy theories and White nationalism) challenge this optimism and serve as an opportunity to more carefully consider how we think about informal learning on social media.

Zoom Meeting Host:
\( \text{AECT Zoom Host 16, AECT} \)

In this special session, the winner(s) of the 2021 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 Spencer P. Greenhalgh, Daniel G. Krutka and Shannon Oltmann.

092. DDL - Online Learner Characteristics (h)
8:45 am to 9:45 am
Palmer - Salon 10
Development and validation of the Online Learner Anxiety Scale (OLAS)
Presenter(s): Albert Dieter Ritzhaupt, University of Florida; Muhammad Shahroze Rehman, University of Florida; Matthew L Wilson, Kennesaw State University
Contributor(s): Anne Corinne Huggins, University of Florida; Krista Ruggles, Utah Valley University
The purpose of this research was to design, develop, and provide preliminary validity and reliability evidence of Online Learner Anxiety Scale (OLAS) with undergraduate students. Data was analyzed using descriptive statistics, internal consistency reliability, exploratory factor analysis, and correlational analysis. The OLAS was found to be a valid and reliable scale to measure online learning anxiety among undergraduate students. The presentation will provide an overview of the scale and interpretations of the meaning.

Prospect Non-traditional Online Learners’ Readiness for Online Learning
Presenter(s): Jonggill Cheon, Texas Tech University; Moon-Heum Cho, Syracuse University
Contributor(s): Jianning Cheng, Texas Tech University
As the growth of online education, more non-traditional learners enrolled in online courses for continuing education. This proposal presents the online learning readiness for a group of non-traditional learners who were not attending any types of schools but plan to take online courses in the future by using the Online Learning Readiness Self-Check (OLRSC) instrument, which were validated in a previous study for this sample (Authors, under revision).

The effectiveness of a readiness course for online student success at a two-year technical college
Presenter(s): Hengtao Tang, University of South Carolina
Contributor(s): Devin Henson, Midlands Technical College
Thursday, November 4 Meetings: Times and Locations

This action research study investigated the effectiveness of a mandatory readiness course for online students at a two-year college to increase student success. Specifically, a convergent parallel mixed methods design was applied. Quantitative results and qualitative findings were converged to develop a comprehensive understanding of how and to what extent taking online readiness courses impacted online student success. Implications about online readiness course design and implementations in two-year college settings will be discussed.

Zoom Meeting Host:
AECT Zoom Host 10, AECT

093. DDL- Pandemic and Instructional Design (h)
8:45 am to 9:45 am
Palmer - Salon 1

The wizardry of scaling and supporting ID teams peri- and post-pandemic
Presenter(s): Kiran Budhrani, University of North Carolina at Charlotte; Mauricio Cadavid, California State University; Zixin Mao, Fordham University; Amy Ostrom, University of North Carolina Wilmington; Begum Sacak, Northwestern University; Nataliia Kavun, Fordham University

COVID-19 pushed centers for teaching and learning (CTLs) to rapidly scale training, support, infrastructure, tools, and resources overnight. Professionals working in these centers demonstrated impressive ‘wizardry’ in their abilities to transform and lead distance learning to ensure business continuity across the nation. In this panel, we explore varied voices and perspectives from leaders and instructional design professionals in their unique roles to scale and support instructional design teams peri- and post-pandemic.

Zoom Meeting Host:
AECT Zoom Host 09, AECT

094. DELT- Mobile and Game-Based Learning (v)
8:45 am to 9:45 am
Virtual - Chicago 4A

Evaluation of a Sequential Feedback System to Promote Nudge Among Learners and Support Learning Strategies
Presenter(s): Takaki Kondo, Tokyo University of Science
Contributor(s): Kyoichi Yokoyama, Kaetsu Ariake Junior High School; Tadashi Misono, Shimane University; Rieko Inaba, Tsuda University; Yuki Watanabe, Tokyo University of Science

It was difficult to provide feedback in class on learning strategies such as note-taking among learners. We proposed that “Nudge theory” can be adapted to support learning strategies through an interface. In this study, we evaluated the system (NoTAS) that uses nudge to provide feedback on learners’ learning strategies in class. The results of the questionnaire showed that NoTAS generated the nudge among learners and promoted learners’ note-taking.

Online Learning Strategies With Custom mLearning Applications: Just-In-Time Learning Support In Graduate eLearning
Presenter(s): David Squires, Texas A&M University - Corpus Christi

The Mobile Learning Just-in-time Cognitive Support Software Application Systems research study was conducted in three fully online Graduate courses. The results of this research may help to shed light on the functionalities of mLearning in the modern-day online classroom, it’s effectiveness as a learning medium, and how student learners respond to the experience of anywhere anytime access with their online course content, available to them almost instantaneously via a mobile application framework.

Studying Factors that Influence Digital Game-based Learning Effectiveness in Instruction
Presenter(s): Miguel (Miko) Nino, University of North Carolina at Pembroke

This session will present a framework for a successful implementation of digital game-based learning (DGBL), which is systemic in nature. Based on results of a research study, this framework presents the influential factors and conditions, beyond the digital game, that actually play a role in the effectiveness of DGBL. Participants will evaluate how the elements of the framework can be implemented in their courses to ensure learning takes place and is assessed through DGBL.

Zoom Meeting Host:
AECT Zoom Host 20, AECT

095. EDHP/KSET- Learning During the Pandemic (v)
8:45 am to 9:45 am
Palmer - Ashland

EDHP- Medical and Public Health Instructors’ Perceptions of Online Teaching during the COVID-19: A Qualitative Study Using Technology Acceptance Model 2
Presenter(s): Meina Zhu, Wayne State University
Contributor(s): Yu Zhang, Wayne State University

This qualitative study examined medicine and public health instructors’ perceptions of online teaching using the TAM2 model. Through semi-structured interviews with ten instructors in the U.S., this study found that instructors had a high level of acceptance of online teaching. Overall, online teaching was perceived as useful, and instructors perceived technology was easy to use; yet challenges existed, such as online interaction, assessment, hands-on practices, and learning engagement.
Thursday, November 4 Meetings: Times and Locations

KSET- A Case Study of Post-COVID19 Elementary School Teachers in Korea
Presenter(s): Gi Woong Choi, University of Cincinnati; Jeowoong Moon, University of Alabama
Contributor(s): Jieun Lim, Daegu National University of Education; Soo Hyeon Kim, Indiana University-Purdue University Indianapolis; Yong Ju Jung, University of Oklahoma

This proposal reports on a study that explored how Korean elementary teachers coped with transitioning from face-to-face to online learning during the pandemic. COVID-19 is an unprecedented worldwide pandemic that has impacted the whole world. Because this is still an ongoing phenomenon, the research efforts are still at its infancy. Using the CIPP framework, we sought to understand how the transitions went from the perspective of teachers in terms of context, input, process, and product.

Zoom Meeting Host: AECT Zoom Host 01, AECT

096. GSA- Tips for Journal Publishing: Advice from the Editors (h)
8:45 am to 9:45 am
Palmer - Wilson

Tips for Journal Publishing: Advice from the Editors
Presenter(s): Sharon Flynn Stidham, Virginia Polytechnic Institute and State University; Okan Arslan, Texas Tech University; Elizabeth Boling, Indiana University; Charles Hodges, Georgia Southern University; Robert F Kenny, Florida Gulf Coast University; Jill Stefaniak, University of Georgia

Description: 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.

Zoom Meeting Host: AECT Zoom Host 13, AECT

097. JSET: How has COVID-19 affected education in Japan?: Current Status and Prospects
8:45 am to 9:45 am
Palmer - Logan

How has COVID-19 affected education in Japan?: Current Status and Prospects
Presenter(s): Tomomi TAKEBASHI, Cyber University Japan
Contributor(s): Takeshi Matsuda, Tokyo Metropolitan University; Yoshiko Goda, Kumamoto University

COVID-19 has globally affected how we teach and learn, such that that observing the situation in different countries will deepen the discussion on future education. In this session, presenters from the Japan Society for Educational Technology (JSET), the international affiliate of AECT, will report on the situation in Japan. The topics that will be discussed are how COVID-19 affected university students’ learning and how educational research trends and interests have changed during the pandemic.

Zoom Meeting Host: AECT Zoom Host 06, AECT

098. KSET- Instructional Design (v)
8:45 am to 9:45 am
Virtual - Chicago 5A

Effects of Counseling Interaction of In-service Teacher in parents-teacher conferencing Simulation on Facial Expression and Scenario Usefulness
Presenter(s): Kukhyeon Kim, Chonnam National University; Eunhyul Yang, Chonnam national university
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea

The purpose of this study is to identify the effect of Virtual Reality based parent-teacher conferences on in-service teachers. The immersive parent-teacher conferencing simulation includes virtual parent, virtual counseling room environments, authentic counseling scenarios, and conversational interaction with a virtual parent. Twenty-four in-service secondary school teachers experienced the simulation and conducted the perceptions of problem behavior and scenario usefulness questionnaire. Facial Expression Analysis was used to identify their attention and engagement.

The Effects of Maker Education on Student Competency: A Meta-Analysis
Presenter(s): Hyunjoo Oh, Korea University
Contributor(s): Koun Choi, Korea University; Innwoo Park, Korea University

This presentation will share a meta-analysis study on the effects of maker education, with a focus on student competency. Besides the overall effect sizes, we extracted data at the maker education design(e.g. type of a class, the number of students, educational stage, type of a portfolio, form of sharing and hours of instruction, etc.). We synthesized and analyzed effect sizes to provide deeper insights into when and how maker education influences targeted outcomes.
Thursday, November 4 Meetings: Times and Locations

The Effects of Mental Efficiency and Narration on Learners’ Skin Conductance Level and Cognitive Load
Presenter(s): Taehyeong Lim, Chonnam National University
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea

This study examined the effects of mental efficiency and instructional narration on learners’ skin conductance level (SCL) and cognitive load factors. A 3 by 2 factorial design was employed, and 87 university students were participated in the study. There was a significant main effect only by types of narration on learners’ SCL. For cognitive load factors, narration significantly affected physical demand, and levels of mental efficiency affected mental effort and usability.

Zoom Meeting Host:
AECT Zoom Host 22, AECT

099. KSET/NJASL- Emerging Technology
8:45 am to 9:45 am
Palmer - Indiana

KSET- Embodied Learning for Computational Thinking Education
Presenter(s): Kyungbin Kwon, Indiana University; Minji Jeon, Indiana University; Rajagopal Sankaranarayanan, Indiana University Bloomington
Contributor(s): Hamid Nadir, Indiana University Bloomington; Sebahat Gok, Indiana University Bloomington; Nelson Cubas Chavez, Indiana University-Bloomington; Hyejeong Lee, Indiana University-Bloomington

This proposal presents an ongoing project that develops a CS curriculum that is integrated into Social Emotional Learning. Grounded cognition has been adopted as a theoretical foundation and a programmable toy (Bee-bot) is utilized for CT learning. Researchers will present 1) how embodied learning activities will facilitate the understanding of CT concepts and 2) how children engage in the learning and change their attitude toward CS.

NJASL- P-12 Research in a Pandemic: All Public Schools Closed
Presenter(s): Bruce Robert DuBoff, Technology Integrated Learning, Leadership Development Committee, NJ Assoc. of School Librarians

P-12 educational researchers have faced unique challenges during the pandemic, but public school researchers have had to overcome a very high hurdle: the closure of their cooperating districts. This has been especially difficult for doctoral candidates who need to finish their research to complete their programs. This presentation will examine one such situation and how these existential threats to research were managed with some flexibility and willingness to adapt to changing learning environments and conditions.

Zoom Meeting Host:
AECT Zoom Host 04, AECT

100. LDC- Shaping Educational Technology Research, Policy, and Practice (h)
8:45 am to 9:45 am
Palmer - Salon 12

Shaping Educational Technology Research, Policy, and Practice Narratives: Exploring Public Scholarship as Instructional Design and Educational Technology Leaders
Presenter(s): Stephanie L. Moore, University of New Mexico; Natalie B. Milman, George Washington University; Barbara Lockee, Virginia Tech; Marshall G. Jones, Winthrop University; M. Aaron Bond, Virginia Tech

What does it mean to be a public scholar? What are different forms it may take, and what are some of the benefits and challenges? In this session we will discuss these questions and the importance of public scholarship in shaping research, policy, and practice narratives, sharing our experiences and various approaches. We also seek discussion on how AECT can support public scholarship and those interested in developing it as part of their body of work.

Zoom Meeting Host:
AECT Zoom Host 11, AECT

101. LED- Innovate! Gamified Curriculum (h)
8:45 am to 9:45 am
Palmer - Marshfield

101up: Implementation of a Gamified Curriculum (EdApp) to Increase Self-Regulated Learning Skills and Motivation
Presenter(s): Tammi D. Kolski, University of South Carolina
Contributor(s): Candace Lisek Bruder, University of South Carolina

EdApp will be introduced as a gamification curriculum to increase self-regulated learning and motivation in students. Based off an action research study of 10 academically at-risk students in a first-year experience course, an analysis of descriptive and inferential statistics using quantitative and qualitative data will be reviewed. Additionally, implications for using gamified curriculums and future areas of research will be offered. Participants are asked to deploy EdApp and engage with the app throughout the session.

Zoom Meeting Host:
AECT Zoom Host 08, AECT
Thursday, November 4 Meetings: Times and Locations

102. OTP- Professional Development and Instructional Design Considerations (v)
8:45 am to 9:45 am
Virtual - Chicago 6A

Complex Problems - Creative Solutions: Using Common Technologies to Gamify Professional Development and Visualize Participation Data
Presenter(s): Melissa K. Jones, Florida State University; Carla M. Nevarez, University of Central Florida

The session offers ways in which common higher education technologies can be used as solutions to gamify professional development and streamline data visualization workflows. Multiple strategies will be presented, including a case study about a faculty leaderboard project. The project management plan, lessons learned, and initial data will be shared. This session will be valuable to those in educational development and instructional design environments where funding may be limited, but collaborative, creative solutions are valued.

Higher Education Organizational Socialization: Focusing on Relationship Building Without Sacrificing Learning During Virtual New Faculty Orientation
Presenter(s): Kristin Herman, Old Dominion University
Contributor(s): Patricia Davidson, West Chester University

New faculty orientation is an opportunity for introduction to both campus and campus culture. Designing this socialization online, through the institution’s native learning management system, allows for flexibility and extension of learning to continue throughout the faculty’s first year and hopefully their entire tenure process. In this session, we share the updated design, development, and implementation of an online faculty orientation program, including several elements that improved upon the performance of more traditional orientation models.

Online Learning and Blended Learning in Vocational Education
Presenter(s): Soyeon Kim, Kongju National University; Seo Yeon Cho, Kongju National University
Contributor(s): Tami Im, Kongju National University

This study aims to explore the current status of e-learning use in vocational training institutions in South Korea and institutions’ intent to adopt e-learning and blended learning for their sessions. A total of 116 online survey responses from instructors and administrators in vocational training institutions were used for analysis. The results showed that the e-learning content that is necessary for vocational training in South Korea is National Competency Standards-based content, content that reflects the latest technology, small module-type content, and practice-enhancing content. Interactive e-learning content and effective evaluation for e-learning could also help facilitate the use of e-learning in vocational training institutions as supplementary class material and blended learning material. Suggestions for practitioners and researchers are provided on the basis of the results.

Zoom Meeting Host:
AECT Zoom Host 24, AECT

103. RTD/DELT- Student Perspectives & Expertise (v)
8:45 am to 9:45 am
Virtual - Chicago 7A

RTD- Rapid Technology Integration Practices and Teacher Adaptive Expertise
Presenter(s): Jiyoong Jung, Valdosta State University; Daesang Kim, Valdosta State University

The recent pandemic opened up an opportunity to investigate how teachers develop adaptive expertise through technology integration practice. We examined how experienced teachers refined their professional knowledge through reflecting on rapid technology integration experience. Preliminary findings from a qualitative multiple case study will be shared through this roundtable session. Discussions will focus on ways to leverage the relationships between teacher experience and expertise development.

RTD- Tell Me More! Students' Perceptions About Learning Analytics Feedback
Presenter(s): Clara Schumacher, Humboldt Universität zu Berlin; Dirk Ifenthaler, University of Mannheim

To provide higher education students with adaptive support learning analytics are considered to be beneficial. However, learning analytics feedback is still lacking process-oriented recommendations on how to improve. Thus, this proposal reports a category 1 completed quasi-experimental study investigating students’ perceptions of different types of learning analytics feedback either with or without additional explanations and recommendations. Results indicate that the detailed feedback is considered to be more supportive for learning and easier to understand.

DELT- Consumer or Creator? College Students’ Social Media Use, Transmedia Literacies, and Informal Learning
Presenter(s): Vanessa Dennen, Florida State University
Contributor(s): Dawn Adolfson, Florida State University; Bella Zaccor, Florida State University; Denasia Howard, Florida State University

College students are heavy users of social media and related online environments, but does all of that time spent staring down at a smartphone translate into online consumption or creation? In this survey study, we explore college students’ self-reported online dispositions and skills and discuss implications for how these social media, informal learning, and transmedia literacies can be refined and applied in the higher education classroom.

Zoom Meeting Host:
AECT Zoom Host 26, AECT
Thursday, November 4 Meetings: Times and Locations

104. RTD- Three visions of the scholarly bridge between research and practice (h)
8:45 am to 9:45 am
Palmer - Salon 2

Three visions of the scholarly bridge between research and practice
Presenter(s): Elizabeth Brott Beese, Purdue University; Peter C Honebein, Independent Researcher/Designer; Charles Morgan Reigeluth, Indiana University; Jason K McDonald, Brigham Young University

We’ve lamented it a million times: there’s a gap between empirical research and ID practice, and it’s a problem. We should produce a different kind of scholarship -- perhaps even a different kind of knowledge -- to span the gap. But what is that elusive, transitional form of scholarly knowledge? How do we construct it? Our panelists debate three alternative conceptions of the scholarly bridge between research and practice: prescriptive theory, recommendations, and facilitative originary theory.

Zoom Meeting Host:
AECT Zoom Host 12, AECT

105. SICET- Career Development (v)
8:45 am to 9:45 am
Virtual - Chicago 1A

Establishing EdTech Work Scenarios: Interviews with Employees from the EdTech Industry
Presenter(s): Hao He, University of Missouri Columbia
Contributor(s): Chao Qin, Yunnan Minzu University; Jiawen Zhu, College of Education, University of Florida; Wenyu Meng, University College London; Yangyang Li, Lanzhou City University; Yanjia Liu, Yunnan Minzu University; Hemei Zhang, Yunnan Minzu University

Educational Technology (EdTech) is a rising industry, and new forms of educational products using various technologies are emerging. EdTech programs at universities prepare students for qualifications to work in EdTech industries. However, EdTech students in China are experiencing difficulties in finding jobs that well fit their background. In this study, we interviewed 40 EdTech employees about how they worked at their positions. We aimed to help EdTech students better prepare themselves for these positions.

Use of Synchronous Communication Technology for Remote Academic Advising during the Covid-19 Pandemic
Presenter(s): Xiaoxue Wang, Florida Gulf Coast University
Contributor(s): Michael Houdyshell, Florida Gulf Coast University; Matthew Plescia, Florida Gulf Coast University

COVID-19 forced universities to use Remote Academic Advising (RAA) through synchronous communication technologies to maintain student/advisor contact (e.g. Zoom, Microsoft Teams, Google Meets & etc.). This study explored students and academic advisors’ knowledge, experiences and perceptions of RAA in a state university in the Southeastern United States. The study analyzed 539 sets of survey data from students and 28 from academic advisors. Researchers report on the similarities and differences between students and advisors using RAA.

Using Mobile Vocabulary Application to Enhance EFL learners Vocabulary Acquisition
Presenter(s): Qian Xu, Purdue University; Jennifer Richardson, Purdue University; Zui Cheng, Shenzhen University; Fengping Guo, Southeast University
Contributor(s): Zhuo Zhang, Purdue University

This study aims to investigate the effectiveness of using a mobile vocabulary learning application “Shan-bei Dan-ci ‘’ on EFL learners’ vocabulary learning performance and its main affordance that impact the vocabulary acquisition process. 80 Chinese EFL undergraduate students will be invited to participate in the study and divided into two groups. The initial results found several significant results that potentially facilitate vocabulary learning.

Zoom Meeting Host:
AECT Zoom Host 14, AECT

106. STC- Transformational Change (h)
8:45 am to 9:45 am
Palmer - Kimball

Systems Thinking in Education: A Reflective Dialogue about Its Merits, Feasibility, and Promises for the Future
Presenter(s): Jin Mao, Wilkes University; Todd Adrian, Indian River State College; Curtis J. Bonk, Indiana University; Alison Carr-Chellman, University of Dayton
Contributor(s): Laura Cabrera, Cornell University; Thomas C. Reeves, The University of Georgia

The COVID-19 pandemic, technology, and the changed environments have brought many challenges and issues in today’s education. We propose a reflective dialogue about systems thinking with four expert panelists who will share their views on a number of critical questions. These views will hopefully provide guidance for educational researchers as well as practitioners in digesting the challenges and opportunities brought by the pandemic.

Zoom Meeting Host:
AECT Zoom Host 05, AECT
**Thursday, November 4 Meetings: Times and Locations**

**107. Book Shares- Culture and HCI (v)**

*10:00 am to 11:00 am*

Virtual - Chicago 3B

**Bridging Human Intelligence and Artificial Intelligence**

Presenter(s): *Lin Lin*, University on North Texas; *Mark Albert*, University of North Texas; *Jonathan Michael Spector*, Department of Learning Technologies

This edited book is set to be published in 2021 by Springer. The book aims to offer forward-thinking and transdisciplinary perspectives for sustained improvements in learning at all levels. The primary audience for this book are academics and researchers in disciplines such as artificial intelligence, cognitive science, computer science, educational psychology, instructional design, human-computer interactions, information science, library science, and technology integration. The book includes 24 chapters, which are divided into four parts: 1) Trajectory of AI: From statistics and machine learning to deep learning, 2) Enhancing human intelligence through AI; 3) How AI imitates human neuroanatomy; 4) Understanding the effects of AI for learning. In addition to the interdisciplinary nature of the topics included, we created an innovative authoring process -- an apprenticeship and mentorship process. We recruited high-school-aged students to learn the methods of conducting research, to be engaged in intellectual dialogues on the interactions between human intelligence and artificial intelligence, and to co-author the chapters with graduate students and faculty. The process has helped the young scholars to build interdisciplinary scholarship and inquiries.

**Human Specialization in Design and Technology: The Current Wave for Learning, Culture, Industry and Beyond**

Presenter(s): *Patricia Young*, Uni. of Maryland Baltimore County

Patricia A. Young presents her newest manuscript Human Specialization in Design and Technology: The Current Wave for Learning, Culture, Industry and Beyond. Dr. Young brings a critical lens to the fields of educational technology and instructional design. She writes about taboo topics in education (e.g., the plight of the personalization movement, the truth about equity and access and more). She offers solutions through a framework for RAPID Innovation and an Organizational Culture Profile.

**Transformative Teaching Around the World: Stories of Cultural Impact, Technology Integration, and Innovative Pedagogy**

Presenter(s): *Curtis J. Bonk*, Indiana University; *Meina Zhu*, Wayne State University

Book contains 40 short stories from award winning Fulbright teacher and alumni of Indiana University around the globe who enrolled in a course on instructional strategies for thinking, collaboration, and motivation, including technology integration. There are eight sections: (1) Personal Transformation; Innovative Education; (3) Technology with Teaching; (4) Pandemic Practices; (5) English Education and Collaboration; (6) Active Learning Strategies; (7) Global Education; and (8) Overcoming Challenges. Readers will hear stories from outstanding teachers in India, Morocco, mainland China and Taiwan, Singapore, Finland, Botswana, New Zealand, Mexico, Yemen, Saudi Arabia, Indonesia, Palestine, Rwanda, Costa Rica, Kazakhstan, Israel, Uzbekistan, and several other countries. Authors tell emotional, educationally powerful, and highly impactful stories of transformative changes in their classrooms, communities, and countries. Many of their stories relate to the use of innovative technology during the pandemic as well as global technologies for international exchanges and collaboration among K-12 students in different countries.

Zoom Meeting Host:

*AECT Zoom Host 19, AECT*

**108. DDL- Asynchronous Support in Online Learning (h)**

*10:00 am to 11:00 am*

Palmer - Salon 10

**Synchronous Meetings, Community of Inquiry, COVID-19, and Online Graduate Teacher Education**

Presenter(s): *Beth Oyarzun*, UNC Charlotte; *Florence Martin*, University of North Carolina Charlotte

Contributor(s): *Charlotte Hancock*, University of North Carolina at Charlotte; *Spencer Salas*, University of North Carolina at Charlotte

This mixed-methods self-study explored graduate students’ perceptions of synchronous meetings’ contributions to the development of a Community of Inquiry (COI). This course included a literature circle about immigrant communities and K-12 schools. Sixty-nine students across three courses were electronically surveyed. Fifteen students were subsequently interviewed. Survey analysis indicated that monthly synchronous meetings did not significantly impact students’ perceptions of COI development. Follow-up interviews provided further insights into methods that students perceived helpful for COI development.

**Talk to me, Goose: Evaluating an Electronic Synchronous Multi-Site (e-SyMS) learning environment**

Presenter(s): *Tonia A. Dousay*, University of Idaho; *Alison Carr-Chellman*, University of Dayton

Contributor(s): *Allen Kitchel*, University of Idaho

First posited in 2019, the Electronic Synchronous Multi-Site (e-SyMS) model recommends configuration strategies, individual roles, and pedagogical practices to support synchronous video engagement for learning. The e-SyMS configuration presents a pilot room with one or more wing rooms and users “in the wild,” which requires roles related to instruction, facilitation, and support. This presentation reflects on these recommendations, including pedagogical strategies, after constructing a pilot room to support e-SyMS and teaching a course in the facility.

**Instructors’ Conceptualization and Implementation of Scaffolding in Online Higher Education Courses**

Presenter(s): *Jennifer Richardson*, Purdue University; *Secil Caskurlu*, Purdue University; *Daniela Castellanos Reyes*, Purdue University; *Suchen Duan*, Presenter; *Mohammad Shams Ud Duha*, Purdue University; *Holly Flock*, Purdue University; *Yishi Long*, Purdue University

This multiple case study explores how instructors conceptualize and employ scaffolding in online courses. Data sources included pre-
Thursday, November 4 Meetings: Times and Locations

Interview surveys, semi-structured interviews, and online course observations analyzed through a general analytical strategy. Results showed that instructors define scaffolding as a support to help students achieve course outcomes although there were disciplinary differences and scaffolds unique to online environment. Implications for online course design/facilitation will be discussed. The intended audience is researchers, instructors, and instructional designers.

Zoom Meeting Host:
AECT Zoom Host 10, AECT

109. D&D/LED- Innovations in K-12 Design (v)
10:00 am to 11:00 am
Virtual - Chicago 1B

[NR]D&D- Preservice EFL Teachers’ Co-creation of an Open Educational Resource (OER) A Collection of Educational Technologies
Contributor(s): Kadir Karakaya, Iowa State University
This study describes an open educational resource (OER) designed to help K-12 educators explore learning technologies that they can utilize in their online teaching practices. Informed by human-centered design and openness principle of open educational practices as a response to the needs of educators in online teaching, this OER development initiative aimed to supply a much needed resource to reduce social injustices at times of crisis such as the pandemic. The session will showcase the design decisions and challenges encountered.

[NR]D&D- Preservice Teachers’ Co-Creation of an Open Educational Resource (OER) on Maker Education
Contributor(s): Ozlem Karakaya, Iowa State University
This design study presents how preservice teachers co-created an Open Educational Resource (OER) on maker education in a teacher education program. The OER offers multiple maker challenges designed by preservice teachers enrolled in a Technology Minor Program at a Midwestern University in the US. Each maker challenge followed the same design principles but used different concepts and technologies.

LED- Design Guidelines for Integrating Entrepreneurship into K-12 Classrooms
Presenter(s): Toi E Hershman, WVU and EntreEd; Jiangmei Yuan, West Virginia University
During the pandemic it was difficult for educators to find engaging ways to teach students online. Much of this was due to the “newness” of this style of teaching and the lack of resources and training. This session will provide guidance on the design and development of an online entrepreneurship course that is not only experiential and engaging but can be done without complicated technology, simulations, or deep teacher background knowledge in the subject. The session will explore a short course in entrepreneurship that takes middle and high school students on a journey from product idea to launch. The session is designed to serve two purposes. First, it will demonstrate how design thinking, authentic problems and scaffolding can be used in an online format, and second, it will demonstrate the importance of entrepreneurship education and how impactful it can be for students.

Zoom Meeting Host:
AECT Zoom Host 15, AECT

110. DDL- Innovate! Feedback in Digital Environment (v)
10:00 am to 11:00 am
Virtual - Chicago 4B

Boatloads of Tips & Tricks for Providing Quick Meaningful Feedback: Digital Learning Edition
Presenter(s): Kimberly N LaPrairie, Sam Houston State University; Kathleen Mansfield, Sam Houston State University
Providing learners with personalized, specific feedback is essential to support engaging, effective learning. In digital environments, feedback can be more challenging to provide because of time constraints or lack of tools. We’ll explore some simple tools and strategies instructors can use to create quick but meaningful feedback in digital environments. No special equipment or software is required to participate in this session; however, an active Google account is recommended.

Zoom Meeting Host:
AECT Zoom Host 21, AECT

111. D&D- Reflecting on COVID-19 Professional Experience (h)
10:00 am to 11:00 am
Palmer - Salon 1

This What Happened and How We Can Keep Going: Instructional Designers Reflecting on their Covid-19 Professional Experience in Diverse Contexts
Presenter(s): Ahmed Lachheb, University of Michigan; Victoria Abramkena-Lachheb, Indiana University School of Education; Javier Leung, University of Missouri; Grace Zhou Seo, University of Missouri
This panel session will feature five (5) instructional designers working in diverse contexts (Higher Education, K-12, Corporate, and Non-Profit/Government). The panelists will reflect on their COVID-19 working experience and share what they have learned. The panelists’ discussions will place a particular focus on topics related to diversity, equity, inclusion, and justice (DEIJ) and point to implications for practitioners, researchers, and educators.

Zoom Meeting Host:
AECT Zoom Host 09, AECT
Thursday, November 4 Meetings: Times and Locations

112. DELT- Systemic Reviews, STEM Learning Environments and Simulation Perspectives
10:00 am to 11:00 am
Palmer - Indiana

Design matters: The impact of supports in a digital STEM learning game.

Presenter(s): Ginny L. Smith, The Florida State University
Contributor(s): Fengfeng Ke, Florida State University; Valerie J. Shute, The Florida State University

In this session, we explore the impact of students’ use of supports in a digital STEM learning game on various outcome measures. We examine the performance of eight distinct supports embedded in the game. Our results provide evidence that designing and implementing intrinsically integrated supports positively impacts student outcomes from gameplay. Based on our results we highlight emerging opportunities for research on the design and development of supports in digital learning games.

Making Learning Visible: Developing Competency-based Learning Maps

Presenter(s): Diane DeBacker, University of Kansas; Jaclyn L Dudek, University of Kansas

This presentation offers a conceptual and development framework for creating competency-based learning maps to support outcomes-based learning, instruction, and assessment. We argue that learning maps make learning visible and allow multiple stakeholders to have more agency over how and when learning happens. Furthermore, we argue that a map allows learners to understand and plan their own diverse learning journeys.

Testing the accelerated playback hypothesis in multimedia learning environments: A meta-analysis

Presenter(s): Li Cheng, University of Florida; Albert Dieter Ritchaupt, University of Florida
Contributor(s): Ray Pastore, University of North Carolina Wilmington

With the explosion of multimedia learning environments and the use of digital time-compression algorithms in common software and hardware, we are in need of guidance on how to use this technology without sacrificing quality and learning outcomes. The purpose of the meta-analysis is to examine the existing empirical research literature to derive an overall integrated model for the use of digital time-compression algorithms in multimedia learning environments, while attending to the relevant possible moderating variables.

Zoom Meeting Host:
AECT Zoom Host 04, AECT

113. GSA- Qualifications and Duties for IDT Faculty: A Job Posting Analysis and Panel Discussion (h)
10:00 am to 11:00 am
Palmer - Wilson

Qualifications and Duties for IDT Faculty: A Job Posting Analysis and Panel Discussion

Presenter(s): Lauren Bagdy, Florida State University; T. Logan Arrington, University of West Georgia; Ji Yue Bong, Concordia University, Montreal; Alison L. Moore, University of South Carolina; K. Bret Staadt Willet, Florida State University

This session will present the results of a job posting analysis that focused on tenure-track assistant professor positions in Instructional Design and Technology (IDT) from 2013 to 2020. We analyzed job postings to determine the qualifications, expectations, and application materials required for jobs as new faculty in IDT pertaining to research, teaching, and service. The session will include a panel discussion on how these findings transfer to new faculty experiences.

Zoom Meeting Host:
AECT Zoom Host 13, AECT

114. INT- Designing with & Implementing Technology (v)
10:00 am to 11:00 am
Virtual - Chicago 5B

Initiating Friendship by Children with Autism in an Intelligent Virtual Reality Environment

Presenter(s): Peidi Gu, Beijing Normal University; Li Yuan, Beijing Normal University
Contributor(s): Tsung-han Weng, Department of Curriculum and Teaching, University of Kansas; Xueqin Qian, Kansas University Center on Developmental Disabilities, University of Kansas; Zhipeng Zeng, Beijing Normal University

Situated in the specific cultural context in China, it is emergent to develop interventions to foster their academic, social, and behavior skills within the specific cultural context. There is limited number of studies that aim to research how both artificial intelligence technology and VR technology can assist in autism interventions. This situation is especially worse in China where there is urgent lack of training personnel and agencies because of huge population of people diagnosed with Autism, the combination of AI and VR technology has the potential of providing timely and effective interventions to autism kids.

The Failure of One Laptop Per Child Program (OLPC) and its Implications

Presenter(s): Hyo Jung Kim, Educational Technology, Department of Education, Korea University

Although the idealistic goal of distributing millions of laptops to children was not fulfilled, OLPC is still mentioned as one of the earliest attempts to transform education in developing countries through ICT. Thus, this paper aims to examine factors that caused the decline of the program both from the perspective of international development and pedagogy. The results of this study will attempt to provide directions for future ICT integrated educational development projects.
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The Moderating Effects of E-learning Experience and Employment Status on Students’ Satisfaction and Perceived Learning within an e-Learning Environment
Presenter(s): Abdullahi Abubakar Yunusa, Usmanu Danfodiyo University Sokoto
Contributor(s): Irfan Naufal Umar, Universiti Sains Malaysia

This session presents the account of ongoing research focused on students’ satisfaction with and perception of learning based on experiences from a distance E-learning system in Nigeria. The presentation shares the results based on the influence of the demographic characteristics of the students (E-learning experience and Employment Status)

Zoom Meeting Host:
AECT Zoom Host 23, AECT

115. LED- Innovate! World Café guided discussion (h)
10:00 am to 11:00 am
Palmer - Marshfield

Defining and describing learning: A World Café guided discussion
Presenter(s): Brad Hokanson, University of Minnesota; Phillip Harris, AECT Executive Director

This session will provide the opportunity to meet, engage, and connect with others on a topic of interest, the nature of learning. Using a World Café discussion format, the participants meet in small groups and engage in conversation in response to a guided series of questions which are later used to develop a working definition of “learning”. As educators, we understand the power of reflection for our students, but seldom take time to reflect on our own practice. This discussion will be both reflective and engaging.

Zoom Meeting Host:
AECT Zoom Host 08, AECT

116. OTP/HKAECT- Practitioner-Based Learning Design (v)
10:00 am to 11:00 am
Virtual - Chicago 6B

OTP- Design Thinking in Practice: Developing Learning Recommendations for Automotive Sales Managers
Presenter(s): Jennifer A Bauman, GP Strategies

When most people think about Sales training, they thinking about the individuals selling the products. But, what about those that lead the salesforce? Are our Sales Managers properly prepared to lead their teams? This session will discuss how design thinking was utilized by an L&D vendor to identify and recommend learning opportunities for one of their automotive client’s dealership Sales Managers.

OTP- Individualized Learning in Practice: Using Self-Reflection Assessments to Recommend Performance Solutions
Presenter(s): Jennifer A Bauman, GP Strategies

As learners, we all come to the table with different knowledge and experiences. As practitioners the question becomes, how do we tailor our trainer to account for these differences? In this session you will one practitioner tried to answer this question through the utilization of self-reflection assessments.

HKAECT- English Writing Training for Asian Students of the Cultural and Creative Industries (CCI)
Presenter(s): Wing Bo Anna Tso, Hang Seng University of Hong Kong

With the rapid growth and development of the cultural and creative industries (CCI) in the market, more universities are now offering new undergraduate and postgraduate degree programmes in art and design, film and animation, digital communication, social media marketing, etc. The aim of this presentation is to discuss how university English writing courses may help CCI students in Hong Kong to acquire the English writing skills they need for entering the cultural and creative industries.

Zoom Meeting Host: AECT Zoom Host 25, AECT

117. RTD- Tools & Strategies to Enhance Teaching & Learning (h)
10:00 am to 11:00 am
Palmer - Salon 2

Designing to Improve Metacognitive Monitoring in Online Community College Students
Presenter(s): Bethany Emory, Old Dominion University
Contributor(s): Tian Luo, Old Dominion University

This interactive discussion will focus on a study of metacognitive monitoring training focused on changing novice students’ ability to estimate their learning and improve performance. Data collected included learning performance gains in facts and concepts, change in student judgements of learning, and students’ qualitative descriptions of the metacognitive process. T-test and Kruskal Wallance analysis of variance results indicate an increase in overall learning performance, while relative and absolute calibration accuracy showed little variation.

The Use of Learning Technologies for Adult Literacy: A Scoping Review with Evidence and Gap Map
Presenter(s): Stephanie L. Moore, University of New Mexico
Contributor(s): Olivia Baca, University of New Mexico; Aaron Anderson, University of New Mexico

As many as 130 million US adults lack proficiency in literacy, and foundations are exploring the investment in learning technologies to
address this need. This scoping review summarizes the current state of the evidence on the use of learning technologies for adult literacy to better inform implications for further research, policy, and investments. This study also represents a shift from studying “things” to studying the problems we are trying to solve through learning technology interventions.

**Trends in Tools to Teach Computational Thinking through Elementary Coding**
Presenter(s): Peter Jacob Rich, Brigham Young University; Megan Swanson, Brigham Young University; Jessica Yauney, Brigham Young University
Contributor(s): Scott Bartholomew, Purdue University; Kenzie Dinsmoor, Brigham Young University; Ellyse Winward, Brigham Young University; Connor Reynolds, Brigham Young University; Meagan Nielsen, Brigham Young University; David Daniel, Brigham Young University

Coding is an essential 21st-century literacy, becoming increasingly compulsory in educational systems worldwide. Consequently, there has been an explosion of tools designed to teach coding to children. In this study, we created a comprehensive list of tools whose primary intent is to enable and teach children to code. From this list, we outlined a framework for the classification of tools. We then reviewed current research to determine how tools are used to teach elementary coding.

**118. SICET- Engaging Learners (h)**
10:00 am to 11:00 am
Palmer - Ashland

Deconstructing elementary students’ male hubris and female humility effect in China: A perspective of multiple intelligence
Presenter(s): Hengtao Tang, University of South Carolina
Contributor(s): Yu Bao, James Madison University; Shuyan Wang, University of Southern Miss

This exploratory study validated a multiple intelligence instrument for Chinese elementary students (N=4031) and revealed their multiple intelligence profiles. Eight dimensions of intelligence were identified. Girls’ and boys’ self-reported scores on each dimension of multiple intelligence were compared to investigate if a male hubris and female humility effect existed. Boys had a higher self-perceived logical-mathematic intelligence but a lower verbal-linguistic, bodily-kinesthetic, and interpersonal intelligence than girls. Implications for elementary student education and development are discussed.

**The Use of Augmented Reality in Collegiate Flight Training for International Students**
Presenter(s): Hong Zhan, Embry-Riddle Aeronautical University; Heather Marriott, Embry-Riddle Aeronautical University; Stacey McIntire, Embry-Riddle Aeronautical University
Contributor(s): Parker Northrup, Embry-Riddle Aeronautical University

The global aviation industry has an increasing demand for pilots. Responding to this demand, many US pilot training programs have recruited more international pilot students. To help these students solidly develop desired skills in aviation English and to enable effective radio communications with air traffic controllers, a mobile App, ARAir, was designed and added to the curriculum. This presentation shares the results of the App design and an analysis of the App’s effectiveness.

**119. STC- Membership Meeting (h)**
10:00 am to 11:00 am
Palmer - Kimball

Zoom Meeting Host: AECT Zoom Host 05, AECT

All Members and Non-Members are Welcome. Outstanding Article Award Barbara Altman, Texas A&M University-Central Texas; Kay Shattuck, Quality Matters; Bethany Simunich, Quality Matters; Barbra Burch, Quality Matters Quality Assurance Implementation: How It Works Outstanding Book Award Jill E. Stefaniak, University of Georgia Needs Assessment for Learning and Performance: Theory, Process, and Practice. Distinguished Service Award Monica Sulecio de Alvarez, Independent Consultant Charles M. Reigeluth Emerging Researcher Award Hengtao Tang, University of South Carolina System Change Leader Aaron Bond, Virginia Tech

**120. TED- Innovate! A Social Media Simulation Platform to Foster Digital Citizenship (v)**
10:00 am to 11:00 am
Virtual - Chicago 7B

Using a Social Media Simulation Platform to Foster Digital Citizenship
Presenter(s): Natercia Valle, University of Florida
Contributor(s): Daniel Vargas Campos, Common Sense Education; Barbara Huth, Common Sense; Wenting Zou, Cornell University; Natalie Bazarova, Cornell University

This professional development section will provide participants with the opportunity to use the Social Media TestDrive simulation platform to critically address concepts of digital citizenship, its importance, and how it can be facilitated through the use of interactive technologies.
Thursday, November 4 Meetings: Times and Locations

such as TestDrive. Participants will also receive information about other opportunities for professional development and other learning resources that align with Digital Citizenship Curriculum Standards to foster digital citizenship skills among youth.

Zoom Meeting Host:  
**AECT Zoom Host 27, AECT**

121. TED- Teacher Perspectives on Emergent Issues & Technology (h)  
10:00 am to 11:00 am  
Palmer - Logan  

**Addressing Issues of Social Justice in STEM: Supporting Teachers’ Pedagogical Intentions and Instructional Interventions**  
Presenter(s): Tiffany Roman, Kennesaw State University; Laurie Brantley-Dias, Kennesaw State University  
Contributor(s): Belinda Edwards, Kennesaw State University; Michael Dias, Kennesaw State University  

This study examined how seven secondary STEM teachers addressed social justice teaching during the pandemic and how their instructional practices mapped onto their pedagogical intentions. Participants’ understanding and enactment of social justice pedagogy varied. Guided by trauma-informed teaching practices and learner engagement conceptual frameworks, we argue that STEM teachers need greater support to design instruction so that their students feel empowered to address, discuss, and apply the discipline knowledge in STEM to social justice issues.

**Roses and Thorns: The Impact of COVID-19 on Learning for a Student with Autism Spectrum Disorder**  
Presenter(s): Rob Moore, University of Florida  
Contributor(s): Jane Roitsch, Old Dominion University; Annemarie L. Horn, Old Dominion University  

In this session, we share the experiences of a parent of a student with autism spectrum disorder (ASD) who switched to emergency remote teaching (Hodges et al, 2020). We will discuss how technology has reshaped education services during the pandemic and how this transition impacted a student with ASD. We will also discuss our emergent themes of routines and roles, instruction, social interactions, benefits and challenges with the transition to online learning.

Zoom Meeting Host:  
**AECT Zoom Host 06, AECT**

122. Wellness: Innovate! Hacking the Convention Experience: Quick Tips to Thrive at the Hybrid/Virtual Convention (h)  
10:00 am to 11:00 am  
Palmer - Salon 12  

**Hacking the Convention Experience: Quick Tips to Thrive at the Hybrid/Virtual Convention**  
Presenter(s): Okan Arslan, Texas Tech University; Hannah Elizabeth Digges Elliott, Western Kentucky University; Pauline Salim Muljana, Old Dominion University; Rebeca Peacock, Boise State University; Suthanit Wetcho, Chulalongkorn University  

Attending conferences is an important piece of engaging in professional development and networking in our field. Although attending a hybrid or virtual conference may allow for convention participation when budgets and travel are complicated by current events, many participants may be frustrated with the experience. Inspired by their project findings, the 2020 AECT Intern Class will share tips on getting the most out of a hybrid/virtual convention to help you enhance your convention experience this year.

Zoom Meeting Host:  
**AECT Zoom Host 11, AECT**

123. AECT- From Teaching Machines to Televisions: Educational Technology 1950-1975 (h)  
11:45 am to 12:45 pm  
Palmer - Salon 2  

**From Teaching Machines to Televisions: Educational Technology 1950-1975**  
Presenter(s): Rebecca Clark-Stallkamp, Virginia Tech; Ginger S Watson, University of Virginia; Jill Stefaniak, University of Georgia; Heather Leary, Brigham Young University; Barbara Locke, Virginia Tech; Robert Doyle, Harvard University; Kay Shelton Kozak, Northern Illinois University  
Contributor(s): Richard Dietzel, Keiser University  

The story of AECT began in 1923 with the creation of the National Education Association’s Department of Visual Instruction. What started as a small group of passionate educators searching for better ways to help people learn has turned into an international association...
Thursday, November 4 Meetings: Times and Locations

representing a broad range of professionals interested in improving learning using media and technology. This session will present key historical elements from 1950-1975, the second 25 years of AECT.

Zoom Meeting Host:  
*AECT Zoom Host 12, AECT*

124. CLT- Educational Technology Research (v)  
11:45 am to 12:45 pm  
Virtual - Chicago 1A

**Context and values in Educational Technology Research**  
Presenter(s): *Rebecca Yvonne Bayeck*, Schomburg Research Center in Black Culture; *Spencer P. Greenhalgh*, University of Kentucky;  
*Tutaleni I. Asino*, Oklahoma State University  
Contributor(s): *Lucas John Jensen*, Georgia Southern University

Technology has disrupted interactions with others, including learning and research. Yet, researchers mainly interrogate the effect of technology on various aspects such as learning, or communication. However, the influence of values or context on technology is still underexplored in research. Participants in this panel approach the question of context and values in educational technology research from different perspectives. The authors discuss the intersection of context, values, and technology and its relevance for educational technology research.

Zoom Meeting Host:  
*AECT Zoom Host 14, AECT*

125. CLT- Equity & Learning Access (h)  
11:45 am to 12:45 pm  
Palmer - Kimball

**Online Course Cultural Treasures: Dialogic Narratives**  
Presenter(s): *Kathryn Ley*, U Houston Clear Lake  
Contributor(s): *Ruth Gannon Cook*, DePaul University

The presentation recounts a mixed methods study grounded in Bakhtin’s theory of dialogism to explore the relationship between dialogic narratives and online student interactions, participation, and collaboration. An instructor-researcher chronicled adding dialogic narratives to the students’ discussions in traditional classrooms and then looked at historic data to see if online courses and program could incorporate these tools to benefit struggling students.

**Exploring opportunities and challenges in online learning for students with disabilities in higher education**  
Presenter(s): *Stella Kim*, University of North Carolina Charlotte  
Contributor(s): *Othelia Lee*, University of North Carolina at Charlotte; *Tuba Gezer*, University of North Carolina Charlotte

This study explored an online learning environment in higher education for students with disabilities during the global pandemic. Findings from a survey with 278 participants suggested that students with disabilities most benefited from direct communication with instructors via emails. Factors associated with online learning self-efficacy were technological competence and preference toward online instruction. Students with a medical disability revealed a higher level of self-efficacy in comparison to their peers with a psychological or learning disability.

**Knowledge Convergence in Collaborative Concept Mapping**  
Presenter(s): *Amy Garbrick*, Penn State University  
Contributor(s): *Minkyung Lee*, Pennsylvania State University; *Roy B Clariana*, Pennsylvania State University

This study investigates how collaborative concept mapping tasks affect the knowledge convergence of learners. Participants are divided into two groups by the grouping, collaboration, corporation to investigate knowledge convergence by the different types of grouping. A concept mapping tool as an artifact was provided as a visual representation and supportive tool of collaboration. We expect to observe their knowledge convergence during the synchronous discussion with the mapping tool by analyzing their discourses.

Zoom Meeting Host:  
*AECT Zoom Host 05, AECT*

126. DDL- Community Connections in Online Learning (h)  
11:45 am to 12:45 pm  
Palmer - Salon 10

**A Framework for Creating a Connection with Your Online Students**  
Presenter(s): *Sheri Anderson Conklin*, UNC Wilmington; *Amy Garrett Dikkers*, UNCW

Our interactive presentation is based on longitudinal research at a higher education institution seeking to understand student perceptions of the value of instructor social presence and track student experiences during multiple semesters of a learning environment shift. We provide an overview of the research, share main themes of data analysis (importance of connectedness, instructor responsiveness and coaching, online learning best practices, and empathic facilitation), and detail specific instructional strategies students deemed essential to their learning.
**Thursday, November 4 Meetings: Times and Locations**

**Community Development within an Online Doctoral Cohort: A Qualitative Case Study**

Presenter(s): **Dave Mulder,** Dordt University

With the increasing prevalence of online education options—from individual courses to entire graduate programs—online interactions between students have become an important area of research. This case study is an investigation of the way community developed within a doctoral cohort in an online Ed.D. program. Qualitative methods are utilized to examine the relationships that developed among members of an online doctoral program through a long-term online backchannel running in parallel to official course communications.

**Stability of Constructs in the Community of Inquiry Survey Over Time**

Presenter(s): **Daniela Castellanos Reyes,** Purdue University; **Jennifer Richardson,** Purdue University

Contributor(s): **Yukiko Maeda,** Purdue University

The purpose of this study is to examine the stability of Community of Inquiry (CoI) constructs over time. Three growth-curve models were used to analyze the CoI scores from 402 students enrolled in an online Master’s program. CP and TP showed a non-statistically significant growth variation showing that both CP and TP scores are reasonably stable constructs over time. SP showed statistically significant and positive growth. Conceptual explanations will be provided.

Zoom Meeting Host:  
**AECT Zoom Host 10, AECT**

**127. D&D- Learning Experience Design (h)**

11:45 am to 12:45 pm

Palmer - Salon 1

**Empathy Methods and Personas for Learning Experience Designers**

Presenter(s): **Matthew Schmidt,** University of Florida; **Jie (Jennifer) Lu,** University of Florida; **Li Cheng,** University of Florida; **Minyoung Lee,** University of Florida

Interest in learning experience design (LXD) is increasing in the field of learning and instructional design and technology (LIDT). LXD provides methods and processes for advancing learning designs in a learner-centered manner. In the current session, we will present and discuss empathy methods and learner personas. First, we present details about each method. Next, we elaborate on how they are performed. Following this, we demonstrate a three-stage process in which empathy interviews are distilled into learner personas by way of empathy mapping. Examples from real-world LXD projects will be provided.

**From the Learner’s Perspective: A Systematic Review of MOOC Learner Experiences from 2009-2019**

Presenter(s): **Rob Moore,** University of Florida; **Stephanie Blackmon,** William & Mary University; **Elisa Shaffer,** Old Dominion University

This presentation shares the findings from a systematic review of peer-reviewed journal articles published between 2008-2019 that discussed the learner experience in Massive Open Online Courses (MOOCs). The study included 33 peer-reviewed articles published in one of the top 14 educational technology journals. Our analysis identified themes of motivation, course engagement, satisfaction, and achievement.

**Learning Experience Design and Evaluation of an mHealth Intervention for Parents of Children with Epilepsy**

Presenter(s): **Matthew Schmidt,** University of Florida; **Noah Glaser,** Old Dominion University; **Tina Riedy,** Miami University

Contributor(s): **Carmen Rietta,** University of Cincinnati; **Janelle Wagner,** Medical University of South Carolina; **Georgette Smith,** Medical University of South Carolina; **Ana Gutierrez-Colina,** Cincinnati Children’s Hospital Medical Center; **Sarah Wetter,** UF Health; **Anup Patel,** Nationwide Children’s Hospital; **Heather Huszti,** CHOC; **Avani Modi,** Cincinnati Children’s Hospital Medical Center

Research suggests that ~60% of children with epilepsy have suboptimal adherence to their antiepileptic drugs with potentially devastating consequences. To address this problem, we have developed an innovative mobile-based adherence intervention for parents of children with epilepsy, which includes use of learning experience design methods. This session will present findings from a user-centric evaluation and formative design process of one component of the adherence intervention. The findings from this study advance the field’s understanding of designing, developing, and integrating emerging technologies through a design thinking lens.

Zoom Meeting Host:  
**AECT Zoom Host 09, AECT**

**128. DDL- Impacts of COVID on Teaching and Learning (v)**

11:45 am to 12:45 pm

Virtual - Chicago 3A

**COVID-19 Impacts on College Nursing Students and Nursing Faculty**

Presenter(s): **Kym Grant-Horsey,** University of Phoenix; **Martha Zepeda,** University of Phoenix

Contributor(s): **Ryan Rominger,** University of Phoenix; **Eileen Ehudin Beard,** University of Phoenix; **Belky Perez,** University of Phoenix; **Debra Williams,** University of Phoenix; **Midge Elkins,** University of Phoenix

The COVID-19 pandemic has had a tremendous impact, personally and pedagogically, on nursing students and faculty. Faculty were forced to transition in-person clinical training to virtual environments, while many students struggled with anxieties from continuing their education to contracting COVID. The presentation will provide a glimpse into research on the impacts on nursing students and faculty. Additionally, attendees will be invited to reflect upon how COVID has impacted their educational and instructional design approaches.
Thursday, November 4 Meetings: Times and Locations

Strategies for Enhancing Students’ Online Work Skills on the Post Pandemic: A Mixed Methods Study
Presenter(s): Mansureen Kebritchi, University of Phoenix
Contributor(s): Melissa Shank, University of Phoenix; Jane Schumacher, University of Phoenix; Fern Entrekin; Mary Lind, University of Phoenix

The COVID-19 pandemic influenced the job market, workstyle, and higher education in the United States, resulting in a need to develop new skill sets to effectively work in online environments. The purpose of this mixed methods study was to explore online workers’ skills and how to improve them. A mixed method study was conducted with 377 faculty and students. This presentation reports the results, which may enhance online worker’s skills in the post pandemic era.

Transitioning to Online in Response to Covid-19: Reaction from one University’s Faculty and Students
Presenter(s): Ariana Eichelberger, University of Hawaii at Manoa; Paul McKimmy, University of Hawaii, Manoa

Along with most universities around the world, the University of Hawaii abruptly shifted from face-to-face to online instruction in the spring 2020 semester. This presentation will share the results from over 1,330 participants to two surveys gauging faculty and student reaction. Results from students and faculty will be compared, and implications for future online course delivery and plans for ongoing faculty support will be discussed.

Artificial Intelligence-based Motivation Indicator (AIMI) in Online Learning Environment
Presenter(s): Nam Ju Kim, University of Miami; Min Kyu Kim, Georgia State University

Lack of motivation is the primary cause of learner attrition in online learning settings. Detecting students’ motivation accurately and on time is crucial as educators can easily identify what learning contents, activities, and instructional methods significantly undermine learners’ motivation in online learning environment. This study aims to develop Artificial Intelligence-based Motivation Indicator (AIMI) system from 153 students and to validate the accuracy of this system within a broad range of the educational population (N =1025).

Online Discussion or Real Conversation?
Presenter(s): Glenn Gordon Smith, University of South Florida
Contributor(s): Michael Sherry, University of South Florida; Samantha Smith, University of South Florida; Rachel Potts, University of South Florida

During COVID, online discussions bore a greater weight of student need for psychological connection. Yet, online threaded discussions, ubiquitous in LMSs, often involve students talking past each other, instead of with each other, with little uptake of others’ contributions. We report on uptake and authenticity in three types of online discussions in seven online university courses: (a) threaded discussions, (b) linear chat-style discussions, and (c) linear chat-style discussions with collaborative responsive writing.

Designing and Evaluating a Virtual High-fidelity Clinical-Simulation Module for Nursing Students in the COVID-19 Pandemic
Presenter(s): Pranam Parsanlal, University of South Florida; Sanghoon Park, University of South Florida
Contributor(s): Tiffany Gwartney, University of South Florida

Clinical simulation with high-fidelity scenarios is essential in nursing education, especially in the COVID-19 global pandemic where a rapid transition to online learning was required. A virtual interactive high-fidelity simulation was created and embedded in an importable module in the learning management system for all faculty to access. In this presentation, the design process and evaluation findings of the virtual high-fidelity simulation will be shared.

Examining Fourth-Year Students' Perspectives and Use of Curriculum Resources in Undergraduate Medical Education
Presenter(s): Atsusi Hirumi, University of Central Florida
Contributor(s): Ziana Bagot, University of Central Florida College of Medicine, Department of Education; Audra Skukauskaite, University of Central Florida; Juan Cendan, University of Central Florida; Mehreen Mahmood, University of Central Florida, College of Medicine; Vishalakshi Lakshmanan, University of Central Florida, College of Medicine
Thursday, November 4 Meetings: Times and Locations

The concurrent session will present the results of ethnographic interviews and a questionnaire completed by fourth-year medical students, with the goal of characterizing their use and perspectives on curriculum resources throughout their program of study. This discourse will benefit undergraduate medical education administrators, faculty, staff, students and publishers of curriculum materials. After taking part in this session, these groups will be able to make informed decisions regarding innovative design, delivery, and selection of educational resources.

From Policing to Learner Analysis: Use of Examsoft Snapshots to Analyze Students’ Exam Taking Behaviors in Live and Online Exams
Presenter(s): Dan Cernusca, North Dakota State University

A PharmD program started to use a specialized examination software, ExamSoft®. The primary objective of this study was to expand the use of ExamSoft snapshots from security to learner analysis and provide empirical evidence of exam taking behaviors and the potential impact of the pandemic context on exam taker behaviors and respectively across different examination context. We found significant behavioral differences between high and low achieving students as well as between live and online exams.

Zoom Meeting Host:
AECT Zoom Host 20, AECT

131. GSA- Meet and Greet with Graduate Student Assembly Members (h)
11:45 am to 12:45 pm
Palmer - Wilson

Meet and Greet with Graduate Student Assembly Members
Presenter(s): Pauline Salim Muljana, Old Dominion University; Kiran Budhrani, University of North Carolina at Charlotte; Hannah Elizabeth Diggs Elliott, Western Kentucky University; Kae Novak, University of Colorado Denver; Sonia Tiwari, Penn State University; Sagun Giri, Pennsylvania State University; Okan Arslan, Texas Tech University; Rebecca Peacock, Boise State University; Mohammad Shams Ud Duha, Purdue University; Suthaniti Wetcho, Chulalongkorn University; Anne Fensie, University of Maine; Samantha Goldstein, University of North Texas; HAJEEN CHOI, Florida State University; Rebecca Clark-Stallkamp, Virginia Tech; Cansu Tatar, North Carolina State University; Irene A Bal, Old Dominion University; Atikah Shemshack, University of North Texas; Dana AlZoubi, Iowa State University; Holly Fiock, Purdue University; Francis Eamonn Powers, Old Dominion University; Matt Connell, Baker University; Annette Dolowitz, University of South Alabama; Sharon Flynn Sidham, Virginia Polytechnic Institute and State University; Waneta Hebert, Sam Houston State University

Contributor(s): Paula Marcelle, Indiana University; Jamie Bernhardt, Georgia State University; YUJIN PARK, Florida State University

You are invited to a meet and greet among graduate students in AECT. Whether you are new to the organization or already largely involved in AECT activities, we welcome you to hang out, ask questions, and overall, commune in a positive and supportive space. Everyone is welcome!

Zoom Meeting Host:
AECT Zoom Host 13, AECT

132. GSA- Revisiting Study Groups: How this Back-to-Basics Approach Fostered Context and Support for Doctoral Students (v)
11:45 am to 12:45 pm
Virtual - Chicago 2A

Revisiting Study Groups: How this Back-to-Basics Approach Fostered Context and Support for Doctoral Students
Presenter(s): Laura Stapleton, Old Dominion University; Kirsten Hostetler, Central Oregon Community College; Kim Pinckney-Lewis, Old Dominion University; Jill Stefaniak, University of Georgia

Contributor(s): Candice Leigh Freeman, Old Dominion University

This panel will discuss how distant doctoral students formed a study group as they took a seminar IDT course. Representing higher education, government, K-12, healthcare, and library services, multiple perspectives surrounding current and historical IDT trends and issues were created. The panel will address how the study group was formed, structured, and managed. Attendees will learn how study groups can be used throughout their dissertation research to find accountability when the structure of coursework ends.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

133. INT- Comparative Perspectives on Learning Design (v)
11:45 am to 12:45 pm
Virtual - Chicago 5A

Comparison and Contrast of Graduate IDT Course Syllabi across Countries
Presenter(s): Zhenhuan Yang, Virginia Tech

My research focuses on comparing graduate-level IDT course syllabi across the world. The purpose is to identify the scope of topics discovered in the graduate IDT course syllabi and find out how the components and subcomponents are different from one country to another or within a specific country. Also, it tries to explore how the components and subcomponents in the syllabi align with the theories, concepts and principles that are associated with IDT.
Thursday, November 4 Meetings: Times and Locations

Constructing Peer Tutoring Program in Higher Education: A Case Study of Korea University CTL
Presenter(s): Hyo Jung Kim, Educational Technology, Department of Education, Korea University
This study is conducted by the Center for Teaching and Learning in Korea University, and aims to construct a peer tutoring program for graduate students. After the program is operated, surveys and interviews will be conducted to measure the improvement rate of graduate students’ research capacity and academic performance. The center plans to further develop the pilot program into a regular program based on necessary revisions and modifications.

Social Anxiety in Digital Learning Environments: Differences from an International Perspective
Presenter(s): Dirk Ifenthaler, University of Mannheim
Contributor(s): Muhittin Sahin, Ege University
This paper reports a Category 1 Completed Study focusing on social anxiety in digital learning environments which is regarded as a persistent fear of embarrassment or negative evaluation while engaged in social interaction. Cross-cultural perspectives on social anxiety in digital learning environments are scarce. Hence, this study investigates differences in social anxiety among N = 312 German and Turkish students. Findings indicate significant differences of social anxiety between the student groups. Personalization of learning and interaction opportunities are suggest for designing future digital learning environments.

Innovative Learning: Filling Workplace Shortage Gaps By Revising Learning In Higher Education
Presenter(s): Vera Mendes-Kramer, Wayne State University
This presentation will show how training and performance initiatives in the curriculum of a higher education health science program can mitigate the national shortage of Forensic Pathologists, contribute to positive changes in the medical field, and highlight the process of transferring learning and training in one field of practice to another in order to meet workforce shortages.

Understanding Instructional Design Decisions: Connections Between Professional Identity and Practice
Presenter(s): Sean Hickey, The Ohio State University Center on Education and Training for Employment; Ana-Paula Correia, The Ohio State Univeristy
Where do corporate instructional designers fit within the broader educational landscape? The answer to that question has surprising ramifications for practice. Among learning and development professionals, some members of the community champion “common sense” and technical skills over formal education. These instructional designers and developers often support unscientific practices based on debunked theory or anecdotal data. This session will highlight the findings of ongoing research into the complex relationship between professional identity and practice.

Implementing the Vision of Emerging Technologies for Learning
Presenter(s): Ellen Wagner, University of Central Florida; David S. Porcaro, Chan Zuckerberg Initiative; Steve Howard, KLA
A favorite K-12 mentor once said, “those kids can’t be what they don’t see.” Designing the future requires inspiration. Instructional design, systems thinking, and the layering of technologies can look very different outside of higher education. Come and experience what’s driving learning engineering at the Chan Zuckerberg Initiative and what’s possible with Microsoft’s Mesh.

Information Literacy and College Student: What skills do they know and how confident are they when applying these skills?
Presenter(s): Jade Geary, George Mason University; Hengtao Tung, University of South Carolina
Information literacy skills are necessary for students to navigate higher education as well as their future careers successfully. Yet, there is limited research on students’ knowledge and self-efficacy of information literacy skills. This action research aimed to examine information literacy skills and self-efficacy of these skills in undergraduate students. Furthermore, this study explored students’ application of information literacy and how students apply information literacy skills to their academic and social lives.
Thursday, November 4 Meetings: Times and Locations

Inservice Teachers’ Perception of First, Second, Third Order Barriers to Information Literacy Instruction in K-12 Poverty Contexts
Presenter(s): Brian Johnson, University of Memphis; Andrew Tawfik, University of Memphis
Despite information literacy instruction being important for inquiry-based learning, very is known about ILI in diverse contexts. This study explored first (external), second (internal), and third order (design thinking) barriers for in-service teachers who taught withinin K-12 poverty contexts. First-order barriers related to lack of training, misalignment on ILI vision between administration, and others. Second-order barriers highlighted question-asking and inequitable access due to paywalls. Third-order barriers focused on iterative for multiple forms of visualization.

Instructional Elements in an Information Literacy e-Book and their Influence on Learner Outcomes
Presenter(s): Max Sommers, University of Florida; John Hampton, University of Florida; Albert Dieter Ritzhaupt, University of Florida
Contributor(s): Angela Kohnen, University of Florida
With the complex nature of the online information ecosystem, information literacy has been emphasized. This study explored how various technological and pedagogical elements embedded in an online information literacy e-book influence performance, satisfaction, and information literacy self-efficacy. A one-way Analysis of Variance was run to test for differences amongst six varying conditions. The presentation will provide an overview of the conditions, interpretations of the findings, and implications for online information literacy instruction to undergraduate students.

Whistles from Workforce: Analysis of the Trends, Needs, and Qualifications of Current Instructional Design Related Positions
Presenter(s): Leping Liu, University of Nevada, Reno; Hong Zhan, Embry-Riddle Aeronautical University
This session presents the results of an analysis of the trends, needs, and qualifications of current instructional design (ID) related positions. Data were retrieved from ID job descriptions posted on major job search websites, and were observed in three dimensions: ID’s experience level, organization type, and position type. The observed qualifications were aligned with the 12 new ID trends in the field. Presenters will provide suggestions to ID programs and graduate students for further efforts.

Innovative Pedagogic Support Spaces and Practices during COVID (h)
11:45 am to 12:45 pm
Palmer - Logan

Innovative Pedagogic Support Spaces and Practices: Changes and Challenges during life under COVID
Presenter(s): Jesse Stryker, Ohio University; Tonia A. Dousay, University of Idaho; Tiffany Roman, Kennesaw State University
Contributor(s): Kristin Brynteson, Northern Illinois University; Tracy Russo, Ferris State University
Building from the last two years of success and engagement, the TED Camp/Panel guides conversations regarding unique pedagogical spaces and the practices happening within them. This year’s panelists focus on changes and challenges in these spaces and with these practices presented during life under COVID and how PK-12 and teacher education responded.

Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World
Presenter(s): Michelle Miller, Northern Arizona University
Remembering and Forgetting in the Age of Technology offers concise, non-technical explanations of major principles of memory and attention—concepts that all teachers should know, and that can inform how technology is used in their classes. Teachers will come away with a new appreciation of the importance of memory for learning, useful ideas for handling and discussing technology with their students, and an understanding of how memory is changing in our technology-saturated world. Remembering and Forgetting in the Age of Technology offers concise, non-technical explanations of major principles of memory and attention—concepts that all teachers should know, and that can inform how technology is used in their classes. Teachers will come away with a new appreciation of the importance of memory for learning, useful ideas for handling and discussing technology with their students, and an understanding of how memory is changing in our technology-saturated world.

The Spark of Online Learning: How Technology and Emotion Science Ignite Engagement In Every Class
Presenter(s): Flower Darby, Northern Arizona University
Online classes have a reputation for being dry, boring, and unengaging. Faculty and students struggle to create and participate in highly
Thursday, November 4 Meetings: Times and Locations

interactive online learning experiences, which negatively impacts engagement and motivation to persevere for all involved. However, the affordances of technology, when combined with what we know from emotion science, create a synergistic opportunity to help all of our diverse students, with all their preferences, needs and circumstances, to better engage, learn, and succeed. This book shares research showing that emotions and cognition are interdependent neural processes, then provides evidence-based practical strategies for online learning environments. Suggestions include ways to help students stay attentive, motivated, and actively participating in their learning. These ideas apply in polysynchronous online classes— that is, asynchronous online formats, Zoom teaching, HyFlex, blended, and everything in between. You’ll also find that these recommendations enhance student engagement in in-person classes too. Emotion science + technology = better teaching and learning!

Zoom Meeting Host:
AECT Zoom Host 19, AECT

140. CLT- Innovate! Diversify Your Constructs, Theories, Citations and Reading Lists (h)
1:00 pm to 2:00 pm
Palmer - Kimball

Diversify Your Constructs, Theories, Citations and Reading Lists
Presenter(s): Katherine Walters, University of Georgia; Lili Yan, Utah State University; Rebecca Clark-Stallkamp, Virginia Tech; Kristin Herman, Old Dominion University; Kae Novak, University of Colorado Denver; Carla Fernández-Soto, Purdue University; Chris Luchs, Colorado Community Colleges Online; Melissa K. Jones, Florida State University; Juhong Christie Liu, James Madison University
Contributor(s): Paula Marcelle, Indiana University

Language, constructs, and theories have the potential to start the enactment of social justice. This is a crowd-sourced session based on webinars and readings done by the CLT critical studies doctoral student group and inspired by the Diversify Your Booklist: Developing Citation Practices at NCSU. It will begin by covering key concepts and vocabulary of critical race theory, intersectionality, and social justice work. Presenters have created a glossary, list of frameworks, annotated bibliography, readings, and recordings.

Zoom Meeting Host:
AECT Zoom Host 05, AECT

Language, constructs, and theories have the potential to start the enactment of social justice. This is a crowd-sourced session based on webinars and readings done by the CLT critical studies doctoral student group and inspired by the Diversify Your Booklist: Developing Citation Practices at NCSU. It will begin by covering key concepts and vocabulary of critical race theory, intersectionality, and social justice work. Presenters have created a glossary, list of frameworks, annotated bibliography, readings, and recordings.

141. CLT- Innovate! Learning with Technology (v)
1:00 pm to 2:00 pm
Virtual - Chicago 1B

CLT-Alexa and Hand scans and Netflix, Oh My! Student Data Privacy and Educational Technology
Presenter(s): Kathleen Mansfield, Sam Houston State University

Educators constantly adopt innovative technology trends enhancing classroom instruction. By inviting devices and apps 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 candidate, attendees will collaborate, investigate sources, and leave inspired to protect student privacy.

Zoom Meeting Host:
AECT Zoom Host 15, AECT

142. DDL- Community & Student Behaviors Online (h)
1:00 pm to 2:00 pm
Palmer - Salon 10

Design and Development of an Educational Design and Learning Technologies Wisdom-Community
Presenter(s): Lauren Cifuentes, New Mexico State University; Michelle Perry, New Mexico State University

We share our processes for collaborating among faculty and graduate students to develop an online wisdom-community shared by faculty and Masters and Doctoral students in an Educational Design and Learning Technologies program. Community goals are to enhance identity as professional educational technologists, facilitate learning community, and expand professional knowledge.

Mentoring Online Graduate Students: Professional Opportunities for Post-Traditional Learners
Presenter(s): Josh Herron, Anderson University (SC); Kathryn Wolfe, Anderson University (SC)
Contributor(s): Natalie Budesa, Anderson University (SC)

Mentoring is an important part of any educational experience, but especially in graduate programs. While online programs are designed to support working professionals, mentoring opportunities require intentional planning and design to foster engagement in the field for which students are seeking to become leaders in or transition into. The M.S. in Instructional Design and Learning Technology program at Anderson University has integrated remote graduate assistants, bi-semester virtual networking events, and career portfolio framework across the program that has led to positive outcomes for students and alumni.
Understanding students’ situational lurking behaviors and sentiments in online discussion
Presenter(s): HAJEEN CHO, Florida State University; Vanessa Denne, Florida State University
Contributor(s): Dan He, Florida State University; Ömer Arslan, Graduate Student, Florida State University

This qualitative study is a part of the larger study about graduate students’ feelings and experiences in online learning. This study investigates students’ lurking behavior and sentiments behind it. The interview data from 27 graduate students were analyzed to understand students’ situational lurking behaviors and their feelings in various situations. The findings highlight both positive and negative feelings associated with situational lurking behaviors depending on the reasons and timing of lurking.

Zoom Meeting Host:
AECT Zoom Host 10, AECT

143. DDL- Perspectives of Designing Online Learning (v)
1:00 pm to 2:00 pm
Virtual - Chicago 4B

A Collaborative Autoethnography of Instructors’ Experiences Teaching Advanced Instructional Design
Presenter(s): Jason K McDonald, Brigham Young University; Jill Stefaniak, University of Georgia; Peter Jacob Rich, Brigham Young University

Teaching advanced instructional design involves different challenges than are found when teaching introductory courses. Yet most of the field’s prior research has studied the practices of introductory course instructors. To address this gap we studied the dispositions and practices of university faculty teaching advanced instructional design. In this presentation we report our results, showing how teaching advanced courses requires instructors to draw upon a sophisticated set of competencies, and deploy them in situationally sensitive ways.

Developing Self-Regulated Problem Solving Mindset for Novice Instructional Designers
Presenter(s): Xun Ge, University of Oklahoma; ALI CEYHUN MUFTUOGLU, University of Oklahoma
Contributor(s): Spencer Brickell, University of Oklahoma

The purpose of this presentation is to demonstrate a conceptual model illustrating the ID process as an iterative regulated ill-structured problem-solving process (IPS) process. In this conceptual perspective, ID is framed as a complex problem to be solved with multiple phases and subtasks, through which instructional designers perform a series of iterations until an acceptable solution is reached. We argue that student or novice instructional designers should be encouraged and scaffolded to develop self-regulated problem-solving mindset.

Using Open Educational Resources: The Sharing Economy of Learning
Presenter(s): Arlene Ramirez, Sam Houston State University; Waneta Hebert, Sam Houston State University

Discover how to incorporate Open Educational Resources (OER) to design engaging material for instruction. OER encompasses a plethora of resources, including completed modules, textbooks, video lectures, and no-cost technology for integration into a design plan. Explore
Thursday, November 4 Meetings: Times and Locations

how to find OER that will match your instructional needs, as well as the licensing considerations appropriate for your setting. Come learn how OER can revitalize a new or existing course!

Zoom Meeting Host:
AECT Zoom Host 09, AECT

145. GSA- Surviving the Dissertation Research Process: Ensuring Proper Ethics and Adapting Methodology During a Global Pandemic (v)
1:00 pm to 2:00 pm
Virtual - Chicago 2B

Surviving the Dissertation Research Process: Ensuring Proper Ethics and Adapting Methodology During a Global Pandemic

Presenter(s): Kim Pinckney-Lewis, Old Dominion University; Laura Stapleton, Old Dominion University; Kirsten Hostetler, Central Oregon Community College; James Knapp III, Old Dominion University

Contributor(s): Candice Leigh Freeman, Old Dominion University

This panel will discuss the challenges of doctoral studies and research amidst the COVID-19 pandemic. They will address how each ensured proper ethics through methodological changes when face-to-face learning and data collection ended. Examples will include studies in government, healthcare, higher education, industry, library and information science, and military settings. The goal of this interactive session is to dialogue with attendees regarding how researchers/students can confidently cope with uncertainties that may arise.

Zoom Meeting Host:
AECT Zoom Host 17, AECT

146. INT- Membership Meeting (h)
1:00 pm to 2:00 pm
Palmer - Ashland

All International Division members are invited to discuss current and future initiatives. Distinguished Service Award Robert Doyle, Retired, (former) Associate Dean Faculty of Arts and Sciences at Harvard University International Contribution Award Dr. Curtis Ho, Professor, Learning Design and Technology, College of Education, University of Hawaii at Mānoa Outstanding Practice by A Student in ET in an International Setting Sydney Mutelo, Master student, University of Namibia Presidential Service Award Hengtao Tang, Assistant Professor, Educational Studies, College of Education, University of South Carolina Outstanding ETR&D Journal Article Award Hengtao Tang, Assistant Professor, Educational Studies, College of Education, University of South Carolina Tang, H. (2021) Person-centered analysis of self-regulated learner profiles in MOOCs: a cultural perspective. Education Technology Research & Development, 69, 1247–1269. R.W. “Buddy” Burniske Award Eunsoon Cho, Professor, Mokwon University; Young Hoon Cho, Associate Professor, Department of Education, Seoul National University; Michael M. Grant, Associate Professor, Educational Studies, College of Education, University of South Carolina; Donggil Song, Associate Professor, Sam Houston State University; Yeol Huh, Assistant Professor, Ewha Women’s University Cho E., Cho, Y.H., Grant, M.M., Song, D., & Huh, Y.(2020). Trends of educational technology in Korea and the U.S.: A report on the AECT-Korean Society for Educational Technology (KSET) panel discussion. TechTrends, 64.

147. LDC- Next Steps in Designing Your Future Success (h)
1:00 pm to 2:00 pm
Palmer - Salon 12

After Tenure or Achieving Professorship: Next Steps, Career Options, and Alternative Pathways

Presenter(s): Danilo M. Baylen, University of West Georgia

The interactive session will help participants define their career roadmap after receiving tenure or attaining full professorship. A proverbial question guides the session discussion - what’s next after reaching this point in one’s academic career? Three phases involve the session delivery: 1) Framing the faculty career conversation (Whole Group); 2) Differentiating Dreams and Realities (Small Group), and 3) Goal setting and Building Pathways (Pairs). The wrap-up activity includes entertaining questions from the participants.

Designing Your Success: Creating Situated Learning Experiences to Expand Your Future Marketability

Presenter(s): Sharon Flynn Stidham, Virginia Polytechnic Institute and State University

Graduate students must both excel in their studies and develop relevant transferable skills. However, non-classroom-based practical instructional design opportunities for students can be elusive. The solution? Create your own. Service activities offer possibilities for this professional development. This session will introduce a method by which attendees may identify their personal strengths, a goal, and strategies for exploring opportunities via which their identified goal may be achieved.

Standing Still or Moving Forward? An Analysis of the 2020 AECT Virtual International Convention

Presenter(s): Okan Arslan, Texas Tech University; Hannah Elizabeth Diggins Elliott, Western Kentucky University; Pauline Salim Muljana, Old Dominion University; Rebecca Peacock, Boise State University; Suthanit Wetcho, Chulalongkorn University

In 2020, humanity was pushed to learn and connect in ways or to degrees greater than seen previously. Many professional organizations were forced to innovate and launch online conventions in a virtual format, many for the first time. The Association for Educational Communications & Technology (AECT) was no exception. This case study analyzed survey responses and other data sources from the AECT 2020 Virtual International Convention to examine attendees’ experiences and inform future convention planning.

Zoom Meeting Host: AECT Zoom Host 11, AECT
Thursday, November 4 Meetings: Times and Locations

148. RTD- Facilitating Problem-Centered Discussions (v)
1:00 pm to 2:00 pm
Virtual - Chicago 6B

**Instructor facilitation and student participation in problem-centered discussions: A social network analysis study**

Presenter(s): **Yishi Long**, Purdue University; **Adrie Koehler**, Purdue University

In case-based learning (CBL), research suggests that discussion promotes knowledge construction; however, the way that instructors facilitate case discussions impacts learners’ participation. We used social network analysis (SNA) to explore how instructor facilitation influences student participation and interaction in case discussions. Preliminary results show that students’ interactions increased after the instructor took a less central role in discussions. Suggestions for facilitating case discussions are provided, including how to best support peripheral students and peer facilitation.

149. RTD- Theoretical Foundations of Learning Experience Design (h)
1:00 pm to 2:00 pm
Palmer - Salon 2

**Theoretical Foundations of Learning Experience Design**

Presenter(s): **Matthew Schmidt**, University of Florida; **Isa Jahnke**, University of Muenster; **Andrew Tawfik**, University of Memphis

Contributor(s): **Yvonne Earnshaw**, University of Alabama at Birmingham

This panel introduces theories that are useful in the emerging field of learner experience (LX) design and research. LX increasingly uses approaches from outside the field of learning design and technology, yet there is no guidance on which theories are most useful. We will present various theories we identified, define and describe them, and explain how they are situated within the sociotechnical-pedagogical framework. We will discuss implications, as well as remaining learning design questions.

150. STC- Innovate! Crisis Management (v)
1:00 pm to 2:00 pm
Virtual - Chicago 5B

**Using Crisis Management Framework to Improve Teaching Resilience**

Presenter(s): **Edward Glantz**, Penn State University; **Chris Gamrat**, Penn State University; **Lisa Lenze**, Penn State University

An introduction to instructional crisis management planning presents tools and techniques to reduce routine/operational disruptions in teaching, a benefit to attending instructors, teaching support members, and administrators. Attendees will (a) learn crisis management basics, and (b) apply them in an interactive workgroup session to typical teaching disruption scenarios. Bring a lively and creative attitude, an internet-enabled mobile device (if possible), and plan to fully interact and share input in the group’s planning process.

151. TED- Pedagogical Perspectives of and Strategies for Inservice Teachers
1:00 pm to 2:00 pm
Palmer - Indiana

**“And now she owns it!”: An Analysis of 62 Interviews About K-12 Blended and Personalized Learning**
Thursday, November 4 Meetings: Times and Locations

Presenter(s): Cecil R Short, Texas Tech University; Charles R. Graham, Brigham Young University; Courtney Hanny, Brigham Young University; Michelle Jensen, Brigham Young University
Contributor(s): Karen T Arnesen, Brigham Young University

This analysis of 62 interviews with experienced K-12 blended teachers across K-12 grade levels and subject areas confirms the importance of blended and personalized teaching competencies as described by Graham et al. (2019). It also presents a new framework for defining, evaluating, and planning personalized learning across learning objectives, assessments, and learning activities within the dimensions of personalized goals, time, place, pace, and path.

Differentiated Perspectives: How Grade Level Impacts Maryland Teachers’ Desired and Actual Classroom Practices
Presenter(s): Irene A Bal, Old Dominion University; Mia Knowles-Davis, Old Dominion University
Contributor(s): Afra A. Hersi, Loyola University Maryland

Differentiated instruction is key to student-centered learning but teachers’ desired practices differ from their actual practices. A K-12 Maryland teacher survey was conducted, focusing on desired and actual differentiated classroom practices. This presentation will focus on how grade levels (PreK-Grade 5, Grades 6-8, and Grades 9-12) impact Maryland teachers’ self-reported desired and actual classroom practices, and how this data can be used in planning professional development.

Pedagogical Strategies For K-12 Instructors Teaching In Virtual Environments
Presenter(s): Shurentsetseg Altantsetseg, Old Dominion University; Rob Moore, University of Florida

This systematic review discusses the pedagogical strategies for teaching online, focusing on four areas: engaging students with content, communication, assessment, and student support. Our analysis of 24 studies found that teachers developed individual relationships with students via emails or parents using social communication activities; organized interactive activities based on student’s interests, and enhanced the engagement with technology and feedback. Students received supplemental resources and academic and emotional support; were assessed through questioning, conversation, and feedback.

Zoom Meeting Host:
AECT Zoom Host 04, AECT

152. TED- Teacher Value Beliefs in Technology Integration (h)
1:00 pm to 2:00 pm
Palmer - Logan

Teacher Value Beliefs in Technology Integration: What do we learn from research and where do we go from here?
Presenter(s): Kui Xie, The Ohio State University; Shonn Cheng, Sam Houston State University; Margaret Bowman, The Ohio State University; Michael Jay Nelson, Cleveland Clinic Education Institute; Nathan Hawk, Texas A&M University
Contributor(s): Vanessa W. Vongkulluksn, University of Nevada Las Vegas; Zilu Jiang, The Ohio State University; Lin Lu, The Ohio State University

Teachers’ value beliefs are a critical factor that influence the success of technology integration. Panelists will present 5 cohesive studies about teacher value beliefs. Main topics will include the role of teacher value beliefs in technology integration, understanding teacher value beliefs using Expectancy-Value Theory, and changes and nuances in teacher value beliefs. The discussions will be centered around what we learn from research and where we go from here moving the field forward.

Zoom Meeting Host:
AECT Zoom Host 06, AECT

153. TIL- Membership Meeting (h)
1:00 pm to 2:00 pm
Palmer - Marshfield
Zoom Meeting Host:
AECT Zoom Host 08, AECT

Villy Gandhi Leadership Training Award Margaret Adjoga-Otu Awarded by AECT Affiliate, New Jersey Association of School Librarians, for her work in promoting technology use and integration in the spirit of both NJASL & AECT

154. AECT- HEROs Award Presentations: Workplace Learning (h)
2:15 pm to 3:15 pm
Palmer - Ashland

Chairs:
Hengtao Tang, University of South Carolina
Lisa A. Giacumo, Boise State University

Presenters:
Madeleine Yount, Boise State University
Justin A. Beaudry, Boise State University
Lorraine Frazier-Aich, Boise State University

Zoom Meeting Host: AECT Zoom Host 01, AECT
The AECT Honoring Educational Revolutions in Online (HERO) Practice Awards recognize educators, instructional designers, and performance improvement practitioners who quickly adapted to novel challenges in experimenting with new technology, new tools, and new approaches to model learning for learners geographically dispersed. Join award winners in the Workplace Learning Category as they share their innovative learning solutions from 2020. Congratulations to Madeleine Yount, Justin Beaudry & Lorraine Frazier: Idaho Food Bank (Non-profit)

155. CLT- AECT Code of Ethics (h)
2:15 pm to 3:15 pm
Palmer - Kimball

APE Ethics Seminar: A professional ethics forum on the AECT Code of Ethics
Presenter(s): Abbas Johari, Cameron University; Vicki Napper, Weber State University; Andrew R. J. Yeaman, Grosse Pointe Farms, Michigan; Gayle V. Davidson-Shivers, University of South Alabama; Lisa Shipley, University of Tennessee; Eric Stauffer, James Madison University; Sagun Giri, Pennsylvania State University; M. Aaron Bond, Virginia Tech; Ya-Huei Lu, East Carolina University; Rajagopal Sankaranarayanan, Indiana University Bloomington; Linda Wiley, Baker University (Kansas)
Contributor(s): Jenny S. Wakefield, Dallas County Community College; Tamera Celeste Hudnell, Technology Integrated Learning

APE Professional Ethics (APE) Seminar is an ethics forum composed of members of APE committee, from 12 divisions of AECT, who provide (past, current, and future) analysis on AECT Code of Ethics. Describing the Code’s commitment to the individual learner, society, and profession, the panelist will enter into a critical analysis of AECT Code as members of the APE committee, interacting with one another and the audience. The goal is to educate AECT membership about the code and to engage them in a critical thinking that improves ethical behavior that benefits all, members, Association, and the profession. Panel members will discuss emerging issues specific to their Division and AECT with an emphasis on underlying issues and possible resolutions.

Zoom Meeting Host:
APE Zoom Host 05, AECT

156. CLT- Innovate! Cross Cultural Learning (v)
2:15 pm to 3:15 pm
Virtual - Chicago 1A

Becoming An Active/Active–ist Member in Cross-cultural settings
Presenter(s): Chris Luchs, Colorado Community Colleges Online; Kae Novak, University of Colorado Denver

In the fields of instructional design, educational communication, and technology, you may be considering a career with a non-profit or asked to serve on a board of a non-profit or serving as a subscribed member. What should you know about rights, responsibilities, and expectations when you become involved? What should you look for to see if the organization has a culture of inclusiveness in its structure, relationships, and communications? Join a cross-culture non-profit consultant for a conversation on navigating the culture of organizations and institutions and how to champion changes.

Zoom Meeting Host:
APE Zoom Host 14, AECT

157. DDL- Presence & Active Learning in Online Contexts
2:15 pm to 3:15 pm
Palmer - Indiana

Community of Inquiry Presences in Newly Remote Online Courses: A College-Wide Self Study
Presenter(s): Cansu Tatinar, North Carolina State University; Kevin Matthew Oliver, North Carolina State University
Contributor(s): Madeline Coven, Ph.D. Student

During the recent pandemic, universities had to quickly shift to remote teaching and learning. To determine how effectively newly remote courses in one large College of Education in the United States supported social, cognitive, and teaching presences recommended by the Community of Inquiry (CoI) model, a self-study with instructor and student surveys was conducted. This presentation synthesizes survey results from 65 instructors and 70 student respondents which indicated challenges to supporting social presence in particular.

Promoting Active Learning Through Collaborative Annotation
Presenter(s): Sara Tuiloma, Brigham Young University; Rick West, Brigham Young University; Charles R. Graham, Brigham Young University
Contributor(s): Karen T Arnesen, Brigham Young University; Qi Guo, BYU; Jordan Hansen, Brigham Young University

Various learning strategies can promote active learning and higher levels of content and peer interaction in online education. One strategy growing in popularity is the use of digital collaborative annotation tools, which allow students to annotate digital text and co-analyze it with peers. This paper discusses a multiple-case study that evaluated the effectiveness of collaborative annotation strategies with the Hypothesis social annotation tool in helping students engage actively with reading assignments and with their peers.

Strategies to Promote Cognitive Presence in Online Courses: A Systematic Review
Presenter(s): Ayesha Sadaf, University of North Carolina Charlotte; Florence Martin, University of North Carolina Charlotte
Contributor(s): Elenora Haug, University of North Carolina Charlotte

This systematic review synthesizes research on strategies used to promote cognitive presence in online courses to identify trends from two decades (2000 to 2020) of scholarship. From initial search of 181 studies, a total of 14 articles published in peer-reviewed journals
**Thursday, November 4 Meetings: Times and Locations**

were reviewed. The results provide insights for educators and researchers into the research trends, instructional strategies used, patterns of
cognitive presence levels, and guidelines to facilitate cognitive presence in online courses.

**Zoom Meeting Host:**
*AECT Zoom Host 04, AECT*

**158. DDL- Self-Direction & Social Presence in Online Learning (v)**

*2:15 pm to 3:15 pm*
*Virtual - Chicago 4A*

**A Longitudinal Study Exploring Levels and Patterns of Social Presence in Asynchronous Online Discussions**

**Presenter(s): Qi Wu, Syracuse University; Zhijuan Niu, Syracuse University; Tiffany A. Koszalka, Syracuse University**

The prevalence of shifting face-to-face classes to online learning under the pandemic, suggests that social presence is crucial in overcoming
inherently impersonal characteristics of online instruction. Content analysis, using the Community of Inquiry framework (COI), was
conducted in a longitudinal study exploring patterns of social presence across two online courses, over two semesters, for a single cohort of
graduate students. Patterns and suggestions for the instructional design are discussed.

**Students’ self-directed learning strategies and satisfaction in online learning**

**Presenter(s): Meina Zhu, Wayne State University**
**Contributor(s): Yi-jung Wu, University of Wisconsin-Madison; Rose Brewart, Wayne State University**

This qualitative study aims to examine students’ SDL strategies and satisfaction in online courses. The researchers conducted semi-
structured interviews with 15 online students and analyzed the data using thematic analysis. The findings indicated that: (a) Entering
motivation and task motivation strategies were used; (b) diverse metacognition and cognitive strategies were used to monitor learning; (c)
time-management and resources management strategies were leveraged, and (d) students’ satisfaction depended on the design of the course.


**Presenter(s): Tianxiao Yang, Syracuse University; Zhijuan Niu, Syracuse University; Jing Lei, Syracuse University**

This correlational study investigates the relationships among three constructs in terms of higher-ed students’ performance in asynchorous
online discussions. The three constructs include students’ ability of socially interacting with others (i.e., social presence), their process of
developing meaningful discourses (i.e., cognitive process), and the knowledge types they contribute to the discussion group (i.e., knowledge
construction). A quantitative content analysis is applied to transforming students’ postings into descriptive and inferential statistics for
explaining the relationships.

**Zoom Meeting Host:**
*AECT Zoom Host 20, AECT*

**159. D&D- Membership Meeting and Awards Ceremony (h)**

*2:15 pm to 3:15 pm*
*Palmer - Salon 1*

**Zoom Meeting Host:**
*AECT Zoom Host 09, AECT*

Design & Development Division Awards Outstanding Journal Article Award (Chair: Dirk Ifenthaler) Tawfik A. A. Graesser A. Gatewood J. &
Educational Technology Research and Development 68(2) 653–678. Outstanding Book Award (Chair: Ross Perkins) Brown, A. H., & Green, T. D. (2020). The essentials of instructional design (4th Ed). Routledge. Outstanding Practice Award (Chair: Brenda Bannan) Kyung Kim, Ph.D.; Northern Illinois University Project Title: Graphical Interface of Knowledge Structure-Text: Providing personalized, automated feedback to support students’ knowledge structure development during online learning! Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design (Chair: Michael Simonson) Winner Thanh Do, Oklahoma State University Project Title: Online Teaching Tips: Phases of Engagement Honorable Mentions Sonia Tiwari, The Pennsylvania State University Project Title: Pie Spy: I Spy With My Pie Irene Bal, Old Dominion University Project Title: Asynchronous Engagement Microlearning Video Jaclyn Joy Gish-Lieberman, University of Memphis Project Title: Mentee Training Modules Rita Fennelly-Atkinson, Sam Houston State University Project Title: Learning With Technology for the Student…for Educators D&D Division Presidential Service Award Jasmine Choi, Georgia Tech Sheri Stover, Wright State University Jill Stefaniak, University of Georgia Design & Development Division Awards

**160. DELT- Frameworks for Student Learning (v)**

*2:15 pm to 3:15 pm*
*Virtual - Chicago 2A*

**A Framework for Designing Metacognitive Scaffolds in Ill-structured Problem-Solving Using eLearning Authoring Tools: A Design and Development Study**

**Presenter(s): Qing Zhang, Virginia Tech; Barbara Lockee, Virginia Tech**

This study focused on the development a computer-based interactive content design framework to guide the design of metacognitive
scaffolds in ill-structured problem-solving instruction. The framework was composed by synthesizing research and practical literature, and
then evaluated by experts. The completed framework includes metacognitive strategies, instructional design strategies, interactive media
Thursday, November 4 Meetings: Times and Locations

types, question prompts, and feedback. Instructional designers, instructors, and other key stakeholders could follow the guidelines to create metacognitive-based ill-structured problem-solving instruction using e-Learning authoring tools.

Exploring the Intersection of Google Hangouts and the COI Framework to Impact the Student Learning Experience.
Presenter(s): Erin D. Besser, California State University, Fullerton
Open communication tools such as Google Hangouts offer quick communicative experiences for student-teacher interaction, potentially going beyond traditional communication methods. The Community of Inquiry (COI) framework (Garrison, Anderson, & Archer, 2001) positions that learning occurs through interaction and the intersection of three connected elements: social, teaching, and cognitive. The purpose of this study was to investigate how open communication tools can be used to impact the student learning experience while facilitating the COI framework.

A New Age of Non-Cognitives: Measuring Persistence in Game-based Learning using Bayesian Exploratory Factor Analysis
Presenter(s): Zhichun Liu, University Massachusetts Dartmouth; Ginny L. Smith, The Florida State University
Contributor(s): Curt Fulwider, Florida State University; Valerie J. Shute, The Florida State University
In our proposed research project, we will use Bayesian Exploratory Factor Analysis (BEFA) to explore and expand on the traditional measurement of participants’ persistence on completing levels within a game using log data. This proposal will demonstrate how the progress of GBL may improve the precision of methods for measuring non-cognitive constructs like persistence.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

161. EDHP- Current Trends and Issues Facing Healthcare professionals in 2021 (v)
2:15 pm to 3:15 pm
Virtual - Chicago 7A
Presenters:
Lucinda L. Maine, American Association of Colleges of Pharmacy
Johmarx Patton, Association of American Medical Colleges
Jonathan Wisco, International Association of Medical Science Educators
Beth E. Jordan, University of South Florida
Zoom Meeting Host:
AECT Zoom Host 03, AECT

Leadership from prominent professional organizations in health professions education will discuss the mission and goals of their organization, and deliberate key trends and issues facing professionals in their respective disciplines. The discussant will identify shared values, beliefs, and customs across communities, and facilitate a discussion among panelists and the audience on how interprofessional education may help meet overlapping needs and transform healthcare. Panelists: -Dr. Lucinda L. Maine, American Association of Colleges of Pharmacy (AACP). -Johmarx Patton (MedBiquitous/AAMC) -Jonathan Wisco (IAMSE) and -Jane Kirschling, PhD, RN, FAAN

162. eLearning Africa + e/merge Africa- African Perspectives on Learning & Innovation (h)
2:15 pm to 3:15 pm
Palmer - Salon 10

eLearningAfrica- A Comparison on the Preparedness of Preservice and Inservice Teachers’ Towards the Use of Mobile Devices in Nigeria
Presenter(s): Oluwafikayo Elizabeth Adegumi, Oklahoma State University; Tutalen I. Asino, Oklahoma State University; Kushal Jha, Oklahoma State University
This session will compare the preparedness of in-service and preservice teachers to utilize mobile learning in their practice. The purpose of the proposal is to discuss if there is a significant difference in the perception of in-service teachers and that of preservice teachers in Nigerian about mobile learning.

eLearningAfrica- Mobile Innovations in Afrikan Cultures
Presenter(s): Tutalen I. Asino, Oklahoma State University; Patricia Young, Uni. of Maryland Baltimore County
Contributor(s): Wanjira Kinuthia, Walden University
African countries and cultures create solutions for the needs and conditions of their people, yet their contributions to technological innovations continue to be overlooked. From a qualitative research perspective, we conducted a systematic review and cultural studies analysis. The findings reveal that mobile developers are 1) building apps specific to the Afrikan context and 2) appropriating apps to the Afrikan context.

e/mergeAfrica- Educational Technology Usage in African Higher Education Contexts: Preliminary Results and Cross-cultural Collaborative Research Process
Presenter(s): Nicola Pallitt, e/merge Africa, Rhodes University; Hannah M Grossman, UCLA Health; Alice Barlow-Zambodila, e/merge Africa; Juhong Christie Liu, James Madison University; Leah Sikayo, Makerere University; Neil Kramm, Rhodes University; Nompilo Tshuma, Stellenbosch University
Cross-cultural research needs researchers to take time on building a collaborative community. This presentation will unveil the process and preliminary results of a multi-phase study conducted by one of the International Research Collaborative of Established and Emergent
Thursday, November 4 Meetings: Times and Locations

Scholars (IRCEES) groups. The purpose of the study is to better understand educational technology usage in African higher education contexts. Having overcome cultural, technological, and research logistics barriers, a multiple-language survey and a series of interviews have proven invaluable.

Zoom Meeting Host:
AECT Zoom Host 10, AECT

163. GSA- Personalized Adaptive Learning Research and Practice (h)
2:15 pm to 3:15 pm
Palmer - Wilson

Personalized Adaptive Learning Research and Practice
Presenter(s): Kiran Budhrani, University of North Carolina at Charlotte; Atikah Shemshack, University of North Texas; Dirk Ifenthaler, University of Mannheim; Jonathan Michael Spector, Department of Learning Technologies
Contributor(s): Hiroaki Ogata, Kyoto University

This panel will promote a discussion on adaptive dashboards and other innovative online communication and engagement strategies by experts in fields such as Drs. Dirk Ifanthaler, Hiroaki Ogata, and Michael Spector. Dashboards are multi-layered applications built on business intelligence and data integration infrastructure. Opportunities for designing dashboard features that provide learners with real-time feedback and visualizations for supporting student reflection and knowledge awareness will be discussed. The discussion will be further expanded to include other innovative online communication and engagement strategies.

Zoom Meeting Host:
AECT Zoom Host 13, AECT

164. LDC-The Dark Side of Administrative Leadership (h)
2:15 pm to 3:15 pm
Palmer - Salon 12

Tough Calls and Decision Making: The Dark Side of Administrative Leadership in Educational Technology
Presenter(s): Chris Miller, Morehead State University; Anthony A. Pina, Sullivan University; Tonya Amankwawia, North Carolina A&T State University; Jason Huet, University of West Georgia; John H Curry, Idaho State University

Have you been thinking of going into an administrative/leadership position at your institution? Do you want to hear real “behind-the-scenes” insights from experienced administrators? Come and find out how your AECT colleagues handle the tough calls and decisions while navigating a difficult job that they love.

Zoom Meeting Host:
AECT Zoom Host 11, AECT

165. LED- Hands-On Learning & Gamification to Engage (v)
2:15 pm to 3:15 pm
Virtual - Chicago 3A

Evaluating the Implementation of Gamification in a High School English Language Arts Course
Presenter(s): Fatih Ari, University of South Carolina
Contributor(s): Michael Jett, James F. Byrnes High School; William Morris, University of South Carolina

Intrinsic motivation is a strong predictor of student engagement. Incorporating game elements (gamification) in instruction has received considerable attention for creating intrinsically motivating learning environments. This study will present the findings from an implementation of a gamified instructional unit on research and argumentative essay writing in a high school English Language Arts course.

Gamification to Engage Students Using the Discord Team Chat App
Presenter(s): Suzanne Brown-McBride, University of Hawaii; Peter Leong, University of Hawaii-Manoa

This case study describes the gamification of an educational technology graduate course at the University of Hawai’i. Discord team chat app was used to support the gamification process. Other gamification elements which include team quests, experience points, levels and leaderboards were used to help enhance the students course experience and engage in the content. We will share the process and the lessons learned from the gamification process.

Support of Learning Engagement with Learning Activities in Hands-On Learning Online
Presenter(s): Yu-Ping Hsu, Western Illinois University
Contributor(s): Hoyet Hemphill, Western Illinois University

Technology hands-on activities are often considered important in STEM. When science and technology courses are moved online rapidly, the best practices of online inter-activities need to be identified. This project explored how students engage in different online learning inter-activities for hands-on learning in technology. An analysis of different online learning activities revealed that laboratory hand-on experiences can better engage students learning online.

Zoom Meeting Host:
AECT Zoom Host 18, AECT
Thursday, November 4 Meetings: Times and Locations

166. OTP- Innovate! Brainstorming for Creativity and Innovation (v)
Thursday, November 4 Meetings: Times and Locations
2:15 pm to 3:15 pm
Virtual - Chicago 6A

Better brainstorming: Strategies for enhancing creativity and generating innovative ideas
Presenter(s): Meng-Fen Grace Lin, University of Hawaii at Manoa; Ariana Eichelberger, University of Hawaii at Manoa

In this online professional development session, we will use simple paper and card-based collaborative activities to foster multiple perspectives and inspire creativity. Following the activities, participants will discuss possible applications for the activities in their own environments (teaching, faculty meetings, planning, etc).

Zoom Meeting Host:
AECT Zoom Host 24, AECT

167. RTD- Social Networks & Community (h)
Thursday, November 4 Meetings: Times and Locations
2:15 pm to 3:15 pm
Palmer - Salon 2

Asking Questions, Seeking Advice, and Supporting One Another: Higher Education Professionals on Reddit
Presenter(s): Pauline Salim Muljana, Old Dominion University; K. Bret Staudt Willet, Florida State University
Contributor(s): Tian Luo, Old Dominion University

Higher education (HE) professionals (e.g., administrators, faculty, staff members) perceive the importance of professional development. Social media offer affordances allowing people to pursue just-in-time professional learning without geographical and temporal limitations. We explored participation, interaction, and major topics in Reddit by HE professionals over two summer periods in 2019 and 2020. Results show increased participation and interaction during COVID-19. Major topics shifted to pandemic-related discussions. Implications regarding using Reddit for professional learning are discussed.

Extending online community beyond single courses: Theoretical perspectives
Presenter(s): Craig Erschel Shepherd, University of Memphis; Doris U Bolliger, Walden University

Presenters will review the main theories associated with online learning communities and their relevance to online degree programs. These theories have been used extensively to build and sustain community in single courses. However, little attention has been given to broader factors that impact community development. A framework that can be used to examine community within individual, course, program, institution, and professional levels will be provided. Attendees are invited to share their thoughts, experiences, and ideas for further research.

Using Social Network Analysis to Explore Interests, Collaborations, and Needs in an Academic Community
Presenter(s): Vanessa Dennen, Florida State University; K. Bret Staudt Willet, Florida State University
Contributor(s): Anita Mitchell, Florida State University; Heather Kent, Florida State University

This study reports findings of a social network-based study of an academic program. A survey was used to explore scholarly collaborations and interests among faculty and Ph.D. students. Findings show how social network analysis can help identify and describe the nature of existing collaborations (e.g., average number of collaborators, relationship to advisory clusters, peak years for within-community collaborations). This study suggests a protocol for evaluating academic program collaborations, which has implications for making program decisions.

Zoom Meeting Host:
AECT Zoom Host 12, AECT

168. STC- Research and Identifying Change (v)
Thursday, November 4 Meetings: Times and Locations
2:15 pm to 3:15 pm
Virtual - Chicago 5A

Innovating a Classroom for Learning: Creating a Flexible Technology-Enhanced Collaborative Learning Space for Learner-Centered Instruction
Presenter(s): Dabae Lee, Kennesaw State University; Jozenia Colorado-Resa, Emporia State University
Contributor(s): Yeol Huh, Emporia State University; Yeonghye Cha, Emporia State University

Transforming educational practice entails reconfiguration of learning spaces. This presentation will share how a classroom can be innovated based on knowledge of learning and technology. We conducted developmental research to create a flexible learning space that can accommodate various activities. We will share the original room features, needs assessment data, and renovated room features. Ensuring pedagogy, space, and technology to interact in support of one another was critical to making learning occur seamlessly.

Proposing changes to academic workforce
Presenter(s): Nhung Nguyen, Auckland University of Technology; Camille Dickson-Deane, University of Technology, Sydney; Mounika Reddy Ragula, Le Moyne College; Keith Heggar, University of Technology Sydney, Australia

The world is still recovering from the social impact the pandemic has had on education and part of this recovery is understanding where the shortfall of skills is needed and what changes Higher Education institutions should make to gain such expertise. If Higher Education institutions are responsive to what occurred and especially the teaching and learning changes brought about by the pandemic, then the criteria of recruiting academics should change.

Chicago, Illinois   AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021
Thursday, November 4 Meetings: Times and Locations

Systems Design and Strategic Planning for the Public System of Workforce Development  
Presenter(s): Tracey Regenold, Old Dominion University  
Contributor(s): Philip Reed, Old Dominion University  
This virtual concurrent session will review the lead author’s dissertation research. The session is intended for anyone interested in systems thinking, systems theory, and/or systems design. The study’s research design included a modified Delphi survey and the Boardman Soft Systems Methodology. Session participants will learn how the authors approached the study using systems theory and thinking, how design thinking and strategic planning complemented their approach, and how systems thinking was incorporated into the study’s epistemology.

Zoom Meeting Host:  
AECT Zoom Host 22, AECT

169. TED- Blended and Distance Learning for P-12: TechTrends Special Issue (h)  
2:15 pm to 3:15 pm  
Palmer - Logan

Blended and Distance Learning for P-12 Contexts: A Special Issue in TechTrends  
Presenter(s): Kallianne Lund Neumann, Oklahoma State University; Cecil R Short, Texas Tech University; Frances M Alvarado-Albertorio, Oklahoma State University; Jacob A. Hall, SUNY Cortland  
This panel presentation discusses the manuscripts included in a special issue in TechTrends on blended and distance learning for P-12 contexts. Of the 59 proposal submissions, 19 papers were invited for full submission. In this session, the editors will introduce the final papers that were included in the special issue, and authors will share their contributions to P-12 blended and/or distance learning.

Zoom Meeting Host:  
AECT Zoom Host 06, AECT

170. TIL- Computer Applications and Technology User Experience (h)  
2:15 pm to 3:15 pm  
Palmer - Marshfield

Factors to Integrate Technology for Student Collaboration in the Elementary School: An Action Research Study  
Presenter(s): Lisa Roseanne Goldey, University of South Carolina; Ismahan Arslan-Ari, University of South Carolina  
During the 2020-2021 school year, technology was an integral piece for teachers to instruct their students. This action research study investigated how elementary teachers used Google Suite for Education (G-Suite for Education) for student collaboration in a gapped hybrid learning environment. Additionally, this study identified elementary teachers’ perceptions of using G-Suite for Education and the barriers encountered while integrating technology for collaboration.

What’s in Wikipedia and should my students use it?  
Presenter(s): Angela Doucet Rand, University of South Alabama; Beth Rugan Shepard, University of South Alabama  
Historically, librarianship focused on the collection, organization, and evaluation of content. A new role for information professionals focuses on helping users access and contribute to a global knowledge base. No other platform exists to serve as the representative foundation for global knowledge than Wikipedia (Mesgari et al., 2015). We will share recent trends in scholarship regarding student use of Wikipedia and demonstrate strategies using Wikipedia to teach the five conceptual frames as defined by the ACRL Framework.

STEM Identity Change Through Youth Summer Computer Programming Camps  
Presenter(s): Laurie O. Campbell, University of Central Florida  
Contributor(s): Sean Herlihy, University of Central Florida  
Since career choices are often made in Middle School, it is important to provide opportunities for young people to gain efficacy in STEM that might result in further exploration in a STEM career. In this study, participants in Grades 5-12 learned how to program in Python during a summer program. Participant perceptions and perspectives are shared.

Zoom Meeting Host:  
AECT Zoom Host 08, AECT

171. Gallery Walk Showcase  
3:30 pm to 4:30 pm  
Palmer - Salon 4-9  
Participants

Poster: D&D-Gamification in Scientific Argumentation for Middle School Students  
Presenter(s): Pi-Sui Hsu, Northern Illinois University  
Contributor(s): Reva Freedman, Northern Illinois University; Darin Brockmann, Northern Illinois University; Zachary Hueneke, Northern Illinois University; Dean La Barbera, Northern Illinois University; Ben Kluga, Northern Illinois University; Rui Zhang, Northern Illinois University; Ian Sullivan, Northern Illinois University  
The purpose of this part of the study is to develop a gamified tool to support scientific argumentation for middle school students and describe how faculty and students in different disciplines (e.g., instructional technology, computer science) collaborated on and delivered the project.
Thursday, November 4 Meetings: Times and Locations

using an Agile methodology. The team will conduct a second usability test of the design with middle school students based on the results from the first iteration.

Roundtable(v): DDL-Exploring Saudi Female Students’ Attitudes Towards Flipped Classrooms in Higher Education: A Qualitative Study
Presenter(s): Rabab Mohammad Alareifi, University of Jeddah; Pi-Sui Hsu, Northern Illinois University
Contributor(s): Rebecca D Hunt, Northern Illinois University; Olha Ketsman, Northern Illinois University

The session will share insights from an empirical qualitative study that explored higher education female students’ attitudes towards flipped classrooms (FC) in Saudi Arabia. The results of the interviews showed students had mixed attitudes towards FC. The session will discuss challenges of using FC to promote equality in education, limitations, strategies and plans to better implement FC to support instructors and researchers to effectively design flipped courses to meet students’ demands and satisfaction.

Presenter(s): Dimitris Timpilis, University of Miami; Nam Ju Kim, University of Miami

Many governmental and educational institutions include Nature of Science understanding as one of the fundamental goals of K–12 STEM education. However, there is little research exploring the enhancement of Nature of Science understanding through theatre productions relative to the history of science. This design proposal suggests that the production of “Life of Galileo” by Bertolt Brecht could enhance students’ understanding of research, the scientific method, and the criteria that differentiate scientific from non-scientific theories.

Poster: DELT-Using Virtual Reality in Language Learning for ESL Learners
Presenter(s): Pi-Sui Hsu, Northern Illinois University; Sena Balak, Northern Illinois University
Contributor(s): Sharif Shahadat, Northern Illinois University

The purposes of this mixed-method study are to examine the impact of a virtual tour designed with different modes (e.g., visual, auditory) on language learning outcomes and to explore how a virtual tour changes ESL (English as a Second Language) learners’ attitudes toward learning English. Design of the virtual tours will be grounded in telepresence and cognitive theory of multimedia learning.

Roundtable(v): EDHP-Formal and Informal Medical School Curriculum Resources: Student and Faculty Use and Perceptions
Presenter(s): Atsusi Hirumi, University of Central Florida
Contributor(s): Patrick Sean Kroenung, UCF College of Medicine; Benjamin Daines, UCF College of Medicine; Reanne Mathai, UCF College of Medicine; April Taniguchi, UCF College of Medicine; Mehrseen Mahmood, University of Central Florida, College of Medicine

The roundtable will foster the discovery of diverse experiences that provide input on an on-going study investigating the use of both formal and informal curriculum resources in medical schools. The discourse will be most beneficial to undergraduate medical education stakeholders; specifically, administrators, faculty, staff, students, and publishers of curriculum materials, with the results of the study informing decisions regarding the design, delivery, and selection of educational resources.

Poster: EDHP-Re-Envisioning Medical Education: Global Perspectives from Medical Students Worldwide
Presenter(s): Atsusi Hirumi, University of Central Florida
Contributor(s): Benjamin Daines, UCF College of Medicine

A seminar focusing on the student’s perspective examined key topics in three threads: (a) Evidenced-Based Medical Education and Active Student-Centered Learning, (b) Visions on the Future of Medical Education, and (c) Learning System Features and Technology. 25 medical students from 13 countries acted as panelists to facilitate discussion between students and faculty on these threads. Slides prepared by student panelists were analyzed using thematic analysis and key lessons learned from the webinar are discussed.

Roundtable(v): LED-The Quaternity of Game Mechanics: Applications for Serious Games
Presenter(s): Greg McGowin, University of Central Florida; Atsusi Hirumi, University of Central Florida
Contributor(s): Nathan Alexander Sonnenfeld, University of Central Florida; Kendall Kellogg, University of Central Florida; Robin Brown, University of Central Florida

In this interactive roundtable session, we will posit a taxonomy of game mechanics, taught to commercial video game designers but not found in educational research and literature, to help to advance the design of serious games. Participants will learn how game mechanics may be applied to serious games in alignment with desired learning outcome and will be asked to provide feedback on the preliminary taxonomy to facilitate its continued development.

Roundtable: DELT-The Quaternity of Game Mechanics: Applications for Gamification of Education and Training
Presenter(s): Greg McGowin, University of Central Florida; Atsusi Hirumi, University of Central Florida
Contributor(s): Nathan Alexander Sonnenfeld, University of Central Florida; Kendall Kellogg, University of Central Florida; Robin Brown, University of Central Florida

In this interactive roundtable session, we will posit a taxonomy of game mechanics to help instructional designers and practitioners advance the application of gamification to instruction. After a brief review of published taxonomies of game mechanics, participants will learn how to apply our taxonomy to advance the gamification of instruction, and will have the opportunity to provide feedback on the preliminary taxonomy to facilitate with its continued development.

Poster: DELT-Highway to the Complex Zone: Applying a Computational Model for Complexity to Scenario-based Training in Aviation
Presenter(s): Greg McGowin, University of Central Florida
Contributor(s): Zerong Xi, University of Central Florida; Stephen Fiore, University of Central Florida; Gita Sukthankar, University of Central Florida; Kevin Oden, Lockheed Martin
Thursday, November 4 Meetings: Times and Locations

The growing complexity of aviation has necessitated a need for the development of effective pilot training that is safer and more cost effective. This paper applies a computational model of scenario complexity as defined by Dunne and colleagues (Dunne, 2014; Dunne et al., 2010a; Dunne et al., 2010b) to a complex aviation virtual reality (VR) scenario-based training. After providing a brief review of VR and scenario-based training we will discuss the applications and uses of the model.

Roundtable(v): DDL-Elementary School Teacher’s Perception of Building Online Community Utilizing a Social and Emotional Curriculum
Presenter(s): Kimberly Dinsdale, University of Miami; Nam Ju Kim, University of Miami

This study aims to investigate teachers’ perceptions of using a social and emotional (SEL) curriculum to promote student belongings during distance learning due to COVID. As a result, teachers agreed that the curriculum was critical in helping students transition back to school in a distance learning setting as it fostered community both in the classroom and in the school. Teachers also felt that the established community helped to minimize transactional distance in elementary online learning.

Roundtable: RTD-Using Social Learning Analytics: A Conceptual Framework to Research Learner Interaction in Online Learning
Presenter(s): Daniela Castellanos Reyes, Purdue University; Shivani Ramoutar, Purdue University; Jennifer Richardson, Purdue University

Interaction is an essential element of online learning. We present a conceptual framework for researchers to better understand learners’ interaction in online learning environments through Social Learning Analytics (SLA). This is a work-in-progress, yet our objective is to provide a robust conceptual framework to make SLA accessible to researchers and practitioners. Readers will find concepts from networks theory and online learning literature integrated into a new perspective to analyze learners’ online behaviors and interactions.

Posters and Roundtables may be presented virtually or in person. In person Gallery presentations are located in Salons 4-9. Use the Zoom session link to access virtual Gallery presentations. Where known, individual titles have a (v) to indicate a virtual presentation. Otherwise, attendees should consult the presentation materials (Poster Boards or file upload) to see if the presenter(s) plan to present in-person or virtual and if they will be presenting both Thursday and Friday.

Poster: D&D-3D VR Graduation Celebration during the Pandemic: A Case Study
Presenter(s): Xinhao Xu, University of Missouri; Hao He, University of Missouri Columbia; Amanda Stafford, University of Missouri - Columbia; Jhon Alexander Bueno Vegsa, University of Missouri-Columbia; Gayathri Sadanala, University of Missouri, Columbia; Shangman Li, University of Missouri-Columbia

This case study introduces a timely project about a 3D virtual-reality-enabled graduation celebration (VRGC) that provided an alternative approach to celebrating university graduation amidst the COVID-19 pandemic. The VRGC was carefully designed with fun, engaging, and interactive activities to compensate for the cancelation of the conventional commencement due to the pandemic. Quantitative and qualitative data collected from 10 participants were analyzed for user experience, cognitive contribution, technology acceptance, and the feasibility of VRGC.

Roundtable(v): DDL-Investigating the design of online foreign language courses and its impact on students’ learning strategies
Presenter(s): Kui Xie, The Ohio State University; Jiahang Li, Michigan State University
Contributor(s): Zili Jiang, The Ohio State University; Vanessa W. Vongkulluksn, University of Nevada Las Vegas

We extracted 786 design tasks from the courses and adopted Instructive Second Language Acquisition theory to analyze the task design. We will first elaborate the framework that we generated to code the design and discuss the result of the difference between levels, asynchronous and synchronous tasks, and the relationship between. Path analysis using ordered probit model suggested that students’ source evaluation performance increased the probability of having better conceptual and grounds quality of their argumentation.

Poster(y): DDL-Online Source Evaluation as Scaffolding for Argumentative Discussion on a Social Science Controversial Topic
Presenter(s): Kui Xie, The Ohio State University
Contributor(s): Lin Lu, The Ohio State University; Mitchell Blake Shortt, The Ohio State University; Babatunde Akinkuolie, The Ohio State University

The study investigated how the activity of online source evaluation was used to scaffold college students’ argumentative discussion on a controversial social science topic. The study assessed 203 students’ online source evaluation performance, the quality of argumentative posts, and the relationship between. Path analysis using ordered probit model suggested that students’ source evaluation performance increased the probability of having better conceptual and grounds quality of their argumentation.

Poster: DDL-Student Attentiveness in a 3D Educational Virtual Reality Online Orientation
Presenter(s): Gayathri Sadanala, University of Missouri, Columbia; Xinhao Xu, University of Missouri; Hao He, University of Missouri Columbia; Jhon Alexander Bueno Vegsa, University of Missouri-Columbia; Shangman Li, University of Missouri-Columbia

For online students, it is challenging to be aware of resources available to them, expectations in academia, or to be familiar with the staff and students without any information sessions. Therefore, online orientation is crucial to distance learners to be successful as online students. The purpose of our study was to investigate the importance of learner’s attention to the instructional details within the online orientation. An educational desktop 3D virtual reality (VR) world orientation was created based on cognitivism learning theory and behaviorism. We observed the behaviors of new online students over an academic year and utilized a mixed-method approach for acquiring the data and analysis. Online students (N=56) participated in an hour and a half testing session with a pre-test and a post-test survey along with a handout to fill. Results show that the learner’s attentiveness to details within the 3D VR world supports the success of the learner.
Thursday, November 4 Meetings: Times and Locations

Roundtable(v): DDL-The Impact of Barriers to Learning on K-12 Parents’ Perception of Satisfaction and Anxiety During the COVID-19 Switch to Online Learning  
Presenter(s): Hal Hinderliter, Northern Illinois University; Ying Xie, Northern Illinois University  
Contributor(s): Karen L Ladendorf, Northern Illinois University; Hans Muchsler, Northern Illinois University  
The 2020 COVID-19 pandemic caused a sudden transformation for K-12 students, as in-person classes were replaced with distance learning. The current research examines parental perceptions of this change via an online survey (n = 154) that presented 30 possible barriers to student learning, as well as questions designed to explore the constructs of satisfaction and anxiety. Linear regression stepwise analysis was used to identify six barriers that significantly affect parental satisfaction and/or perceived student anxiety.

Roundtable: DDL-Theory-based Intervention Framework to Improve Mathematics Teachers’ Motivation to Engage in Online Professional Development  
Presenter(s): Nathan Hawk, Texas A&M University; Margaret Bowman, The Ohio State University; Kui Xie, The Ohio State University  
Teacher professional development is increasingly conducted online. One concern is teachers’ motivation to engage. Teachers’ task values and expectations for success may help explain why teachers engage in online professional development. We synthesize literature guided by the Expectancy-Value Theory, an integrated motivational framework, and propose five design principles to guide future online professional development in ways that may improve teachers’ motivation to engage. We discuss implications for researchers and designers of mathematics professional development.

Roundtable(v): DELT-Exploring Online Students’ Sense of Belonging in the Desktop VR Environment  
Presenter(s): Shangman Li, University of Missouri-Columbia; Xinhao Xu, University of Missouri; Gayathri Sadanala, University of Missouri, Columbia; Hao He, University of Missouri Columbia; Jhon Alexander Bueno Vega, University of Missouri-Columbia  
This paper explores the online graduate students’ sense of belonging before and after using desktop VR. Results indicate that online graduate students have a relatively high sense of belonging to the institution while desktop VR helps to increase their sense of belonging level.

Poster(v): DELT-The Role of Moderators in Math Learning Games: A Meta-Analysis  
Presenter(s): Sangwoong Lee, University of West Georgia; Xinhao Xu, University of Missouri  
Contributor(s): Kyunghwa Cho, Baker University; Daniel Watanabe, Emporia State University  
To compare the effects of math-related video games on math achievement, ProQuest databases including ERIC, ProQuest Dissertations and Theses, ProQuest Education Journals, ProQuest Illustrata, and PsyCINFO, SpringerLink, Web of Science, and ScienceDirect were used for searching relevant literature between 2001 and 2020. Specifically, Researchers identified relevant studies by utilizing the following key descriptors and combinations of these descriptors: game, mathematics, and experiment. All kinds of video or computer games were included regardless of the platform. Non-electronic games such as paper-based board games or pen-and-paper games were excluded.

Roundtable(v): INT-Adaptive Learning, the next generation of online learning environment: Strength, Weakness, Opportunity, Threat (SWOT)  
Presenter(s): Hoda Harati, Northern Arizona University; Chih Hsiung Tu, Northern Arizona University  
Contributor(s): Shadow William Jon Armfield, Northern Arizona University; Chih Hsiung Tu, Northern Arizona University; Kui Xie, The Ohio State University  
In this session, the results of a qualitative study focusing on the Strength, Weakness, Opportunity, and Threat of adaptive learning based on adaptive learning students’ perceptions will be discussed, a reason behind each issue will be explained, and a solution for each problem will be offered.

Roundtable(v): INT-Student-based V.S. Topic-based threaded discussion board in Online Classrooms  
Presenter(s): Hoda Harati, Northern Arizona University; Chih Hsiung Tu, Northern Arizona University  
Contributor(s): Shadow William Jon Armfield, Northern Arizona University; Benning Tieke, Northern Arizona University  
This research intends to show the instructors of online classes how to design different formats of online discussions to increase students’ engagement and interaction in online classes and also to present the result of a Likert scale questionnaire on how Student-based V.S. Topic-based threaded discussions would have different effects on network and community, cognition, and use of interface by online students.

Roundtable(v): INT-Undisclosed stories of International Instructors’ Perspectives on Teaching and Course Design in United States Universities  
Presenter(s): Hairuo Chen, University of South Florida; SANGHOON PARK, University of South Florida  
Contributor(s): Zhongrui Yao, Florida State University; Chantal Oscar, University of South Florida  
The number of international graduate students in the United States increased every year. International students with teaching experience are more likely to teach undergraduate students as teaching assistants or instructors in U.S. institutions. Even if the international instructors have been in the US for years, they still encounter cultural differences, in terms of teaching philosophy, course design, teaching pedagogies, classroom management, etc. The purpose of this research is to study three female international instructors’ perceptions on their course design, teaching pedagogy, class management, and assessment from their teaching experience in U.S. universities. We hope this autoethnography study will build a chance for people to deeper understanding the international instructors in U.S. universities.

Roundtable(v): LED-Supporting Learning in the pandemic: An empirical case study on students’ engagement in a synchronous hybrid class  
Presenter(s): Hairuo Chen, University of South Florida; Lili Yan, Utah State University; Shangman Li, University of Missouri-Columbia; SANGHOON PARK, University of South Florida  
Contributor(s): Fan Yu, University of Missouri-Columbia
Thursday, November 4 Meetings: Times and Locations

Abstract: This qualitative case study explores the effectiveness of a practical teaching pedagogy -- active learning approaches, toward students’ engagement and learning outcomes in a synchronous hybrid class setting. Because of the pandemic and social distance requirement, the synchronous hybrid class setting is designed to meet the requirement for both face-to-face classes and online classes. In this study, researchers particularly focus on the synchronous hybrid class as a way that the students of the face-to-face session and online session can join the class at the same time. This study provides a practical picture of the potential issues and how active learning approaches can be integrated with the hybrid learning model. It also inspired instructors to consider involving active learning approaches to encourage students’ learning during the pandemic.

Poster: D&D-Instructional Design vs. Learning design: Trends and Patterns in Scholarly Landscape
Presenter(s): Begum Sacak, Northwestern University; Ellen Wagner, University of Central Florida
Contributor(s): Aras Bozkurt, Anadolu University Turkey

The term instructional design has been widely used to depict a discipline concerned with improving the process of instruction, but as different approaches and technologies emerged over time, different terms entered the field under the umbrella term learning design. In order to better understand the evolution of these terms and emerging themes, a triangulated bibliometric study was carried out to analyze 513 publications indexed in Scopus database using descriptive statistics, data mining and social network analysis approaches.

Poster: DDL-Mentoring at a Distance: Design and Evaluation of a Multi-Tiered STEM-Oriented Mentorship Program
Presenter(s): Susie Gronseth, University of Houston
Contributor(s): Ioannis Kakadiaris, University of Houston

Career-supporting mentoring experiences for higher education students can include opportunities to present, discuss and receive feedback from the broader professional community. A two-tiered mentorship program for undergraduate students interested in biometrics and related STEM fields was developed that involved synchronous online mentoring by senior researchers/experts and doctoral students. Over 1,800 interactions were captured between mentors and mentees in the MentorLoop platform, and 47 synchronous mentoring sessions were conducted during the project.

Poster(v): D&D-Not the Same Old Sit-and-Get: Innovative Professional Learning Strategies that Motivate and Engage Participants
Presenter(s): Kimberly N LaPrairie, Sam Houston State University; Kathleen Mansfield, Sam Houston State University; Jamie L Thompson, Sam Houston State University; Jessica Renee Collier, Sam Houston State University; Rita Fennelly-Atkinson, Sam Houston State University; Arlene Ramirez, Sam Houston State University; Marilyn Rice, Sam Houston State University
Contributor(s): Renee Dyer, Weslaco Independent School District; 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 to be more effective and satisfying through the innovative use of technology. A variety of research-based tools and strategies will be discussed, including microlearning, gamification, crowd-sourced learning, the use of social media for sustained inquiry.

Roundtable(v): D&D-Testing 1, 2, 3: Creating a Checklist for Designing Microlearning Video Resources through DBR
Presenter(s): Irene A Bal, Old Dominion University; Mohammad Shams Ud Duha, Purdue University; Frances M Alvarado-Albertorio, Oklahoma State University; Okan Arslan, Texas Tech University; Jessica Renee Collier, Sam Houston State University; Matt Connell, Baker University; Annetta Dolowitz, University of South Alabama; Esther Michela, University of Tennessee Knoxville; Elisa Shaffer, Old Dominion University; Rajagopal Sankaranarayanan, Indiana University Bloomington
Contributor(s): Paula Marcelle, Indiana University

When designing microlearning resources, multiple design decisions are made which impact the effectiveness of the learning. Through design-based research, a checklist for creating microlearning videos was developed from various learning and design theories, and tested with various groups of graduate students for feedback and updates. This session will showcase the iterative process used focusing on the feedback, updates at each stage, and most recent checklist version.

Poster(v): DELT-Vocational Reality: Bringing Careers to Life
Presenter(s): Waneta Hebert, Sam Houston State University; Arlene Ramirez, Sam Houston State University; Diana Lopez, Sam Houston State University; James Wilson, Sam Houston State University; Sean Ramirez, Sam Houston State University

In their first semester of coursework, five doctoral students identified a problem. Students across the country are currently choosing career paths that could potentially impact their entire high school experience, if not the rest of their lives, with little to no information. To rectify that problem, they created Vocational Reality, a virtual reality simulation that allows students of diverse backgrounds to experience multiple paths that could potentially impact their entire high school experience, if not the rest of their lives, with little to no information. To rectify that problem, they created Vocational Reality, a virtual reality simulation that allows students of diverse backgrounds to experience multiple careers, giving them a chance to make an informed decision.

Roundtable(v): LDC-Faculty Learning Communities: Collaboration Benefits Research, Leadership Development, and Growth
Presenter(s): Marilyn Rice, Sam Houston State University; Kimberly N LaPrairie, Sam Houston State University

The workings of a faculty learning community (FLC) can be a unique opportunity for faculty growth and leadership development. The collaborative efforts among interdisciplinary colleagues establishes a "space" to share a diversity of perspectives on topics of similar interests. Using the spirit of passion for learning, the FLC provides an encouraging environment, conducive to conducting respectful, deliberate academic discussions that prompt dynamic scholarly opportunities. Join our discussion on collaborative, interdisciplinary academic groups on campuses.
Roundtable(v): LDC-The Journey of AECT Mentoring Program
Presenter(s): Susie Gronseth, University of Houston; Waneta Hebert, Sam Houston State University
This roundtable session will generate discussion around design practices and strategies that are supportive of the teacher educator facilitator role for immersive simulations. Highlights from a pilot study on the implementation of this emerging technology within three courses in a large, urban teacher education program will be shared. Participants will consider teacher educator perspectives illuminated through the study and brainstorm expansions and revisions to developed pre-, during, and post-simulation course materials from this project.

Roundtable(v): TIL-Taxonomy of Online Collaborative Tools
Presenter(s): John H Curry, Idaho State University
In early 2020, the world shut down because of the COVID-19 pandemic. Many scrambled for solutions to be able to complete tasks at a distance, but also to collaborate with others as they did so. With this need for online collaboration and remote working, there was also a need to know what types of tools existed and what purposes they served. The purpose of this presentation is to provide a taxonomy for online collaborative tools.

Roundtable(v): TIL-The Journey of AECT Mentoring Program
Presenter(s): Susie Gronseth, University of Houston; Waneta Hebert, Sam Houston State University
This roundtable session will generate discussion around design practices and strategies that are supportive of the teacher educator facilitator role for immersive simulations. Highlights from a pilot study on the implementation of this emerging technology within three courses in a large, urban teacher education program will be shared. Participants will consider teacher educator perspectives illuminated through the study and brainstorm expansions and revisions to developed pre-, during, and post-simulation course materials from this project.

Roundtable(v): TED-Design Practices and Strategies for Facilitating Immersive Simulation Experiences in Teacher Education
Presenter(s): Susie Gronseth, University of Houston; Waneta Hebert, Sam Houston State University
This roundtable session will generate discussion around design practices and strategies that are supportive of the teacher educator facilitator role for immersive simulations. Highlights from a pilot study on the implementation of this emerging technology within three courses in a large, urban teacher education program will be shared. Participants will consider teacher educator perspectives illuminated through the study and brainstorm expansions and revisions to developed pre-, during, and post-simulation course materials from this project.

Poster(v): GSA-Experiences of Higher Education Instructional Designers as Remote Workers During COVID-19
Presenter(s): Waneta Hebert, Sam Houston State University; Susie Gronseth, University of Houston; Phuong Nguyen, University of Houston; James Wilson, Sam Houston State University; Kimberly N LuPrairie, Sam Houston State University
This study centers on the experiences of higher education instructional designers who worked remotely for the first time during the COVID-19 pandemic. We will utilize a hermeneutic, or interpretive, phenomenology to gain an understanding of the lived experience of instructional designers during the COVID-19 pandemic. This study seeks to convey the various meanings of how instructional designers without previous remote work experience viewed and interpreted their experiences in their emergency remote roles. *This proposal has been selected by GSA through the GSA Research Showcase initiative.

Poster: D&D-Applying Persuasive Design Techniques in Online Learning Environments: A Mixed Method Study (v)
Presenter(s): Zahira Merchant, San Francisco State University
Persuasion is inherent to the instructional process. Instructions delivered through online programs do not always generate expected and consistent learning outcomes, persuasion in online instructional design is even more critical. Through this mixed method study, we aim to identify the persuasive designs (PDs) commonly used by Instructional Designers, most widely used PDs, and challenges limiting them from applying PDs in their work and their implications.

Roundtable(v): DDL-A Marie Kondo-inspired approach to designing accelerated online courses
Presenter(s): Joanna Dunlap, University of Colorado Denver, Alexis Stoddard, University of Colorado
Accelerated courses offer the same learning objectives and credit hours as their semester-length counterparts but over a shorter duration of study. Many are finding it challenging to convert 16-week online courses to 8-weeks. To help think through this conversion, we have been inspired by the Marie Kondo approach to decluttering and tidying living and work spaces, only keeping items that are needed and spark joy. We will share our Marie Kondo-inspired approach to designing accelerated online courses.

Roundtable(v): DDL-Drinking from a Fire Hose: Lessons Learned about Online Teaching in the Wake of the COVID-19 Pandemic
Presenter(s): Joanna Dunlap, University of Colorado Denver; Patrick Lowenthal, Boise State University; Alexis Stoddard, University of Colorado
During the COVID-19 pandemic, many instructors suddenly had to shift to online teaching. With little preparation, instructors had to engage students in unprecedented ways and support their learning under difficult conditions. Using crowdsourcing, we are curating educators’ lessons learned about teaching online as they pivoted to a mediated learning format. During this session we will share the themes that have emerged so far, and invite participants to contribute their own lessons learned.
Thursday, November 4 Meetings: Times and Locations

**Roundtable(v): DDL-Investigating Students’ Cognitive Presence and Content Knowledge Levels in Asynchronous Online Discussions: A Case Study**
Presenter(s): Zhijuan Niu, Syracuse University; Qi Wu, Syracuse University; Tiffany A. Koszalka, Syracuse University

Students construct knowledge during asynchronous online discussions-AODs. Discussion patterns can show cognitive presence-CP (content engagement) and level of understanding (learning). Most CP research relies on self-reports, few examine cognitive presence from behavioral and longitudinal perspectives. This study investigated CP and learning through observational techniques. AOD transcripts from a cohort of students across two courses, over two semesters were analyzed for behavioral interactions. Several CP and knowledge level patterns were discovered.

**Roundtable(v): DDL-Practice Makes Perfect: Supporting Online Competency-based Education Faculty**
Presenter(s): Christopher R Prokes, Boise State University; Patrick Lowenthal, Boise State University; Charleen Schnelso, Boise State University

Online competency-based education (CBE) has drastically grown on college campuses over the past five years. In this session, we will report on results from a mixed methods investigation into CBE faculty perceptions of CBE. We will conclude with implications for future research and practice.

**Roundtable: DDL-Temporal Temperaments: Deadlines and Student Participation Patterns in Online Courses**
Presenter(s): Vanessa Dennen, Florida State University; Jaesung Hur, Florida State University

The deadline is Friday at 5 pm. Do you: (a) Begin working on your assignment Monday morning, in hopes of submitting by Wednesday? (b) Start Friday morning and hit the submit button at 4:59 pm? Or (c) Start mid-day Friday and submit it when it’s done and hope for instructor mercy? In this presentation, we present findings from a survey of online students that explores their approaches to deadlines on discussion boards and larger course assignments.

**Poster: EDHP-Medical Simulation as a Competency-based Assessment within Physician Assistant Education**
Presenter(s): Michele Toussaint, Health Professions Education; Brett E. Shelton, Boise State University

The purpose of this quantitative study was to identify if a competency-based high-fidelity simulation exercise had appropriate construct validity and rater consistency for use as a high-stakes summative assessment for physician assistant students. Correlation between learner performance on the simulation exam and in required Supervised Clinical Training Experiences for measures of communication skills and patient care skills was also explored.

**Poster: EDHP-Using Simulations in Radiography Science Education: Perceptions and Practice**
Presenter(s): Brett E. Shelton, Boise State University; Patrick Lowenthal, Boise State University; Christopher Wertz, Idaho State University; Lida J Uribe-Flórez, Boise State University

This research addresses the use of x-ray positioning simulation software in a radiography science program. Based on an exploratory mixed-methods approach, twenty-one undergraduate students participated in answering questions about their confidence and skills. Leveraging a conceptual framework of activity theory, connections to self-efficacy were identified based on their amount of use, and the way they used the software. Implications specific to radiography education are presented, with recommendations for instructors when implementing imaging simulations.

**Poster: KSET-A Systematic Literature Review of Factors of Lurking in Online Discussion Activities**
Presenter(s): Jaesung Hur, Florida State University

This study aims to identify the factors of learners’ lurking behavior in online courses through a systematic literature review. Findings show that various factors affect learners’ decisions on lurking behavior: learners’ characteristics, interaction with others, and the course design and implementation. This paper then compares the factors between formal and informal learning contexts and discusses possible instructional interventions to encourage learners to contribute more actively and visibly in online discussion activities.

**Roundtable(v): STC-ADKAR Change Model: A Systemic Thinking Approach for Effective Training Design**
Presenter(s): Zahira Merchant, San Francisco State University; Arpita Pal, San Francisco State University

We explored the five building blocks of the ADKAR model of change and its implication on designing e-learning content to engage learners, and ultimately improve learning outcomes. After introducing the concept of change management, and discussing the evolution of various change models, we describe the most widely used model of change - ADKAR. Finally, we present a case study of a pharmaceutical company that applied the ADKAR model to influence deployment and adoption of organizational level technological tools to improve performance.

**Poster(v): TED-Quality Online Teaching Modules for Preservice Teachers in a Technology Integration Course**
Presenter(s): Amber A. Walton, Syracuse University; Qi Wu, Syracuse University

In light of the COVID-19 pandemic, and in order to prepare preservice teacher candidates for teaching in online environments, a series of instructional modules were incorporated into an existing technology integration course. The modules, entitled Quality Online Teaching, were built from the eight National Standards for Quality Online Teaching. Fifty-four undergraduate students completed the modules. In teams, they taught 15-minute online lessons. Evaluation results show an increase in knowledge and confidence about online teaching.

**Poster(v): CLT-Exploring the Relationship between Educator Mindsets on Student Perceptions and Learning Experiences**
Presenter(s): Heng-Yu Ku, University of Northern Colorado; Erin Wachter, University of Northern Colorado

Educators hold power over the ability of their students to achieve. What traits among educators may impact student learning experiences? This research explores the relationship between educator mindsets and student’s perceptions and learning experiences. The school selected
Thursday, November 4 Meetings: Times and Locations

Poster: D&D-Designing, developing and implementing immersive technologies in response to Covid-19 for autistic individuals
Presenter(s): Heath Palmer, University of Cincinnati; Noah Glaser, Old Dominion University; Dana AlZoubi, Iowa State University
Contributor(s): Nigel Newbutt, University of West England
This case study seeks to explore the design and development process of creating mobile-based virtual reality systems for individuals with autism. By providing a narrative into our design process, we posit that our approach can be used by practitioners interested in supporting the lives, education and well-being of people with autism - especially in the context of crises such as COVID-19 that requires expedited development of training materials. Findings from this case study will be discussed as well as areas for future application.

Poster: DELT-The Effect of Using a Digital Pen in Instructional Videos on Learner Knowledge Retention and Satisfaction
Presenter(s): Heng-Yu Ku, University of Northern Colorado
Contributor(s): sarah alqasem, university of northern colorado
The purpose of this study is to investigate the effect of using a digital pen to annotate and signal content in educational videos. This study compares knowledge retention and satisfaction between two groups: learners who watch an educational video with digital pen features (highlighting, circling, pointing, and annotating) and learners who watch the same video without a digital pen. This study also measures the learners’ satisfaction with the digital pen features.

Poster(v): ICEM-Perceptions of Myanmar High School Students’ College Readiness in Western Society
Presenter(s): Heng-Yu Ku, University of Northern Colorado
Contributor(s): Mark Speckien, University of Northern Colorado
The purpose of this study is to explore both Myanmar high school students’ perceptions and Western high school educators’ perceptions at a U.S.-based preparatory school located in Myanmar regarding student readiness for college in Western society. This study incorporates three data sources: student survey data, teacher interviews, and student focus group interviews. Recommendations concerning Myanmar high school students' college readiness in Western society will be provided.

Roundtable(v): OTP-The Mode of Building Design-centric Research-practice Partnership and Influencing Factors: The Perspective of Pre-service Participants
Presenter(s): Zihao Zhou, East China Normal University
Contributor(s): Yonghe Wu, East China Normal University; Xinyu Chang, East China Normal University; Zhenping Yan, East China Normal University; Qihui Zhang, East China Normal University
Design-centric Research-practice Partnership (DC-RPP) are partnerships between researchers, practitioners, and technology product providers that connect cutting-edge research, educational practice, and technology products. This study aims to investigate the construction mode of DC-RPP and its influencing factors from the perspectives of pre-service teachers and researchers. The findings suggest pre-service researchers prefer to passively engage in the construction of DC-RPP while pre-service teachers prefer to actively engage. Some factors influencing the construction willingness are found as well.

Presenter(s): Weilhsuan Lo, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado
This study investigates Chinese language teachers’ practices of educational technology tools in the U.S. by relating tools categories, teaching sequence, and teaching applications to educational technology tools. This study designates and administrates Educational Technology Tools and Practices Questionnaire: Chinese Language Teaching Focus (ETTPQ_CL) via Qualtrics. Data was collected through convenience and snowball sampling procedures. This study provides language teachers with knowledge of available tools and contributes to their professional development of technology integration.
Thursday, November 4 Meetings: Times and Locations

Poster(v): D&D-Exploring Modalities: Our Journey to Create Flexible Learning Environments in Higher Education
Presenter(s): Jacqueline McGinty, Assistant Professor Indiana University of Pennsylvania; Scott Hargraves, California University of Pennsylvania

This poster session will showcase our journey towards redeveloping our higher education courses to offer flexible choices for learners. Providing an inclusive and flexible learning experience for students has long been a goal for program coordinators and faculty members. Offering programs relevant to adult learners requires considering the end-user and their needs when planning the course delivery model. With the onset of COVID-19, it became even more apparent that there is a need to re-design our current curriculum models to better fit today’s digital environment. This session will discuss how we examined different modalities for higher education contexts and describe our processes for implementing flexible and accessible course design (Beatty, 2019; Irvine, 2020, Rao, n.d.).

Poster: D&D-A Best Practice for Rapid Prototyping of an Array of Continuing Education Courses
Presenter(s): Holly Park, United States Sports Academy; Vandy Pacetti-Donelson, United States Sports Academy; Timothy Shane Mitchell, University of South Alabama

Creating continuing education courses quickly and efficiently is the key to maintaining professional presence in the global marketplace. This presentation introduces how one instructional design team created a best practice for rapid prototyping with reusable design objects. This poster describes how a continuing education course was revised to produce six similar courses each with different focus, stakeholder group, and level of rigor, during a one-month period of development.

Poster: D&D-Atomic Design of Element Libraries for Modular Design
Presenter(s): Timothy Shane Mitchell, University of South Alabama; Vandy Pacetti-Donelson, United States Sports Academy; Holly Park, United States Sports Academy

Reusable design objects created for modular design allow for consistent results and reduced effort, time, and cognitive load required by subject matter experts in developing online courses. Reusable design objects also allow for a more unified experience across courses for users. Previous literature mentions modular design and reusable objects, but this approach is more granular. Participants will interact with specific examples of the creation and implementation of a modular element library with Atomic Design principles.

Roundtable: DELT-An examination of wearable technologies and their use for informal learning
Presenter(s): Lakita Lowe, Oklahoma State University; Evett Turner, Oklahoma State University; John Davis, Oklahoma State University; Penny Thompson, Oklahoma State University

Wearable technology is an emerging technology gaining popularity, which is likely due to its accessibility and cost effectiveness. Join this roundtable to discuss acceptance, adoption, and implementation of wearable technologies into learning and design practices. We will share best practices, illustrations of wearables, and the possibilities wearables pose for future use.

Presenter(s): Hunhui Na, Florida State University
Contributor(s): Allan Jeong, Florida State University

The purpose of the study is to investigate the pedagogical potentials of plane-detection augmented reality (AR) for learning geometry. The plane-detection AR can allow students to make 3D shapes in real-world contexts and to foster an understanding of mathematical concepts inherent with geometric shapes. Based on the pedagogical potentials discussed, we propose a mobile plane-detection AR application developed and a pilot study design.

Poster: DELT-Using Machine Learning for Enriching Folding Nets Learning Activities to Develop Spatial Ability
Presenter(s): Hunhui Na, Florida State University
Contributor(s): Allan Jeong, Florida State University

The importance of spatial ability has been emphasized in mathematics curricula worldwide and learning about nets is one effective way to develop spatial ability. The purpose of the study is to discover and evaluate numerous kinds of nets shapes with folding sequences by employing machine learning (ML) to enrich the learning activities of folding nets. This poster also presents instructional strategies and proposes a study design based on the findings of the research.

Roundtable: INT-Unveiling the Problems with Professional Development for Nigerian Teachers
Presenter(s): Oluwafikayo Elizabeth Adewumi, Oklahoma State University; Clement Oguns Adu, Oklahoma State University; Penny Thompson, Oklahoma State University
Contributor(s): Darron Lamkin, Oklahoma State University

Short Description The government expects Nigerian teachers to integrate technology into their teaching. However, the government does not recruit every teacher to receive the Nigeria Certificate of Education (NCE) professional development that would prepare them for technology integration and meet their training needs. This paper discusses the challenges teachers encounter when seeking professional development and proper training opportunities.

Roundtable: RTD-What’s in a name? The meaning of “Learning, Design, and Technology”
Presenter(s): Penny Thompson, Oklahoma State University

The educational/instructional technology field has used several names in an effort to communicate the focus of our teaching and scholarship. This qualitative study explored the thought process of four faculty members whose programs adopted the name “Learning, Design, and Technology.” Findings indicate the meaning, order, and grouping of words was the subject of careful thought. Findings will be presented and attendees will be encouraged to reflect on the meaning of their own program names.
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Poster: STC-Identifying Course Frameworks for Program Design in Continuing Education through Bodies of Knowledge (BOK)
Presenter(s): Vandy Pacetti-Donelson, United States Sports Academy
A body of knowledge (BOK) is the complete set of concepts, terms and activities that make up a professional domain, as defined by the relevant learned society or professional association. This poster presentation will model the development of continuing education programs based on the Body of Knowledge (BOK) presented by the subject matter expert at the beginning of course development. Course structural frameworks for program development will be presented for each approach. The benefits of this design approach is to create continuing education approaches more successfully aligned with professional practices.

Poster(v): TEd-Microsoft Teams Impact on Co-Teaching During a Pandemic
Presenter(s): Ismahan Arslan-Ari, University of South Carolina
Contributor(s): Jeff Harrell, University of South Carolina Educational Technology
The action researcher exams the use of Microsoft Teams as an online planning tool for general and special education co-teachers and the impacts on their practices and perceptions of the tool.

Poster(v): TIL-Evaluation and Implementation of the C-Pen on the Reading Level, Comprehension, and Oral Reading Fluency of Third-Grade Students with Learning Disabilities: An Action Research Study
Presenter(s): Ismahan Arslan-Ari, University of South Carolina
Contributor(s): Kawanna McKenzie, University of South Carolina
The purpose of this study is to evaluate the impact of the C-Pen provided to third-grade students with learning disabilities on their reading skills at Hannah-Pamplico Elementary/Middle School. This study focused on three main research questions and three sub-questions. The first question sought to explore how the use of the C-Pen impacts the reading of students with learning disabilities, while sub-questions explored how providing the C-Pen impacted their reading level, comprehension, and oral reading fluency. The second question sought to explore the perceptions of third-grade students with learning disabilities on the use of the C-Pen to support their reading, and the third question explored the third-grade teacher’s perceptions of the C-Pen in supporting the reading of students with learning disabilities.

Roundtable: DDL-Effects of Graphic Organizers in Asynchronous Online Discussions
Presenter(s): Minji Jeon, Indiana University; Kyungbin Kwon, Indiana University; Huesol Bae, Indiana University
In this study, the effects of using a graphic organizer in the asynchronous discussion were examined. Thirty-six graduate students participated in online discussions while making graphic organizers in a group. A group of four students engaged with four weekly discussions in which they developed collaborative arguments on instructional cases situated in dilemma. As of the second discussion, the student groups collaboratively created graphic organizers using web 2.0 tools. The types of graphic organizers used were t-charts, topical trees, and concept maps. This study aims to reveal the effects of these graphic organizers on learners’ participation and interaction in the discussions, the level of knowledge construction represented in their posts. In addition, learners’ perceptions of their online learning experience with graphic organizers were investigated.

Poster: D&D-Leveraging Templates for Emergency Online Learning Experiences
Presenter(s): Douglas Asante, Virginia Polytechnic Institute and State University; Kizito K Mukuni, University of North Dakota
Contributor(s): Maha Amin Alfaleh, Virginia Polytechnic Institute and State University University
This poster presentation will focus on identifying the use of templates to expedite the design and development of instructional experiences during crises. In it the challenges crises bring to bear on learning and teaching will be discussed, as well as rapid prototyping techniques and benefits.

Poster(v): D&D-Something Old, Something New: Exploring the Changing Landscape of Multi-Modal Learning Environments
Presenter(s): Brooke Marton McGowin, Virginia Tech; Barbara Locke, Virginia Tech
As higher education institutions begin to transition from remote instruction due to COVID-19, there has been a renewed interest in blended/hybrid learning environments. However, these environments lack definitional clarity and need to be reconceptualized. This study explores the blended learning literature as well as the more recent Hyflex and Blendflex models to help define what this study calls multi-modal instruction and what it means from the pedagogical, implementation, and management perspectives.

Poster: DDL-Strategies for Addressing Challenges in Discussion Forums in Online Learning Environments
Presenter(s): Kizito K Mukuni, University of North Dakota; Douglas Asante, Virginia Polytechnic Institute and State University
Contributor(s): Maha Amin Alfaleh, Virginia Polytechnic Institute and State University University
This presentation delineates the possible challenges that beset online discussion forums and recommendations that can attenuate the negative effects. The authors draw the audience’s attention to certain factors comprising social presence, cognitive presence, time frame and visual cues, and how they impact the online discussion forums. This presentation is envisaged to be of good resource to faculty and instructional designers as they design and develop instructions to engage students in online learning.

Roundtable: DELT-Evaluating the Effectiveness of Natural Language Processing Methods at Detecting Topics in Noisy Student Data
Presenter(s): Tanner Matthew Phillips, Indiana University
Unsupervised natural language processing methods have the potential of allowing automated detection of topics, sentiment, and other patterns in student-generated text, such as online discussions. However, little is known about how different methods are affected by the distinct semantic patterns that tend to be present in student-generated text. This study presents initial findings comparing the effectiveness of different unsupervised methods at detecting patterns on 300 simulated corpuses that mimic the features present in student-generated text.
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Roundtable: LED-An Exploration of the Relationship Between Social Media Usage and Undergraduate School Satisfaction  
Presenter(s): Tanner Matthew Phillips, Indiana University; Minji Jeon, Indiana University; Katie Jantaraweragul, Indiana University; Kyungbin Kwon, Indiana University  
This session presents findings from a survey study of undergraduate student social media use and its relationship to school engagement and satisfaction. Using principal component analysis, we uncovered two distinct forms of social media usage: Community Building and Community Discovery. Community Building social media use was related to an increase in school engagement and satisfaction. Community Discovery social media use appeared to function as an escapist coping mechanism for disengaged students, and further enforced disengagement.

Roundtable(v): LED-Implementing Metacognitive Strategies to Facilitate Ill-structured Problem-solving Skills  
Presenter(s): Qing Zhang, Virginia Tech; Barbara Lockee, Virginia Tech  
People routinely encounter ill-structured problems in their daily lives. Research has shown that metacognition is key to solving ill-structured problems and can be learned via strategy training. This roundtable discussion will explore major ill-structured problem-solving stages and metacognitive strategies in each stage to guide the design of instructional materials. Such instruction can be developed by the instructors and instructional designers to teach learners to solve ill-structured problems.

Roundtable(v): LED-Measuring the Effectiveness of High Impact Practices in Higher Education  
Contributor(s): Tony L Tolson, University of West Florida  
This roundtable discussion will focus on the challenges related to measuring the effectiveness of high impact practices in higher education (HIP). As we return to learning through innovation, it is important to evaluate to ensure that they are improving outcomes. Participants will review the concepts and definitions of HIP, available literature on the topic and some common examples. Finally, participants will offer input into a model for standardization of measuring the effectiveness of HIP.

Roundtable: RTD-Discovering Foundational Topics in Educational Technology Research via Citation Network Analysis  
Presenter(s): Tanner Matthew Phillips, Indiana University  
This study utilizes co-citation network analysis as a method for discovering foundational works and theories in the broad field of educational technology research. A total of 6400 papers published in the last decade in a top journal related to educational technology were analyzed. A total of six foundational topics at the center of educational technology were discovered and will be discussed in this session.

Poster(v): DDL-The impact of first-time online learners’ mindsets on self-efficacy and engagement  
Presenter(s): Yu-Chun Kuo, Rowan University; Yu-Tung Kuo, North Carolina A&T State University  
Contributor(s): Hungwei Tseng, Jacksonville State University  
This study examined first-time online students’ mindsets, self-efficacy and engagement. We investigated whether levels of mindsets have an impact on self-efficacy and engagement. Participants were students attending online courses for the first time at a university in the United States. Results indicated that levels of mindsets had a significant impact on self-efficacy and three subscales of engagement.

Poster(v): DELT-Motivating students to learn art using virtual reality  
Presenter(s): Yu-Tung Kuo, North Carolina A&T State University; Yu-Chun Kuo, Rowan University  
Contributor(s): Esteban Garcia Bravo, Purdue University; David Whittinghill, Purdue University  
Virtual reality (VR) has been applied as learning-aided tools in many educational studies. This study conducted an experimental design approach to examine the effects of using VR techniques in learning art on the learning performance and motivation. The results showed that the students using the traditional 2D painting had significantly higher scores of learning performance but lower levels of interest than the students using the VR painting in learning art.

Roundtable(v): D&D-How Do Novice Teachers Perceive the Effectiveness of Project-Based Learning Training?  
Presenter(s): Sungwon Shin, Texas Tech University  
Contributor(s): Ni Clark, Texas Tech University  
This session presents an exploratory case study describing how two novice teachers at a STEM school perceive the effectiveness of a training program designed to promote project-based learning (PBL). The two teachers perceived the training to be effective in growing their PBL knowledge and design through practices during the progressive four phases. After a ten-week training, the authors also identified two critical design elements contributing to the PBL training’s success.

Roundtable(v): DDL-SCALE-ing Mathematics Open Educational Resources at a higher education institution  
Presenter(s): Hengtao Tang, University of South Carolina; Jade Geary, George Mason University  
Contributor(s): Amie Freeman, University of South Carolina  
This four-phase design-based research project was intended to encourage mathematics faculty at a higher education institution to use, adapt, and create open educational resources (OER) and curated library-licensed resources in high-enrollment mathematics courses, with the goal of making mathematics course materials more affordable for students. This project is significant for reinforcing differentiated instruction in college-level mathematics courses and also saving students’ educational costs without harming their learning effectiveness.

Roundtable(v): ICEM-Examining Mobile Learning for Elementary Students’ Reading and Mathematics Skills  
Presenter(s): Chien Yu, Mississippi State University  
Contributor(s): Gabby Jones, Mississippi State University  
Although the increased use of mobile technology has become a powerful tool for education, there is little research in the area of using
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mobile devices in the elementary classroom as a learning tool for student achievement. Therefore, the purpose of this study is to examine the relationship between mobile devices and student’s performance/achievements in reading and math. This study uncovers the effectiveness of mobile learning and also helps evaluate the school district’s supplementary m-learning program.

**Roundtable(v): ICEM-Use of Social Media in Teaching and Learning**
Presenter(s): **Chien Yu, Mississippi State University**
The purpose of this study is to keep up-to-date changes in social media, and to better understand the paradigm shift, including the trends and issues pertinent to the application of social media in education. This study discusses benefits and challenges of using social media, and further provides strategies and guidelines for adult instruction. The idea is to help the reader develop better instructional strategies for engaging students and stimulating academic dialogue using social media.

**Poster: KSET-Designing Professional Development for K-12 Teachers Using Social Media**
Presenter(s): **Feliza Mercado, Texas Tech University; Amanda Viola, Texas Connections Academy; Sungwon Shin, Texas Tech University**
This presentation reports on a two-phase study that aims to: identify the current needs of K-12 teachers in using social media for professional development (PD); and address those needs by designing an effective PD using social media. A private Facebook group serves as the K-12 teachers’ learning environment wherein the Constructivist Learning Environment (CLE) and Collaborative Learning theories support the PD design. This study’s findings could progress to building partnerships and strong professional learning networks.

**Roundtable(v): RTD-Immersive Virtual Reality in STEM Education: A Review of Literature**
Presenter(s): **Xiaoxia Huang, Western Kentucky University; Patricia Akogie, University of Phoenix**
Contributor(s): **Huss Jeanine, Western Kentucky University; Leslie North, Western Kentucky University; Angelica Vojie, Western Kentucky University**
The purpose of this study is to systematically review empirical studies on immersive virtual reality (VR) in STEM (Science, Technology, Engineering, and Mathematics) education. Trends in the literature on immersive VR in STEM are summarized, and gaps in the literature are identified. Implications for educational researchers, practitioners, and instructional designers will be discussed.

**Poster(v): TIL-A Decision Tree Method for Explaining the Effects of a Web-Based Summary Tool on Students’ Math Word Problem Solving**
Presenter(s): **Seoyeon Park, Texas A&M University**
The purpose of this study is to identify predictors of student achievement in word problem solving after learning math content in a web-based learning environment incorporating reading scaffolds. We focused on student use of the self-summary box tool and its power to predict success or failure in math word-problem-solving. We employed a decision tree model, finding that students’ commitment to learning can be a more crucial factor than reading skills in math word-problem-solving when students use web-based reading scaffolds.

**Poster(v): TIL-Development and Evaluation of a Web-based Tool with Computer-based Reading Scaffolds in Math: Applying Text Mining Techniques for Validity in Qualitative Research**
Presenter(s): **Seoyeon Park, Texas A&M University**
The purpose of this study is to investigate how math teachers integrate reading practices in their teaching. Regarding strategies for reading mathematics texts, 148 secondary math teachers shared valuable suggestions including encouraging students’ active reading in math texts with various activities and discussion, identifying key concepts, providing additional materials, or promoting students’ motivations and curiosity on the target concepts. Text mining techniques, sentiment analysis and topic modeling, were employed to cross-validate the result of qualitative content analysis and provided additional supportive evidence on the research findings.

**Roundtable(v): TIL-An action research of implementing a SRL intervention in an Acting classroom**
Presenter(s): **Hengtao Tang, University of South Carolina**
Contributor(s): **Jessica Williams, University of South Carolina**
This action research investigated the impact of a self-regulated learning (SRL) intervention on acting skills and SRL in a secondary acting classroom. A convergent parallel mixed methods design was conducted. Quantitative findings demonstrated the SRL intervention significantly improved participants’ acting skills but had no impact on SRL skills. Interview data about participants’ perceptions of the SRL intervention were analyzed to triangulate quantitative findings. Theatre educators and academics investing in SRL may benefit from this session.

**Roundtable(v): CLT-Virtually a Sisterhood**
Presenter(s): **George Banks-Weston, Private corporation; Tammi D. Kolski, University of South Carolina**
Join Dr. Banks-Weston and Dr. Kolski for a lively discussion about the impact of virtual collaboration on social connectedness among three culturally diverse women who participated in an online business strategy course. This discussion centers around an action research dissertation study where the findings revealed that virtual collaboration positively impacted feelings of social connectedness when activities are supported by virtual collaboration tools. We also look forward to discussing your experiences with virtual community of practices.

**Roundtable: D&D-Adaptive Scaffold and Engagement in Game-Based Learning**
Presenter(s): **Victor Law, University of New Mexico**
Contributor(s): **Ching-Huei Chen, National Changhua University of Education**
Educational games have become prevalent nowadays. Recently, the promises of adaptation in the game-based learning have received increasingly attentions with the aims to support students with a wide range of backgrounds. The current study aims to explore the effect of
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adaptive scaffold with the engagement lens. 61 students in a Taiwan secondary school participated in the study. Our results suggested that adaptive scaffolds can be beneficial for students regarding learning performance and engagement.

**Poster: D&D-A Systematic Review of Empirical Evidence of the Learning Games in Math Education**
Presenter(s): Xin Hao Xu, University of Missouri; Chih-Pu Dai, Florida State University
Contributor(s): Yanjun Pan, Florida State University; Fengfeng Ke, Florida State University

The current review conducted a systematic search of databases to select relevant empirical studies that use the learning games for math education in K12 from time period of 2008 to 2018. Thirty-one papers were identified using a data extraction pro-forma. The findings revealed that the diversity of research was still the most notable feature. More empirical studies that focus on game-based learning in the field of mathematical education, especially qualitative studies, are warranted.

**Roundtable: D&D-Exploring the Game-Based Learning Design Process within a Research-Practice Partnership Context**
Presenter(s): Ai-Chu Ding, Ball State University; Jessica Wyynne DuBois, Ball State University; Michael Mick, Ball State University

This design-based research study examines the design process of a VR game-based learning unit through a research-practice partnership (R-PP) between a university and a middle school. The data sources include 700 minutes of design meeting recordings, teacher interviews, and researchers’ reflection notes. Results shows that the R-PP relationship appeared to foster an effective game design process as it allowed researchers and teachers to contribute equally to the game and the GBL curriculum design.

**Poster(v): D&D-Flipping the Course Evaluation Process; Using Student Feedback Up Front**
Presenter(s): Steven Michael Baule, Winona State University

Historically, many universities either encourage or require instructors to conduct end of course evaluations. However, after the course is completed, student feedback is less likely to be impactful for the students completing the surveys and according to the knowledge base, a majority of instructors do not necessarily modify their courses based upon student feedback. This session will discuss ways to better engage students in providing useful and actionable feedback for improving instruction.

**Roundtable(v): IVLA-Visual Literacy and COVID-19: Online Representations Connecting Learning and Impacting Teaching**
Presenter(s): Danilo M. Baylen, University of West Georgia; Allyson M Wilcox, University of West Georgia

Since March 2020, everyone’s worldview and experiences changed due to the COVID-19 pandemic. An already visual-rich online environment has been inundated by images, from charts to photographs, depicting changes in people’s lives due to the pandemic. This presentation will explore how the changing online visual landscape as a phenomenon connects to learning and teaching contexts.

**Poster(v): KSET-Game Design by Students and Teachers**
Presenter(s): Yunjo An, University of North Texas

The literature reveals that game design offers a rich context for developing many real-world skills. In addition, research studies report that game design can have a positive impact on teachers as well as on students. This paper discusses a number of benefits of game design by both students and teachers and addresses why we should care about game design.

**Poster(v): LED-Nine Design Considerations for Creating Effective Gamified Learning Experiences**
Presenter(s): Yunjo An, University of North Texas

Thoughtful design is required to create effective gamified learning experiences. Simply adding points, badges, and leaderboards does not make learning more engaging. The novelty of using game elements in learning environments may draw students’ attention, but poorly designed gamification can have negative effects on student learning and motivation. Based on comprehensive literature review, this paper discusses nine design considerations for creating effective gamified learning experiences.

**Poster(v): STC-Enhancing Engineering Students Conceptual Understanding and Problem-Solving Skills using System Modeling Instructional Approach**
Presenter(s): Ademola Amida, University of North Dakota; Woei Hung, University of North Dakota
Contributor(s): Cai Xia Yang, University of North Dakota; Yun Ji, University of North Dakota; Sameera S Algarni, The University of North Dakota

This study will investigate the impact of a system modeling (SM) instructional strategy on mechanical engineering students’ conceptual understanding and problem-solving skills. Specifically, the current study will explore the effect of SM on students conceptual understanding and problem-solving skills in a mechanical engineering course. This research study will utilize a qualitative method using students’ artifacts and focus group interview to collect data on students’ experiences and perceptions of SM approach. Open-ended questions and problem-solving survey will be employed in the study.

**Poster(v): RTD-The Evolution of Learning Theories and Instructional-Design Theories and Models**
Presenter(s): Yunjo An, University of North Texas

Previous discussions of the history of the instructional design field focused on the history of instructional media in the 20th century. This paper discusses the evolution of learning theories and instructional theories and models, which have received relatively less attention, in four major time periods: (1) 1900s – 1930s, (2) World War II – 1970s, (3) 1980s – 1990s, and (4) 21st century.

**D&D-Building a Network-based Recommender System Using Fair AI to Support Help Seeking in Online Learning (v)**
Presenter(s): Chenglu Li, University of Florida
Contributor(s): Wandi Xing, University of Florida; Walter Leite, University of Florida

Researchers have examined AI techniques such as link prediction with network analysis to connect help seekers with help providers in
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online discussion forums. However, little is known whether these AI systems will treat students fairly. In this study, we aim to start a foundation work to build a recommender system that can (1) fairly suggest peers who are likely to answer a question and (2) predict the response quality of students.

Roundtable(v): CLT-Where am I? Who am I? Developing a Sense of Place in Online Classrooms
Presenter(s): Waynele Yu, University of Hawai‘i at Mānoa
Contributor(s): Tara O’Neill, University of Hawai‘i - Mānoa

Although online communications can bring distant people, places and events together, online instruction has been known to engender feelings of isolation. To address this challenge, this presentation shares findings from a case-study that describes how students develop their sense of place in online classrooms. Because our sense of place influences how we perceive ourselves and our everyday interactions, it has the power to foster positive identities, belonging, responsibility to community, engagement, and improved academic outcomes.

Roundtable(v): D&D-I’m going to study what? Providing information about Instructional Design to prospective master’s students
Presenter(s): Faye Furutomo, University of Hawaii at Manoa; Ariana Eichelberger, University of Hawaii at Manoa

Prospective graduate students research online for 7-18 months before enrolling in a program. Yet, students in our Learning Design & Technology master’s program report being unaware of the program’s emphasis on the systematic process and theories underlying instructional design. To set realistic expectations about the program, a webpage was developed to provide an instructional design overview, career info, alumni views and student work examples. Results from student interviews will be shared along with lessons learned.

Roundtable(v): DDL-Designing Online Courses in Pandemic - Investigating Innovative Ways in Online Course Design
Presenter(s): Yingzhuo Quan, Purdue University

Teaching and learning have changed dramatically since the 2020 spring semester. Designing online courses and moving face-to-face courses online have been a hot topic in every educational institution. This presentation will focus on my experience as an instructional designer at a large Midwest research university. I will report the challenges that my colleagues and I met in designing online courses and our solutions and suggestions for future online course designs and studies.

Presenter(s): Crystal Marull, University of Florida

Newly emerging immersive Virtual Exchange approaches can be successfully adopted to increase student international engagement. Survey data (N=76) revealed that these exchanges increased students’ ability to communicate effectively with members of other cultures and to think critically to consider different perspectives before making conclusions about the world.

Roundtable: INT-Content Analysis of the International Division Papers Presented at the AECT Conventions between 2014 and 2020
Presenter(s): Cengiz Hakan AYDIN, Anadolu University
Contributor(s): Emrah Emre OZKESKIN, Anadolu University; Irem ERDEM-AYDIN, Anadolu University

The goal of this paper intends to reveal the results of a systematic review of papers presented at AECT Conventions and sponsored by the International Division during the last five years. Those who are interested in learning how to conduct a systematic reviews and computerized content analysis may find this paper quite beneficial.

Roundtable(v): CLT-Re-imagining Culture in Digital Learning Environments: A Review of Literature
Presenter(s): Lili Yan, Utah State University
Contributor(s): Minah Nguyen, Utah State University; Emily Slater, Utah State University; AlLisia Dawkins, Utah State University

The ubiquitous use of technology in creating learning environments leads to new challenges to engage learning with culture. The cultural roots of knowledge and technology are often ignored when we use technology to support cultural experiences. In this proposal, we present the initial findings of our review of recent articles that utilize immersive technologies to support cultural learning, which will inform our further review of relevant works that explore cultural learning in digital environments.

Roundtable: OTP-Motivational Interviewing Training: Overcoming Ambivalence to Change in Instructional Designer-Subject Matter Expert Relationships
Presenter(s): Hannah Elizabeth Digges Elliott, Western Kentucky University

A collaborative relationship between instructional designers (IDs) and subject matter expert (SMEs) is crucial for effective instruction creation. At times SMEs may be ambivalent to change. Motivational interviewing, a counseling technique, may be an effective strategy for IDs dealing with SMEs’ reluctance to change. A proposed training for IDs in the use of motivational interviewing will be presented to elicit feedback and facilitate a discussion about strategies for creating trust and collaborative relationships with SMEs.

Poster(v): RTD-Exploring Cultural Historical Activity Theory through Collaborative Artwork
Presenter(s): Elizabeth Bailey, Wayne State University

An innovative application (extension) of activity theory, this session will illustrate a collaborative art process and public art exhibition conceptualized as activity systems by visualizing an innovative educational research framework. By exploring Cultural Historical Activity Theory (CHAT) through collaborative artwork and art exhibition this session will provide theoretically backed recommendations for research methodologies that illuminate the relationships between nodes of each activity system, and the interaction between the outcomes of these two systems.

Roundtable(v): RTD-More Questions and Answers for the Flipped Classroom Approach: A Systematic Review of Reviews
Presenter(s): Feng-Ru Sheu, Kent State University

Flipped classroom (FC) is a popular instructional approach. This study explores current trends of FC studies in mainstream publications.
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during the last decade through the lens of “review of reviews.” Preliminary results showed that FC review studies varied in design, sample size, and outcome measures. The majority of reviews examined the effectiveness of FC in the context of higher education and focused on a single academic discipline (e.g., education in engineering, nursing, tourism etc.)

Roundtable: RTD-Sixty-Eight Years of ETR&D: An Analysis of Research within the Field
Presenter(s): Chris Miller, Morehead State University; Hannah Elizabeth Digges Elliott, Western Kentucky University; Lisa Jones, Ashbury University

This session reports the findings of a content analysis of the Educational Technology, Research and Development (ETR&D) journal over its 68-year history. Building on past studies of ETR&D, this study provides an accounting of topical foci and trends in ETR&D and their progression over time. This roundtable will outline the methods used in this study and subsequent findings as well as engage in high-level discourse about the past, present, and future of the field.

Roundtable(v): RTD-TechTrends year in review
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 2021 (Vol. 65) 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.

Poster(v): CLT-American Teenagers’ Use of Social Media to Learn about College
Presenter(s): Daeun Jung, Florida State University

The primary purpose of this literature review is to synthesize the previous studies on teenagers’ learning about college through social media. I first give an overview of the features of the reviewed studies. Then, I review the literature by focusing on how teenagers learn about college through social media and what are some challenges and limitations in this process if any. Based on the findings from the literature review, I offer educational practitioners and researchers some suggestions for supporting teenagers considering postsecondary education.

Poster(v): DDL-An Analysis of Online and Hybrid EdD programs in Educational Technology
Presenter(s): Swapna Kumar, University of Florida
Contributor(s): Jiawen Zhu, College of Education, University of Florida

In this study, researchers analyzed the format and curriculum of 17 highly ranked online and hybrid EdD programs in Educational Technology. The results include the program foci, length, delivery format, admission requirements, dissertation formats, outcomes, and an analysis of the curriculum. This presentation is aimed at faculty embarking on online EdD programs and those engaged in improving their existing programs.

Poster(v): DDL-Developing Programming Skills in Online Environments, Toward Effective Practices for The Post-Pandemic: A Literature Review
Presenter(s): Ghadah Almutairy, Virginia Tech

The coronavirus disease (COVID-19) global pandemic has posed many difficulties not only to learners and families but also to instructors and within educational systems. The shifting to online learning was challenging for all, but possibly more for certain disciplines due to their practical nature, such as computer science. This literature review aims to explore some programming teaching practices in the age of COVID-19. The provided examples might be considered as post-pandemic practices in teaching programming.

Poster(v): DDL-Engaging Faculty through Flexible Professional Development
Presenter(s): Karin Spader, University of Wisconsin-Madison

As the COVID-19 pandemic spread across the globe last March, those of us responsible for training faculty to teach online became the most popular kid on the block. This session will share design decisions, facilitation strategies, and program evaluation findings of a flexible, professional development program for university instructional staff forced to shift their courses to remote learning environments.

Roundtable(v): DDL-Examination of Undergraduate Students Cognitive Learning and Perceived Leadership Development in an Asynchronous Online Course
Presenter(s): Larisa Olesova, George Mason University
Contributor(s): Graziella McCarron, George Mason University; Brianna Calkins, George Mason University

The study examined cognitive learning and perceived effectiveness of collaboration in relation to leadership development in an online course. The findings revealed that levels of cognitive skills decreased by the end of the course while perceived effectiveness of collaboration in relation to the leadership development increased. The analysis of cognitive learning in relation to their demographic data revealed that prior online course experience, the program type and the year in the program impacted cognitive learning.

Poster(v): DDL-Faculty Perceived Barriers of Online Education at a Midwestern University in Ohio
Presenter(s): Berhane Teclehaimanot, University of Toledo; Juenethia L. Fisher, City of Toledo

Many institutions have adopted best practices in the design of online education programs. However, the literature indicates that there is a need for continued research in the area of evaluating and examining online faculty satisfaction levels and self-perceived barriers in relation to online education.
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Roundtable(v): D&D-Perfect Match? Investigating Students’ Perceptions About Algorithmic Grouping in Higher Education
Presenter(s): Clara Schumacher, Humboldt Universität zu Berlin
Contributor(s): Jakub Kazielek, Humboldt-Universität zu Berlin
Collaboration in virtual teams is considered crucial in the 21st century. Student characteristics impact learning as well as collaboration. To facilitate grouping considering students’ characteristics algorithmic approaches might be supportive. This proposal reports research findings from a qualitative study investigating students’ perceptions of algorithmic group formation for a project assignment. Findings indicate that students perceive the approach resulted in fair grouping, a good fit of skills among members, and was beneficial as groups were more diverse.

Roundtable: LDC-Leveraging ADHD: One Instructional Technology Professor’s Journey
Presenter(s): Joanne E. Beriswill, Mississippi State University
This session chronicles the journey of one instructional technology professor’s journey from diagnosis and surviving with ADHD to thriving by leveraging ADHD. The highlight will be on techniques for leveraging distraction and focusing the mind.

Poster: RTD-Institutional Support and Faculty Development for Online Learning: A Grounded Theory Approach
Presenter(s): Xiongyi Liu, Cleveland State University
Contributor(s): Selma Koc, Cleveland State University
The purpose of the proposed research is to provide an insight in regards to implementing successful faculty professional programs, and how to improve institutional organization and support for effective use of up-to-date technologies to help increase student achievement. The participants included e-learning staff, full-time and part-time faculty as well as administrators who are involved in teaching, designing, developing, supporting or administering online learning at a MidWestern higher education institution.

Poster(v): TIL-A Qualitative Look at Faculty Perceptions on VR Implementation
Presenter(s): Arpit Bawa, Purdue University
The study aims to examine the perceptions of faculty in the field of education, reading virtual reality (VR) implementation in classrooms. A phenomenography approach was used, where three participants were selected, each with different degrees of prior experience with VR. Each participant was interviewed once and then observed, as they used a VR headset. The data revealed positive attributes and some challenges that would need to be addressed before implementation can be feasible.

Poster(v): DDL-Distance Education in Elementary Schools During the Covid-19 Pandemic
Presenter(s): Ibrahim Kizil, Syracuse University; Jing Lei, Syracuse University
The study examines distance education in Turkey is implemented in elementary schools during the Covid-19. The study explores how elementary school teachers navigate distance education, the challenges they faced, and their perspectives about distance education during the Covid-19. The research has been conducted with elementary school teachers who have been working in public schools. By collecting data from elementary school teachers, the study also explores differences in distance education around the regions in Turkey.

Roundtable(v): DELT-Minecraft: A Learning Environment
Contributor(s): BRYAN SANDERS, LMU
As schools set their “June outcomes” during the previous June, educators and administrators frequently design predetermined outcomes that potentially limit student growth and creativity. The rhetoric of meeting students where they are is often at odds with the diagnostic tools used to determine that location. What if we met them inside of Minecraft? Come discuss actual student work examples created during a pandemic year of remote learning. There are wide-reaching implications for reimagining school.

Roundtable: LED-Teacher PD for Gamification and Gameful Learning Techniques to Support Student Engagement
Presenter(s): James Diamond, Johns Hopkins University School of Education
Contributor(s): Stephen Pape, Johns Hopkins University; Mary Ellen Beatty-O’Ferrall, Johns Hopkins University; Jie Zhang, Johns Hopkins University; Anu Sharma, Johns Hopkins University
We will discuss observations and outcomes from teacher professional development on gamification and gameful learning practices from a self-determination theoretical perspective. A group of Maryland middle school teachers is participating in yearlong professional development on gameful learning. The teachers are also using Classcraft, an online gamification tool, to gamify their instruction. This work is part of a forthcoming study on the effects of gameful learning teaching practices on student motivation and engagement.

Poster(v): RTD-Teachers Pay Teachers as a Socialized Knowledge Community: Analyzing Resources Related to Computational Thinking
Presenter(s): Ana-Paula Correia, The Ohio State University
Contributor(s): Fan Xu, The Ohio State University; Deborah Smith, The Ohio State University
This study explores how PreK-12 teachers use online Socialized Knowledge Communities (SKCs) to teach Computational Thinking (CT). The effectiveness of the resources included in these virtual communities is also examined. This proposal reports a Work in Progress (WIP) that aims to collect existing data from the Teachers-Pay-Teachers portal and use text mining methods to analyze the resources and users’ feedback. Besides, to further investigate teachers’ perceptions and attitudes towards these resources, sentiment analysis will be conducted. This study will contribute to the body of research on both online SKCs, CT education, and teachers’ professional development.

Poster(v): TEd-Adaptation and Evaluation of the TPACK.xs Instrument for the Domain of Economic and Business Education
Presenter(s): Jan Gerhard Delcker, University of Mannheim; Dirk Ifenthaler, University of Mannheim
Contributor(s): Michael J. J. Roll, University of Mannheim, Germany
Current research studies and resulting evidence regarding TPACK competences of pre- and in-service teachers in the domain of economic
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and business education are scarce. This study examines an adaptation of the TPACK.xs instrument for teachers in economic and business education. Findings including 570 participants show that the TPACK.xs instrument can be successfully adapted. Further, there are significant differences in the TPACK competences of pre-service and in-service teachers in the domain of economic and business education.

Roundtable: TED-An Initial Look at the Emergency Remote Training Needs of Teachers
Presenter(s): Elizabeth Downs, Georgia Southern University
Contributor(s): Cordelia D Zinskie, Georgia Southern University; Lucas John Jensen, Georgia Southern University

In 2020, teachers were forced to switch from traditional classroom instruction to emergency remote teaching. Many teachers had no previous experience with online teaching prior to this emergency. During Spring 2021, 30 teachers completed a field placement in a virtual school environment. The teachers were asked to assess the online teaching skills they observed from the field experience and compare their observations to their own emergency remote teaching during the 2020-2021 school year.

Roundtable: TEd-Forgotten: Where is the Research on Paraprofessional Learning?
Presenter(s): Aubrey Rogowski, Utah State University

As states roll out new Computer Science (CS) standards for K-5 students, many paraprofessionals are being tasked with teaching the CS curriculum. Understanding the professional learning for paraprofessionals (or lack thereof) is important as schools and districts ask paraprofessionals to support computational thinking in schools. This literature review examines the current research to understand what existing literature says about professional learning for paraprofessionals and preparing paraprofessionals to support and teaching computational thinking in elementary schools.

Roundtable(v): TIL-Examining Parents Perception on Elementary School Children Digital Safety
Presenter(s): Florence Martin, University of North Carolina Charlotte
Contributor(s): Tuba Gezer, University of North Carolina Charlotte; Jinnmeka Anderson, University of North Carolina Charlotte; Drew Polly, UNC Charlotte; Weichao Wang, University of North Carolina Charlotte

Children are exposed to digital devices at an early age. This study examined 113 parents perception of student digital safety on technology use, time spent, concerns and knowledge on various digital safety topics. Though parents were knowledgeable about apps and games their children used for education and entertainment, they were concerned about their child's digital safety with the biggest concern being their kids being exposed to sexual content and them talking to strangers.

Roundtable(v): TIL-What Have We Learned from The Pandemic to Integrate Instructional Technology in K-12 Schools?
Presenter(s): Atikah Shemshack, University of North Texas

COVID-19 has changed technology usage in schools, and most of the school districts across the US had to come up with plans to provide each student with a device which caused a massive shift in technology integration. This session aims to brainstorm what has changed at schools in the sense of technology integration and what can be done to benefit from the changes the COVID-19 pandemic brought to our education system.

Poster(v): CLT-Literature Review: International Students’ Social Networking Sites Usage and Cross-cultural Adaptation
Contributor(s): Dan He, Florida State University

International students come to study in the U.S. for academic and professional pursuits. However, research suggests that they encountered various challenges while studying abroad, affecting their mental well-being and academic achievement. This paper reviewed literature about social network sites (SNSs) usage with cross-cultural adaptation in three dimensions (social, psychological, and academic adjustment). Most studies were conducted through interviews, online surveys, and self-report. Conflicting results were found across studies. Directions for future studies are discussed.

Roundtable(v): DDL-Changing Perspectives, From TIC to Digital Literacy Workshop
Presenter(s): Paola Perez, Universidad Austral de Chile

Each year Universidad Austral de Chile, Campus Patagonia, offers newly enrolled students workshops to support their successful integration into higher education. Traditionally the Technology Information and Communication workshop included topics such as editing in Excel, PowerPoint, and Word as well as the virtual library. However, the COVID19 pandemic lead students to a virtual status where self-regulation, autonomy, and building an online community were the main topics and students assumed an active role as online learners.

Roundtable(v): DDL-Review on the Application of Online Learning Platforms during COVID-19 in China
Presenter(s): Jinju Wang, East China Normal University
Contributor(s): Xiaohua Yu, 13916464714; Jiamin Cheng, 13594936286

At the beginning of 2020, the outbreak of COVID-19 has made online learning become the main form of education in China, which gives birth to large-scale, multi-type and various forms of online learning platforms. Through content analysis, this study collects and codes online learning problems during the epidemic, and summarizes the status quo of basic education, higher education and vocational education, hoping to be helpful to the future development of online learning platforms.

Roundtable: DDL-The Influence of critical factors on students’ satisfaction: A SEM ANALYSIS
Presenter(s): Hale H. Turhangel Erenler, Akev University, Antalya, Turkey

This study examined and validated the critical factors affecting student satisfaction and what the students experience and perceive in a computer literacy course at a funded University in Turkey. A questionnaire was given to 170 students. The four factors which were found to be significant in 2016 when the course was taught with blended learning were analyzed with the structural equation modeling (SEM). The results showed that these factors of learner attitude toward computers, learner Internet self-efficacy, perceived usefulness, and perceived ease of use still had effects on students’ satisfaction with E-learning.
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**Poster(v): INT-Culturally and Situationally-Appropriate Professional Development Design for Principals of Ethnic Schools in Yunnan PRC**
Presenter(s): Hong Wu DAI, Eastern University, USA & Yunnan Normal University, China; Dennis Cheek, IESEG School of Management

Policy changes will impact in unknown ways the public education of ethnic minority students across China, including Yunnan Province. Yunnan has the largest and most diverse concentrations of ethnic peoples. Most of the 20,000 elementary schools in Yunnan are small rural ethnic minority-majority schools with students of varying ethnicities. Principals face new and unprecedented challenges requiring new approaches to professional development of themselves and teachers they supervise. We preliminarily highlight issues regarding instructional design considerations.

**Roundtable(v): INT-Designing Global Learning Experiences: Successes, Challenges, and Issues**
Presenter(s): Danilo M. Baylen, University of West Georgia
Contributor(s): Ma. Asuncion Christine Dequilla, West Visayas State University

This presentation describes a global collaboration experience (successes, challenges, and issues) with technology from two cohorts of graduate students separated by almost 9,000 miles and a 12-hour time difference (Atlanta, USA, and Iloilo, Philippines).

**Roundtable(v): INT-The Use of Concern Theory in ICT-enabled Instruction: Evidence from Teachers in India**
Presenter(s): Matthew Rosen, Ohio University
Contributor(s): Briju Thankachan, Ohio University; Divya Chandrasenan, University of Kerala; J. Jayapraveen, University of Kerala; Sheila Chelimo, Ohio University

This research used the CBAM Stages of Concern Questionnaire to measure the implementation of technology-enabled instruction in Kerala, India. We collected concern statements from 7,187 teachers and conducted on-site interviews with 27 teachers. According to the model, teachers with more than five years of experience should be in the Impact level (Stage 4-6). But we found that teachers with more than ten years of experience still listed Task (Stage 3) as their peak concern.

**Poster(v): KSET-Prototyping A Guided Observation of the Virtual Reality-Based Job Training Simulation for Student with Intellectual Disability**
Presenter(s): Yeonju Tak, Chonnam National University; Seobin Jo, Chonnam National University; Da-eun Kim, Chonnam National University
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea

We developed a virtual reality-based training simulation prototype for high-school students with intellectual disabilities(ID). This simulation is to practice a routinized work task for the students with ID in the convenience store context. The significant features of this simulation were observational evaluation and scoring functions for teachers to give the student accurate feedback. It can evaluate the procedures by verifying how students complete each step to build a recursive task required for the job task.

**Roundtable(v): RTD-Effects of a problem-solving framework based on engineering design of Japanese high school students**
Presenter(s): Koki Tamaki, Tokyo University of Science
Contributor(s): Yuki Watanabe, Tokyo University of Science

Recently, the development of problem-solving ability is emphasized. We taught Japanese high school students a framework of problem-solving based on engineering design. As a result, we found that students’ awareness of problem-solving ability and self-assessment of performance in problem-solving activities were improved. The students are considered to be suitable for the problem-solving framework based on engineering design.

**Roundtable(v): SICET-Research on the Project Management Maturity Model of Online Course**
Presenter(s): liang cheng, East China Normal University
Contributor(s): feng li, East China Normal University

The evaluation index system provides a quantitative means for quality evaluation research, while the maturity model provides a procedural and developmental qualitative measurement strategy. On this basis, this research integrates the two to combine the maturity model of online course project management with the quantifiable evaluation index system, and based on this, the ANP classic network model, evaluation index system and maturity model are designed.

**Roundtable(v): SICET-What Can a Jigsaw Puzzle Game Tell About Critical Thinking and Academic Performance?**
Presenter(s): Jonathan Michael Spector, Department of Learning Technologies
Contributor(s): Shanshan Ma, University of North Texas; Xiufeng Zhuang, Dajing High School Affiliated to Shanghai International Studies University; Morgan Carter, University of North Texas

The study reported in this proposal explored students’ performance on jigsaw puzzle games and its relationships with critical thinking competency and students’ academic performances in English, Chinese literature, and Mathematics. The study was conducted in a high school based in Shanghai, China. A total of 42 high schoolers were invited to participate in this study. Qualitative and quantitative data were obtained and analyzed. The findings suggested a different story regarding jigsaw puzzles for critical thinking.

**Roundtable(v): STC-Instructional Designers as Changemakers and the need to care for their Professional Wellbeing**
Presenter(s): Monica Sulecio de Alvarez, Independent Distance Learning Experience Designer & Coach

This round table is an invitation to engage in a conversation about the agency of instructional designers as changemakers and the sources of their stress, frustrations, and ultimately burnout. Returning to learning calls for systemic approaches to restore balance to the work life of instructional designers so that meaningful performance and self-realization are a constant to guarantee their wellbeing and the implementation of the critical changes that need to take place in all learning settings.
Roundtable: CLT-Black Women Digital Entrepreneurs, Decision-making, & Self-efficacy in Digital Communities of Practice  
**Presenter(s): Tracy Boyce, Wayne State University; Monica W Tracey, Wayne State University**

Digital entrepreneurs — individuals who operate internet-based businesses — profit by facilitating learning through innovation in digital communities of practice. Participants will explore decision-making processes of Black women digital entrepreneurs who have, knowingly or unknowingly, become instructional designers by developing, designing, and deploying learning products, and uncover what we can learn from these individuals by discussing instructional design and localized context of use, decision making, and the development of self-efficacy through a social justice lens.

Roundtable(v): D&D-Implementing Microcredentials to Support Self-directed Software Learning: A Design-based Study  
**Presenter(s): Melissa Franklin, Brigham Young University; Rick West, Brigham Young University**  
**Contributor(s): Jiahui Zhang, Brigham Young University**

This roundtable will present a design-based study about developing microcredentials to support self-directed learning in semi-formal educational settings. The study began by implementing competency-based microcredentials to train student instructors. It is now on the second iteration expanding the program to offer microcredentials to all students on campus through project-based assessments. After sharing our design-based iterative process and evaluative data, we will facilitate a discussion around promoting and scaling microcredentials in similar settings.

Roundtable(v): D&D-Using storytelling as a motivational design to support community engagement in cancer research: A design and development case study  
**Presenter(s): Natercia Valle, University of Florida; Albert Dieter Ritzhaupt, University of Florida**  
**Contributor(s): Janet Brishtke, University of Florida College of Medicine; Betsy Shenkman, University of Florida**

We will present a design and development research case study around the conceptualization, design, development, and formative evaluation of a curriculum intended to support the engagement of community members in cancer research. We will describe how the use of the Self-Determination Theory to guide the development of the curriculum and its learning activities were helpful to support learners’ motivation and learning outcomes. Important lessons learned will also be discussed.

Poster: DELT-Visualizing Google Search Trends for Remote Learning and Instructional Design in the COVID-19 Pandemic  
**Presenter(s): Javier Leung, University of Missouri**

This project explores the popularity indices of search terms (Instructional Design, Remote Learning, and COVID-19) globally and in the US before and during the pandemic. By extracting three attributes (interest over time, interest by region, and related queries), the interactive visualizations in Tableau enable users to explore the trend patterns of multiple terms. This project serves as an archive of popularity indices to highlight Instructional Design and Technology’s pivotal role available at edtechtrends,javierleung.com.

Roundtable: EDHP-Designing Scalable Instruction for Future Public Health Professionals in Times of Covid-19: A Design Showcase of Interprofessional Online Learning Experience  
**Presenter(s): Victoria Abramenko-Lachheb, Indiana University School of Education**  
**Contributor(s): Zachary Weber, Purdue University, Indiana University; Jeanne Johnston, Indiana University**

The purpose of this presentation is to showcase evidence-based practices and well-thought-out design decisions applied in designing an online course that served as an interprofessional development event for future healthcare and public health professionals. The design showcase highlights key unique design features: Scalability of instruction during Covid -19, authenticity, interprofessional collaboration, and reflection. The design of this course was guided by a longitudinal interprofessional education curriculum that foregrounds interprofessional practice competencies and teamwork in preparing future healthcare professionals.

Roundtable(v): OTP-Applying Human Performance Technology: Strategies for Remote Workers  
**Presenter(s): Cyndy Loomis, Florida State University**  
**Contributor(s): James Klein, Florida State University**

Rapid adoption of remote work began in earnest in March 2020. This session will focus on how the Behavior Engineering Model was applied to research examining remote work strategies. The study is applicable to anyone who manages remote workers or who wants to improve their remote work skills. Participants will share their remote work experiences through small group discussions to learn new ways to manage remote workers or improve their own remote work strategies.

Roundtable: OTP-The Scholarship of Project Management in Instructional Design  
**Presenter(s): Jennifer C Johnston, The University of Georgia; Robert Maribe Branch, University of Georgia**

Come join us for a thought-provoking discussion aimed at the attempt to answer the question, “What is the scholarship of project management within the context of instructional design?”

Roundtable(v): AECT-Investigating and recalibrating comprehensive change and leadership character in AECT  
**Presenter(s): Benjamin Emihovich, Cal State LA**

This roundtable discussion will identify what elements are important to facilitate comprehensive change and leadership character in AECT. A recent wave of bills are being introduced to state legislatures that undermine civil rights. Providing responsive leadership to AECT members must include prioritizing the values of thought, culture, and people who may be deeply affected by organizational decisions such as holding conferences and symposia in states that target and marginalize social justice, diversity, and equity.

Contributor(s): University of Florida College of Medicine  
**Janet Brishke, University of Florida; Natercia Valle, University of Florida**

Important lessons learned will also be discussed.

Contributor(s): University of Florida  
**Jeanne Johnston, Indiana University**

This roundtable discussion will identify what elements are important to facilitate comprehensive change and leadership character in AECT.
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**Poster(v): RTD-Comparison of Crises Impact on Education: A Review of Commonalities and Disparities**
**Presenters(s): Sara Kaiser, University of North Texas**
**Contributor(s): Shelby Straw, University of North Texas**

This comparative research study explores commonalities in the impact of multiple crisis-related school closures throughout history. The overall objective was to identify the impact of existing educational disparities on academic systems. The Polio, H1N1, and Ebola public health crises were explored. Additionally, Hurricane Katrina and the Syrian Conflict are examined to provide a holistic understanding of the relationship between crisis and disparity exacerbation.

**Roundtable(v): CLT-Passive Netnographic Collection of Data from Reddit using Python, with Crowdsourcing Analysis using mTurk**
**Presenters(s): Fethi A. Inan, Texas Tech University**
**Contributor(s): Gregory Motes, Texas Tech University**

Learning subreddits offer a vast amount of virtually untapped researchable information for passive phenomenological studies in how people interact with each other in informal learning environments. The session will discuss the methodology of scraping data from Reddit using Python programming and then using a crowdsourcing platform to assist in the categorization of posts and comments, while also covering the topic of changes in tone during pre-COVID and in-COVID times.

**Poster(v): CLT-Using a Learning Analytic Tool for Qualitative Data Analysis**
**Presenters(s): Chynar Amanova, Northern Illinois University**

This poster presentation demonstrates the process of qualitative research and its findings that explored international graduate students’ perceptions of tutoring sessions by using data analytic technologies. Current technologies for qualitative data analysis treat all types of data analysis as a homogeneous category, and for this reason, the value of technologies for a discourse analysis of transcripts is not well examined. Therefore, this study makes recommendations on how a learning analytic tool can be beneficial for analyzing knowledge building discourse.

**Roundtable(v): D&D-Computational Thinking in Education Roundtable**
**Presenters(s): LINDA Ann Payne, University of Memphis; Andrew Tawfik, University of Memphis**
**Contributor(s): Andrew Olney, University of Memphis**

This roundtable presents a literature review and discussion of computational thinking in education. As the general public began using computers to simplify everyday tasks, educators also began to explore ways to implement technology in the classroom, including computer science and computational thinking within a learning context. The literature of computational thinking (CT) is explored from a historical perspective is examined in this proposed roundtable. Proposed educational benefits and implications for future learning are also discussed.

**Poster: D&D-Investigating The Student Experience Through Action Research, Design Thinking, and UX Methods**
**Presenters(s): Vicki Stieha, Boise State University**
**Contributor(s): Mary Nicole Barber, Boise State University; Lesa Becker, Boise State University; Michele Konechny, Boise State University**

This poster outlines how instructional design principles were merged with design thinking and UX methods (alignment diagrams and personas) in the systemic and systematic investigation of a career-coaching intervention in an online M.S. degree program for instructional design and performance improvement (IDPI) professionals. The findings infer systemic links between the student’s connection to the program’s faculty/staff and the likelihood they will thrive in the program and/or achieve their career goals. While the program’s career-coaching intervention improved the student experience by fostering additional program connections, it was not a sufficient substitute for a minority of students. To redesign an effective and satisfying student experience we analyzed the student experience through user experience (UX) mapping visualization techniques and developed rapid prototyping solutions. These findings and solutions are transferable to any program offering an online learning experience.

**Poster(v): DDL-Cognitive load and attention in e-learning contexts: An EEG study**
**Presenters(s): Seohyun Choi, Hanyang University; Sujung Lee, Hanyang University**
**Contributor(s): Dongsik Kim, Hanyang University**

This research has its aim to analyze the electroencephalography (EEG) data to compare the states of extraneous cognitive load and attention during the two types of e-learning: asynchronous and synchronous learning. There has been research about the effects of asynchronous and synchronous learning, but few research were conducted to observe actual cognitive processes during two types of learning. The results of this study will supplement empirical evidence about learning via asynchronous and synchronous instructions.

**Roundtable: D&D-“Seeing things Differently”: Using Diverse Representations to Promote Epistemic Diversity and Fluency**
**Presenters(s): Melissa Warr, University of Louisiana Monroe**

Fluency in the application diverse epistemic approaches can help individuals develop a deep understanding concepts. By combining multiple ways of interacting with an idea, learners deepen their understandings. In this session, participants will experiment with an approach that can help learners develop epistemic diversity and fluency in both in-person and online contexts. The approach is based on research on a teacher professional development program conducted before and during the COVID-19 pandemic.

**Roundtable(v): D&D-The Effects of Inductive Instructional Approaches on Challenging Computational Competencies**
**Presenters(s): Hyunchang Moon, Texas Tech University; Jongpil Cheon, Texas Tech University**

To date, while many educators and researchers have argued for the importance of teaching computational competencies, there is a lack of research on an effective instructional approach to promoting computational problem solving. This study aims to examine the effectiveness of two different approaches when teaching computational concepts with a block-based programming language in an online environment with
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a quantitative research method using a pretest-posttest randomized-group design. Participants in the study are around 110 undergraduate students enrolled in a computing and information technology online course. Two different instructional approaches (unguided inductive vs. guided inductive) were delivered in an experimental web-based instruction during each spring semester of 2020 and 2021. The study is still in progress of collecting and analyzing data for classes in 2021. Research findings and implications will be discussed in the presentation along with recommendations for future work.

Poster(v): LED-Adapting Thinking, Musterin Courage, and Putting Heart into Teaching and Learning
Presenter(s): Lisa Lenz, Penn State University; Chris Gamrat, Penn State University; Edward Glantz, Penn State University

Empirical evidence from previous research identified five widely used instructional tools during the SARS CoV-2 era that showed signs likely to benefit education going forward. Continued iterative thematic analysis reveals a triad of elements from the Wizard of Oz—thought, courage, and heart—as also necessary in adaptive teaching. This poster creatively inspires faculty, administrators, and instructional designers in higher education to consider how applying Oz’s triad may further assist instructors in engaging students.

Roundtable(v): RTD-The role of recurrent skills in the development of non-recurrent skills in the process of developing problem-solving skills
Presenter(s): Lin Zhong, Southern Illinois University Carbondale

This qualitative case study explored the roles of recurrent skills in the development of non-recurrent skills in a personalized learning environment, specifically focusing on the interrelationship between recurrent skills and non-recurrent skills, development speed of recurrent skills and non-recurrent skills, and the impact on students’ cognitive load and working memory capacity. Data was collected through focused group interview, individual interview, and course documents. Preliminary findings will be reported during the presentation.

Poster: RTD-Three Different Types of Learning
Presenter(s): Michael H. Molenda, Indiana University

Recent findings of neuroscience confirm that humans learn through at least three distinctly different neural pathways, yet our theories treat “learning” as a single construct. This misunderstanding has led to unnecessarily combative competition among different learning theories, whereas each of these theories may each be valid for a different type of learning. If we are to have coherent theories upon which to build instructional practice, we must begin by acknowledging the different types of learning.

Roundtable(v): TIL—Analysis of Data-based Learner Characteristics – Taking Fourth-grade Students in a Certain School As an Example
Presenter(s): Yumeng Zhou, East China Normal University

The study used data from the fourth-grade students’ e-Schoolbag to analyze the characteristics of learners. It included the new needs and problems of learning analysis, learner portrait, and analysis of learners’ overall and individual characteristics. Suggestions put forward by the study could promote both students’ learning and teachers’ teaching. In general, the study could provide a reference model and a new thinking dimension for data-based analysis of learner characteristics under the background of educational informatization.

Poster(v): D&D-Designing and Facilitating Online Collaboration for Problem-based Learning
Presenter(s): Xun Ge, University of Oklahoma; Kun Huang, University of Kentucky

Promoting group collaboration in problem-based learning (PBL) is a challenging task, and it is even more challenging to do so in online PBL. Using a PBL group processing model based on the synthesis of previous works, we review the literature to identify challenges and propose tools and strategies for the forming, storming, norming, and performing stages of PBL group collaboration.

Roundtable: DDL-A Series of Emerging Learning Technology Courses Using Project-Based Learning & Learning Analytics: The Design, Development, Delivery & Evaluation of Six Online Courses
Presenter(s): Ke Zhang, Wayne State University; Meina Zhu, Wayne State University

This session reports a study involving the design, development, delivery and evaluation of a series of emerging learning technology courses, using project-based learning and applying learning analytics to improve learning outcomes and to promote self-regulated learning. The study results in (1) six fully online, interdisciplinary courses on innovative learning technologies and (2) empirically tested strategies and guidelines to scale up online course offerings.

Roundtable(v): D&D-Learning by Explaining: Mini-Presentation Generative Learning Strategy
Presenter(s): Kei Tomita, Kennesaw State University

This is a design case of a new generative learning strategy named mini-presentation. In essence, each student gives a short presentation to critique existing work or justify their own project using the theories covered in the lectures. The results of semi-structured interviews and open-ended surveys suggest that the mini-presentation strategy is beneficial not only for communication skills but also for concept understanding and remembering. This proposal discusses how the mini-presentation strategy could enhance concept learning.

Poster(v): DDL—Factors Affecting Students’ Social Presence in Real-time Online Class: For Increasing Learning Engagement
Presenter(s): Hisaki Kawamoto, Tokyo Institute of Technology
Contributor(s): Kai Li, Dokkyo University

Our primary purpose of this study is to find the factors affecting students’ presence in real-time online class. The survey conducted Japanese university students and collected 46 valid answers. As the result, asking questions on blackboard, chatting friends via text were positively related to the students’ presence. Additional analysis showed students’ presence was related to learning engagement. Therefore, providing several communication opportunities between an instructor and students and among students could enhance the learning engagement.
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**Roundtable: DDL-Smartphones as a Mobile Learning Tool**  
Presenter(s): Kayle Gaviola, Western Governors University

This Roundtable discussion will focus on the use of smartphones for mobile learning. The discussion will begin with the findings from my dissertation followed by a discussion on implementation of mobile learning to support students. We will discuss the use of the smartphone for learning; including how smartphones could contribute to the learning environment and why it is important to design mobile learning experiences to meet student needs.

**Roundtable(v): D&D-Returning to Our Roots: Integrating Storytelling, Narratives and Role Model Activities To Create Positive Learning Experiences, Engagement and Motivation**  
Presenter(s): Jackie Daugherty, Wayne State University

The purpose of this round table session is to discuss how storytelling, narratives and role models continue to play an effective role in creating positive student learning experiences. The round table session will allow for a brief overview of a recent instructional design research study based on these core instructional design concepts, leading to an opportunity for participants to actively brainstorm further examples of activities that they can utilize in future projects.

**Roundtable: DELT-Beyond Constructivism: Understanding and Utilizing Connectivist Principles in the Post-Covid Teaching and Learning Era**  
Presenter(s): Laura E Gray, College of Western Idaho; Casey E Herko, St. Leo University

Although developed in the 1970's, constructivism as a learning theory didn’t catch hold in American education until the later part of the 1990’s. While constructivist principles are absolutely valid for helping students to learn on a deep level and transferring their knowledge, in these Post-Covid times of a massive shift to online and hybrid learning, students need more. This session will focus on utilizing connectivism to better engage students with technology, instructors, and each other.

**Roundtable(v): LED-Student engagement in online learning from a Self-determination Theory perspective**  
Presenter(s): Thomas KF Chiu, Chinese University of Hong Kong

Student engagement that is energized by motivation and explained by Self-determination Theory (SDT) is a prerequisite for learning, which teachers play an important role in fostering. This study investigated how a proposed teacher digital support distinguished in SDT affects student engagement in online learning; and involved 1,201 high school students in completing pre- and post-questionnaires within 6-week online learning. The digital support significantly fostered student intrinsic motivation and engagement, and emotional support was very important.

**Roundtable(v): RTD-Let’s Get Rid of “Screen Time”!**  
Presenter(s): Nancy Flanagan Knapp, University of Georgia

Pundits have been warning against too much “screen time” since the advent of screens, but the catchall term “screen time” leads to oversimplified questions and misleading popular “scare tactic” articles. Let’s retire the term “screen time” and discuss how we might better look at the wide variety of activities we now engage in on screens, along dimensions like passive vs. active (physically and/or cognitively), quality and intent of content, and diversity/interactivity in screen use.

**Roundtable(v): TIL-Thirty-Five Studios in Three Months: An Adaptive Model for Online Course Delivery**  
Presenter(s): Nathan Graham, Johns Hopkins University

Like most institutions, Johns Hopkins Engineering faced a significant challenge after the pandemic emerged—developing the capacity and infrastructure within a few short months to deliver hundreds of courses to remote students. To ensure continuity of faculty support and quality of course delivery, 35 instructional “pop-up” studios were designed, built, tested, and launched during the summer of 2020. After supporting the delivery of 300 online synchronous courses from the instructional studios, this design establishes a low cost, flexible approach to supporting and delivering remote learning at scale.

**Roundtable(v): RTD-ClassDojo and the Conflation of Educational Technology Platforms**  
Presenter(s): Spencer P. Greenhalgh, University of Kentucky  
Contributor(s): Daniela Di Giacomo, University of Kentucky; Sarah Barriage, University of Kentucky

In this presentation, we argue for the importance of Van Dijck’s (2013) “platform perspective” as a theoretical framework for describing and distinguishing educational technologies. In recent survey research, we found that students and principals frequently conflated the behavior management platform ClassDojo with other ed tech platforms based on similar affordances. We use Van Dijck’s theoretical framework to describe important differences between these conflated platforms based on underlying values, ownership, governance, and business models.

**Poster(v): TED-Book Study with a Triple Twist**  
Presenter(s): Sheri Stover, Wright State University  
Contributor(s): Amy Elston, Wright State University

This presentation examines a professional development (PD) book study conducted for P-12 teachers that was designed with a triple twist. The first twist is that a university facilitated the book study, the second twist is that the book study was designed with a social constructivist framework to encourage active learning, and the third twist is that the book study was conducted online. This study attempts to determine if this PD book study was effective.

**Poster(v): TED-Graduate Instructors’ Technostress of Engaging in Emergency Online Teaching During the COVID-19 Pandemic**  
Presenter(s): Ying Cai, The University of Texas at Austin; YIN HONG CHEAH, the University of Texas at Austin  
Contributor(s): Jason Rosenblum, The University of Texas at Austin; Yi Shi, the University of Texas at Austin
Thursday, November 4 Meetings: Times and Locations

This study investigates graduate instructors’ technostress before and during COVID-19 pandemic, and the relationship between instructors’ TPACK self-efficacy and their technostress. Results show a significant increase in instructors’ technostress level during COVID-19 online teaching period (t (27) = -5.74, p<.01). Instructors’ TPACK self-efficacy was negatively correlated with the technostress. Additionally, this study reveals the main strategies instructors applied to cope with technostress and the major supports they have received.

**Poster(v): TED-Perceptions of Classroom Emotional Climate Post-School Closure due to Quarantine: A Case Study**
Presenter(s): Tanya Sanderfoot, University of Wisconsin, Oshkosh; Nari Kim, University of Wisconsin - Oshkosh

This study aimed to describe the classroom emotional climate after quarantine due to the COVID-19 pandemic. Journals, questionnaires, and interview data were collected from nine students and two teachers in two second grade classrooms of a small, rural charter school in the Midwest. Results showed that the classroom emotional climate was overall positive for both students and teachers. Teachers reported more negative emotions than students. Safety procedures were an important part of returning to school.

**Roundtable(v): TED-Teacher Made Videos: A Comparative Analysis of Two Approaches to the Creation and Use of Self-made Teacher Videos in the Secondary Classroom**
Presenter(s): Joseph Riddle, K-12 Teacher

The challenges of the 2020 global Covid-19 pandemic have thrust K-12 teachers into the world of online and hybrid learning. This study seeks to better understand how teachers are using self-made videos as part of their teaching. Specifically, the study compares publicly available videos on YouTube from two secondary teachers with differing approaches to classroom video creation and use.

**Poster: TED-The Impact of Mixed Reality Simulations (MRS) on Preservice Teachers' Self-Efficacy Beliefs and Perceptions: A Systematic Literature Review**
Presenter(s): Michael Otiene Okumu, Texas Tech University; Yusuf Murat Ozdemir, Texas Tech University
Contributor(s): Abiodun Ajayi, Texas Tech University

Based on studies conducted on the use of mixed reality simulations (MRS) in preservice teacher education, following a well-defined inclusion and exclusion criteria and a guided data extraction structure, this study proposes to consolidate key ideas and findings towards proposing strategies for implementing MR in improving preservice teachers’ levels of self-efficacy beliefs and perceptions. It uses the PICO framework as a basis alongside a guided review process adopted from Pai et al., (2013) and data extraction sheets.

**Poster(v): TIL-Effects of Modality on P-12 Teachers' Experiences with Cognitive Load and Technology Adoption**
Presenter(s): Tara Lillian Dalinger, University of Central Oklahoma; Tutaleni I. Asino, Oklahoma State University

P-12 teachers are now often required to participate in technology professional development using virtual platforms. The experimental study discussed during this presentation investigates to what extent the difference of instructional modality affects teachers’ experiences with cognitive load and whether they will choose to adopt the technologies for which they receive training.

**Poster(v): GSA-Culturally Responsive Practices to Increase STEM Subject Choice in High School Students: A Mixed Methods Approach**
Contributor(s): Paula Marcelle, Indiana University

Decolonizing of Caribbean high-school science curriculum is important as the post-colonial societies use of Western Modern Science which conflicts with indigenous ways of knowing. Aligning STEM challenges and lessons with culturally relevant themes can be used to teach science concepts and engage students. This poster proposes a conceptual framework for culturally responsive teaching practices for the STEM Caribbean classroom. This poster presents emerging research on culturally responsive approach the effect of student subject choice.

This proposal has been selected by GSA through the GSA Research Showcase initiative.

Presenter(s): Marquetta I. Strait, Purdue University

This discussion will focus on an explanatory sequential mixed methods research that examines the extent of inclusive instructional practices within a distinguished undergraduate peer learning program, Supplemental Instruction (SI). Undergraduate SI leaders were examined for their intercultural competence level, values of culture and diversity in learning, and culturally responsive practices included in their instructional plans. This research is theoretically supported by the Intercultural Development Continuum (IDC) framework and culturally responsive teaching (CRT) practices.

**Roundtable: D&D-Effective Practice in Providing Instructional Supports - Lessons Learned**
Presenter(s): Thanh Do, Oklahoma State University

This presentation reports a practice in providing instructional supports for faculty during the emergency remote teaching period. The focus of this report is to describe strategies to collect materials and references, steps to design the online teaching tip (OTT) documents using Canva, and methods to deliver the OTT to instructors. This report will contribute to the graduate students’ success in working as an instructional designer to support online instructors.

**Roundtable(v): DDL-Finding traces of motivational beliefs in learning analytics supported massive open online courses**
Presenter(s): Mustafa TEPGEC, Hacettepe University
Contributor(s): Fatma Gizem Karaoglan Yilmaz, Bartin University; Ramazan Yilmaz, Bartin University, Department of Computer Education & Instructional Technology; Furkan AYDIN, Kahramanmaraş Sütçü İmam University; Sema Sulak, Bartin University; Halil Yurdugil, Hacettepe University

The goal of this research is to find out if there are any links between self-reported psycho-educational variables and learner interactions in
Thursday, November 4 Meetings: Times and Locations

MOOCs. The study also aims to introduce the MOOCs system which were developed for large-scale project. The study provides attendees with theoretical perspective on what real-time log data means in instructional contexts, as well as insight into the design and instructional use of such environments, which is particularly beneficial to teachers and designers.

Presenter(s): MAPOPA WILLIAM SANGA; Sherri Brogdon, Southwestern Oklahoma State University
The Covid-19 pandemic has negatively impacted most aspects of daily life and higher education has not been spared. Social distancing requirements meant that at some point, universities had to transition to remote teaching. This shift enabled classes to continue running both synchronously and asynchronously. A state university in the southwestern part of the United States successfully implemented remote teaching, and the present study identified a variety of technology tools that faculty members used to facilitate teaching and learning. The study also analyzed issues faculty members encountered while teaching remotely and how such issues were resolved.

Roundtable: D&D-Pep Rally Using One-On-One Faculty Consultations to Promote Technological Pedagogical Content Knowledge
Presenter(s): Natalia Kavin, Fordham University; Zixin Mao, Fordham University; Alexandra Reilly, Fordham University; Semih Bedir, Fordham University
Contributor(s): Olga Catalina Castillo Robles, Technology Integrated Learning
The participants of the session will become familiar with Technological Pedagogical Content Knowledge (TPACK) and its role in the one-on-one faculty consultations regarding instructional design (ID). Additionally, they will learn how this framework is applied to the faculty who are new to consultations. The peri-pandemic ID team created such an approach through their experiences with faculty in the Business School. One-on-one consultations became a key solution for the relationship and course development with the faculty.

Roundtable(v): OTP-Training people to support faculty: is it an insurmountable task or is it impossible?
Presenter(s): Bree Kirsch, Old Dominion University
Contributor(s): Tian Luo, Old Dominion University
OER (Open Educational Resources) has been deemed as one of the key solutions to address challenges in terms of access to higher education. This session describes the initial work of a grant-funded project involving the redesign of a required engineering course using OER materials (i.e., the adaptation of an OER textbook and the creation of ancillaries that align with the new materials adopted), as well as the presentation of its preliminary evaluation data.

Roundtable(v): LED-The Future of Supplemental Instruction: Possibilities for Improved Student Engagement and Inclusion through Innovations in Virtual and Hybrid Peer-Led Study Groups
Presenter(s): Adriana Grimuldi, University of Toronto Mississauga
Contributor(s): Liz Judith Anne Coulson, University of Toronto Mississauga
In response to Covid-19, the University of Toronto Mississauga successfully transitioned 64 of its undergraduate peer-led study group programs onto a virtual platform. As we return from homestay to in-person schooling, faculty and students who rely on these programs to support student engagement in high attrition courses are curious about: “which modalities of the new virtual FSG (VFSG) should remain and which will go”? We seek to make these decisions by examining “who benefits and who is left out?” Guided by principles of Universal Design rooted in inclusive education, this presentation shares evidence-based alternatives and innovation to reimagine and reinvent the future of Supplemental Instruction.

Roundtable(v): OTP-Training people to support faculty: is it an insurmountable task or is it impossible?
Presenter(s): Mounika Reddy Ragula, Le Moyne College; Royce L Robertson, Le Moyne College; Roula Creighton, Le Moyne College
The ongoing pandemic has forced many faculty members to teach online remotely in the beginning and has changed to teaching in a hybrid environment in some regions depending on the public health developments in a given state in many countries. This shift required some support staff to step in and train faculty members in using technology. This roundtable session is intended to invite discussions regarding the successes and challenges when training people to support faculty members in teaching in online and hybrid environments.

Roundtable: RTD-Faculty Motivation and Concern During a Campus-wide Free Textbook Initiative
Presenter(s): Katherine S Williams, University of Pikeville; Eric Werth, University of Pikeville
Contributor(s): Rachel H. Messer, University of Pikeville
In 2020, a liberal arts institution transitioned from traditional materials to those free-to-students. Research explored the impact of the initiative on faculty in terms of motivation, and if faculty would return to their previous commercial content if permitted. Themes emerged related to satisfaction with using free-to-student resources, discomfit with a rapid-transition, and mixed results on retention of them in courses. This session will present findings and implications for institutions considering similar initiatives.
**Thursday, November 4 Meetings: Times and Locations**

**Roundtable(v): RTD-Understanding MOOC learners: Dynamic interplay among goal achievement, perceived learning, satisfaction, and intention for further learning**

*Presenter(s): Moon-Heum Cho, Syracuse University; Eunjung Grace Oh, University of Illinois at Urbana-Champaign; YunJeong [Eunice] Chang, University at Buffalo, SUNY*

The purpose of this study is to examine the relationships among MOOC learners’ perceived goal achievement, their learning experiences measured with perceived learning and course satisfaction, and their intention to take additional MOOCs. A total of 202 MOOC students voluntarily participated in the study. The results showed that personal goal achievement was a more powerful predictor than instructor goal achievement for determining MOOC learners’ perceived learning and course satisfaction, which are statistically significant predictors for their intention to take additional MOOCs. Our study contributes to the existing MOOC literature that emphasizes the importance of personal goals for meaningful learning.

**Roundtable: CLT-College Cultures Impact on Diversity and Inclusion Initiatives**

*Presenter(s): Peggy Ann Lumpkin, AECT*

A college’s culture has an impact on innovations attempted by the institution. However, there is difficulty in discussing culture and change in higher education “because there is no one right culture. In other words, doing so is very hard work”. (LeBlanc, 2015). When the innovation involves implementing diversity and inclusion, assessing multiple campus cultures and their interplay is an important step.

**Poster: D&D-Assessment of Student Learning Across Modalities: Asynchronous vs. Synchronous (Zoom) vs. Flipped Classroom**

*Learning Experiences*

*Contributor(s): Nicolette Costantino, Tallahassee Community College*

This study focuses on comparing student performance, success data, and Faculty/student reported learning experiences across three different English II sections. Each section had the same Instructor, Librarian, and information literacy lesson, but received instruction across a different modality: asynchronous (online only) vs. synchronous (Zoom lecture) vs. flipped classroom. We will share Spring 2021 data for one assignment (the final course presentation), and Summer 2021 data across all research assignments in the semester.

**Poster(v): D&D-Designing hard and soft scaffolding to enhance graduate students’ online collaborative learning**

*Contributor(s): Sila Lot, Tallahassee Community College; Stephen Banister, Tallahassee Community College*

This poster will describe how hard and soft scaffolding features were designed and implemented in a collaborative learning project to support students’ knowledge construction and knowledge building in an online graduate course. A quasi-experiment was conducted to compare the perceived effectiveness of two scaffolding conditions: 1) hard scaffolding only and 2) hard and soft scaffolding. This poster will present the preliminary findings and discuss implications for scaffolding design and future studies.

**Roundtable(v): DDL-A Systematic Review of MOOC Peer Assessment Strategies**

*Contributor(s): Samantha Goldstein, University of North Texas; Janetta Robins-Boone, University of North Texas*

This session will share findings from a systematic review related to peer assessment approaches within Massive Open Online Courses (MOOCs) from 2012 to 2021. This session will discuss the systematic review findings, including the most commonly cited peer assessment structures and the most frequently used outcomes analysis strategies in MOOCs. Attendees will leave the session with an appreciation of typical peer assessment strategies in MOOCs, as well as their opportunities and limitations.

**Roundtable(v): DELT-Predicting At-Risk Learners with Explainable AI**

*Contributor(s): Chuang Wang, University of Macau*

In this study, we used Linguistic Inquiry Word Count (LIWC) to analyze 2,419 discussion forum posts from two versions of a Massive Open Online Course (MOOC) to measure analytical thinking. LIWC’s analytical thinking score determines whether a post is more narrative or more analytical. We also examined the relationship between analytical thinking and the six dimensions of cognitive processing. We found moderating effects between analytical thinking and insight, causation, and discrepancy.

**Poster(v): D&D-A Systematic Review of Studies in HCI field on User Experience Design and Game-based Learning**

*Contributor(s): Rui (Tammy) Huang, College of Education, University of Florida; Lisa Anthony, University of Florida*

Both user experience (UX) and game-based learning (GBL) have been studied for more than two decades. However, no prior reviews performed at the intersection of UX design (UXD) and GBL have been found in IEEE and ACM databases. This review looked at the research questions, the advantages and disadvantages of the solutions, underlying theories/frameworks/models/approaches, processes and methods, and the learning and GBL contexts. Implications were proposed to guide future research.
Thursday, November 4 Meetings: Times and Locations

**Poster(v): TEd-The Effect of Engineering Integrated Science Curricula on Elementary Students’ Attitudes Towards Engineering**
Presenter(s): Qi Si, East China Normal University
Contributor(s): Jing Leng, East China Normal University; Feng-Kuang Chiang, Shanghai Normal University

Given the importance of K-12 engineering education, this study aims to explore the effect and feasibility of “EIS (Engineering Integrated Science)” curricula applied in elementary science classrooms. All the participants were instructed to engage in a 7-lesson program featuring organically integrating Scientific inquiry with Engineering design. The results indicate that the “EIS” curricula had a positive effect on the improvement of students’ engineering attitudes, which is acceptable and agreeable to students.

**Poster(v): GSA-A Mixed Methods Study of #ScholarStrike Activities: Teaching Webinars or Teach-ins**
Presenter(s): Kae Novak, University of Colorado Denver

#ScholarStrike was a call for scholars in solidarity with the Black Lives Movement. This event took place on September 8 and 9, 2020 during the pandemic lockdown of higher education. Overall, most activities that were reported were Zoom webinars on anti-racism. However, interpretation of the mixed data is uncovering an emergent trend where events went past webinars and were teach-ins that disrupted the virtual classroom and had scholars and students occupying this online space. *This proposal has been selected by GSA through the GSA Research Showcase initiative.

**Roundtable(v): AECT-Shared Caregiver Support Services at AECT - We are Moving Forward Once Again! (Thursday ONLY)**
Presenter(s): Dalinda Bond, AECT Convention Scheduler; Lisa A. Giacumo, Boise State University; Camille Dickson-Deane, University of Technology, Sydney

Are you looking for shared childcare services at AECT? Are you interested in building organizational systems and leading the change required to support such a service? Please join us at the Social Justice and Equity Task Force meeting to provide input on two topics: · What does caregiver support look like for the future in AECT? · What do we need to do to prepare for this future? The intended outcome of this working session and unique conversation is to identify action items to be shared with President-Elect Designate David Wiley to serve as guide for AECT conference planning. Please direct questions about shared caregiver support services at AECT conferences to Lisa A. Giacumo at lisagiacumo@boisestate.edu. This session is designed to connect you with others who desire support and liaise with the conference planners for next year.

**A Thematic Analysis on The Use of Learning Management Systems (LMS) Log Data from Online Courses in Preservice Teacher Education by Use of NVIVO Statistical Analysis Software**
Presenter(s): Michael Otieno Okumu, Texas Tech University; Yusuf Murat Ozdemir, Texas Tech University; Fethi A. Inan, Texas Tech University
Contributor(s): Raymond Flores, Texas Tech University

Substantial amounts of data that accumulate daily in servers and databases are a source of information on patterns in online learning and information resources in teacher education. Studies have been conducted on the use of such data in teacher education. In this study, data extracted from log data-related studies and based on well-defined inclusion and exclusion criteria are analyzed in NVIVO towards establishing the overarching themes, variables, and sentiments from such studies.

**Flexible Assessment in Math During (and After) COVID**
Presenter(s): Kuang-Chen Hsu, University of Notre Dame; Brian Mulholland, Faculty
Contributor(s): Sonja Mapes, Faculty; G. Alex Ambrose, Faculty; Andrew Craker, University of Notre Dame

Mastery-based learning provides an opportunity for higher education to reimagine the purpose of assessment, which is one of the primary challenges faced by educators and students throughout the COVID-19 pandemic. This poster session will showcase formative assessment using a mastery-based grading approach in one college-level math course offered in dual mode to explore how different groups across the university work collaboratively to innovate teaching and learning with effective pedagogical practice to promote student success.

**Interdisciplinary Perspectives: Designing a Culturally & Linguistically Inclusive Online Professional Development**
Presenter(s): Faridah Pawan, Indiana University Bloomington; Yichuan Yan, Indiana University; Zixi Li, Indiana University

The purpose of the grant-funded project is to develop a self-paced online Culturally and Linguistically Inclusive instruction to support K-12 content area teachers whose students include English learners of diverse backgrounds. The design team created seven professional development modules that combine strategies, tools, and models contextualized in Culturally Responsive Teaching and Second/Foreign Language pedagogy. The design rationale, issues, and decisions of the project emerging from the design process will be discussed.

**K-12 Online Education from an Online School’s Perspective**
Presenter(s): Amanda Viola, Texas Connections Academy; Brita Lindsey, Texas Connections Academy; Jana Andrews, Texas Connections Academy; Jessica Patten, Texas Connections Academy; Jennifer Walling, Texas Connections Academy
Contributor(s): Holley Prescott, Texas Connections Academy

The purpose of this session is to provide a panel of experienced online administrators and teachers to answer questions regarding K-12 online education. This panel will address best practices in the online educational environment. Topics will range from supporting students and families to training teachers. Some of the hot topics to address include engagement, accountability, content mastery, student supports, teacher supports, parent supports, and learning management systems through the lens of diversity, equity, and access.

**Learning Experience Design Study: Virtual STEM peer mentor training for ethnic and minority women**
Presenter(s): Jaclyn Gish-Lieberman, University of Memphis; Andrew Tawfik, University of Memphis; Teresa Marion Theiling, The University of Memphis
Contributor(s): Amanda J. Rockinson-Szapkiw, The University of Memphis
Thursday, November 4 Meetings: Times and Locations

This design showcase describes the tensions and resolutions related to the second iteration development of a virtual STEM peer mentoring program for ethnic and racial minority (ERM) women in STEM study programs at Historically Black Colleges and Universities (HBCUs). The design featured interactive self-paced modules developed in Articulate Rise with animated video cases. The showcase highlights the intersection of new design elements with Bandura’s (1977) four sources of self-efficacy.

The Virtual Reality Classroom: A Prototype Environment to Measure Student Engagement through Eye Tracking and Portable Electroencephalography Technology
Presenter(s): Noah Glaser, Old Dominion University
Contributor(s): Ido Davideisco, University of Connecticut; Elana Zion Golumbic, Bar Ilan University; Kenneth Thompson, University of Connecticut

Student engagement is often considered the gateway between instruction and learning, yet reliably measuring engagement remains a challenge. To overcome this challenge, we have developed an innovative, virtual reality (VR) system, which mimics a real classroom to investigate student engagement while maintaining full experimental control. In this session, we showcase the design and development process of our system and demonstrate how we utilize state-of-the-art eye tracking and portable electroencephalography technology to examine student engagement across varying instructional content and pedagogical strategies.

What’s Trending? Exploring the Trends in IDT Database from Various Perspectives
Presenter(s): Jeffrey Phillips, Florida State University; T. Logan Arrington, University of West Georgia; Alison L. Moore, University of South Carolina; Robert Reiser, Florida State University

This session provides participants with hands-on experience navigating a website and online database that focuses on trends in the field of Instructional Design and Technology. Participants will use their personal devices to explore the website, compare how online usability strategies improve the web browsing experience, and describe how the database can be used as a tool in academia and industry.

Analysis of Patterns in Time: Innovative Learning Analytics with Google Analytics 4
Presenter(s): Ted Frick, Indiana University; Cesur Dagli, Virginia Tech
Contributor(s): Rodney D. Myers, Independent Scholar

We discovered in late 2020 that Google Analytics 4 (GA4) has effectively implemented many ideas from Analysis of Patterns in Time (APT). GA4 tracking sessions can be treated as APT temporal maps. If used creatively, GA4 reporting tools can be used to count patterns needed for APT. We demonstrate that APT is a form of innovative learning analytics. Google Analytics 4 can be leveraged to do APT when supplemented with spreadsheet calculations.

Artificial Intelligence, Bots and Technology-Mediated Learning in The Age of Virtuality Culture
Presenter(s): Camille Dempsey, Edinboro University; Lynn Hummel, Bloomsburg University

This presentation will explore artificial intelligence, human presence and technology-mediated learning. Join us as we explore our research at Bloomsburg and Edinboro Universities. We will share the Double 3 Robot, a telepresence robot, by Double Robotics as well as some examples of artificial intelligence in education that teachers are implementing with students in preparing them for the evolution of virtuality culture.

End of Imperial: a Point-and-Click Medical Mystery
Presenter(s): Stuart Criley, Indelible Learning, Inc
Contributor(s): Jasminka Criley, UCLA

Embark on a virtual apprenticeship, and explore careers through gameplay. Play the role of Luz Montoya, a police detective who is called to the scene of a serious motor vehicle accident near a busy airport. End of Imperial is a real place, one of the most dangerous intersections in the country. After playtesting, engage in discussion with the game creators how you can use this NIH-funded project to promote health career exploration for diverse students.

Engaging Learners with AR/VR in a Blended Design Based Learning Environment
Presenter(s): Brandon Hargis, Oklahoma State University; Clement Abai, Oklahoma State University; Frank Strange, Oklahoma State University; Penny Thompson, Oklahoma State University

In this interactive session, we share the theoretical foundations for how design-based learning, blended learning, and AR/VR can be combined to create engaging learning environments. We will demonstrate an example by having our audience participate and interact as avatars in an augmented reality Mozilla Hubs meeting room as we demonstrate the capabilities of this learning environment to engage learners in multimedia presentations.

Esports Gaming Masters: STEM Productions Showcase
Presenter(s): Jason Engeerman, East Stroudsburg University; Richard Forbes Otto, East Stroudsburg University; Patzie Varkados, East Stroudsburg University; Anthony Karl Betrus, SUNY Potsdam; Mark VanAucken, East Stroudsburg University; Emily Jimenez, East Stroudsburg University; Danielle Nightlinger, East Stroudsburg University
Contributor(s): Arlene Hargrave, East Stroudsburg University; Colin Michaud, Potsdam University; Steven Canning, SUNY Potsdam

With over 500 million participants worldwide and increased HS and Higher Education engagement, Esports has become a worldwide phenomena. Esports, has only enhanced the need for expertise in information communication technology. Two Universities will showcase the experiences and expertise of technological tools to broadcast electronic competitive games to a broad audience of virtual and physical spectators. Our showcase will illuminate the multifaceted information communication technology tools and their uses by student participants through an Esports showcase.
Exploring the Effectiveness of Digital Games in Producing Pro-Environmental Behaviors when Played Collaboratively and Individually: A Mixed Methods Study in India

Presenter(s): Shamila Janakiraman, Purdue University
Contributor(s): Sunnie Watson, Purdue University; William Watson, Purdue University

This mixed-methods study conducted in a high school (India), examined attitudinal learning among students who played an environmental sustainability game, individually and collaboratively and the differences between students who played the game and a control group. Surveys based on Theory of Planned Behavior and Attitudinal Learning Instrument, showed that attitudinal learning from games was similar for both groups and was higher compared to traditional instructional methods. Interviews explained learning experiences of players and how it produced pro-environmental behaviors.

Instructional Design & Educational Technology Augmented Reality Storytelling — IDET ARtS

Presenter(s): David Squires, Texas A&M University - Corpus Christi

This study showcases how Augmented Reality tools may impact teaching and learning during remote learning events especially during the COVID-19 pandemic. The data collection study details iterative data collection cycles of an Augmented Reality mobile application platform implemented at an informal learning environment in the Southern United States. Data was collected utilizing a mobile Augmented Reality application software development kit analytics implementation. The embedded analytic tracking recorded participants use of the mobile AR application.

Using IDV to Promote Computational Thinking in Atmospheric Science Learning

Presenter(s): Yan Sun, Mississippi State University; Mengni Bai, Mississippi State University
Contributor(s): Jamie Dyer, Mississippi State University; Mahnas Jean Mohammadi-Aragh, Mississippi State University; Jonathan Harris, Mississippi State University; Pat Ko, Mississippi State University

This session showcases the innovative science learning experience of using IDV (Integrated Data Viewer) for 3D visualization of real-world weather data and promotion of computational thinking development among middle and high school students. Attendees of this session will be engaged in visualizing real-world weather data to experience the science learning experience innovated by IDV.

The potentials and trends of using holography in education: a scoping review

Presenter(s): Ha Won Yoo, Korea University; Hyunju Oh, Korea University
Contributor(s): Jaehong Jang, Byulnae elementary school; Innwoo Park, Korea University

The purpose of this study is to conduct an overview of the current status and key literature context in application of holography technology in education, and to identify its effects and contributions to students’ learning experience and performance. Through this comprehensive overview, this study is aimed to ascertain unresolved issues associated with current research trends especially in clarifying the scope and definitions of technology applications in education for further educational research development.

Thursday, November 4 Meetings: Times and Locations

172. Mid-Career Reception
4:00 pm to 5:00 pm
Palmer - Cresthill
Chair: Heather Leary, Brigham Young University

173. President’s Reception for International Affiliates (by invitation only)
4:00 pm to 5:00 pm
Palmer - Madison

174. PIDT Planning
4:30 pm to 5:30 pm
Palmer - Congress
Zoom Meeting Host: AECT Zoom Host 02, AECT

175. INT- International Division: Annual Silent Auction
5:00 pm to 6:00 pm
Palmer - 4th Floor-Red Lacquer

176. INT- International Division: Dinner Buffet (preregistration only)
6:00 pm to 7:00 pm
Palmer - 4th Floor-Red Lacquer

177. INT- International Division: Annual Live Auction
7:00 pm to 8:30 pm
Palmer - 4th Floor-Red Lacquer
Thursday, November 4 Meetings: Times and Locations

178. CLT- Pandemic Influence & Teaching (v)
7:30 pm to 8:30 pm
Virtual - Chicago 3A

Divided Response: Teachers reflect on abrupt changes in the COVID-19 Pandemic
Presenter(s): Amy C Bradshaw, University of Oklahoma
Contributor(s): Mashiur Shaon Rahaman, University of Oklahoma

This session discusses a study exploring digital divide and other factors in the experiences of teachers shifting modes of instruction during the COVID-19 pandemic. In particular, researchers consider similarities and differences among experiences of teachers in schools with different standings related to the digital divide, with particular attention to uses of unfamiliar instruction technologies.

How Department Culture Influences Innovation in Online Teaching for “Pandemic Laggards”
Presenter(s): Faye Furutomo, University of Hawaii at Manoa; Christine K. Sorensen Irvine, University of Hawaii at Manoa

Leaders have identified issues of organizational culture as a barrier to innovation efforts, such as online education. Due to the pandemic, many faculty have been forced to teach online for the first time. “Laggards” are those who adopt an innovation last, often when there is no other choice. Thus, these “pandemic laggards” offer a unique perspective on online teaching, the impact of their organizational culture on online teaching adoption and what may happen post-pandemic.

Inclusion, Equity, and Accessibility for Online Teaching: From Leadership to Actionable Strategies
Presenter(s): Aaron Noland, James Madison University; Andrea Adams, James Madison University; Juhong Christie Liu, James Madison University

This session will showcase decision-making strategies and instructional design (ID) initiatives from both leadership and practitioner perspectives, with a focus on accessible and inclusive online and hybrid learning. In the challenging 2020, many actionable strategies were quickly adopted to implement ID to maintain learning continuity. Access, equity, and inclusion strategies and initiatives were critical in planning and delivering effective learning environments for all students. Audience will take away strategies, leadership lessons, practical tools and applications.

Zoom Meeting Host:
AECT Zoom Host 18, AECT

179. D&D- Awardee Presentations (v)
7:30 pm to 9:30 pm
Virtual - Chicago 2A
Zoom Meeting Host:
AECT Zoom Host 16, AECT

180. GSA- The CLT Theories We Need Now: A Graduate Student Perspective (v)
7:30 pm to 8:30 pm
Palmer - Wilson
Presenter

The CLT Theories We Need Now: A Graduate Student Perspective
Presenter(s): Katherine Walters, University of Georgia; Lili Yan, Utah State University; Rebecca Clark-Stallkamp, Virginia Tech; Kate Novak, University of Colorado Denver; Carla Fernández-Soto, Purdue University
Contributor(s): Paula Marcelle, Indiana University; Kristin Herman, West Chester University

Join for a panel and discussion on how to apply critical and social justice theory in learning design and research focused on the intersections of culture, learning, and technology (CLT). Connections will be made with CLT theories and applications with feminist theories, culturally disruptive pedagogy, embodied and multimodal theories, colorblind racism/critical whiteness, and intersectionality.

Zoom Meeting Host:
AECT Zoom Host 13, AECT

181. OTP- Microlearning, Leadership Development and Change Management (v)
7:30 pm to 8:30 pm
Virtual - Chicago 6A

Presenter(s): Jeffrey Phillips, Florida State University
Contributor(s): James Klein, Florida State University

The presentation discusses the strategies that change management practitioners use in the field. I have gathered survey data from well-known change management organizations to determine how often practitioners use change management strategies found in popular change management models. Participants of this session will identify (a) the twelve common strategies found in six popular models, and (b) the frequency that practitioners implement these strategies.
Thursday, November 4 Meetings: Times and Locations

The Effects of Microlearning: A Scoping Study
Presenter(s): Aidung Taylor, PRA Health Sciences; Woei Hung, University of North Dakota
Microlearning has gained popularity in the training industry and professional studies disciplines. While there is plenty of articles on what microlearning is and how to create and implement them, a closer look at the existing research is important to inform instructional design professionals what the trends are in using microlearning and what the effects are on enhancing learner’s performance in the workplace as well as academic settings.

The Relationships Among Sustainable Work Environments, Human Agency, and Self-Leadership
Presenter(s): Jennifer Park, Indiana University Bloomington
Despite the considerable cost of training, research has indicated a number of limitations of formal approaches in workplace learning. One of the critical limitations of formal training is developing programs that meet the organizations’ and learners’ needs directly applicable in the workplace. Many studies found positive effects on creating an organizational culture, a support system for facilitating learning processes in an organization, and continuous informal learning self-initiated by individuals for developing leadership behaviors that meet the changing work environments. Drawing on diversified literature associated with SCT of human agency, this study aims to examine the relationships among environmental factors (i.e., organizational learning culture, autonomous work environment), the facets of human agency (i.e., intentionality, forethought, self-reactiveness, and self-reflectiveness), and self-leadership in order to investigate the extent of the impact of environmental, intrapersonal, and behavioral determinants on leadership development.

Zoom Meeting Host:
AECT Zoom Host 24, AECT

182. RTD- Student Outcomes and Achievement (v)
7:30 pm to 8:30 pm
Virtual - Chicago 5A

How the Pedagogy Role Moderates the Effects of Mobile Learning on Science Achievement: A Meta-Analysis
Presenter(s): Lehong Shi, University of Georgia; T J Kopcha, University of Georgia
We performed a meta-analysis of 34 studies with 58 effect sizes to examine how students’ and teachers’ pedagogy roles varied and how the variations moderated mobile learning (ML) effects. The ML had substantial effect (g = 1.04, 95% CI [0.82-1.27]). The pedagogy role moderated the ML effects with varying extent of magnitude. Specifically, student-led and collaborative pedagogy roles had Substantial and High moderation effects. The teacher-led pedagogy role had Moderate effect with no statistical significant.

Manipulating a Virtual Human’s Speech and Its Effects on Learning and Affect
Presenter(s): Noah L Schroeder, Wright State University
Contributor(s): Robert Franklin Siegle, Arizona State University; Vipin Verma, Arizona State University; Scotty D Craig, Arizona State University
Virtual humans are human-like characters that are often designed to help people learn. In this study, we manipulated how the virtual human spoke using the evidence-based strategies of refutation text and deep questioning. We found no significant differences across learning outcomes or attitudes, but did find that learners’ perceptions of engagement differed depending on the speech strategy the virtual human used. Implications for theory and practice will be discussed.

Service-Learning Student Reflections Design and Facilitation: The Commonalities and Differences
Presenter(s): Xiaokai Jia, Indiana University; Anne Ottenbreit-Leftwich, Indiana University
Reflections play an essential role in service-learning to help students process their experiences in service-learning. Researchers have identified the characteristics of effective student reflections. This multiple case study explores how instructors in four disciplines designed and facilitated student reflections in service-learning. The results show that instructors employ three common strategies in reflection activity design. The facilitation strategies varied depending on the nature of the project and the characteristics of the students.

Zoom Meeting Host:
AECT Zoom Host 22, AECT

183. SICET- Interdisciplinary learning community (v)
7:30 pm to 8:30 pm
Virtual - Chicago 1A

Interdisciplinary Learning Communities on Virtual Immersive Technologies: A Dialogue between Teacher Educators and STEM Educators
Presenter(s): Xiaojun Chen, St. John’s University; Yupeng Luo, California State University, Fresno; Ying Zhang, Robert Morris University
Contributor(s): Wei Wu, California State University, Fresno
This interdisciplinary panel consists of four researchers from three institutions, who bring expertise from learning design, teacher education, language teaching and learning, architecture, engineering, and construction management. The panel will lead an engaging discussion on current trends, applications, and challenges of immersive technologies in teacher education, language teaching and learning, and STEM disciplines. The dialogue will further explore the possibility of building an interdisciplinary collaboration among teacher educators and STEM educators.

Zoom Meeting Host:
AECT Zoom Host 14, AECT

Chicago, Illinois AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021
Thursday, November 4 Meetings: Times and Locations

184. TED/DELT - Emergent Trends in Preservice Preparation (v)
7:30 pm to 8:30 pm
Virtual - Chicago 4A

TED - Preservice Special Education Teachers’ Experiences in a Practice-based Assistive Technology Education
Presenter(s): Ismahan Arslan-Ari, University of South Carolina
Contributor(s): Derya Baser, Bolu Abant Izzet Baysal University

The purpose of this study was to explore the preservice special education teachers’ experiences in the practice-based technology integration in special education course. Data were collected from 67 preservice special education teachers through a pre and post assistive technology experiences survey. The quantitative data revealed a significant difference between preservice teachers’ Assistive knowledge and ability scores after the course. The preservice teachers found the course beneficial and relevant to their future career development, but they also stressed several weaknesses of the course and provided suggestions to improve the course.

TED - Teaching Through the Pandemic: Teachers’ Experiences with Emergency Remote Teaching
Presenter(s): Jin Mao, Wilkes University
Contributor(s): Jennifer Lipton, Wilkes University

This presentation would provide information on a study conducted of elementary teachers’ experiences with emergency remote teaching during the COVID-19 pandemic. Eight elementary classroom teachers were interviewed about their experiences with emergency remote teaching beginning in the spring of 2020. The information gathered from this study provides insight into what this experience was like for the teachers and how school districts and administrators can be better prepared for a crisis-prompted teaching situation in the future.

DELT - Augmented Reality-based Classroom Simulation for Preservice Teacher Training: Scenario Usefulness and Avatar Realism
Presenter(s): SANGHOON PARK, University of South Florida; Kukhyeon Kim, Chonnam National University; Taehyeong Lim, Chonnam National University
Contributor(s): Jeeheon Ryu, College of Education, Chonnam National University Gwangju, South Korea

In this study, we created SimTEACHER M, an augmented reality (AR)-enabled mobile simulation for preservice teachers and examined how the type of interactions and the intensity of scenarios affect users’ perceived scenario usefulness and avatar realism. The results of a one-way MANOVA with repeated measures showed that AR interactions improved the user’s perception of the realism of student avatars while the high-intensity scenario increased the usefulness of the scenario.

Zoom Meeting Host:
AECT Zoom Host 20, AECT

185. The Great Debate (v)
7:30 pm to 9:30 pm
Virtual - Chicago 6B
Chair:
Tutaleni I. Asino, Oklahoma State University

Presenters:
Joi Moore, University of Missouri
Patricia Young, Uni. of Maryland Baltimore County
Stephanie L. Moore, University of New Mexico
Enilda Romero-Hall, The University of Tampa
Lucas Vasconcelos, University of South Carolina
Spencer P. Greenhalgh, University of Kentucky
Daniela Castellanos Reyes, Purdue University

Zoom Meeting Host:
AECT Zoom Host 25, AECT

Are we too collegial for the sake of avoiding confrontations? Well-intentioned practices, such as using hedging language or respectfully disagreeing without further engagement, can result in avoiding deeper discussions about often meaningful or significant implications. Such vail pleasantries do little to advance the field or our own thinking. In this structured debate, leading scholars tackle position statements about the field. We aim to engage panelists and audience members as agents of change, disruptors, with the potential to ignite broader dialogues. Team Joi Joi Moore, Patricia Young, Stephanie Moore Team Enilda Enilda Romero-Hall, Lucas Vasconcelos, Spencer Greenhalgh, Daniela Castellanos Reys Team GSA Pauline Maljana, Kae Novak, Anne Fensie, Dana ALZoubi, Annetta Dolowitz, Chris Luchs

186. KSET - Trends and Issues (v)
8:45 pm to 9:45 pm
Virtual - Chicago 3B

Emerging Trends and Issues of Educational Technology in Korea and the U.S.: Predicting the Future.
Presenter(s): Alison Carr-Chellman, University of Dayton; Sung “Pil” Kang, University of New Mexico
Contributor(s): JueHwan Byun, Wichita State University; Innwoo Park, Korea University

The four leading scholars from Korea and the U.S. share their perspectives on current emerging themes and issues in educational technology
Thursday, November 4 Meetings: Times and Locations

and discuss the future direction of educational technology. The audience will freely ask any questions or comments on the topics the panels share and a moderator will lead the vibrant interchange between the panel and audience.

Zoom Meeting Host:
AECT Zoom Host 19, AECT

187. RTD- Learner Empowerment and Agency (v)
8:45 pm to 9:45 pm
Virtual - Chicago 5B

Adults in Distance Education: A Multimodal Approach to Understanding Learner Engagement
Presenter(s): Anne Fensie, University of Maine
Contributor(s): Jennifer Jain, University of Maine; Teri St. Pierre, University of Maine
Multimodal research is gaining popularity in the learning sciences, but there is limited use of screen recording analysis. Our methodology used recorded study sessions with screencast, webcam video, and audio recording of adult students in their home environments as they participated in their online classes. We will deconstruct our methodology to allow participants to understand how multimodal research can be used to provide macro- and micro-analysis of learning tasks and learning environments in authentic contexts.

Build-Your-Own Support Systems: Identity-Agency and Professional Learning with Social Media
Presenter(s): K. Bret Staudt Willet, Florida State University
This presentation focuses on identity-agency as a framework to better understand professional learning networks in social media research. The study addressed reasons why early career teachers construct support systems during induction, the skills and resources they seek, from whom, and how they use social media to expand the tools, people, and spaces available to them. Semi-structured interviews with nine early career teachers provided data for exploring how social media create new opportunities and tensions.

Empowering students in remote learning: A mediation analysis with structural equation modeling
Contributor(s): Zhiru Sun, University of Southern Denmark; Yuqin Yang, Central China Normal University
The Implementation of the Community of Inquiry (CoI) is a challenging process that may not always lead to desirable outcomes. This study aimed to understand the main effects of CoI on students’ learning by zooming on a process construct – empowerment in a remote learning environment. The findings showed that student empowerment had a positive direct impact on achievement and engagement, and also fully and partially mediated the relationship between the CoI and students’ remote learning.

Zoom Meeting Host:
AECT Zoom Host 23, AECT

188. SICET- Enhanced Learning Environment (v)
8:45 pm to 9:45 pm
Virtual - Chicago 1B

Determining factors of off-task multitasking with digital devices during class time
Contributor(s): Liping Deng, Hong Kong Baptist University; Yujie Zhou, Hong Kong Baptist University; Qingchun Hu, East China University of Science and Technology; Kelly Ku, Hong Kong Baptist University
This study explores the relationships between intrinsic motivation, peer distraction, and off-task multitasking as well as the mediating role of self-efficacy and multitasking preference based on questionnaire data from 210 university students in China. The results show that learning self-efficacy fully mediates the association between intrinsic motivation and off-task multitasking. Multitasking preference partially mediates the association between peer distraction and off-task multitasking during class time.

Exploring Students’ Technology Acceptance Patterns and Their relations with Learning Management System Use and Students’ characteristics
Presenter(s): Miaoting Cheng, Shenzhen University
Contributor(s): Allan Hoi-kau Yuen, The University of Hong Kong
Drawing on a sample of 1182 students from 25 Hong Kong secondary schools, this study unpacked students’ learning management system (LMS) acceptance patterns (TAP) by integrating key variables of technology acceptance through latent profile analysis. 3 TAP were identified: reluctant condition (128), embracing condition (671), and affirmative condition (383). TAP’s effect on students’ LMS use was explored. The associations of student characteristics with TAP were examined. Implications of findings are discussed.

Reimagining Online Education for Teens: Building Motivation Through a Technology-Immersed Inquiry-Based Learning Design
Presenter(s): Debbie Cockerham, University of North Texas; Sharon Ndinda Ndolo, University of North Texas; Lin Lin, University on North Texas
In the sudden shift from physical classrooms to online learning during the pandemic, many K-12 educators struggled to motivate students through virtual classrooms. This session describes an innovative participatory action research study in which teenagers led their own learning online by serving as participant-researchers. Teens were focused and engaged as they collaborated to design projects, gather data, and share findings. The interactive session will highlight factors and experiences that can build motivation in online education.

Zoom Meeting Host:
AECT Zoom Host 15, AECT
Thursday, November 4 Meetings: Times and Locations

189. TED- Equity, Access, & Experience (v)
8:45 pm to 9:45 pm
Virtual - Chicago 4B

**Enhancing Equitable Support for Novice Teachers: An Examination of an Online Connected Learning Community**
Presenter(s): *Anna Oliveri*, University of Texas at Austin
Contributor(s): *Joan Hughes*, Department of Curriculum and Instruction, College of Education, UT-Austin

Online support-based communities have the potential to create more equitable opportunities for novice teachers to receive the support they need to enhance their teaching self-efficacy and be successful in their first years. This study investigates novice teachers’ purposes for engaging in and perceptions of online community spaces. We assessed novice teachers’ perceptions of support, community structures, and perceived benefits and challenges. These yield insights for those involved in novice teacher support.

**Student Experience of an Online Maker Course During the COVID-19 Pandemic: A Case Study**
Presenter(s): *Jonathan Cohen*, Georgia State University; *Luke Ziegler*, Georgia State University
Contributor(s): *Pamela Leigh Martin*, Georgia State University

This concurrent session will (1) describe how a face-to-face university maker education course employing a novel instructional was redesigned to accommodate COVID-19 safety guidelines and (2) present an exploratory case study of how affordances of online learning that were leveraged in the redesign impacted students’ experience in the course.

**Training Preservice Teachers to Design K-12 Online and Blended Lessons in a Virtual EdTech Course**
Presenter(s): *Yi Jin*, Kennesaw State University

This concurrent session will introduce the design and implementation of a new topic, K-12 online and blended learning, into the virtual EdTech course for middle grades preservice teachers. The presenter will discuss the best practices of infusing this new topic and share preliminary findings on the design’s effectiveness. The content will benefit teacher educators and researchers in considering adding this topic into their courses and starting conversations on conducting further research on this topic.

Zoom Meeting Host:
*AECT Zoom Host 21, AECT*
Friday, November 5 Meetings: Times and Locations

190. D&D- Digital Learning Innovations (v)
5:30 am to 6:30 am
Virtual - Chicago 3A

A Design Study on Technology-Based Learning Progress Feedback (LPF)
Presenter(s): Min Kyu Kim, Georgia State University
This study defined Learning Progress Feedback (LPF) as formative feedback about student trajectories toward solving a problem. We developed two LPF prototypes in a learning system with which we investigated students’ reactions to the LPF features. We conducted a mixed-methods analysis using 35 student data gathered from a graduate-level online course. Results demonstrated that students benefited from the two LPF designs to navigate their learning progress but differed in their preference and learning behaviors.

Notes from Home: Undergraduate Students’ Formative Feedback on Teaching and Learning Online amidst the Pandemic
Presenter(s): Alisa Hutchinson, Wayne State University
Contributor(s): Anabel Stoeckle, Wayne State University; Sara Kacin, Wayne State University
The COVID-19 pandemic highlighted the need for student-centered approaches to online course design and teaching. In online courses, collecting formative feedback from students can be a deliberate design choice to provide insight into their learning experiences. In this interactive session, we share findings from qualitative research on undergraduate students’ mid-semester formative feedback to their Fall 2020 online instructors. We discuss implications of formative feedback as a design tool in higher education beyond the pandemic.

Time for a Paradigm Shift in Predictive Analytics: Debiasing Models with Fair AI
Presenter(s): Chenglu Li, University of Florida
Contributor(s): Wanli Xing, University of Florida; Walter Leite, University of Florida
To support online learners at a large scale, educational researchers have adopted artificial intelligence (AI) techniques such as machine learning (ML) to predict their learning outcomes automatically. However, limited attention has been paid to the fairness of prediction with AI in educational settings. This study aims to fill the gap by introducing a generic algorithm that can work with existing AI algorithms while yielding fairer results.

Zoom Meeting Host: AECT Zoom Host 18, AECT

191. DDL- Innovate! H5P Interactive Content Creation (v)
5:30 am to 6:30 am
Virtual - Chicago 2A

Interaction With Content And Self-Learning Through H5P Activities
Presenter(s): Paola Perez, Universidad Austral de Chile
Interaction and self-learning in online environments are strongly needed as in any educational setting. The online authoring tool H5P supports interaction with content and provides informative feedback to students to support self-learning. Through H5P you will edit activities such as interactive video, flashcards, memory game, interactive book among others. These activities adapt to any content and student and can be embedded in Learning Management Systems, BYOD, and create an account in H5P to participate.

Zoom Meeting Host: AECT Zoom Host 16, AECT

192. GSA- Innovate! Do You Want to Build Microlearning? Design with a Microlearning Team! (v)
5:30 am to 6:30 am
Virtual - Chicago 4A

Do You Want to Build Microlearning? Design with a Microlearning Team!
Presenter(s): Irene A Bal, Old Dominion University; Frances M Alvarado-Albertorio, Oklahoma State University; Okan Arslan, Texas Tech University; Jessica Renee Collier, Sam Houston State University; Matt Connell, Baker University; Mohammad Shams Ud Duha, Purdue University; Esther Michela, University of Tennessee Knoxville; Elisa Shaffer, Old Dominion University; Annetta Dolowitz, University of South Alabama; Rajagopal Sankaranarayanan, Indiana University Bloomington
Contributor(s): Paula Marcell, Indiana University
Interested in designing microlearning? This roundtable session will showcase how to design a microlearning resource from conception to completion utilizing the Microlearning Instructional Design Model. This model, developed by the AECT Graduate Student Assembly (GSA) Microlearning Initiative Team, is a comprehensive design model for microlearning. Bring your microlearning resource ideas, as our team will also support your design of microlearning resources through supplied design documents and micro-breakouts. Join us in developing microlearning in this micro-session.

Zoom Meeting Host: AECT Zoom Host 20, AECT

193. Intern Meeting - 4 Friday
6:00 am to 7:00 am
Palmer - Salon 3
Friday, November 5 Meetings: Times and Locations

194, Gallery Walk Showcase
7:00 am to 8:00 am
Palmer - Salon 4-9

Participants

Poster: D&D-Gamification in Scientific Argumentation for Middle School Students
Presenter(s): Pi-Sui Hsu, Northern Illinois University
Contributor(s): Reva Freedman, Northern Illinois University; Darin Brockmann, Northern Illinois University; Zachary Hueneke, Northern Illinois University; Dean La Barbera, Northern Illinois University; Ben Kluga, Northern Illinois University; Rui Zhang, Northern Illinois University; Ian Sullivan, Northern Illinois University

The purpose of this part of the study is to develop a gamified tool to support scientific argumentation for middle school students and describe how faculty and students in different disciplines (e.g., instructional technology, computer science) collaborated on and delivered the project using an Agile methodology. The team will conduct a second usability test of the design with middle school students based on the results from the first iteration.

Roundtable(v): DDL-Exploring Saudi Female Students’ Attitudes Towards Flipped Classrooms in Higher Education: A Qualitative Study
Presenter(s): Rabab Mohammad Alareifi, University of Jeddah; Pi-Sui Hsu, Northern Illinois University
Contributor(s): Rebecca D Hunt, Northern Illinois University; Olha Ketsman, Northern Illinois University

The session will share insights from an empirical qualitative study that explored higher education female students’ attitudes towards flipped classrooms (FC) in Saudi Arabia. The results of the interviews showed students had mixed attitudes towards it. The session will discuss findings, challenges of using FC to promote equality in education, limitations, strategies and plans to better implement FC to support instructors and researchers to effectively design flipped courses to meet students’ demands and satisfaction.

Presenter(s): Dimitris Timpilis, University of Miami; Nam Ju Kim, University of Miami

Many governmental and educational institutions include Nature of Science understanding as one of the fundamental goals of K–12 STEM education. However, there is little research exploring the enhancement of Nature of Science understanding through theatre productions relative to the history of science. This design proposal suggests that the production of “Life of Galileo” by Bertolt Brecht could enhance students’ understanding of research, the scientific method, and the criteria that differentiate scientific from non-scientific theories.

Poster: DELT-Using Virtual Reality in Language Learning for ESL Learners
Presenter(s): Pi-Sui Hsu, Northern Illinois University; Sena Bulak, Northern Illinois University
Contributor(s): Sharif Shahadat, Northern Illinois University

The purposes of this mixed-method study are to examine the impact of a virtual tour designed with different modes (e.g., visual, auditory) on language learning outcomes and to explore how a virtual tour changes ESL (English as a Second Language) learners’ attitudes toward learning English. Design of the virtual tours will be grounded in telepresence and cognitive theory of multimedia learning.

Roundtable(v): EDHP-Formal and Informal Medical School Curriculum Resources: Student and Faculty Use and Perceptions
Presenter(s): Atsusi Hirumi, University of Central Florida
Contributor(s): Patrick Sean Kroenung, UCF College of Medicine; Benjamin Daines, UCF College of Medicine; Reanne Mathai, UCF College of Medicine; April Taniguchi, UCF College of Medicine; Mehreen Mahmood, University of Central Florida, College of Medicine

The roundtable will foster the discovery of diverse experiences that provide input on an on-going study investigating the use of both formal and informal curriculum resources in medical schools. The discourse will be most beneficial to undergraduate medical education stakeholders; specifically, administrators, faculty, staff, students, and publishers of curriculum materials, with the results of the study informing decisions regarding the design, delivery, and selection of educational resources.

Poster: EDHP-Re-Envisioning Medical Education: Global Perspectives from Medical Students Worldwide
Presenter(s): Atsusi Hirumi, University of Central Florida
Contributor(s): Benjamin Daines, UCF College of Medicine

A seminar focusing on the student’s perspective examined key topics in three threads: (a) Evidenced-Based Medical Education and Active Student-Centered Learning, (b) Visions on the Future of Medical Education, and (c) Learning System Features and Technology. 25 medical students from 13 countries acted as panelists to facilitate discussion between students and faculty on these threads. Slides prepared by student panelists were analyzed using thematic analysis and key lessons learned from the webinar are discussed.

Roundtable(v): LED-The Quaternity of Game Mechanics: Applications for Serious Games
Presenter(s): Greg McGowin, University of Central Florida; Atsusi Hirumi, University of Central Florida
Contributor(s): Nathan Alexander Sonnenfeld, University of Central Florida; Kendall Kellogg, University of Central Florida; Robin Brown, University of Central Florida

In this interactive roundtable session, we will posit a taxonomy of game mechanics, taught to commercial video game designers but not found in educational research and literature, to help to advance the design of serious games. Participants will learn how game mechanics may be applied to serious games in alignment with desired learning outcome and will be asked to provide feedback on the preliminary taxonomy to facilitate its continued development.
Friday, November 5 Meetings: Times and Locations

Roundtable: DELT-The Quaternity of Game Mechanics: Applications for Gamification of Education and Training
Presenter(s): Greg McGowin, University of Central Florida; Atsusi Hirumi, University of Central Florida
Contributor(s): Nathan Alexander Sonnenfeld, University of Central Florida; Kendall Kellogg, University of Central Florida; Robin Brown, University of Central Florida

In this interactive roundtable session, we will posit a taxonomy of game mechanics to help instructional designers and practitioners advance the application of gamification to instruction. After a brief review of published taxonomies of game mechanics, participants will learn how to apply our taxonomy to advance the gamification of instruction, and will have the opportunity to provide feedback on the preliminary taxonomy to facilitate with its continued development.

Poster: DELT-Highway to the Complex Zone: Applying a Computational Model for Complexity to Scenario-based Training in Aviation
Presenter(s): Greg McGowin, University of Central Florida
Contributor(s): Zerong Xi, University of Central Florida; Stephen Fiore, University of Central Florida; Gita Sukthankar, University of Central Florida; Kevin Oden, Lockheed Martin

The growing complexity of aviation has necessitated a need for the development of effective pilot training that is safer and more cost effective. This paper applies a computational model of scenario complexity as defined by Dunne and colleagues (Dunne, 2014; Dunne et al., 2010a; Dunne et al., 2010b) to a complex aviation virtual reality (VR) scenario-based training. After providing a brief review of VR and scenario-based training we will discuss the applications and uses of the model.

Roundtable(v): DDL-Elementary School Teacher’s Perception of Building Online Community Utilizing a Social and Emotional Curriculum
Presenter(s): Kimberly Dinsdale, University of Miami; Nam Ju Kim, University of Miami

This study aims to investigate teachers’ perceptions of using a social and emotional (SEL) curriculum to promote student belongings during distance learning due to COVID. As a result, teachers agreed that the curriculum was critical in helping students transition back to school in a distance learning setting as it fostered community both in the classroom and in the school. Teachers also felt that the established community helped to minimize transactional distance in elementary online learning.

Roundtable: RTD-Using Social Learning Analytics: A Conceptual Framework to Research Learner Interaction in Online Learning
Presenter(s): Daniela Castellanos Reyes, Purdue University; Shivani Ramoutar, Purdue University; Jennifer Richardson, Purdue University

Interaction is an essential element of online learning. We present a conceptual framework for researchers to better understand learners’ interaction in online learning environments through Social Learning Analytics (SLA). This is a work-in-progress, yet our objective is to provide a robust conceptual framework to make SLA accessible to researchers and practitioners. Readers will find concepts from networks theory and online learning literature integrated into a new perspective to analyze learners’ online behaviors and interactions.

Posters and Roundtables may be presented virtually or in person. In person Gallery presentations are located in Salons 4-9. Use the Zoom session link to access virtual Gallery presentations. Where known, individual titles have a (v) to indicate a virtual presentation. Otherwise, attendees should consult the presentation materials (Poster Boards or file upload) to see if the presenter(s) plan to present in-person or virtual and if they will be presenting both Thursday and Friday.

Poster: D&D-3D VR Graduation Celebration during the Pandemic: A Case Study
Presenter(s): Xinhao Xu, University of Missouri; Hao He, University of Missouri Columbia; Amanda Stafford, University of Missouri - Columbia; Jhon Alexander Bueno Vegas, University of Missouri-Columbia; Gayathri Sadanala, University of Missouri, Columbia; Shangman Li, University of Missouri-Columbia

This case study introduces a timely project about a 3D virtual-reality-enabled graduation celebration (VRGC) that provided an alternative approach to celebrating university graduation amidst the COVID-19 pandemic. The VRGC was carefully designed with fun, engaging, and interactive activities to compensate for the cancelation of the conventional commencement due to the pandemic. Quantitative and qualitative data collected from 10 participants were analyzed for user experience, cognitive contribution, technology acceptance, and the feasibility of VRGC.

Roundtable(v): DDL-Investigating the design of online foreign language courses and its impact on students’ learning strategies
Presenter(s): Kui Xie, The Ohio State University; Jiahang Li, Michigan State University
Contributor(s): Zilu Jiang, The Ohio State University; Vanessa W. Vongkulkuksn, University of Nevada Las Vegas

We extracted 786 design tasks from the courses and adopted Instructive Second Language Acquisition theory to analyze the task design. We will first elaborate the framework that we generated to code the design and discuss the result of the difference between levels, asynchronous and synchronous sessions, and its trend of change across time. We will present the result from Multi-level models about how the design feature impact students’ use of vocabulary learning strategies online.

Poster(v): DDL-Online Source Evaluation as Scaffolding for Argumentative Discussion on a Social Science Controversial Topic
Presenter(s): Kui Xie, The Ohio State University
Contributor(s): Lin Lu, The Ohio State University; Mitchell Blake Shortt, The Ohio State University; Babatunde Akinkuolue, The Ohio State University

The study investigated how the activity of online source evaluation was used to scaffold college students’ argumentative discussion on a controversial social science topic. The study assessed 203 students’ online source evaluation performance, the quality of argumentative posts, and the relationship between. Path analysis using ordered probit model suggested that students’ source evaluation performance increased the probability of having better conceptual and grounds quality of their argumentation.
Friday, November 5 Meetings: Times and Locations

**Poster: DDL-Student Attentiveness in a 3D Educational Virtual Reality Online Orientation**
Presenter(s): Gayathri Sadanala, University of Missouri, Columbia; Xinhao Xu, University of Missouri; Hao He, University of Missouri Columbia; Jhon Alexander Bueno Vesga, University of Missouri-Columbia; Shangman Li, University of Missouri-Columbia

For online students, it is challenging to be aware of resources available to them, expectations in academia, or to be familiar with the staff and students without any information sessions. Therefore, online orientation is crucial to distance learners to be successful as online students. The purpose of our study was to investigate the importance of learner’s attention to the instructional details within the online orientation. An educational desktop 3D virtual reality (VR) world orientation was created based on cognitivism learning theory and behaviorism. We observed the behaviors of new online students over an academic year and utilized a mixed-method approach for acquiring the data and analysis. Online students (N=56) participated in an hour and a half testing session with a pre-test and a post-test survey along with a handout to fill. Results show that the learner’s attentiveness to details within the 3D VR world supports the success of the learner.

**Roundtable(v): DDL-The Impact of Barriers to Learning on K-12 Parents’ Perception of Satisfaction and Anxiety During the COVID-19 Switch to Online Learning**
Presenter(s): Hal Hinderliter, Northern Illinois University; Ying Xie, Northern Illinois University
Contributor(s): Karen L Ladendorf, Northern Illinois University; Hans Muehlsler, Northern Illinois University

The 2020 COVID-19 pandemic caused a sudden transformation for K-12 students, as in-person classes were replaced with distance learning. The current research examines parental perceptions of this change via an online survey (n = 154) that presented 30 possible barriers to student learning, as well as questions designed to explore the constructs of satisfaction and anxiety. Linear regression stepwise analysis was used to identify six barriers that significantly affect parental satisfaction and/or perceived student anxiety.

**Roundtable(v): DELT-Theory-based Intervention Framework to Improve Mathematics Teachers’ Motivation to Engage in Online Professional Development**
Presenter(s): Nathan Hawk, Texas A&M University; Margaret Bowman, The Ohio State University; Kui Xie, The Ohio State University
Contributor(s): Shadow William Jon Armfield, Northern Arizona University; Gayathri Sadanala, University of Missouri, Columbia; Hao He, University of Missouri Columbia; Jhon Alexander Bueno Vesga, University of Missouri-Columbia

Teacher professional development is increasingly conducted online. One concern is teachers’ motivation to engage. Teachers’ task values and expectations for success may help explain why teachers engage in online professional development. We synthesize literature guided by the Expectancy-Value Theory, an integrated motivational framework, and propose five design principles to guide future online professional development in ways that may improve teachers’ motivation to engage. We discuss implications for researchers and designers of mathematics professional development.

**Poster(v): DELT-The Role of Moderators in Math Learning Games: A Meta-Analysis**
Presenter(s): Sungwoong Lee, University of West Georgia; Xinhao Xu, University of Missouri
Contributor(s): Kyungwha Cho, Baker University; Daniel Watanabe, Emporia State University

To compare the effects of math-related video games on math achievement, ProQuest databases including ERIC, ProQuest Dissertations and Theses, ProQuest Education Journals, ProQuest Illustrata, and PsycINFO, SpringerLink, Web of Science, and ScienceDirect were used for searching relevant literature between 2001 and 2020. Specifically, Researchers identified relevant studies by utilizing the following key descriptors and combinations of these descriptors: game, mathematics, and experiment. All kinds of video or computer games were included regardless of the platform. Non-electronic games such as paper-based board games or pen-and-paper games were excluded.

**Roundtable(v): INT-Adaptive Learning, the next generation of online learning environment: Strength, Weakness, Opportunity, Threat (SWOT)**
Presenter(s): Hoda Harati, Northern Arizona University; Chih Hsiung Tu, Northern Arizona University
Contributor(s): Shadow William Jon Armfield, Northern Arizona University; Cherng-Jyh Yen, Old Dominion University

In this session, the results of a qualitative study focusing on the Strength, Weakness, Opportunity, and Threat of adaptive learning based on adaptive learning students’ perceptions will be discussed, a reason behind each issue will be explained, and a solution for each problem will be offered.

**Roundtable(v): INT-Student-based V.S. Topic-based threaded discussion board in Online Classrooms**
Presenter(s): Hoda Harati, Northern Arizona University; Chih Hsiung Tu, Northern Arizona University
Contributor(s): Shadow William Jon Armfield, Northern Arizona University; Benning Tiek, Northern Arizona University

This research intends to show the instructors of online classes how to design different formats of online discussions to increase students’ engagement and interaction in online classes and also to present the result of a Likert scale questionnaire on how Student-based V.S. Topic-based threaded discussions would have different effects on network and community, cognition, and use of interface by online students.

**Roundtable(v): INT-Undisclosed stories of International Instructors’ Perspectives on Teaching and Course Design in United States Universities**
Presenter(s): Huiruo Chen, University of South Florida; SANGHOON PARK, University of South Florida
Contributor(s): Zhongrui Yao, Florida State University; Chantal Oscar, University of South Florida

The number of international graduate students in the United States increased every year. International students with teaching experience are more likely to teach undergraduate students as teaching assistants or instructors in U.S. institutions. Even if the international
instructors have been in the US for years, they still encounter cultural differences, in terms of teaching philosophy, course design, teaching pedagogies, classroom management, etc. The purpose of this research is to study three female international instructors’ perceptions on their course design, teaching pedagogy, class management, and assessment from their teaching experience in U.S. universities. We hope this autoethnography study will build a chance for people to deeper understanding the international instructors in U.S. universities.

Roundtable(v): LED-Supporting Learning in the pandemic: An empirical case study on students’ engagement in a synchronous hybrid class
Presenter(s): Huiruo Chen, University of South Florida; Lili Yan, Utah State University; Shangman Li, University of Missouri-Columbia; SANGHOON PARK, University of South Florida
Contributor(s): Fan Yu, University of Missouri-Columbia
Abstract: This qualitative case study explores the effectiveness of a practical teaching pedagogy -- active learning approaches, toward students’ engagement and learning outcomes in a synchronous hybrid class setting. Because of the pandemic and social distance requirement, the synchronous hybrid class setting is designed to meet the requirement for both face-to-face classes and online classes. In this study, researchers particularly focus on the synchronous hybrid class as a way that the students of the face-to-face session and online session can join the class at the same time. This study provides a practical picture of the potential issues and how active learning approaches can be integrated with the hybrid learning model. It also inspired instructors to consider involving active learning approaches to encourage students’ learning during the pandemic.

Poster: D&D-Instructional Design vs. Learning design: Trends and Patterns in Scholarly Landscape
Presenter(s): Begum Sacak, Northwestern University; Ellen Wagner, University of Central Florida
Contributor(s): Aras Bozkurt, Anadolu University Turkey
The term instructional design has been widely used to depict a discipline concerned with improving the process of instruction, but as different approaches and technologies emerged over time, different terms entered the field under the umbrella term learning design. In order to better understand the evolution of these terms and emerging themes, a triangulated bibliometric study was carried out to analyze 513 publications indexed in Scopus database using descriptive statistics, data mining and social network analysis approaches.

Poster: DDL-Mentoring at a Distance: Design and Evaluation of a Multi-Tiered STEM-Oriented Mentorship Program
Presenter(s): Susie Gronseth, University of Houston
Contributor(s): Ioannis Kakadiaris, University of Houston
Career-supporting mentoring experiences for higher education students can include opportunities to present, discuss and receive feedback from the broader professional community. A two-tiered mentorship program for undergraduate students interested in biometrics and related STEM fields was developed that involved synchronous online mentoring by senior researchers/experts and doctoral students. Over 1,800 interactions were captured between mentors and mentees in the MentorLoop platform, and 47 synchronous mentoring sessions were conducted during the project.

Poster(v): D&D-Not the Same Old Sit-and-Get: Innovative Professional Learning Strategies that Motivate and Engage Participants
Presenter(s): Kimberly N LaPrairie, Sam Houston State University; Kathleen Mansfield, Sam Houston State University; Jamie L Thompson, Sam Houston State University; Jessica Renee Collier, Sam Houston State University; Rita Fennelly-Atkinson, Sam Houston State University; Arlene Ramirez, Sam Houston State University; Marilyn Rice, Sam Houston State University
Contributor(s): Renee Dyer, Weslaco Independent School District; 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 to be more effective and satisfying through the innovative use of technology. A variety of research-based tools and strategies will be discussed, including microlearning, gamification, crowd-sourced learning, the use of social media for sustained inquiry.

Roundtable(v): D&D-Testing 1, 2, 3: Creating a Checklist for Designing Microlearning Video Resources through DBR
Presenter(s): Irene A Bal, Old Dominion University; Mohammad Shams Ud Duha, Purdue University; Frances M Alvarado-Albertorio, Oklahoma State University; Okan Arslan, Texas Tech University; Jessica Renee Collier, Sam Houston State University; Matt Connell, Baker University; Annetta Dolowitz, University of South Alabama; Esther Michela, University of Tennessee Knoxville; Elisa Shaffer, Old Dominion University; Rajagopal Sankaranarayanan, Indiana University Bloomington
Contributor(s): Paula Marcelle, Indiana University
When designing microlearning resources, multiple design decisions are made which impact the effectiveness of the learning. Through design-based research, a checklist for creating microlearning videos was developed from various learning and design theories, and tested with various groups of undergraduate students for feedback and updates. This session will showcase the iterative process used focusing on the feedback, updates at each stage, and most recent checklist version.

Poster(v): DELT-Vocational Reality: Bringing Careers to Life
Presenter(s): Waneta Hebert, Sam Houston State University; Arlene Ramirez, Sam Houston State University; Diana Lopez, Sam Houston State University; James Wilson, Sam Houston State University; Sean Ramirez, Sam Houston State University
In their first semester of coursework, five doctoral students identified a problem. Students across the country are currently choosing career paths that could potentially impact their entire high school experience, if not the rest of their lives, with little to no information. To rectify that problem, they created Vocational Reality, a virtual reality simulation that allows students of diverse backgrounds to experience multiple careers, giving them a chance to make an informed decision.
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Roundtable(v): LDC-Faculty Learning Communities: Collaboration Benefits Research, Leadership Development, and Growth
Presenter(s): Marilyn Rice, Sam Houston State University; Kimberly N LaPrairie, Sam Houston State University

The workings of a faculty learning community (FLC) can be a unique opportunity for faculty growth and leadership development. The collaborative efforts among interdisciplinary colleagues establishes a “space” to share a diversity of perspectives on topics of similar interests. Using the spirit of passion for learning, the FLC provides an encouraging environment, conducive to conducting respectful, deliberate academic discussions that prompt dynamic scholarship opportunities. Join our discussion on collaborative, interdisciplinary academic groups on campuses.

Roundtable(v): LDC-The Journey of AECT Mentoring Program
Presenter(s): Szu-Yueh Justine Chien, University of Wisconsin-Madison; Leslie Blatt, Technology Integrated Learning; Begum Sacak, Northwestern University; Victoria Lynn Lowell, Purdue University; Melissa R Crane, US Coast Guard; Samantha J Blevins, Radford University; Doris U Bolliger, Walden University; John H Curry, Idaho State University; Miaoting Cheng, Shenzhen University; Bruce Robert DuBoff, Technology Integrated Learning, Leadership Development Committee, NJ Assoc. of School Librarians

In this roundtable, the AECT Mentoring Program Committee will introduce the AECT Mentoring Program. Each group of the mentor(s) and mentee(s) who participated in the 2020-2021 Mentoring Program is invited to share their experiences with AECT members. In the end, the committee will talk about their plan for the 2021-2022 AECT Mentoring Program.

Roundtable: TED-Design Practices and Strategies for Facilitating Immersive Simulation Experiences in Teacher Education
Presenter(s): Susie Gronseth, University of Houston; Waneta Hebert, Sam Houston State University
Contributor(s): Monterey J Pertile, University of Houston; Haoyue Zhang, University of Houston; Amber Thompson, University of Houston; Carrie S. Cutler, University of Houston; Jennifer Chauvot, University of Houston; Jeannette D. Alarcon, University of Houston; Laura Shelton, University of Houston

This roundtable session will generate discussion around design practices and strategies that are supportive of the teacher educator facilitator role for immersive simulations. Highlights from a pilot study on the implementation of this emerging technology within three courses in a large, urban teacher education program will be shared. Participants will consider teacher educator perspectives illuminated through the study and brainstorm expansions and revisions to developed pre-, during, and post- simulation course materials from this project.

Roundtable(v): TED-Teacher/Students Leading Student/Teachers
Presenter(s): Waneta Hebert, Sam Houston State University; Susie Gronseth, University of Houston; Phuong Nguyen, University of Houston; Jamie L Thompson, Sam Houston State University
Contributor(s): Haoyue Zhang, University of Houston; Lydia Oluchi Ugwu, University of Houston

It is well-known that many pre-service teachers are taking classes taught by graduate student instructors. The experiences of those graduate student instructors are not as well documented. This panel of graduate students currently teaching in teacher preparation programs will explore their perspectives regarding benefits and challenges through the lens of technological pedagogical content knowledge (TPACK).

Roundtable(v): TIL-Taxonomy of Online Collaborative Tools
Presenter(s): John H Curry, Idaho State University

In early 2020, the world shut down because of the COVID-19 pandemic. Many scrambled for solutions to be able to complete tasks at a distance, but also to collaborate with others as they did so. With this need for online collaboration and remote working, there was also a need to know what types of tools existed and what purposes they served. The purpose of this presentation is to provide a taxonomy for online collaborative tools.

Poster(v): GSA-Experiences of Higher Education Instructional Designers as Remote Workers During COVID-19
Presenter(s): Waneta Hebert, Sam Houston State University; Arlene Ramirez, Sam Houston State University; Diana Lopez, Sam Houston State University; James Wilson, Sam Houston State University; Kimberly N LaPrairie, Sam Houston State University

This study centers on the experiences of higher education instructional designers who worked remotely for the first time during the COVID-19 pandemic. We will utilize a hermeneutic, or interpretive, phenomenological approach to gain an understanding of the lived experience of instructional designers during the COVID-19 pandemic. This study seeks to convey the various meanings of how instructional designers without previous remote work experience viewed and interpreted their experiences in their emergency remote roles. *This proposal has been selected by GSA through the GSA Research Showcase initiative.

Poster: D&D-Applying Persuasive Design Techniques in Online Learning Environments: A Mixed Method Study (v)
Presenter(s): Zahira Merchant, San Francisco State University
Contributor(s): Lakshmi Krishnamoorthy, San Francisco State University

Persuasion is inherent to the instructional process. instructions delivered through online programs do not always generate expected and consistent learning outcomes, persuasion in online instructional design is even more critical. Through this mixed method study, we aim to identify the persuasive designs (PDs) commonly used by Instructional Designers, most widely used PDs, and challenges limiting them from applying PDs in their work and their implications.

Roundtable(v): DDL-A Marie Kondo-inspired approach to designing accelerated online courses
Presenter(s): Joanna Dunlap, University of Colorado Denver; Alexis Stoddard, University of Colorado

Accelerated courses offer the same learning objectives and credit hours as their semester-length counterparts but over a shorter duration of study. Many are finding it challenging to convert 16-week online courses to 8-weeks. To help think through this conversion, we have been
**Roundtable(v): DDL-Drinking from a Fire Hose: Lessons Learned about Online Teaching in the Wake of the COVID-19 Pandemic**

**Presenter(s): Joanna Dunlap, University of Colorado Denver; Patrick Lowenthal, Boise State University; Alexis Stoddard, University of Colorado**

During the COVID-19 pandemic, many instructors suddenly had to shift to online teaching. With little preparation, instructors had to engage students in unprecedented ways and support their learning under difficult conditions. Using crowdsourcing, we are curating educators’ lessons learned about teaching online as they pivoted to a mediated learning format. During this session we will share the themes that have emerged so far, and invite participants to contribute their own lessons learned.

**Roundtable(v): DDL-Investigating Students’ Cognitive Presence and Content Knowledge Levels in Asynchronous Online Discussions: A Case Study**

**Presenter(s): Zhijuan Niu, Syracuse University; Qi Wu, Syracuse University; Tiffany A. Koszalka, Syracuse University**

Students construct knowledge during asynchronous online discussions-AODs. Discussion patterns can show cognitive presence-CP (content engagement) and level of understanding (learning). Most CP research relies on self-reports, few examine cognitive presence from behavioral and longitudinal perspectives. This study investigated CP and learning through observational techniques. AOD transcripts from a cohort of students across two courses, over two semesters were analyzed for behavioral interactions. Several CP and knowledge level patterns were discovered.

**Roundtable(v): DDL-Practice Makes Perfect: Supporting Online Competency-based Education Faculty**

**Presenter(s): Christopher R Prokes, Boise State University; Patrick Lowenthal, Boise State University**

**Contributor(s): Kerry Rice, Boise State University; Charleen Stelson, Boise State University**

Online competency-based education (CBE) has drastically grown on college campuses over the past five years. In this session, we will report on results from a mixed methods investigation into CBE faculty perceptions of CBE. We will conclude with implications for future research and practice.

**Roundtable: DDL-Temporal Temperaments: Deadlines and Student Participation Patterns in Online Courses**

**Presenter(s): Vanessa Dennen, Florida State University; Jaesung Hur, Florida State University**

The deadline is Friday at 5 pm. Do you: (a) Begin working on your assignment Monday morning, in hopes of submitting by Wednesday? (b) Start Friday morning and hit the submit button at 4:59 pm? Or (c) Start mid-day Friday and submit it when it’s done and hope for instructor mercy? In this presentation, we present findings from a survey of online students that explores their approaches to deadlines on discussion boards and larger course assignments.

**Poster: EDHP-Medical Simulation as a Competency-based Assessment within Physician Assistant Education**

**Presenter(s): Michele Toussaint, Health Professions Education; Brett E. Shelton, Boise State University**

The purpose of this quantitative study was to identify if a competency-based high fidelity simulation exercise had appropriate construct validity and rater consistency for use as a high-stakes summative assessment for physician assistant students. Correlation between learner performance on the simulation exam and in required Supervised Clinical Training Experiences for measures of communication skills and patient care skills was also explored.

**Poster: EDHP-Using Simulations in Radiography Science Education: Perceptions and Practice**

**Presenter(s): Brett E. Shelton, Boise State University; Patrick Lowenthal, Boise State University**

**Contributor(s): Christopher Wertz, Idaho State University; Lida J Uribe-Flórez, Boise State University**

This research addresses the use of x-ray positioning simulation software in a radiography science program. Based on an exploratory mixed-methods approach, twenty-one undergraduate students participated in answering questions about their confidence and skills. Leveraging a conceptual framework of activity theory, connections to self-efficacy were identified based on their amount of use, and the way they used the software. Implications specific to radiography education are presented, with recommendations for instructors when implementing imaging simulations.

**Poster: KSET-A Systematic Literature Review of Factors of Lurking in Online Discussion Activities**

**Presenter(s): Jaesung Hur, Florida State University**

This study aims to identify the factors of learners’ lurking behavior in online courses through a systematic literature review. Findings show that various factors affect learners’ decisions on lurking behavior: learners’ characteristics, interaction with others, and the course design and implementation. This paper then compares the factors between formal and informal learning contexts and discusses possible instructional interventions to encourage learners to contribute more actively and visibly in online discussion activities.

**Roundtable(v): STC-ADKAR Change Model: A Systemic Thinking Approach for Effective Training Design**

**Presenter(s): Zahira Merchant, San Francisco State University; Arpita Pal, San Francisco State University**

We explored the five building blocks of the ADKAR model of change and its implication on designing e-learning content to engage learners, and ultimately improve learning outcomes. After introducing the concept of change management, and discussing the evolution of various change models, we describe the most widely used model of change - ADKAR. Finally, we present a case study of a pharmaceutical company that applied the ADKAR model to influence deployment and adoption of organizational level technological tools to improve performance.
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**Poster(v): TED-Quality Online Teaching Modules for Preservice Teachers in a Technology Integration Course**
**Presenter(s): Amber A. Walton, Syracuse University; Qi Wu, Syracuse University**

In light of the COVID-19 pandemic, and in order to prepare preservice teacher candidates for teaching in online environments, a series of instructional modules were incorporated into an existing technology integration course. The modules, entitled Quality Online Teaching, were built from the eight National Standards for Quality Online Teaching. Fifty-four undergraduate students completed the modules. In teams, they taught 15-minute online lessons. Evaluation results show an increase in knowledge and confidence about online teaching.

**Poster(v): CLT-Exploring the Relationship between Educator Mindsets on Student Perceptions and Learning Experiences**
**Presenter(s): Heng-Yu Ku, University of Northern Colorado**
**Contributor(s): Erin Wachter, University of Northern Colorado**

Educators hold power over the ability of their students to achieve. What traits among educators may impact student learning experiences? This research explores the relationship between educator mindsets and student’s perceptions and learning experiences. The school selected for this study is a middle and high school with low socioeconomic status within a large urban school district. More information on this topic, the quantifiable level of teacher mindsets, and student perceptions of learning will be shared.

**Roundtable(v): CLT-Instructional Design for Inclusive Practice: Creating space for Community Building and Wisdom Sharing**
**Presenter(s): Jacqueline McGinty, Assistant Professor Indiana University of Pennsylvania; Jess Oest, Graduate Assistant, Indiana University of Pennsylvania; Kimberly Rehak, Indiana University of Pennsylvania-Main Campus; Jennifer Bohland-Anhalt, Indiana University of Pennsylvania**

In this session, we will discuss our process for designing inclusive learning experiences. It is essential to understand the difference between “checking a box” for diversity and cultivating inclusion in education. We will discuss methods for expanding our practice to leverage socio-cultural theory and culturally inclusive design strategies to support learner variability. Without intentional design, learners can become marginalized. Building upon frameworks for culturally inclusive instructional design, we will discuss strategies to create accessible digital and traditional learning environments that welcome diverse learners.

**Poster: D&D-Designing, developing and implementing immersive technologies in response to Covid-19 for autistic individuals**
**Presenter(s): Heath Palmer, University of Cincinnati; Noah Glaser, Old Dominion University; Dana AlZoubi, Iowa State University**
**Contributor(s): Nigel Newbutt, University of West England**

This case study seeks to explore the design and development process of creating mobile-based virtual reality systems for individuals with autism. By providing a narrative into our design process, we posit that our approach can be used by practitioners interested in supporting the lives, education and well-being of people with autism - especially in the context of crises such as COVID-19 that requires expedited development of training materials. Findings from this case study will be discussed as well as areas for future application.

**Roundtable: DELT-Co-creating Inclusion: Shifting the Narrative and Use of Collaborative Virtual Environments for Neurodivergent People**
**Presenter(s): Noah Glaser, Old Dominion University**
**Contributor(s): Maggie Center, Connecting with Center**

This emerging technology session will explore the use of three-dimensional collaborative environments to support the needs and desires of neurodivergent people. This session will discuss the transition away from the medical model of discourse that is dominant in the field and will instead focus on how this technology can be utilized to focus on allowing for voice, agency, and co-creation. Affordances of the technology will be detailed and best practices will be discussed.

**Poster(v): DELT-The Effect of Using a Digital Pen in Instructional Videos on Learner Knowledge Retention and Satisfaction**
**Presenter(s): Heng-Yu Ku, University of Northern Colorado**
**Contributor(s): sarah alqasem, university of northern colorado**

The purpose of this study is to investigate the effect of using a digital pen to annotate and signal content in educational videos. This study compares knowledge retention and satisfaction between two groups: learners who watch an educational video with digital pen features (highlighting, circling, pointing, and annotating) and learners who watch the same video without a digital pen. This study also measures the learners’ satisfaction with the digital pen features.

**Poster(v): ICEM-Perceptions of Myanmar High School Students’ College Readiness in Western Society**
**Presenter(s): Heng-Yu Ku, University of Northern Colorado**
**Contributor(s): Mark Speckien, University of Northern Colorado**

The purpose of this study is to explore both Myanmar high school students’ perceptions and Western high school educators’ perceptions at a U.S.-based preparatory school located in Myanmar regarding student readiness for college in Western society. This study incorporates three data sources: student survey data, teacher interviews, and student focus group interviews. Recommendations concerning Myanmar high school students’ college readiness in Western society will be provided.

**Roundtable(v): OTP-The Mode of Building Design-centric Research-practice Partnership and Influencing Factors: The Perspective of Pre-service Participants**
**Presenter(s): Zhao Zhou, East China Normal University**
**Contributor(s): Yonghe Wu, East China Normal University; Xinyu Chang, East China Normal University; Zhenping Yan, East China Normal University; Qihui Zhang, East China Normal University**

Design-centric Research-practice Partnership (DC-RPP) are partnerships between researchers, practitioners, and technology product providers that connect cutting-edge research, educational practice, and technology products. This study aims to investigate the construction
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mode of DC-RPP and its influencing factors from the perspectives of pre-service teachers and researchers. The findings suggest pre-service researchers prefer to passively engage in the construction of DC-RPP while pre-service teachers prefer to actively engage. Some factors influencing the construction willingness are found as well.

**Poster(v): TIL-Educational Technology Tools and Teaching Practices for Chinese Language**
Presenter(s): Weihsuan Lo, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado

This study investigates Chinese language teachers’ practices of educational technology tools in the U.S. by relating tools categories, teaching sequence, and teaching applications to educational technology tools. This study designates and administrates Educational Technology Tools and Practices Questionnaire: Chinese Language Teaching Focus (ETTPQ_CL) via Qualtrics. Data was collected through convenience and snowball sampling procedures. This study provides language teachers with knowledge of available tools and contributes to their professional development of technology integration.

**Poster(v): D&D-Using Machine Learning for Enriching Folding Nets Learning Activities to Develop Spatial Ability**
Presenter(s): Hunhui Na, Florida State University
Contributor(s): Allan Jeong, Florida State University

The importance of spatial ability has been emphasized in mathematics curricula worldwide and learning about nets is one effective way to develop spatial ability. The purpose of the study is to discover and evaluate numerous kinds of nets shapes with folding sequences by employing machine learning (ML) to enrich the learning activities of folding nets. This poster also presents instructional strategies and proposes a study design based on the findings of the research.
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Roundtable: INT-Unveiling the Problems with Professional Development for Nigerian Teachers
Presenter(s): Oluwafikayo Elizabeth Adewumi, Oklahoma State University; Clement Oguns Audu, Oklahoma State University; Penny Thompson, Oklahoma State University
Contributor(s): Darron Lamkin, Oklahoma State University
Short Description The government expects Nigerian teachers to integrate technology into their teaching. However, the government does not recruit every teacher to receive the Nigeria Certificate of Education (NCE) professional development that would prepare them for technology integration and meet their training needs. This paper discusses the challenges teachers encounter when seeking professional development and proper training opportunities.

Roundtable: RTD-What’s in a name? The meaning of “Learning, Design, and Technology”
Presenter(s): Penny Thompson, Oklahoma State University
The educational/instructional technology field has used several names in an effort to communicate the focus of our teaching and scholarship. This qualitative study explored the thought process of four faculty members whose programs adopted the name “Learning, Design, and Technology.” Findings indicate the meaning, order, and grouping of words was the subject of careful thought. Findings will be presented and attendees will be encouraged to reflect on the meaning of their own program names.

Poster: STC-Identifying Course Frameworks for Program Design in Continuing Education through Bodies of Knowledge (BOK)
Presenter(s): Vandy Facetti-Donelson, United States Sports Academy
A body of knowledge (BOK) is the complete set of concepts, terms and activities that make up a professional domain, as defined by the relevant learned society or professional association. This poster presentation will model the development of continuing education programs based on the Body of Knowledge (BOK) presented by the subject matter expert at the beginning of course development. Course structural frameworks for program development will be presented for each approach. The benefits of this design approach is to create continuing education approaches more successfully aligned with professional practices.

Poster(v): TEd-Microsoft Teams Impact on Co-Teaching During a Pandemic
Presenter(s): Ismahan Arslan-Ari, University of South Carolina
Contributor(s): Jeff Harrell, University of South Carolina Educational Technology
The action researcher examines the use of Microsoft Teams as an online planning tool for general and special education co-teachers and the impacts on their practices and perceptions of the tool.

Poster(v): TIL-Evaluation and Implementation of the C-Pen on the Reading Level, Comprehension, and Oral Reading Fluency of Third-Grade Students with Learning Disabilities: An Action Research Study
Presenter(s): Ismahan Arslan-Ari, University of South Carolina
Contributor(s): Kawanna McKenzie, University of South Carolina
The purpose of this study is to evaluate the impact of the C-Pen provided to third-grade students with learning disabilities on their reading skills at Hannah-Pamplico Elementary/Middle School. This study focused on three main research questions and three sub-questions. The first question sought to explore how the use of the C-Pen impacts the reading of students with learning disabilities, while sub-questions explored how providing the C-Pen impacted their reading level, comprehension, and oral reading fluency. The second question sought to explore the perceptions of third-grade students with learning disabilities on the use of the C-Pen to support their reading, and the third question explored the third-grade teacher’s perceptions of the C-Pen in supporting the reading of students with learning disabilities.

Roundtable: DDL-Effects of Graphic Organizers in Asynchronous Online Discussions
Presenter(s): Minji Jeon, Indiana University; Kyungbin Kwon, Indiana University; Haesol Bae, Indiana University
In this study, the effects of using a graphic organizer in the asynchronous discussion were examined. Thirty-six graduate students participated in online discussions while making graphic organizers in a group. A group of four students engaged with four weekly discussions in which they developed collaborative argumentations on instructional cases situated in dilemma. As of the second discussion, the student groups collaboratively created graphic organizers using web 2.0 tools. The types of graphic organizers used were t-charts, topical trees, and concept maps. This study aims to reveal the effects of these graphic organizers on learners’ participation and interaction in the discussions, the level of knowledge construction represented in their posts. In addition, learners’ perceptions of their online learning experience with graphic organizers were investigated.

Poster: D&D-Leveraging Templates for Emergency Online Learning Experiences
Presenter(s): Douglas Asante, Virginia Polytechnic Institute and State University; Kizito K Mukuni, University of North Dakota
Contributor(s): Maha Amin Alfaleh, Virginia Polytechnic Institute and State University University
This poster presentation will focus on identifying the use of templates to expedite the design and development of instructional experiences during crises. In it the challenges crises bring to bear on learning and teaching will be discussed, as well as rapid prototyping techniques and benefits.

Poster(v): DDL-Something Old, Something New: Exploring the Changing Landscape of Multi-Modal Learning Environments
Presenter(s): Brooke Marton McGowin, Virginia Tech; Barbara Locke, Virginia Tech
As higher education institutions begin to transition back from remote instruction due to COVID-19, there has been a renewed interest in blended/hybrid learning environments. However, these environments lack definitional clarity and need to be reconceptualized. This study explores the blended learning literature as well as the more recent Hyflex and Blendflex models to help define what this study calls multi-modal instruction and what it means from the pedagogical, implementation, and management perspectives.
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Poster: DDL-Strategies for Addressing Challenges in Discussion Forums in Online Learning Environments
Presenter(s): Kiizi K Mukuni, University of North Dakota; Douglas Asante, Virginia Polytechnic Institute and State University
Contributor(s): Maha Amin Alfaleh, Virginia Polytechnic Institute and State University
This presentation delineates the possible challenges that beset online discussion forums and recommendations that can attenuate the negative effects. The authors draw the audience’s attention to certain factors comprising social presence, cognitive presence, time frame and visual cues, and how they impact the online discussion forums. This presentation is envisaged to be of good resource to faculty and instructional designers as they design and develop strategies to engage students in online learning.

Roundtable: DELT-Evaluating the Effectiveness of Natural Language Processing Methods at Detecting Topics in Noisy Student Data
Presenter(s): Tanner Matthew Phillips, Indiana University
Unsupervised natural language processing methods have the potential of allowing automated detection of topics, sentiment, and other patterns in student-generated text, such as online discussions. However, little is known about how different methods are affected by the distinct semantic patterns that tend to be present in student-generated text. This study presents initial findings comparing the effectiveness of different unsupervised methods at detecting patterns on 300 simulated corporuses that mimic the features present in student-generated text.

Roundtable: LED-An Exploration of the Relationship Between Social Media Usage and Undergraduate School Satisfaction
Presenter(s): Tanner Matthew Phillips, Indiana University; Minji Jeon, Indiana University; Katie Jantaraweragul, Indiana University; Kyungbin Kwon, Indiana University
This session presents findings from a survey study of undergraduate student social media use and its relationship to school engagement and satisfaction. Using principal component analysis, we uncovered two distinct forms of social media usage: Community Building and Community Discovery. Community Building social media use was related to an increase in school engagement and satisfaction. Community Discovery social media use appeared to function as a escapist coping mechanism for disengaged students, and further enforced disengagement.

Roundtable(v): LED-Implementing Metacognitive Strategies to Facilitate Ill-structured Problem-solving Skills
Presenter(s): Qing Zhang, Virginia Tech; Barbara Locke; Virginia Tech
People routinely encounter ill-structured problems in their daily lives. Research has shown that metacognition is key to solving ill-structured problems and can be learned via strategy training. This roundtable discussion will explore major ill-structured problem-solving stages and metacognitive strategies in each stage to guide the design of instructional materials. Such instruction can be developed by the instructors and instructional designers to teach learners to solve ill-structured problems.

Roundtable(v): LED-Measuring the Effectiveness of High Impact Practices in Higher Education
Presenter(s): Holley Handley, University of West Florida
Contributor(s): Tony L Tolson, University of West Florida
This roundtable discussion will focus on the challenges related to measuring the effectiveness of high impact practices in higher education (HIP). As we return to learning through innovation, it is important to evaluate to ensure that they are improving outcomes. Participants will review the concepts and definitions of HIP, available literature on the topic and some common examples. Finally, participants will offer input into a model for standardization of measuring the effectiveness of HIP.

Roundtable: RTD-Discovering Foundational Topics in Educational Technology Research via Citation Network Analysis
Presenter(s): Tanner Matthew Phillips, Indiana University
This study utilizes co-citation network analysis as a method for discovering foundational works and theories in the broad field of educational technology research. A total of 6400 papers published in the last decade in a top journal related to educational technology were analyzed. A total of six foundational topics at the center of educational technology were discovered and will be discussed in this session.

Posterv: DDL-The impact of first-time online learners’ mindsets on self-efficacy and engagement
Presenter(s): Yu-Chun Kuo, Rowan University; Yu-Tung Kuo, North Carolina A&T State University
Contributor(s): Hungwei Tseng, Jacksonville State University
This study examined first-time online students’ mindsets, self-efficacy and engagement. We investigated whether levels of mindsets have an impact on self-efficacy and engagement. Participants were students attending online courses for the first time at a university in the United States. Results indicated that levels of mindsets had a significant impact on self-efficacy and three subscales of engagement.

Poster(v): DELT-Motivating students to learn art using virtual reality
Presenter(s): Yu-Tung Kuo, North Carolina A&T State University; Yu-Chun Kuo, Rowan University
Contributor(s): Esteban Garcia Bravo, Purdue University; David Whittinghill, Purdue University
Virtual reality (VR) has been applied as learning-aided tools in many educational studies. This study conducted an experimental design approach to examine the effects of using VR techniques in learning art on the learning performance and motivation. The results showed that the students using the traditional 2D painting had significantly higher scores of learning performance but lower levels of interest than the students using the VR painting in learning art.

Roundtable(v): D&D-How Do Novice Teachers Perceive the Effectiveness of Project-Based Learning Training?
Presenter(s): Sungwoon Shin, Texas Tech University
Contributor(s): Ni Clark, Texas Tech University
This session presents an exploratory case study describing how two novice teachers at a STEM school perceive the effectiveness of a training program designed to promote project-based learning (PBL). The two teachers perceived the training to be effective in growing their
PBL knowledge and design through practices during the progressive four phases. After a ten-week training, the authors also identified two critical design elements contributing to the PBL training’s success.

**Roundtable(v): DDL-SCALE-ing Mathematics Open Educational Resources at a higher education institution**  
**Presenter(s): Hengtao Tang, University of South Carolina; Jade Geary, George Mason University**  
**Contributor(s): Amie Freeman, University of South Carolina**  
This four-phase design-based research project was intended to encourage mathematics faculty at a higher education institution to use, adapt, and create open educational resources (OER) and curated library-licensed resources in high-enrollment mathematics courses, with the goal of making mathematics course materials more affordable for students. This project is significant for reinforcing differentiated instruction in college-level mathematics courses and also saving students’ educational costs without harming their learning effectiveness.

**Roundtable(v): ICEM-Examining Mobile Learning for Elementary Students’ Reading and Mathematics Skills**  
**Presenter(s): Chien Yu, Mississippi State University**  
**Contributor(s): Gabby Jones, Mississippi State University**  
Although the increased use of mobile technology has become a powerful tool for education, there is little research in the area of using mobile devices in the elementary classroom as a learning tool for student achievement. Therefore, the purpose of this study is to examine the relationship between mobile devices and student’s performance/achievements in reading and math. This study uncovers the effectiveness of mobile learning and also helps evaluate the school district’s supplementary m-learning program.

**Roundtable(v): ICEM-Use of Social Media in Teaching and Learning**  
**Presenter(s): Chien Yu, Mississippi State University**  
The purpose of this study is to keep up-to-date changes in social media, and to better understand the paradigm shift, including the trends and issues pertinent to the application of social media in education. This study discusses benefits and challenges of using social media, and further provides strategies and guidelines for adult instruction. The idea is to help the reader develop better instructional strategies for engaging students and stimulating academic dialogue using social media.

**Poster: KSET-Designing Professional Development for K-12 Teachers Using Social Media**  
**Presenter(s): Felicia Mercado, Texas Tech University; Amanda Viola, Texas Connections Academy; Sungwon Shin, Texas Tech University**  
This presentation reports on a two-phase study that aims to: identify the current needs of K-12 teachers in using social media for professional development (PD); and address those needs by designing an effective PD using social media. A private Facebook group serves as the K-12 teachers’ learning environment wherein the Constructivist Learning Environment (CLE) and Collaborative Learning theories support the PD design. This study’s findings could progress to building partnerships and strong professional learning networks.

**Roundtable(v): RTD-Immersive Virtual Reality in STEM Education: A Review of Literature**  
**Presenter(s): Xiaoxia Huang, Western Kentucky University; Patricia Akojie, University of Phoenix**  
**Contributor(s): Huss Jeanine, Western Kentucky University; Leslie North, Western Kentucky University; Angelica Voje, Western Kentucky University**  
The purpose of this study is to systematically review empirical studies on immersive virtual reality (VR) in STEM (Science, Technology, Engineering, and Mathematics) education. Trends in the literature on immersive VR in STEM are summarized, and gaps in the literature are identified. Implications for educational researchers, practitioners, and instructional designers will be discussed.

**Poster(v): TIL-A Decision Tree Method for Explaining the Effects of a Web-Based Summary Tool on Students’ Math Word Problem Solving**  
**Presenter(s): Seoyeon Park, Texas A&M University**  
The purpose of this study is to identify predictors of student achievement in word problem solving after learning math content in a web-based learning environment incorporating reading scaffolds. We focused on student use of the self-summary box tool and its power to predict success or failure in math word problem-solving. We employed a decision tree model, finding that students’ commitment to learning can be a more crucial factor than reading skills in math word problem-solving when students use web-based reading scaffolds.

**Poster(v): TIL-Development and Evaluation of a Web-based Tool with Computer-based Reading Scaffolds in Math: Applying Text Mining Techniques for Validity in Qualitative Research**  
**Presenter(s): Seoyeon Park, Texas A&M University**  
The purpose of this study is to investigate how math teachers integrate reading practices in their teaching. Regarding strategies for reading mathematics texts, 148 secondary math teachers shared valuable suggestions including encouraging students’ active reading in math texts with various activities and discussion, identifying key concepts, providing additional materials, or promoting students' motivations and curiosity on the target concepts. Text mining techniques, sentiment analysis and topic modeling, were employed to cross-validate the result of qualitative content analysis and provided additional supportive evidence on the research findings.

**Roundtable(v): TIL-An action research of implementing a SRL intervention in an Acting classroom**  
**Presenter(s): Hengtao Tang, University of South Carolina**  
**Contributor(s): Jessica Williams, University of South Carolina**  
This action research investigated the impact of a self-regulated learning (SRL) intervention on acting skills and SRL in a secondary acting classroom. A convergent parallel mixed methods design was conducted. Quantitative findings demonstrated the SRL intervention significantly improved participants’ acting skills but had no impact on SRL skills. Interview data about participants’ perceptions of the SRL intervention were analyzed to triangulate quantitative findings. Theatre educators and academics investing in SRL may benefit from this session.
Roundtable(v): CLT-Virtually a Sisterhood
Presenter(s): George Banks-Weston, Private corporation; Tammi D. Kolski, University of South Carolina
Join Dr. Banks-Weston and Dr. Kolski for a lively discussion about the impact of virtual collaboration on social connectedness among three culturally diverse women who participated in an online business strategy course. This discussion centers around an action research dissertation study where the findings revealed that virtual collaboration positively impacted feelings of social connectedness when activities are supported by virtual collaboration tools. We also look forward to discussing your experiences with virtual community of practices.

Roundtable: D&D-Adaptive Scaffold and Engagement in Game-Based Learning
Presenter(s): Victor Law, University of New Mexico
Contributor(s): Ching-Huei Chen, National Changhua University of Education
Educational games have become prevalent nowadays. Recently, the promises of adaptation in the game-based learning have received increasingly attentions with the aims to support students with a wide range of backgrounds. The current study aims to explore the effect of adaptive scaffold with the engagement lens. 61 students in a Taiwan secondary school participated in the study. Our results suggested that adaptive scaffolds can be beneficial for students regarding learning performance and engagement.

Poster: D&D-A Systematic Review of Empirical Evidence of the Learning Games in Math Education
Presenter(s): Xinhao Xu, University of Missouri; Chih-Pu Dai, Florida State University
Contributor(s): Yanjun Pan, Florida State University; Fengfeng Ke, Florida State University
The current review conducted a systematic search of databases to select relevant empirical studies that use the learning games for math education in K12 from time period of 2008 to 2018. Thirty-one papers were identified using a data extraction pro-forma. The findings revealed that the diversity of research was still the most notable feature. More empirical studies that focus on game-based learning in the field of mathematical education, especially qualitative studies, are warranted.

Roundtable: D&D-Exploring the Game-Based Learning Design Process within a Research-Practice Partnership Context
Presenter(s): Ai-Chu Ding, Ball State University; Jessica Wynne DuBois, Ball State University; Michael Mick, Ball State University
This design-based research study examines the design process of a VR game-based learning unit through a research-practice partnership (R-PP) between a university and a middle school. The data sources include 700 minutes of design meeting recordings, teacher interviews, and researchers’ reflection notes. Results shows that the R-PP relationship appeared to foster an effective game design process as it allowed researchers and teachers to contribute equally to the game and the GBL curriculum design.

Poster(v): D&D-Flipping the Course Evaluation Process; Using Student Feedback Up Front
Presenter(s): Steven Michael Baule, Winona State University
Historically, many universities either encourage or require instructors to conduct end of course evaluations. However, after the course is completed, student feedback is less likely to be impactful for the students completing the surveys and according to the knowledge base, a majority of instructors do not necessarily modify their courses based upon student feedback. This session will discuss ways to better engage students in providing useful and actionable feedback for improving instruction.

Roundtable(v): IVLA-Visual Literacy and COVID-19: Online Representations Connecting Learning and Impacting Teaching
Presenter(s): Danilo M. Baylen, University of West Georgia; Allyson M Wilcox, University of West Georgia
Since March 2020, everyone’s worldview and experiences changed due to the COVID-19 pandemic. An already visual-rich online environment has been inundated by images, from charts to photographs, depicting changes in people’s lives due to the pandemic. This presentation will explore how the changing online visual landscape as a phenomenon connects to learning and teaching contexts.

Poster(v): KSET-Game Design by Students and Teachers
Presenter(s): Yunjo An, University of North Texas
The literature reveals that game design offers a rich context for developing many real-world skills. In addition, research studies report that game design can have a positive impact on teachers as well as on students. This paper discusses a number of benefits of game design by both students and teachers and addresses why we should care about game design.

Poster(v): LED-Nine Design Considerations for Creating Effective Gamified Learning Experiences
Presenter(s): Yunjo An, University of North Texas
Thoughtful design is required to create effective gamified learning experiences. Simply adding points, badges, and leaderboards does not make learning more engaging. The novelty of using game elements in learning environments may draw students’ attention, but poorly designed gamification can have negative effects on student learning and motivation. Based on comprehensive literature review, this paper discusses nine design considerations for creating effective gamified learning experiences.

Poster(v): STC-Enhancing Engineering Students Conceptual Understanding and Problem-Solving Skills using System Modeling Instructional Approach
Presenter(s): Ademola Amida, University of North Dakota; Woei Hung, University of North Dakota
Contributor(s): Cai Xia Yang, University of North Dakota; Yun Ji, University of North Dakota; Sameera S Algarni, The University of North Dakota
This study will investigate the impact of a system modeling (SM) instructional strategy on mechanical engineering students’ conceptual understanding and problem-solving skills. Specifically, the current study will explore the effect of SM on students conceptual understanding and problem-solving skills in a mechanical engineering course. This research study will utilize a qualitative method using students’ artifacts...
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and focus group interview to collect data on students’ experiences and perceptions of SM approach. Open-ended questions and problem-solving survey will be employed in the study.

Poster(v): RTD-The Evolution of Learning Theories and Instructional-Design Theories and Models
Presenter(s): Yanjo An, University of North Texas
Previous discussions of the history of the instructional design field focused on the history of instructional media in the 20th century. This paper discusses the evolution of learning theories and instructional theories and models, which have received relatively less attention, in four major time periods: (1) 1900s – 1930s, (2) World War II – 1970s, (3) 1980s – 1990s, and (4) 21st century.

D&D-Building a Network-based Recommender System Using Fair AI to Support Help Seeking in Online Learning (v)
Presenter(s): Chenglu Li, University of Florida
Contributor(s): Wanli Xing, University of Florida; Walter Leite, University of Florida
Researchers have examined AI techniques such as link prediction with network analysis to connect help seekers with help providers in online discussion forums. However, little is known whether these AI systems will treat students fairly. In this study, we aim to start a foundation work to build a recommender system that can (1) fairly suggest peers who are likely to answer a question and (2) predict the response quality of students.

Roundtable(v): CLT-Where am I? Who am I? Developing a Sense of Place in Online Classrooms
Presenter(s): Waynele Yu, University of Hawai‘i at Mānoa
Contributor(s): Tara O’Neil, University of Hawai‘i at Mānoa
Although online communications can bring distant people, places and events together, online instruction has been known to engender feelings of isolation. To address this challenge, this presentation shares findings from a case-study that describes how students develop their sense of place in online classrooms. Because our sense of place influences how we perceive ourselves and our everyday interactions, it has the power to foster positive identities, belonging, responsibility to community, engagement, and improved academic outcomes.

Roundtable(v): D&D-I’m going to study what? Providing information about Instructional Design to prospective master’s students
Presenter(s): Faye Furutomo, University of Hawai‘i at Manoa; Ariana Eichelberger, University of Hawaii at Manoa
Prospective graduate students research online for 7-18 months before enrolling in a program. Yet, students in our Learning Design & Technology master’s program report being unaware of the program’s emphasis on the systematic process and theories underlying instructional design. To set realistic expectations about the program, a web page was developed to provide an instructional design overview, career info, alumni views and student work examples. Results from student interviews will be shared along with lessons learned.

Roundtable(v): DDL-Designing Online Courses in Pandemic - Investigating Innovative Ways in Online Course Design
Presenter(s): Yingzhuo Quan, Purdue University
Teaching and learning have changed dramatically since the 2020 spring semester. Designing online courses and moving face-to-face courses online have been a hot topic in every educational institution. This presentation will focus on my experience as an instructional designer at a large Midwest research university. I will report the challenges that my colleagues and I met in designing online courses and our solutions and suggestions for future online course designs and studies.

Presenter(s): Crystal Marull, University of Florida
Newly emerging immersive Virtual Exchange approaches can be successfully adopted to increase student international engagement. Survey data (N=76) revealed that these exchanges increased students’ ability to communicate effectively with members of other cultures and to think critically to consider different perspectives before making conclusions about the world.

Roundtable: INT-Content Analysis of the International Division Papers Presented at the AECT Conventions between 2014 and 2020
Presenter(s): Cengiz Hakan AYDIN, Anadolu University
Contributor(s): Emrah Emre OZKESKIN, Anadolu University; Irem ERDEM-AYDIN, Anadolu University
The goal of this paper intends to reveal the results of a systematic review of papers presented at AECT Conventions and sponsored by the International Division during the last five years. Those who are interested in learning how to conduct a systematic reviews and computerized content analysis may find this paper quite beneficial.

Roundtable(v): CLT-Re-imagining Culture in Digital Learning Environments: A Review of Literature
Presenter(s): Lili Tan, Utah State University
Contributor(s): Minah Nguyen, Utah State University; Emily Slater, Utah State University; AllLisia Dawkins, Utah State University
The ubiquitous use of technology in creating learning environments leads to new challenges to engage learning with culture. The cultural roots of knowledge and technology are often ignored when we use technology to support cultural experiences. In this proposal, we present the initial findings of our review of recent articles that utilize immersive technologies to support cultural learning, which will inform our further review of relevant works that explore cultural learning in digital environments.

Roundtable: OTP-Motivational Interviewing Training: Overcoming Ambivalence to Change in Instructional Designer-Subject Matter Expert Relationships
Presenter(s): Hannah Elizabeth Digges Elliott, Western Kentucky University
A collaborative relationship between instructional designers (IDs) and subject matter expert (SMEs) is crucial for effective instruction creation. At times SMEs may be ambivalent to change. Motivational interviewing, a counseling technique, may be an effective strategy for
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IDs dealing with SMEs’ reluctance to change. A proposed training for IDs in the use of motivational interviewing will be presented to elicit feedback and facilitate a discussion about strategies for creating trust and collaborative relationships with SMEs.

Poster(v): RTD-Exploring Cultural Historical Activity Theory through Collaborative Artwork
Presenter(s): Elizabeth Bailey, Wayne State University

An innovative application (extension) of activity theory, this session will illustrate a collaborative art process and public art exhibition conceptualized as activity systems by visualizing an innovative educational research framework. By exploring Cultural Historical Activity Theory (CHAT) through collaborative artwork and art exhibition this session will provide theoretically backed recommendations for research methodologies that illuminate the relationships between nodes of each activity system, and the interaction between the outcomes of these two systems.

Roundtable(v): RTD-More Questions and Answers for the Flipped Classroom Approach: A Systematic Review of Reviews
Presenter(s): Feng-Ru Shen, Kent State University

Flipped classroom (FC) is a popular instructional approach. This study explores current trends of FC studies in mainstream publications during the last decade through the lens of “review of reviews.” Preliminary results showed that FC review studies varied in design, sample size, and outcome measures. The majority of reviews examined the effectiveness of FC in the context of higher education and focused on a single academic discipline (e.g. education in engineering, nursing, tourism etc.)

Roundtable: RTD-Sixty-Eight Years of ETR&D: An Analysis of Research within the Field
Presenter(s): Chris Miller, Morehead State University; Hannah Elizabeth Digges Elliott, Western Kentucky University; Lisa Jones, Ashbury University

This session reports the findings of a content analysis of the Educational Technology, Research and Development (ETR&D) journal over its 68-year history. Building on past studies of ETR&D, this study provides an accounting of topical foci and trends in ETR&D and their progression over time. This roundtable will outline the methods used in this study and subsequent findings as well as engage in high-level discourse about the past, present, and future of the field.

Roundtable(v): RTD-TechTrends year in review
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 2021 (Vol. 65) 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.

Poster(v): CLT-American Teenagers’ Use of Social Media to Learn about College
Presenter(s): Daeun Jung, Florida State University

The primary purpose of this literature review is to synthesize the previous studies on teenagers’ learning about college through social media. I first give an overview of the features of the reviewed studies. Then, I review the literature by focusing on how teenagers learn about college through social media and what are some challenges and limitations in this process if any. Based on the findings from the literature review, I offer educational practitioners and researchers some suggestions for supporting teenagers considering postsecondary education.

Roundtable(v): DDL-An Analysis of Online and Hybrid EdD programs in Educational Technology
Presenter(s): Swapna Kumar, University of Florida
Contributor(s): Jiawen Zhu, College of Education, University of Florida

In this study, researchers analyzed the format and curriculum of 17 highly ranked online and hybrid EdD programs in Educational Technology. The results include the program foci, length, delivery format, admission requirements, dissertation formats, outcomes, and an analysis of the curriculum. This presentation is aimed at faculty embarking on online EdD programs and those engaged in improving their existing programs.

Poster(v): DDL-Developing Programming Skills in Online Environments, Toward Effective Practices for The Post-Pandemic: A Literature Review
Presenter(s): Ghadah Almutairy, Virginia Tech

The coronavirus disease (COVID-19) global pandemic has posed many difficulties not only to learners and families but also to instructors and within educational systems. The shifting to online learning was challenging for all, but possibly more for certain disciplines due to their practical nature, such as computer science. This literature review aims to explore some programming teaching practices in the age of COVID-19. The provided examples might be considered as post-pandemic practices in teaching programming.

Poster(v): DDL-Engaging Faculty through Flexible Professional Development
Presenter(s): Karin Spader, University of Wisconsin-Madison

As the COVID-19 pandemic spread across the globe last March, those of us responsible for training faculty to teach online became the most popular kid on the block. This session will share design decisions, facilitation strategies, and program evaluation findings of a flexible, professional development program for university instructional staff forced to shift their courses to remote learning environments.
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**Roundtable(v): DDL-Examination of Undergraduate Students Cognitive Learning and Perceived Leadership Development in an Asynchronous Online Course**
Presenter(s): **Larisa Olesova, George Mason University**
Contributor(s): **Graziella McCarron, George Mason University; Brianna Calkins, George Mason University**

The study examined cognitive learning and perceived effectiveness of collaboration in relation to leadership development in an online course. The findings revealed that levels of cognitive skills decreased by the end of the course while perceived effectiveness of collaboration in relation to the leadership development increased. The analysis of cognitive learning in relation to their demographic data revealed that prior online course experience, the program type and the year in the program impacted cognitive learning.

**Poster(v): DDL-Faculty Perceived Barriers of Online Education at a Midwestern University in Ohio**
Presenter(s): **Berhane Teclehaimanot, University of Toledo; Juenethia L. Fisher, City of Toledo**

Many institutions have adopted best practices in the design of online education programs. However, the literature indicates that there is a need for continued research in the area of evaluating and examining online faculty satisfaction levels and self-perceived barriers in relation to online education.

Presenter(s): **Claara Schumacher, Humboldt Universität zu Berlin**
Contributor(s): **Jakub Kuzilek, Humboldt-Universität zu Berlin**

Collaboration in virtual teams is considered crucial in the 21st century. Student characteristics impact learning as well as collaboration. To facilitate grouping considering students’ characteristics algorithmic approaches might be supportive. This proposal reports research findings from a qualitative study investigating students’ perceptions of algorithmic group formation for a project assignment. Findings indicate that students perceive the approach resulted in fair grouping, a good fit of skills among members, and was beneficial as groups were more diverse.

**Roundtable: LDC-Leveraging ADHD: One Instructional Technology Professor’s Journey**
Presenter(s): **Joanne E. Berisvoll, Mississippi State University**

This session chronicles the journey of one instructional technology professor’s journey from diagnosis and surviving with ADHD to thriving by leveraging ADHD. The highlight will be on techniques for leveraging distinction and focusing the mind.

**Poster: RTD-Institutional Support and Faculty Development for Online Learning: A Grounded Theory Approach**
Presenter(s): **Xiongyi Liu, Cleveland State University**
Contributor(s): **Selma Koc, Cleveland State University**

The purpose of the proposed research is to provide an insight in regards to implementing successful faculty professional programs, and how to improve institutional organization and support for effective use of up-to-date technologies to help increase student achievement. The participants included e-learning staff, full-time and part-time faculty as well as administrators who are involved in teaching, designing, developing, supporting or administering online learning at a MidWestern higher education institution.

**Poster(v): TIL-A Qualitative Look at Faculty Perceptions on VR Implementation**
Presenter(s): **Arpit Bawa, Purdue University**

The study aims to examine the perceptions of faculty in the field of education, reading virtual reality (VR) implementation in classrooms. A phenomenography approach was used, where three participants were selected, each with different degrees of prior experience with VR. Each participant was interviewed once and then observed, as they used a VR headset. The data revealed positive attributes and some challenges that would need to be addressed before implementation can be feasible.

**Poster(v): DDL-Distance Education in Elementary Schools During the Covid-19 Pandemic**
Presenter(s): **Ibrahim Kizil, Syracuse University; Jing Lei, Syracuse University**

The study examines distance education in Turkey is implemented in elementary schools during the Covid-19. The study explores how elementary school teachers navigate distance education, the challenges they faced, and their perspectives about distance education during the Covid-19. The research has been conducted with elementary school teachers who have been working in public schools. By collecting data from elementary school teachers, the study also explores differences in distance education around the regions in Turkey.

**Roundtable(v): DELT-Minecraft: A Learning Environment**
Contributor(s): **BRYAN SANDERS, LMU**

As schools set their “June outcomes” during the previous June, educators and administrators frequently design predetermined outcomes that potentially limit student growth and creativity. The rhetoric of meeting students where they are is often at odds with the diagnostic tools used to determine that location. What if we met them inside of Minecraft? Come discuss actual student work examples created during a pandemic year of remote learning. There are wide-reaching implications for reimagining school.

**Roundtable: LED-Teacher PD for Gamification and Gameful Learning Techniques to Support Student Engagement**
Presenter(s): **James Diamond, Johns Hopkins University School of Education**
Contributor(s): **Stephen Pape, Johns Hopkins University; Mary Ellen Beatty-O’Ferrall, Johns Hopkins University; Jie Zhang, Johns Hopkins University; Anu Sharma, Johns Hopkins University**

We will discuss observations and outcomes from teacher professional development on gamification and gameful learning practices from a self-determination theoretical perspective. A group of Maryland middle school teachers is participating in yearlong professional
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development on gameful learning. The teachers are also using Classcraft, an online gamification tool, to gamify their instruction. This work is part of a forthcoming study on the effects of gameful learning teaching practices on student motivation and engagement.

**Poster(v):** RTD-Teachers Pay Teachers as a Socialized Knowledge Community: Analyzing Resources Related to Computational Thinking

Presenter(s): **Ana-Paula Correia**, The Ohio State University
Contributor(s): **Fan Xu**, The Ohio State University; **Deborah Smith**, The Ohio State University

This study explores how PreK-12 teachers use online Socialized Knowledge Communities (SKCs) to teach Computational Thinking (CT). The effectiveness of the resources included in these virtual communities is also examined. This proposal reports a Work in Progress (WIP) that aims to collect existing data from the Teachers-Pay-Teachers portal and use text mining methods to analyze the resources and users’ feedback. Besides, to further investigate teachers’ perceptions and attitudes towards these resources, sentiment analysis will be conducted. This study will contribute to the body of research on both online SKCs, CT education, and teachers’ professional development.

**Poster(v):** TEd-Adaptation and Evaluation of the TPACK.xs Instrument for the Domain of Economic and Business Education

Presenter(s): **Jan Gerhard Delcker**, University of Mannheim; **Dirk Ifenthaler**, University of Mannheim
Contributor(s): **Michael J. J. Roll**, University of Mannheim, Germany

Current research studies and resulting evidence regarding TPACK competences of pre- and in-service teachers in the domain of economic and business education are scarce. This study examines an adaptation of the TPACK.xs instrument for teachers in economic and business education. Findings including 570 participants show that the TPACK.xs instrument can be successfully adapted. Further, there are significant differences in the TPACK competences of pre-service and in-service teachers in the domain of economic and business education.

**Roundtable: TEd-An Initial Look at the Emergency Remote Training Needs of Teachers**

Presenter(s): **Elizabeth Downs**, Georgia Southern University
Contributor(s): **Cordelia D Zinskie**, Georgia Southern University; **Lucas John Jensen**, Georgia Southern University

In 2020, teachers were forced to switch from traditional classroom instruction to emergency remote teaching. Many teachers had no previous experience with online teaching prior to this emergency. During Spring 2021, 30 teachers completed a field placement in a virtual school environment. The teachers were asked to assess the online teaching skills they observed from the field experience and compare their observations to their own emergency remote teaching during the 2020-2021 school year.

**Roundtable: TEd-Forgotten: Where is the Research on Paraprofessional Learning?**

Presenter(s): **Aubrey Rogowski**, Utah State University

As states roll out new Computer Science (CS) standards for K-5 students, many paraprofessionals are being tasked with teaching the CS curriculum. Understanding the professional learning paraprofessionals receive (or lack thereof) is important as schools and districts ask paraprofessionals to support computational thinking in schools. This literature review examines the current research to understand what existing literature says about professional learning for paraprofessionals and preparing paraprofessionals to support and teaching computational thinking in elementary schools.

**Roundtable(v): TIL-Examining Parents Perception on Elementary School Children Digital Safety**

Presenter(s): **Florence Martin**, University of North Carolina Charlotte

Children are exposed to digital devices at an early age. This study examined 113 parents perception of student digital safety on technology use, time spent, concerns and knowledge on various digital safety topics. Though parents were knowledgeable about apps and games their children used for education and entertainment, they were concerned about their child’s digital safety with the biggest concern being their kids being exposed to sexual content and them talking to strangers.

**Roundtable(v): TIL-What Have We Learned from The Pandemic to Integrate Instructional Technology in K-12 Schools?**

Presenter(s): **Atikah Shemshack**, University of North Texas

COVID-19 has changed technology usage in schools, and most of the school districts across the US had to come up with plans to provide each student with a device which caused a massive shift in technology integration. This session aims to brainstorm what has changed at schools in the sense of technology integration and what can be done to benefit from the changes the COVID-19 pandemic brought to our education system.

**Poster(v):** CIL-Literature Review: International Students’ Social Networking Sites Usage and Cross-cultural Adaptation

Contributor(s): **Dan He**, Florida State University

International students come to study in the U.S. for academic and professional pursuits. However, research suggests that they encountered various challenges while studying abroad, affecting their mental well-being and academic achievement. This paper reviewed literature about social network sites (SNSs) usage with cross-cultural adaptation in three dimensions (social, psychological, and academic adjustment). Most studies were conducted through interviews, online surveys, and self-report. Conflicting results were found across studies. Directions for future studies are discussed.

**Roundtable(v):** DDL-Changing Perspectives, From TIC to Digital Literacy Workshop

Presenter(s): **Paola Perez**, Universidad Austral de Chile

Each year Universidad Austral de Chile, Campus Patagonia, offers newly enrolled students workshops to support their successful integration into higher education. Traditionally the Technology Information and Communication Workshop included topics such as editing in Excel,
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PowerPoint, and Word as well as the virtual library. However, the COVID19 pandemic lead students to a virtual status where self-regulation, autonomy, and building an online community were the main topics and students assumed an active role as online learners.

Presenter(s): Jinya Wang, East China Normal University
Contributor(s): Xiaohua Yu, 13916464714; Jiamin Cheng, 13594936286

At the beginning of 2020, the outbreak of COVID-19 has made online learning become the main form of education in China, which gives birth to large-scale, multi-type and various forms of online learning platforms. Through content analysis, this study collects and codes online learning problems during the epidemic, and summarizes the status quo of basic education, higher education and vocational education, hoping to be helpful to the future development of online learning platforms.

**Roundtable: DDL-The Influence of critical factors on students’ satisfaction: A SEM ANALYSIS**
Presenter(s): Hale H. Turhangil Erenler, Akev University, Antalya, Turkey

This study examined and validated the critical factors affecting student satisfaction and what the students experience and perceive in a computer literacy course at a funded University in Turkey. A questionnaire was given to 170 students. The four factors which were found to be significant in 2016 when the course was taught with blended learning were analyzed with the structural equation modeling (SEM). The results showed that these factors of learner attitude toward computers, learner Internet self-efficacy, perceived usefulness, and perceived ease of use still had effects on students’ satisfaction with E-learning.

**Poster(v): INT-Culturally and Situationally-Appropriate Professional Development Design for Principals of Ethnic Schools in Yunnan PRC**
Presenter(s): Hong Wu DAI, Eastern University, USA & Yunnan Normal University, China; Dennis Cheek, IESEG School of Management, France

Policy changes will impact in unknown ways the public education of ethnic minority students across China, including Yunnan Province. Yunnan has the largest and most diverse concentrations of ethnic peoples. Most of the 20,000 elementary schools in Yunnan are small rural ethnic minority-majority schools with students of varying ethnicities. Principals face new and unprecedented challenges requiring new approaches to professional development of themselves and teachers they supervise. We preliminarily highlight issues regarding instructional design considerations.

**Roundtable(v): INT-Designing Global Learning Experiences: Successes, Challenges, and Issues**
Presenter(s): Danilo M. Baylen, University of West Georgia
Contributor(s): Ma. Asuncion Christine Dequilla, West Visayas State University

This presentation describes a global collaboration experience (successes, challenges, and issues) with technology from two cohorts of graduate students separated by almost 9,000 miles and a 12-hour time difference (Atlanta, USA, and Iloilo, Philippines).

**Roundtable(v): INT-The Use of Concern Theory in ICT-enabled Instruction: Evidence from Teachers in India**
Presenter(s): Matthew Rosen, Ohio University
Contributor(s): Briju Thankachan, Ohio University; Divya Chandrasenan, University of Kerala; J. Jayapraveen, University of Kerala; Sheila Chelimo, Ohio University

This research used the CBAM Stages of Concern Questionnaire to measure the implementation of technology-enabled instruction in Kerala, India. We collected concern statements from 7,187 teachers and conducted on-site interviews with 27 teachers. According to the model, teachers with more than five years of experience should be in the Impact level (Stage 4-6). But we found that teachers with more than ten years of experience still listed Task (Stage 3) as their peak concern.

**Poster(v): KSET-Prototyping A Guided Observation of the Virtual Reality-Based Job Training Simulation for Student with Intellectual Disability**
Presenter(s): Yeonju Tak, Chonnam National University; Seobin Jo, Chonnam National University; Da-ewn Kim, Chonnam National University
Contributor(s): Jeecheon Ryu, College of Education, Chonnam National University Gwangju, South Korea

We developed a virtual reality-based training simulation prototype for high-school students with intellectual disabilities(ID). This simulation is to practice a routinized work task for the students with ID in the convenience store context. The significant features of this simulation were observational evaluation and scoring functions for teachers to give the student accurate feedback. It can evaluate the procedures by verifying how students complete each step to build a recursive task required for the job task.

**Roundtable(v): RTD-Effects of a problem-solving framework based on engineering design of Japanese high school students**
Presenter(s): Koki Tamaki, Tokyo University of Science
Contributor(s): Yuki Watamabe, Tokyo University of Science

Recently, the development of problem-solving ability is emphasized. We taught Japanese high school students a framework of problem-solving based on engineering design. As a result, we found that students’ awareness of problem-solving ability and self-assessment of performance in problem-solving activities were improved. The students are considered to be suitable for the problem-solving framework based on engineering design.

**Roundtable(v): SICET-Research on the Project Management Maturity Model of Online Course**
Presenter(s): liang cheng, East China Normal University
Contributor(s): feng li, East China Normal University

The evaluation index system provides a quantitative means for quality evaluation research, while the maturity model provides a procedural and developmental qualitative measurement strategy. On this basis, this research integrates the two to combine the maturity model of online
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course project management with the quantifiable evaluation index system, and based on this, the ANP classic network model, evaluation index system and maturity model are designed.

Roundtable(v): SICET-What Can a Jigsaw Puzzle Game Tell About Critical Thinking and Academic Performance?
Presenter(s): Jonathan Michael Spector, Department of Learning Technologies
Contributor(s): Shanshan Ma, University of North Texas; Xiufeng Zhuang, Dajing High School Affiliated to Shanghai International Studies University; Morgan Carter, University of North Texas
The study reported in this proposal explored students’ performance on jigsaw puzzle games and its relationships with critical thinking competency and students’ academic performances in English, Chinese literature, and Mathematics. The study was conducted in a high school based in Shanghai, China. A total of 42 high schoolers were invited to participate in this study. Qualitative and quantitative data were obtained and analyzed. The findings suggested a different story regarding jigsaw puzzles for critical thinking.

Roundtable(v): STC-Instructional Designers as Changemakers and the need to care for their Professional Wellbeing
Presenter(s): Monica Sulecio de Alvarez, Independent Distance Learning Experience Designer & Coach
This round table is an invitation to engage in a conversation about the agency of instructional designers as changemakers and the sources of their stress, frustrations, and ultimately burnout. Returning to learning calls for systemic approaches to restore balance to the work life of instructional designers so that meaningful performance and self-realization are a constant to guarantee their wellbeing and the implementation of the critical changes that need to take place in all learning settings.

Roundtable: CLT-Black Women Digital Entrepreneurs, Decision-making, & Self-efficacy in Digital Communities of Practice
Presenter(s): Tracy Boyce, Wayne State University; Monica W Tracey, Wayne State University
Digital entrepreneurs — individuals who operate internet-based businesses — profit by facilitating learning through innovation in digital communities of practice. Participants will explore decision-making processes of Black women digital entrepreneurs who have, knowingly or unknowingly, become instructional designers by developing, designing, and deploying learning products, and uncover what we can learn from these individuals by discussing instructional design and localized context of use, decision making, and the development of self-efficacy through a social justice lens.

Roundtable(v): D&D-Implementing Microcredentials to Support Self-directed Software Learning: A Design-based Study
Presenter(s): Melissa Franklin, Brigham Young University; Rick West, Brigham Young University
Contributor(s): Jiahui Zhang, Brigham Young University
This roundtable will present a design-based study about developing microcredentials to support self-directed learning in semi-formal educational settings. The study began by implementing competency-based microcredentials to train student instructors. It is now on the second iteration expanding the program to offer microcredentials to all students on campus through project-based assessments. After sharing our design-based iterative process and evaluative data, we will facilitate a discussion around promoting and scaling microcredentials in similar settings.

Roundtable(v): D&D-Using storytelling as a motivational design to support community engagement in cancer research: A design and development case study
Presenter(s): Natercia Valle, University of Florida; Albert Dieter Ritzhaupt, University of Florida
Contributor(s): Janet Brishke, University of Florida College of Medicine; Betsy Shenkman, University of Florida
We will present a design and development research case study around the conceptualization, design, development, and formative evaluation of a curriculum intended to support the engagement of community members in cancer research. We will describe how the use of the Self-Determination Theory to guide the development of the curriculum and its learning activities were helpful to support learners’ motivation and learning outcomes. Important lessons learned will also be discussed.

Poster: DELT-Visualizing Google Search Trends for Remote Learning and Instructional Design in the COVID-19 Pandemic
Presenter(s): Javier Leung, University of Missouri
This project explores the popularity indices of search terms (Instructional Design, Remote Learning, and COVID-19) globally and in the US before and during the pandemic. By extracting these attributes (interest over time, interest by region, and related queries), the interactive visualizations in Tableau enable users to explore the trend patterns of multiple terms. This project serves as an archive of popularity indices to highlight Instructional Design and Technology’s pivotal role available at edctehrends.javierleung.com.

Roundtable: EDHP-Designing Scalable Instruction for Future Public Health Professionals in Times of Covid-19: A Design Showcase of Interprofessional Online Learning Experience
Presenter(s): Victoria Abramkenka-Lachheb, Indiana University School of Education
Contributor(s): Zachary Weber, Purdue University, Indiana University; Jeanne Johnston, Indiana University
The purpose of this presentation is to showcase evidence-based practices and well-thought-out design decisions applied in designing an online course that served as an interprofessional development event for future healthcare and public health professionals. The design showcase highlights key unique design features: Scalability of instruction during Covid-19, authenticity, interprofessional collaboration, and reflection. The design of this course was guided by a longitudinal interprofessional education curriculum that foregrounds interprofessional practice competencies and teamwork in preparing future healthcare professionals.
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**Roundtable(v): OTP-Applying Human Performance Technology: Strategies for Remote Workers**
**Presenter(s): Cyndy Loomis, Florida State University**
**Contributor(s): James Klein, Florida State University**
Rapid adoption of remote work began in earnest in March 2020. This session will focus on how the Behavior Engineering Model was applied to research examining remote work strategies. The study is applicable to anyone who manages remote workers or who wants to improve their remote work skills. Participants will share their remote work experiences through small group discussions to learn new ways to manage remote workers or improve their own remote work strategies.

**Roundtable: OTP-The Scholarship of Project Management in Instructional Design**
**Presenter(s): Jennifer C Johnston, The University of Georgia; Robert Maribe Branch, University of Georgia**
Come join us for a thought-provoking discussion aimed at the attempt to answer the question, “What is the scholarship of project management within the context of instructional design?”

**Roundtable(v): AECT-Investigating and recalibrating comprehensive change and leadership character in AECT**
**Presenter(s): Benjamin Emihovich, Cal State LA**
This roundtable discussion will identify what elements are important to facilitate comprehensive change and leadership character in AECT. A recent wave of bills are being introduced to state legislatures that undermine civil rights. Providing responsive leadership to AECT members must include prioritizing the values of thought, culture, and people who may be deeply affected by organizational decisions such as holding conferences and symposia in states that target and marginalize social justice, diversity, and equity.

**Poster(v): RTD-Comparison of Crises Impact on Education: A Review of Commonalities and Disparities**
**Presenter(s): Sara Kaiser, University of North Texas**
**Contributor(s): Shelby Strawn, University of North Texas**
This comparative research study explores commonalities in the impact of multiple crisis-related school closures throughout history. The overall objective was to identify the impact of existing educational disparities on academic systems. The Polio, H1N1, and Ebola public health crises were explored. Additionally, Hurricane Katrina and the Syrian Conflict are examined to provide a holistic understanding of the relationship between crisis and disparity exacerbation.

**Roundtable(v): CLT-Passive Netnographic Collection of Data from Reddit using Python, with Crowdsourcing Analysis using mTurk**
**Presenter(s): Fethi A. Inan, Texas Tech University**
**Contributor(s): Gregory Motes, Texas Tech University**
Learning subreddits offer a vast amount of virtually untapped researchable information for passive phenomenological studies in how people interact with each other in informal learning environments. The session will discuss the methodology of scraping data from Reddit using Python programming and then using a crowdsourcing platform to assist in the categorization of posts and comments, while also covering the topic of changes in tone during pre-COVID and in-COVID times.

**Poster(v): CLT-Using a Learning Analytic Tool for Qualitative Data Analysis**
**Presenter(s): Chynar Amanova, Northern Illinois University**
This poster presentation demonstrates the process of qualitative research and its findings that explored international graduate students’ perceptions of tutoring sessions by using data analytic technologies. Current technologies for qualitative data analysis treat all types of data analysis as a homogeneous category, and for this reason, the value of technologies for a discourse analysis of transcripts is not well examined. Therefore, this study makes recommendations on how a leaning analytic tool can be beneficial for analyzing knowledge building discourse.

**Roundtable(v): D&D-Computational Thinking in Education Roundtable**
**Presenter(s): LINDA Ann PAYNE, University of Memphis; Andrew Tawfik, University of Memphis**
**Contributor(s): Andrew Olney, University of Memphis**
This roundtable presents a literature review and discussion of computational thinking in education. As the general public began using computers to simplify everyday tasks, educators also began to explore ways to implement technology in the classroom, including computer science and computational thinking within a learning context. The literature of computational thinking (CT) is explored from a historical perspective is examined in this proposed roundtable. Proposed educational benefits and implications for future learning are also discussed.

**Poster: D&D-Investigating The Student Experience Through Action Research, Design Thinking, and UX Methods**
**Presenter(s): Vicki Stieha, Boise State University**
**Contributor(s): Mary Nicole Barber, Boise State University; Lesa Becker, Boise State University; Michele Konechny, Boise State University**
This poster outlines how instructional design principles were merged with design thinking and UX methods (alignment diagrams and personas) in the systemic and systematic investigation of a career-coaching intervention in an online M.S. degree program for instructional design and performance improvement (IDPI) professionals. The findings infer systemic links between the student’s connection to the program’s faculty/staff and the likelihood they will thrive in the program and/or achieve their career goals. While the program’s career-coaching intervention improved the student experience by fostering additional program connections, it was not a sufficient substitute for a minority of students. To redesign an effective and satisfying student experience we analyzed the student experience through UX mapping visualization techniques and developed rapid prototyping solutions. These findings and solutions are transferable to any program offering an online learning experience.
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Poster(v): DDL-Cognitive load and attention in e-learning contexts : An EEG study
Presenter(s): Seohyun Choi, Hanyang University; Sujung Lee, Hanyang University
Contributor(s): Dong sik Kim, Hanyang University

This research has its aim to analyze the electroencephalography (EEG) data to compare the states of extraneous cognitive load and attention during the two types of e-learning: asynchronous and synchronous learning. There has been research about the effects of asynchronous and synchronous learning, but few research were conducted to observe actual cognitive processes during two types of learning. The results of this study will supplement empirical evidence about learning via asynchronous and synchronous instructions.

Roundtable: D&D-“Seeing things Differently”: Using Diverse Representations to Promote Epistemic Diversity and Fluency
Presenter(s): Melissa Warr, University of Louisiana Monroe

Fluency in the application diverse epistemic approaches can help individuals develop a deep understanding concepts. By combining multiple ways of interacting with an idea, learners deepen their understandings. In this session, participants will experiment with an approach that can help learners develop epistemic diversity and fluency in both in-person and online contexts. The approach is based on research on a teacher professional development program conducted before and during the COVID-19 pandemic.

Poster(v): D&D-Designing and Facilitating Online Collaboration for Problem-based Learning
Presenter(s): Xun Ge, University of Oklahoma; Kun Huang, University of Kentucky

Promoting group collaboration in problem-based learning (PBL) is a challenging task, and it is even more challenging to do so in online PBL. Using a PBL group processing model based on the synthesis of previous works, we review the literature to identify challenges and propose tools and strategies for the forming, storming, norming, and performing stages of PBL group collaboration.
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Roundtable: DDL-A Series of Emerging Learning Technology Courses Using Project-Based Learning & Learning Analytics: The Design, Development, Delivery & Evaluation of Six Online Courses
Presenter(s): Ke Zhang, Wayne State University; Meina Zhu, Wayne State University
This session reports a study involving the design, development, delivery and evaluation of a series of emerging learning technology courses, using project-based learning and applying learning analytics to improve learning outcomes and to promote self-regulated learning. The study results in (1) six fully online, interdisciplinary courses on innovative learning technologies and (2) empirically tested strategies and guidelines to scale up online course offerings.

Roundtable(v): D&D-Learning by Explaining: Mini-Presentation Generative Learning Strategy
Presenter(s): Kei Tomita, Kennesaw State University
This is a design case of a new generative learning strategy named mini-presentation. In essence, each student gives a short presentation to critique existing work or justify their own project using the theories covered in the lectures. The results of semi-structured interviews and open-ended surveys suggest that the mini-presentation strategy is beneficial not only for communication skills but also for concept understanding and remembering. This proposal discusses how the mini-presentation strategy could enhance concept learning.

Poster(v): DDL-Factors Affecting Students' Social Presence in Real-time Online Class: For Increasing Learning Engagement
Presenter(s): Hisaki Kawamoto, Tokyo Institute of Technology
Contributor(s): Kai Li, Dokkyo University
Our primary purpose of this study is to find the factors affecting students’ presence in real-time online class. The survey conducted Japanese university students and collected 46 valid answers. As the result, asking questions on blackboard, chatting friends via text were positively related to the students’ presence. Additional analysis showed students’ presence was related to learning engagement. Therefore, providing several communication opportunities between an instructor and students and among students could enhance the learning engagement.

Roundtable: DDL-Smartphones as a Mobile Learning Tool
Presenter(s): Kayle Gaviola, Western Governors University
This Roundtable discussion will focus on the use of smartphones for mobile learning. The discussion will begin with the findings from my dissertation followed by a discussion on implementation of mobile learning to support students. We will discuss the use of the smartphone for learning; including how smartphones could contribute to the learning environment and why it is important to design mobile learning experiences to meet student needs.

Roundtable(v): D&D-Returning to Our Roots: Integrating Storytelling, Narratives and Role Model Activities To Create Positive Learning Experiences, Engagement and Motivation
Presenter(s): Jackie Daugherty, Wayne State University
The purpose of this round table session is to discuss how storytelling, narratives and role models continue to play an effective role in creating positive student learning experiences. The round table session will allow for a brief overview of a recent instructional design research study based on these core instructional design concepts, leading to an opportunity for participants to actively brainstorm further examples of activities that they can utilize in future projects.

Roundtable: DELT-Beyond Constructivism: Understanding and Utilizing Connectivist Principles in the Post-Covid Teaching and Learning Era
Presenter(s): Laura E Gray, College of Western Idaho; Casey E Herko, St. Leo University
Although developed in the 1970's, constructivism as a learning theory didn’t catch hold in American education until the later part of the 1990's. While constructivist principles are absolutely valid for helping students to learn on a deep level and transferring their knowledge, in these Post-Covid times of a massive shift to online and hybrid learning, students need more. This session will focus on utilizing connectivism to better engage students with technology, instructors, and each other.

Roundtable(v): LED-Student engagement in online learning from a Self-determination Theory perspective
Presenter(s): Thomas KF Chiu, Chinese University of Hong Kong
Student engagement that is energized by motivation and explained by Self-determination Theory (SDT) is a prerequisite for learning, which teachers play an important role in fostering. This study investigated how a proposed teacher digital support distinguished in SDT affects student engagement in online learning; and involved 1,201 high school students in completing pre- and post-questionnaires within 6-week online learning. The digital support significantly fostered student intrinsic motivation and engagement, and emotional support was very important.

Roundtable(v): RTD-Let’s Get Rid of “Screen Time”!
Presenter(s): Nancy Flanagan Knapp, University of Georgia
Pundits have been warning against too much “screen time” since the advent of screens, but the catchall term “screen time” leads to oversimplified questions and misleading popular “scare tactic” articles. Let’s retire the term “screen time” and discuss how we might better look at the wide variety of activities we now engage in on screens, along dimensions like passive vs. active (physically and/or cognitively), quality and intent of content, and diversity/interactivity in screen use.

Roundtable(v): TIL-Thirty-Five Studios in Three Months: An Adaptive Model for Online Course Delivery
Presenter(s): Nathan Graham, Johns Hopkins University
Like most institutions, Johns Hopkins Engineering faced a significant challenge after the pandemic emerged—developing the capacity and infrastructure within a few short months to deliver hundreds of courses to remote students. To ensure continuity of faculty support
and quality of course delivery, 35 instructional “pop-up” studios were designed, built, tested, and launched during the summer of 2020. After supporting the delivery of 300 online synchronous courses from the instructional studios, this design establishes a low cost, flexible approach to supporting and delivering remote learning at scale.

Roundtable(v): RTD-ClassDojo and the Conflation of Educational Technology Platforms
Presenter(s): Spencer P. Greenhalgh, University of Kentucky
Contributor(s): Daniela Di Giacomo, University of Kentucky, Sarah Barriage, University of Kentucky

In this presentation, we argue for the importance of Van Dijck’s (2013) “platform perspective” as a theoretical framework for describing and distinguishing educational technologies. In recent survey research, we found that students and principals frequently conflated the behavior management platform ClassDojo with other ed tech platforms based on similar affordances. We use Van Dijck’s theoretical framework to describe important differences between these conflated platforms based on underlying values, ownership, governance, and business models.

Poster(v): TEd-Book Study with a Triple Twist
Presenter(s): Sherri Slover, Wright State University
Contributor(s): Amy Elston, Wright State University

This presentation examines a professional development (PD) book study conducted for P-12 teachers that was designed with a triple twist. The first twist is that a university facilitated the book study, the second twist is that the book study was designed with a social constructivist framework to encourage active learning, and the third twist is that the book study was conducted online. This study attempts to determine if this PD book study was effective.

Poster(v): TEd-Graduate Instructors’ Technostress of Engaging in Emergency Online Teaching During the COVID-19 Pandemic
Presenter(s): Ying Cai, The University of Texas at Austin; YIN HONG CHEAH, the University of Texas at Austin
Contributor(s): Jason Rosenblum, The University of Texas at Austin; Yi Shi, the University of Texas at Austin

This study investigates graduate instructors’ technostress before and during COVID-19 pandemic, and the relationship between instructors’ TPACK self-efficacy and their technostress. Results show a significant increase in instructors’ technostress level during COVID-19 online teaching period (t (27) = -5.74, p<.01). Instructors’ TPACK self-efficacy was negatively correlated with the technostress. Additionally, this study reveals the main strategies instructors applied to cope with technostress and the major supports they have received.

Poster(v): TEd-Perceptions of Classroom Emotional Climate Post-School Closure due to Quarantine: A Case Study
Presenter(s): Tanya Sanderfoot, University of Wisconsin, Oshkosh; Nari Kim, University of Wisconsin - Oshkosh

This study aimed to describe the classroom emotional climate after quarantine due to the COVID-19 pandemic. Journals, questionnaires, and interview data were collected from nine students and two teachers in two second grade classrooms of a small, rural charter school in the Midwest. Results showed that the classroom emotional climate was overall positive for both students and teachers. Teachers reported more negative emotions than students. Safety procedures were an important part of returning to school.

Roundtable(v): TEd-Teacher Made Videos: A Comparative Analysis of Two Approaches to the Creation and Use of Self-made Teacher Videos in the Secondary Classroom
Presenter(s): Joseph Riddle, K-12 Teacher

The challenges of the 2020 global Covid-19 pandemic have thrust K-12 teachers into the world of online and hybrid learning. This study seeks to better understand how teachers are using self-made videos as part of their teaching. Specifically, the study compares publicly available videos on YouTube from two secondary teachers with differing approaches to classroom video creation and use.

Poster: TEd-The Impact of Mixed Reality Simulations (MRS) on Preservice Teachers’ Self-Efficacy Beliefs and Perceptions: A Systematic Literature Review
Presenter(s): Michael Otieno Okumu, Texas Tech University; Yusuf Murat Ozdemir, Texas Tech University
Contributor(s): Abiodun Ajayi, Texas Tech University

Based on studies conducted on the use of mixed reality simulations (MRS) in preservice teacher education, following a well-defined inclusion and exclusion criteria and a guided data extraction structure, this study proposes to consolidate key ideas and findings towards proposing strategies for implementing MR in improving preservice teachers’ levels of self-efficacy beliefs and perceptions. It uses the PICO framework as a basis alongside a guided review process adopted from Pai et al., (2013) and data extraction sheets.

Poster(v): TIL-Effects of Modality on P-12 Teachers’ Experiences with Cognitive Load and Technology Adoption
Presenter(s): Tara Lillian Dalinger, University of Central Oklahoma; Tutalen I. Asino, Oklahoma State University

P-12 teachers are now often required to participate in technology professional development using virtual platforms. The experimental study discussed during this presentation investigates to what extent the difference of instructional modality affects teachers’ experiences with cognitive load and whether they will choose to adopt the technologies for which they receive training.

Poster(v): GSA-Culturally Responsive Practices to Increase STEM Subject Choice in High School Students: A Mixed Methods Approach
Presenter(s): Paula Marcelle, Indiana University

Decolonizing of Caribbean high-school science curriculum is important as the post-colonial societies use of Western Modern Science which conflicts with indigenous ways of knowing. Aligning STEM challenges and lessons with culturally relevant themes can be used to teach
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science concepts and engage students. This poster proposes a conceptual framework for culturally responsive teaching practices for the STEM Caribbean classroom. This poster presents emerging research on culturally responsive approach the effect of student subject choice. *This proposal has been selected by GSA through the GSA Research Showcase initiative.

Roundtable(v): CLT-Assessing Supplemental Instruction Leaders’ Culturally Responsive Practices in Non-Traditional Learning Environments
Presenter(s): Marquetta I. Strait, Purdue University
This discussion will focus on an explanatory sequential mixed methods research that examines the extent of inclusive instructional practices within a distinguished undergraduate peer learning program, Supplemental Instruction (SI). Undergraduate SI leaders were examined for their intercultural competence level, values of culture and diversity in learning, and culturally responsive practices included in their instructional plans. This research is theoretically supported by the Intercultural Development Continuum (IDC) framework and culturally responsive teaching (CRT) practices.

Roundtable: D&D-Effective Practice in Providing Instructional Supports - Lessons Learned
Presenter(s): Thanh Do, Oklahoma State University
This presentation reports a practice in providing instructional supports for faculty during the emergency remote teaching period. The focus of this report is to describe strategies to collect materials and references, steps to design the online teaching tip (OTT) documents using Canva, and methods to deliver the OTT to instructors. This report will contribute to the graduate students’ success in working as an instructional designer to support online instructors.

Roundtable(v): DDL-Finding traces of motivational beliefs in learning analytics supported massive open online courses
Presenter(s): Mustafa TEPGE, Hacettepe University
Contributors: Fatma Güzem Karaoglan Yilmaz, Bartin University; Ramazan Yilmaz, Bartin University, Department of Computer Education & Instructional Technology; Furkan AYDIN, Kahramanmaraş Sütçü İmam University; Semih Bedir, Hacettepe University

The goal of this research is to find out if there are any links between self-reported psycho-educational variables and learner interactions in MOOCs. The study also aims to introduce the MOOCs system which were developed for large-scale project. The study provides attendees with theoretical perspective on what real-time log data means in instructional contexts, as well as insight into the design and instructional use of such environments, which is particularly beneficial to teachers and designers.

Roundtable: D&D-Pep Rally Using One-On-One Faculty Consultations to Promote Technological Pedagogical Content Knowledge
Presenter(s): Natalia Kavan, Fordham University; Zixin Mao, Fordham University; Alexandra Reilly, Fordham University; Semih Bedir, Fordham University
Contributors: Olga Catalina Castillo Robles, Technology Integrated Learning

The participants of the session will become familiar with Technological Pedagogical Content Knowledge (TPACK) and its role in the one-on-one faculty consultations regarding instructional design (ID). Additionally, they will learn how this framework is applied to the faculty who are new to consultations. The peri-pandemic ID team created such an approach through their experiences with faculty in the Business School. One-on-one consultations became a key solution for the relationship and course development with the faculty.

Roundtable(v): D&D-The design, development and evaluation of an OER (open educational resources) initiative in an engineering course
Presenter(s): Bree Kirsch, Old Dominion University
Contributor(s): Tian Luo, Old Dominion University

OER (Open Educational Resources) has been deemed as one of the key solutions to address challenges in terms of access to higher education. This session describes the initial work of a grant-funded project involving the redesign of a required engineering course using OER materials (i.e., the adaptation of an OER textbook and the creation of ancillaries that align with the new materials adopted), as well as the presentation of its preliminary evaluation data.

Roundtable(v): LED-Personalized Learning in Higher Education: Low-, Mid-, and High-Tech Strategies
Presenter(s): Kelly Paynter, Jacksonville State University; Jimmy Barnes, Jacksonville State University

This session includes justification for personalized/customized learning; some benefits of using this approach; and a discussion of how such assignments promote critical thinking skills as students work within the higher levels of Bloom’s Taxonomy. Participants will see examples of these types of assignments that the presenters use in their own classes; then, they will crowds source ideas for customizing and personalizing assignments across various disciplines.
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**Roundtable(v): LED-The Future of Supplemental Instruction: Possibilities for Improved Student Engagement and Inclusion through Innovations in Virtual and Hybrid Peer-Led Study Groups**

**Presenter(s): Adriana Grimaldi, University of Toronto Mississauga**

In response to Covid-19, the University of Toronto Mississauga successfully transitioned 64 of its undergraduate peer-led study group programs onto a virtual platform. As we return from homestay to in-person schooling, faculty and students who rely on these programs to support student engagement in high attrition courses are curious about: “which modalities of the new virtual FSG (VFSG) should remain and which will go”? We seek to make these decisions by examining “who benefits and who is left out?” Guided by principles of Universal Design rooted in inclusive education, this presentation shares evidence-based alternatives and innovation to reimagine and reinvent the future of Supplemental Instruction.

**Roundtable(v): OTP-Training people to support faculty: is it an insurmountable task or is it impossible?**

**Presenter(s): Mounika Reddy Ragula, Le Moyne College; Royce L Robertson, Le Moyne College; Roula Creighton, Le Moyne College**

The ongoing pandemic has forced many faculty members to teach online remotely in the beginning and has changed to teaching in a hybrid environment in some regions depending on the public health developments in a given state in many countries. This shift required some support staff to step in and train faculty members in using technology. This roundtable session is intended to invite discussions regarding the successes and challenges when training people to support faculty members in teaching in online and hybrid environments.

**Roundtable: RTD-Faculty Motivation and Concern During a Campus-wide Free Textbook Initiative**

**Presenter(s): Katherine S Williams, University of Pikeville; Eric Werth, University of Pikeville**

In 2020, a liberal arts institution transitioned from traditional materials to those free-to-students. Research explored the impact of the initiative on faculty in terms of motivation, and if faculty would return to their previous commercial content if permitted. Themes emerged related to satisfaction with using free-to-student resources, discomfort with a rapid-transition, and mixed results on retention of them in courses. This session will present findings and implications for institutions considering similar initiatives.

**Roundtable: RTD-Understanding MOOC learners: Dynamic interplay among goal achievement, perceived learning, satisfaction, and intention for further learning**

**Presenter(s): Moon-Heum Cho, Syracuse University; Eunjung Grace Oh, University of Illinois at Urbana-Champaign; YunJeong [Eunice] Chang, University at Buffalo, SUNY**

The purpose of this study is to examine the relationships among MOOC learners’ perceived goal achievement, their learning experiences measured with perceived learning and course satisfaction, and their intention to take additional MOOCs. A total of 202 MOOC students voluntarily participated in the study. The results showed that personal goal achievement was a more powerful predictor than instructor goal achievement for determining MOOC learners’ perceived learning and course satisfaction, which are statistically significant predictors for their intention to take additional MOOCs. Our study contributes to the existing MOOC literature that emphasizes the importance of personal goals for meaningful learning.

**Roundtable: CLT-College Cultures Impact on Diversity and Inclusion Initiatives**

**Presenter(s): Peggy Ann Lumpkin, AECT**

A college’s culture has an impact on innovations attempted by the institution. However, there is difficulty in discussing culture and change in higher education “because there is no one right culture. In other words, doing so is very hard work”. (LeBlanc, 2015). When the innovation involves implementing diversity and inclusion, assessing multiple campus cultures and their interplay is an important step.

**Poster: D&D-Assessment of Student Learning Across Modalities: Asynchronous vs. Synchronous (Zoom) vs. Flipped Classroom Learning Experiences**

**Presenter(s): Sila Lott, Tallahassee Community College; Stephen Banister, Tallahassee Community College**

This study focuses on comparing student performance, success data, and Faculty/student reported learning experiences across three different English II sections. Each section had the same Instructor, Librarian, and information literacy lesson, but received instruction across a different modality: asynchronous (online only) vs. synchronous (Zoom lecture) vs. flipped classroom. We will share Spring 2021 data for one assignment (the final course presentation), and Summer 2021 data across all research assignments in the semester.

**Poster(v): D&D-Designing hard and soft scaffolding to enhance graduate students’ online collaborative learning**

**Presenter(s): Qiujie Cai, Towson University; Alexis Guethler, Towson University**

This poster will describe how hard and soft scaffolding features were designed and implemented in a collaborative learning project to support students’ knowledge construction and knowledge building in an online graduate course. A quasi-experiment was conducted to compare the perceived effectiveness of two scaffolding conditions: 1) hard scaffolding only and 2) hard and soft scaffolding. This poster will present the preliminary findings and discuss implications for scaffolding design and future studies.

**Roundtable(v): DDL-A Systematic Review of MOOC Peer Assessment Strategies**

**Presenter(s): Samantha Goldstein, University of North Texas**

This session will share findings from a systematic review related to peer assessment approaches within Massive Open Online Courses (MOOCs) from 2012 to 2021. This session will discuss the systematic review findings, including the most commonly cited peer assessment
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structures and the most frequently used outcomes analysis strategies in MOOCs. Attendees will leave the session with an appreciation of typical peer assessment strategies in MOOCs, as well as their opportunities and limitations.

Roundtable(v): DDL-Narrative to Dynamic: Measuring Analytical Thinking in MOOC Discussion Forums
Presenter(s): Rob Moore, University of Florida
Contributor(s): Chuang Wang, University of Macau

In this study, we used Linguistic Inquiry Word Count (LIWC) to analyze 2,419 discussion forum posts from two versions of a Massive Open Online Course (MOOC) to measure analytical thinking. LIWC's analytical thinking score determines whether a post is more narrative or more analytical. We also examined the relationship between analytical thinking and the six dimensions of cognitive processing. We found moderating effects between analytical thinking and insight, causation, and discrepancy.

Poster(v): DELT-Predicting At-Risk Learners with Explainable AI
Presenter(s): Ngocvan Bui, Sam Houston State University; Donggil Song, Sam Houston State University

This in-progress research explores the efficacy of explainable artificial intelligence (XAI) as an early warning system (EWS) for predicting at-risk online learners in higher education. The XAI model integrates genetic programming (GP) with theory-guided data science (TGDS), such as Activity Theory and Fink’s Holistic View of Active Learning. XAI research incorporating instructional theories can provide informative and meaningful feedback for guiding learner-centric instruction intervention.

Poster(v): D&D-A Systematic Review of Studies in HCI field on User Experience Design and Game-based Learning
Presenter(s): Rui (Tammy) Huang, College of Education, University of Florida
Contributor(s): Lisa Anthony, University of Florida

Both user experience (UX) and game-based learning (GBL) have been studied for more than two decades. However, no prior reviews performed at the intersection of UX design (UXD) and GBL have been found in IEEE and ACM databases. This review looked at the research questions, the advantages and disadvantages of the solutions, underlying theories/frameworks/models/approaches, processes and methods, and the learning and GBL contexts. Implications were proposed to guide future research.

Poster(v): TED-The Effect of Engineering Integrated Science Curricula on Elementary Students’ Attitudes Towards Engineering
Presenter(s): Qi Si, East China Normal University
Contributor(s): Jing Leng, East China Normal University; Feng-Kuang Chiang, Shanghai Normal University

Given the importance of K-12 engineering education, this study aims to explore the effect and feasibility of “EIS (Engineering Integrated Science)” curricula applied in elementary science classrooms. All the participants were instructed to engage in a 7-lesson program featuring organically integrating Scientific inquiry with Engineering design. The results indicate that the “EIS” curriculum had a positive effect on the improvement of students’ engineering attitudes, which is acceptable and agreeable to students.

Poster(v): GSA-A Mixed Methods Study of #ScholarStrike Activities: Teaching Webinars or Teach-ins
Presenter(s): Kae Novak, University of Colorado Denver

#ScholarStrike was a call for scholars in solidarity with the Black Lives Movement. This event took place on September 8 and 9, 2020 during the pandemic lockdown of higher education. Overall, most activities that were reported were Zoom webinars on anti-racism. However, interpretation of the mixed data is uncovering an emergent trend where events went past webinars and were teach-ins that disrupted the virtual classroom and had scholars and students occupying this online space. *This proposal has been selected by GSA through the GSA Research Showcase initiative.

Roundtable(v): AECT-Shared Caregiver Support Services at AECT - We are Moving Forward Once Again! (Thursday ONLY)
Presenter(s): Dalinda Bond, AECT Convention Scheduler; Lisa A. Giacumo, Boise State University; Camille Dickson-Deane, University of Technology, Sydney

Are you looking for shared childcare services at AECT? Are you interested in building organizational systems and leading the change required to support such a service? Please join us at the Social Justice and Equity Task Force meeting to provide input on two topics: What does caregiver support look like for the future in AECT? What do we need to do to prepare for this future? The intended outcome of this working session and unique conversation is to identify action items to be shared with President-Elect Designate David Wiley to serve as guide for AECT conference planning. Please direct questions about shared caregiver support services at AECT conferences to Lisa A. Giacumo at lisagiacumo@boisestate.edu. This session is designed to connect you with others who desire support and liaise with the conference planners for next year.

A Thematic Analysis on The Use of Learning Management Systems (LMS) Log Data from Online Courses in Preservice Teacher Education by Use of NVIVO Statistical Analysis Software
Presenter(s): Michael Oiteno Okamu; Yusuf Murat Ozdemir; Fethi A. Inan, Texas Tech University
Contributor(s): Raymond Flores, Texas Tech University

Substantial amounts of data that accumulate daily in servers and databases are a source of information on patterns in online learning and information resources in teacher education. Studies have been conducted on the use of such data in teacher education. In this study, data extracted from log data-related studies and based on well-defined inclusion and exclusion criteria are analyzed in NVIVO towards establishing the overarching themes, variables, and sentiments from such studies.

Flexible Assessment in Math During (and After) COVID
Presenter(s): Kuang-Chen Hsu, University of Notre Dame; Brian Mulholland, Faculty
Contributor(s): Sonja Mapes, Faculty; G. Alex Ambrose, Faculty; Andrew Craker, University of Notre Dame
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Mastery-based learning provides an opportunity for higher education to reimagine the purpose of assessment, which is one of the primary challenges faced by educators and students throughout the COVID-19 pandemic. This poster session will showcase formative assessment using a mastery-based grading approach in one college-level math course offered in dual mode to explore how different groups across the university work collaboratively to innovate teaching and learning with effective pedagogical practice to promote student success.

Interdisciplinary Perspectives: Designing a Culturally & Linguistically Inclusive Online Professional Development
Presenter(s): Faridah Pawan, Indiana University Bloomington; Yichuan Yan, Indiana University; Zixi Li, Indiana University

The purpose of the grant-funded project is to develop a self-paced online Culturally and Linguistically Inclusive instruction to support K-12 content area teachers whose students include English learners of diverse backgrounds. The design team created seven professional development modules that combine strategies, tools, and models contextualized in Culturally Responsive Teaching and Second/Foreign Language pedagogy. The design rationale, issues, and decisions of the project emerging from the design process will be discussed.

K-12 Online Education from an Online School’s Perspective
Presenter(s): Amanda Viola, Texas Connections Academy; Brita Lindsey, Texas Connections Academy; Jana Andrews, Texas Connections Academy; Jessica Patten, Texas Connections Academy; Jennifer Walling, Texas Connections Academy
Contributor(s): Holley Prescott, Texas Connections Academy

The purpose of this session is to provide a panel of experienced online administrators and teachers to answer questions regarding K-12 online education. This panel will address best practices in the online educational environment. Topics will range from supporting students and families to training teachers. Some of the hot topics to address include engagement, accountability, content mastery, student supports, teacher supports, parent supports, and learning management systems through the lens of diversity, equity, and access.

Learning Experience Design Study: Virtual STEM peer mentor training for ethnic and minority women
Presenter(s): Jaclyn Gish-Lieberman, University of Memphis; Andrew Tawfik, University of Memphis; Teresa Marion Theiling, The University of Memphis
Contributor(s): Amanda J. Rockinson-Szapkiw, The University of Memphis

This design showcase describes the tensions and resolutions related to the second iteration development of a virtual STEM peer mentoring program for ethnic and racial minority (ERM) women in STEM study programs at Historically Black Colleges and Universities (HBCUs). The design featured interactive self-paced modules developed in Articulate Rise with animated video cases. The showcase highlights the intersection of new design elements with Bandura’s (1977) four sources of self-efficacy.

The Virtual Reality Classroom: A Prototype Environment to Measure Student Engagement through Eye Tracking and Portable Electroencephalography Technology
Presenter(s): Noah Glaser, Old Dominion University
Contributor(s): Ido Davidesco, University of Connecticut; Elana Zion Golumbic, Bar Ilan University; Kenneth Thompson, University of Connecticut

Student engagement is often considered the gateway between instruction and learning, yet reliably measuring engagement remains a challenge. To overcome this challenge, we have developed an innovative, virtual reality (VR) system, which mimics a real classroom to investigate student engagement while maintaining full experimental control. In this session, we showcase the design and development process of our system and demonstrate how we utilize state-of-the-art eye tracking and portable electroencephalography technology to examine student engagement across varying instructional content and pedagogical strategies.

What’s Trending? Exploring the Trends in IDT Database from Various Perspectives
Presenter(s): Jeffrey Phillips, Florida State University; T. Logan Arrington, University of West Georgia; Alison L. Moore, University of South Carolina; Robert Reiser, Florida State University

This session provides participants with hands-on experience navigating a website and online database that focuses on trends in the field of Instructional Design and Technology. Participants will use their personal devices to explore the website, compare how online usability strategies improve the web browsing experience, and describe how the database can be used as a tool in academia and industry.

Analysis of Patterns in Time: Innovative Learning Analytics with Google Analytics 4
Presenter(s): Ted Frick, Indiana University; Cesur Dagli, Virginia Tech
Contributor(s): Rodney D. Myers, Independent Scholar

We discovered in late 2020 that Google Analytics 4 (GA4) has effectively implemented many ideas from Analysis of Patterns in Time (APT). GA4 tracking sessions can be treated as APT temporal maps. If used creatively, GA4 reporting tools can be used to count patterns needed for APT. We demonstrate that APT is a form of innovative learning analytics. Google Analytics 4 can be leveraged to do APT when supplemented with spreadsheet calculations.

Artificial Intelligence, Bots and Technology-Mediated Learning in The Age of Virtuality Culture
Presenter(s): Camille Dempsey, Edinboro University; Lynn Hummel, Bloomsburg University

This presentation will explore artificial intelligence, human presence and technology-mediated learning. Join us as we explore our research at Bloomsburg and Edinboro Universities. We will share the Double 3 Robot, a telepresence robot, by Double Robotics as well as some examples of artificial intelligence in education that teachers are implementing with students in preparing them for the evolution of virtuality culture.
End of Imperial: a Point-and-Click Medical Mystery
Presenter(s): Stuart Criley, Indelible Learning, Inc
Contributor(s): Jasminka Criley, UCLA

Embark on a virtual apprenticeship, and explore careers through gameplay. Play the role of Luz Montoya, a police detective who is called to the scene of a serious motor vehicle accident near a busy airport. End of Imperial is a real place, one of the most dangerous intersections in the country. After playtesting, engage in discussion with the game creators how you can use this NIH-funded project to promote health career exploration for diverse students.

Engaging Learners with AR/VR in a Blended Design Based Learning Environment
Presenter(s): Brandon Hargis, Oklahoma State University; Clement Abai, Oklahoma State University; Frank Strange, Oklahoma State University; Penny Thompson, Oklahoma State University

In this interactive session, we share the theoretical foundations for how design-based learning, blended learning, and AR/VR can be combined to create engaging learning environments. We will demonstrate an example by having our audience participate and interact as avatars in an augmented reality Mozilla Hubs meeting room as we demonstrate the capabilities of this learning environment to engage learners in multimedia presentations.

Esports Gaming Masters: STEM Productions Showcase
Presenter(s): Jason Engerman, East Stroudsburg University; Richard Forbes Otto, East Stroudsburg University; Patie Varkados, East Stroudsburg University; Anthony Karl Betrus, SUNY Potsdam; Mark VanAuker, East Stroudsburg University; Emily Jimenez, East Stroudsburg University; Danielle Nightlinger, East Stroudsburg University
Contributor(s): Arlene Hargrave, East Stroudsburg University; Colin Michaud, Potsdam University; Steven Canning, SUNY Potsdam

With over 500 million participants worldwide and increased HS and Higher Education engagement, Esports has become a worldwide phenomena. Esports, has only enhanced the need for expertise in information communication technology. Two Universities will showcase the experiences and expertise of technological tools to broadcast electronic competitive games to a broad audience of virtual and physical spectators. Our showcase will illuminate the multifaceted information communication technology tools and their uses by student participants through an Esports showcase.

Exploring the Effectiveness of Digital Games in Producing Pro-Environmental Behaviors when Played Collaboratively and Individually: A Mixed Methods Study in India
Presenter(s): Shamila Janakiraman, Purdue University
Contributor(s): Sunnie Watson, Purdue University; William Watson, Purdue University

This mixed-methods study conducted in a high school (India), examined attitudinal learning among students who played an environmental sustainability game, individually and collaboratively and the differences between students who played the game and a control group. Surveys based on Theory of Planned Behavior and Attitudinal Learning Instrument, showed that attitudinal learning from games was similar for both groups and was higher compared to traditional instructional methods. Interviews explained learning experiences of players and how it produced pro-environmental behaviors.

Instructional Design & Educational Technology Augmented Reality Storytelling — IDET ARtS
Presenter(s): David Squires, Texas A&M University - Corpus Christi

This study showcases how Augmented Reality tools may impact teaching and learning during remote learning events especially during the COVID-19 pandemic. The data collection study details iterative data collection cycles of an Augmented Reality mobile application platform implemented at an informal learning environment in the Southern United States. Data was collected utilizing a mobile Augmented Reality application software development kit analytics implementation. The embedded analytic tracking recorded participants use of the mobile AR application.

Using IDV to Promote Computational Thinking in Atmospheric Science Learning
Presenter(s): Yan Sun, Mississippi State University; Mengni Bai, Mississippi State University
Contributor(s): Jamie Dyer, Mississippi State University; Mahnas Jean Mohammad-Aragh, Mississippi State University; Jonathan Harris, Mississippi State University; Pat Ko, Mississippi State University

This session showcases the innovative science learning experience of using IDV (Integrated Data Viewer) for 3D visualization of real-world weather data and promotion of computational thinking development among middle and high school students. Attendees of this session will be engaged in visualizing real-world weather data to experience the science learning experience innovated by IDV.

The potentials and trends of using holography in education: a scoping review
Presenter(s): Ha Won Yoo, Korea University; Hyunju Oh, Korea University
Contributor(s): jaehong Jang, Byulnae elementary school; Inwoo Park, Korea University

The purpose of this study is to conduct an overview of the current status and key literature context in application of holography technology in education, and to identify its effects and contributions to students’ learning experience and performance. Through this comprehensive overview, this study is aimed to ascertain unresolved issues associated with current research trends especially in clarifying the scope and definitions of technology applications in education for further educational research development.
Friday, November 5 Meetings: Times and Locations

195. Wellness: Staying Grounded in Uncertain Times (v)
   7:00 am to 7:50 am
   Virtual - Chicago 4B
   
   Staying Grounded in Uncertain Times
   Presenter(s): Kathryn Kennedy, Wellness for Educators
   Research has confirmed that trauma and prolonged stress are not only cognitive experiences; they are also bodily experiences. When not
   addressed, these experiences settle into our body and wreak havoc on our internal systems, including our immune and nervous systems.
   Research also tells us that mind/body approaches, such as grounding, breathing, movement, and meditative exercises, have the highest
   potential to heal the bodily tissues that hold this prolonged stress and trauma. This session is filled with research-based experiential learning
   for practitioners using grounding, breathing, and meditative exercises from the disciplines of yoga and Qigong that will help you build your
   resilience and create space for healing.
   Zoom Meeting Host: AECT Zoom Host 22, AECT

196. AECT- Preparing future teachers: Measuring student perceptions of their program preparation to integrate technology (v)
   8:15 am to 9:15 am
   Virtual - Chicago 2A
   
   Preparing future teachers: Measuring student perceptions of their program preparation to integrate technology
   Presenter(s): Elizabeth Langran, Marymount University; Rhonda Christensen, University of North Texas; Jonathan Cohen, Georgia State
   University
   To prepare teachers to integrate technology effectively, as well as follow accreditation requirements, teacher preparation programs (TPP)
   must prepare their teacher candidates to learn to integrate technology into their future classrooms throughout their programs. Researchers
   combined a set of survey instruments to evaluate how TPPs prepare their students to integrate technology into their practice. This panel will
   describe this research and lead a conversation on ramifications of this work on teacher preparation.
   Zoom Meeting Host: AECT Zoom Host 16, AECT

197. Book Shares- Instructional Design in the Field (v)
   8:15 am to 9:15 am
   Virtual - Chicago 3A
   
   Master of Integration: An Intellectual Field Guide for Instructional Designers
   Presenter(s): Chris Gamrat, Penn State University; Megan Kohler, Penn State University
   Instructional designers and many faculty have developed expertise in other fields before ‘discovering’ a love of education. By approaching
   work with a cross-disciplinary lens, we propose that these educators become a master of integration, taking their knowledge and expertise
   and weaving it such a way to be complementary to the knowledge of professional partners such as other designers and subject matter
   experts. Through experience, designers find tools or techniques to include in their work. This book attempts to curate lived experience from
   other professions which can be used by designers and faculty to share with colleagues. Master of Integration: An Intellectual Field Guide
   for Instructional Designers introduces the reader to perspectives of experts in varied topics. This melding of skills sets, and conceptual
   knowledge holds the potential to influence how we perceive design and cultivate richer experiences for students.
   
   The Instructional Designer’s Training Guide: Authentic Practices and Considerations for Mentoring ID and Ed Tech Professionals
   Presenter(s): Jill Stefaniak, University of Georgia; Rebecca M. Reese, Rocky Mountain College of Art + Design
   It is important that educators take inventory of how they are facilitating authentic learning experiences for their learners, so these new
   designers are ready for the wide variety of contextual factors that may impact the results of their projects. As educators provide these
   situated experiences, learners will be able to develop abilities as designers, and artifacts that showcase their skills, making them more
   competitive and viable for the workforce. Unclear expectations are not the only challenge facing new designers. It is important that new
   instructional designers feel confident embracing constraints, working among changing project expectations, and interacting with multiple
   stakeholders on a variety of projects. Not only is it important for ID programs to provide new designers a solid foundation in fundamental
   instructional design concepts, they must also work towards cultivating their learners’ interpersonal skills. This book provides the
   foundational concepts along with practical strategies for training and mentoring educational technology and instructional design students to
   be able to design instruction in a variety of contexts. There is a need for students to gain real-world instructional design practice and gain
   experience with contending with different learning audiences and contextual factors.
   Zoom Meeting Host: AECT Zoom Host 18, AECT

198. D&D- Innovate! Learning Spaces Labs: An introduction to digital learning
   8:15 am to 9:15 am
   Palmer - 4th Floor-Grand Ballroom
   
   Learning Spaces Labs: An introduction to digital learning
   Presenter(s): Valary Oleinik, valarywithawhy.com
   Last year brought about unprecedented challenges but also opportunities. A new community of educators were introduced to technology-

Chicago, Illinois   AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021   188
facilitated education. They may not have sought out digital, distance, remote, or virtual learning, but it became the norm and they had to adjust quickly. This brought about stress, confusion, and, in some cases, anger. My solution was to create the Learning Spaces Lab workshop to help them transform their classes and their mindsets.

Zoom Meeting Host:
AECT Zoom Host 27, AECT

199. DDL- Faculty Perspectives in Online Learning (h)
8:15 am to 9:15 am
Palmer - Salon 10

Creating Accessible Online Learning: A Preliminary Investigation of Faculty and Educational Technologists' Knowledge and Skills
Presenter(s): Patrick Loventhal, Boise State University; Amy Lomellini, Molloy College

Institutions are faced with supporting a diverse student body in ways like never before. Given this, we set out to investigate how prepared faculty and educational technologists are at designing accessible online courses and instructional materials. In this session, we will report the results of our inquiry into faculty and educational technologists' knowledge and skills with creating accessible courses and instructional materials. We will conclude by discussing implications for research and practice.

Zoom Meeting Host:
AECT Zoom Host 10, AECT

200. DDL- Innovate! Microlearning Assessment (v)
8:15 am to 9:15 am
Virtual - Chicago 4A

Assessing the Learning in Microlearning: An ITSY Solution for a Big Need
Presenter(s): Rita Fennelly-Atkinson, Sam Houston State University
Contributor(s): Renee Dyer, Weslaco Independent School District; Sam Houston State University

Designing an effective microlearning assessment is achieved by being inventive, targeted, specific, and yielding. While there is no road map specific to creating microlearning, this interactive session will share practices and guidelines to create assessments for these types of learning experiences. We will discuss and model different ways of collecting and using microlearning assessment data to determine if your instructional objectives are being met.

Zoom Meeting Host:
AECT Zoom Host 20, AECT

201. D&D- Preparing the Next Generation of Instructional Designers (h)
8:15 am to 9:15 am
Palmer - Salon 1

Preparing the Next Generation of Instructional Designers: Prerequisite Skills for Beginning Study in Instructional Design
Presenter(s): Atsusi Hirumi, University of Central Florida; Jason K McDonald, Brigham Young University; Patricia J Slagter van Tryon, East Carolina University

This panel addresses learner readiness to study instructional design theory and practice. Through an examination of learner needs and desired performance outcomes, we have identified potential prerequisites for beginning a program in instructional technology. We will share the results of our collaboration, invite attendees to share their teaching experiences, and work to refine and identify additional prerequisite skills in support of learners’ development of their design practice.

Zoom Meeting Host:
AECT Zoom Host 09, AECT
Friday, November 5 Meetings: Times and Locations

202. DELT- Learning Environments and Virtual Reality (h)
8:15 am to 9:15 am
Palmer - Marshfield

Influence of Collaborative Video Production on Interest and Engagement of Students Grades 6 and 7
Presenter(s): Joe Gaston, University of South Alabama; Byron Havard, University of West Florida
The purpose of this mixed methods study was to determine how Collaborative Video Production (CVP) influences students’ interest and engagement in course content. The two-year study sample consisted of 254 students representing Grades 6 and 7. Results indicated the presence of Phase 3: emerging individual interest and Phase 4: well-developed individual interest as described by Renninger and Hidi (2016). Students also described CVP as having a positive influence on the learning environment.

Iterative Design of a Narrative-Centered Learning Environment for Computationally-Rich Science Learning in Elementary School
Presenter(s): Jennifer K. Houchins, North Carolina State University; Kevin Matthew Oliver, North Carolina State University
Contributor(s): Kimkinyona Cully, WestEd; Danielle Marie Boulten, North Carolina State University; Andy Smith, North Carolina State University; Rasha Elsayed, WestEd; Aleata Hubbard Cheoua, WestEd; Cathy Ringstaff, WestEd; James Minogue, North Carolina State University; Bradford Mott, North Carolina State University
This session shares our iterative design process for a narrative-centered learning environment which integrates science learning, computational thinking (CT), and digital storytelling. Our design process is feedback-driven and prompted by focus group studies with elementary teachers who would use this in the classroom. Attendees will experience a live demonstration and open dialog on how the learning environment facilitates story creation and supports learning for integrated science, language arts, and CT through digital storytelling.

Teaching Presence in a 3D Virtual Reality Learning Environment from Students’ Perspectives
Presenter(s): Minh Thi Ngoc Pham, University of Missouri, Columbia, USA; Xinhao Xu, University of Missouri; Hao He, University of Missouri Columbia; Jhon Alexander Bueno Vega, University of Missouri-Columbia
This study aimed to explore students’ perspectives on aspects of teaching presence they found most helpful in the learning modules where the content of digital 3D VRLE was introduced. The results show that the top aspects of the modules which students liked about were (1) the presentation of critical content, (2) the use of multimedia like video tutorials, (3) the availability and accessability of the instructors, (4) the opportunities for collaborative learning, and (5) the alignment of learning activities with assessment.

Zoom Meeting Host:
AECT Zoom Host 08, AECT

203. FR (v)- Learning Analytics
8:15 am to 9:15 am
Virtual - Chicago 5A

Innovative Learning Analytics for Evaluating Effectiveness of First Principles of Instruction
Presenter(s): Ted Frick, Indiana University; Cesur Dagli, Virginia Tech
Contributor(s): Rodney D. Myers, Independent Scholar
We describe a forward-thinking research methodology that uses big data to evaluate the effectiveness of online instruction. Analysis of Patterns in Time (APT) is a practical analytic approach that analyzes meaningful patterns in massive data sets, capturing temporal maps of students’ learning journeys by combining qualitative and quantitative methods. We demonstrate how APT can yield strong, easily generalizable empirical evidence through big data, documenting the extraordinary effectiveness of First Principles of Instruction.

Zoom Meeting Host:
AECT Zoom Host 22, AECT

204. GSA- Membership Meeting (h)
8:15 am to 9:15 am
Palmer - Wilson

Graduate Student Assembly Membership Meeting
Presenter(s): Sharon Flynn Stidham, Virginia Polytechnic Institute and State University; Pauline Salim Muljana, Old Dominion University; Hannah Elizabeth Diggins Elliott, Western Kentucky University; Kae Novak, University of Colorado Denver; Sonia Tivari, Penn State University; Sagun Giri, Pennsylvania State University; Okan Arslan, Texas Tech University; Rebeca Peacock, Boise State University; Mohammad Shams Ud Daha, Purdue University; Suthanthi Wetcho, Chulalongkorn University; Anne Fensie, University of Maine; Samantha Goldstein, University of North Texas; Hajeen Choi, Florida State University; Rebecca Clark-Stallkamp, Virginia Tech; Cansu Tatar, North Carolina State University; Irene A Bar, Old Dominion University; Atikah Shemshack, University of North Texas; Dana Alzouabi, Iowa State University; Holly Fiock, Purdue University; Francis Eamonn Powers, Old Dominion University; Matt Connell, Baker University; Annetta Dolowitz, University of South Alabama; Kiran Baidh, University of North Carolina at Charlotte; Waneta Hebert, Sam Houston State University
Contributor(s): Paula Marcelle, Indiana University; Yujin Park, Florida State University; Jamie Bernhardt, Georgia State University

Zoom Meeting Host:
AECT Zoom Host 13, AECT
Friday, November 5 Meetings: Times and Locations

205. INT- Socratic Seminar (v)
8:15 am to 10:15 am
Virtual - Chicago 6A

Socratic Seminar: An international forum on Socratic teaching
Presenter(s): Abbas Johari, Cameron University; Robert Doyle, Harvard University; Jonathan Michael Spector, Department of Learning Technologies; Cengiz Hakan AYDIN, Anadolu University; Chih Hsiung Tu, Northern Arizona University; Patricia Young, Un. of Maryland Baltimore County; Amy C Bradshaw, University of Oklahoma; Xiaoxue Wang, Florida Gulf Coast University; Andrew R. J. Yeaman, Grosse Pointe Farms, Michigan
Contributor(s): Michael K Thomas, University of Illinois at Chicago; Chun-Min (Arthur) Wang, National Tsing Hua University; Jan A. Lubin, University of California, Riverside

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.

Zoom Meeting Host: AECT Zoom Host 24, AECT

206. KSET/HKAECT- Instructional Design (h)
8:15 am to 9:15 am
Palmer - Ashland

KSET- Addressing the Challenges of Online and Blended STEM Learning with Grounded Design
Presenter(s): YunJeong [Eunice] Chang, University at Buffalo, SUNY
Contributor(s): Eunbae Lee, The Catholic University of Korea

Online learning generates its own instructional challenges and requires creative approaches and shifts in ways of teaching and learning. Yet, faculty members are subject matter experts but often lack pedagogical knowledge and training on how to effectively teach online or incorporate appropriate technologies. Applying grounded design framework to online and blended learning, we discuss the assumptions, approaches, and design examples as to guide postsecondary STEM faculty members designing online courses.

KSET- How Teachers’ Instructional Design Decisions Impact Student Engagement during COVID-19
Presenter(s): Ji Yae Bong, Concordia University, Montreal; Zhichun Liu, University Massachusetts Dartmouth; Daeun Jung, Florida State University
Contributor(s): Dan He, Florida State University

This presentation reports a research study to examine the students’ perceived engagement and learning experience in a public girls’ high school in South Korea during the COVID-19 pandemic. The students’ learning experiences across the courses varied in response to the individual teachers’ instructional design decisions. Overall, the results indicated that teachers’ design decisions had a positive impact on students’ engagement. We will discuss how the teachers’ design decisions impacted their students’ reactions and learning experiences.

HKAECT- Gamification and Effectiveness of different Digital Teaching and Learning Tools used in online classrooms during pandemic in tertiary education
Presenter(s): Noble Lo, PolyU CPCE
Contributor(s): Sumie Chan, Miss

The research aims at comparing and evaluating the effectiveness of various digital teaching and learning tools in motivating university students to learn during the pandemic, with reference to gamification in virtual classrooms. Data will be collected from questionnaires, interviews and surveys distributed to university teachers and students in Hong Kong, in correspondence to their responses and attitudes towards digital and mobile applications.

Zoom Meeting Host: AECT Zoom Host 01, AECT

207. Presidential- Innovate! Planning to Develop Professional ID&D Knowledge and Skills (h)
8:15 am to 9:15 am
Palmer - Salon 12

Planning to Develop Professional ID&D Knowledge and Skills for Environments You May Have Never Anticipated
Presenter(s): Tonya Amankwata, North Carolina A&T State University; Ellen Wagner, University of Central Florida

Have you heard the news? There is a growing demand for people with first-rate ID skills. This demand come from schools, colleges and universities navigating emergency remote learning; it also comes from workplaces that have discovered that they can thrive using distributed support. Many of these workplaces have vastly different expectation for ID fluencies than those typically found in college and university teaching and learning environments. This session explores skills pathways for “people like us” working in non-academic settings while considering emerging technology trends likely to affect both job growth and professional expectations for new essential AND desirable skills.

Zoom Meeting Host: AECT Zoom Host 11, AECT
Friday, November 5 Meetings: Times and Locations

208. RTD- New Perspectives on Learning Design Research (h)
8:15 am to 9:15 am
Palmer - Salon 2

Collaborative Embodied Reflection: Golf Coaches’ and Students’ Video Supported Reflective Practices
Presenter(s): Nate Turcotte, Florida Gulf Coast University
Contributor(s): Mark Komives, Florida Gulf Coast University; Marty Hall, Florida Gulf Coast University; Tara McKenna, Florida Gulf Coast University

This proposal reports on ongoing research that explores embodied pedagogical encounters between professional golf coaches and students. This work, in particular, is focused on the technology-supported collaborative teaching and learning practices of golf coaches and students as they reflect on their practice and work to improve their performance. This research offers a complimentary account of embodied reflection in a novel setting – a Golf Swing Analysis Lab – at a large U.S. university.

Immersive learning research with individuals with autism as research partners
Presenter(s): Hayot Tuychiev, University of Arkansas; Dennis Beck, University of Arkansas; Matthew Schmidt, University of Florida

The purpose of this session is to present participatory action research as a methodological approach that stands contrary to dominant research in the area of immersive learning research with individuals with autism. We present as an example case our participatory research design with this population. We highlight how we sought to foreground the language, methods and values of individuals with autism and discuss how this could potentially widen impact of our and others’ research.

Revisiting and framing media comparison studies, learning styles, and digital natives in light of new realities made visible by the COVID-19 pandemic
Presenter(s): Tatu I. Asino, Oklahoma State University; Michael M. Rook, National Science Foundation

This session explores three big debates in the field and proposes a new conversation around these issues, especially in light of the impacts of COVID-19 on education. The three debates we are exploring are the Media Comparison debate between Richard Clark (1983) and Robert Kozma (1994), the Digital Native debate starting with Marc Presnky (2001), and the Learning Styles debate starting with Dunn and Dunn (1993) and Reif (1993).

Zoom Meeting Host:
AECT Zoom Host 12, AECT

209. RTD Theory Spotlight Competition - Judges (Closed)
8:15 am to 9:15 am
Palmer - Harvard
Chair:
Heather Leary, Brigham Young University

210. SICET- Membership Meeting (v)
8:15 am to 9:15 am
Virtual - Chicago 1A
Zoom Meeting Host:
AECT Zoom Host 14, AECT

211. TED- Innovative Practices in Preservice Teacher Education
8:15 am to 9:15 am
Palmer - Indiana

Faculty’s Engagement Strategies in Covid-19 Emergency Remote Teaching of Chinese Language: a Qualitative Study
Presenter(s): Ching-Hsuan Wu, West Virginia University; Lizeng Huang, The Ohio State University

Guided by Community of Inquiry, this study reports faculty’s engagement strategies in cognitive, social, and teaching presences in Chinese language classrooms in the U.S. during emergency remote teaching (ERT) necessitated by the COVID-19 pandemic. The instructors’ technology-mediated teaching practices were analyzed through the lens of the Technological Pedagogical Content Knowledge framework. The results revealed five characteristics in the faculty members’ ERT experiences and their fourteen engagement strategies in organizing their social, cognitive, and teaching presences.

Integrating Virtual Reality into a Teacher Education Classroom: Pre-service Teachers’ Perceptions and Experiences
Presenter(s): Jung Won Hur, Auburn University

The purpose of this study was to explore pre-service teachers’ perceptions and experiences of using VR in their future classrooms. A total of 87 pre-service teachers participated in the study, and 57 of them used Oculus Quest to interact with a VR app entitled “Notes on Blindness.” The findings presented that the experience of using VR in a teacher education course promoted students’ interest in integrating VR in their future classrooms.
Friday, November 5 Meetings: Times and Locations

Social Annotation as an Innovation for Engagement and Meaningful Connection in Asynchronous Courses
Presenter(s): Grant T. Chartrand, Indiana University
Contributor(s): Christopher D. Andrews, Indiana University

We share instructional practices for integrating social annotation as an innovation for promoting student engagement and meaningful connection in asynchronous undergraduate courses for pre-service teachers. Several tips for using social annotation to enable students to problem-solve, explore creativity, and build relationships are discussed. The session concludes by highlighting theoretical and pedagogical challenges that continue to push our thinking, research, and practice in using social annotation.

Zoom Meeting Host:
AECT Zoom Host 04, AECT

212. TIL/STC- K-12 Classroom Research and Application (h)
8:15 am to 9:15 am
Palmer - Logan

TIL-Exploring the Development of K-2 students' Computational Thinking Concepts and Literacy through ScratchJr activities
Presenter(s): Jiyoung Kim, Indiana University Bloomington; Anne Ottenbreit-Leftwich, Indiana University; Ai-Chu Ding, Ball State University; Jacob Koressel, Indiana University - Bloomington; Yin-Chan (Janet) Liao, East Carolina University; Katie Jantaraweragul, Indiana University; Ya-Huet Lu, East Carolina University
Contributor(s): Meize Guo, Indiana University Bloomington

With the recent push for computational thinking (CT) at the elementary level, teachers have expressed concern on how to incorporate CT into the elementary curriculum. One suggestion has been to integrate CT into existing elementary curriculum topics, such as literacy. In this study, we piloted the use of ScratchJr, a coding app, to investigate the feasibility of integrating CT in a literacy context in early elementary grades. Using a small pilot group of three female students, we investigated whether ScratchJr could help students revise their writing and gain computational thinking capacities. This pilot study suggests the possibilities around incorporating CT into literacy instruction at early elementary grades to benefit both subjects.

STC-K12 Practitioners’ Perceptions of Learning from Failure, Creativity, and Systems Thinking
Presenter(s): T. Logan Arrington, University of West Georgia; Alison L. Moore, University of South Carolina; Lauren Bagdy, Florida State University

This session will present the results of a collective case study exploring how K12 practitioners perceive the interaction of failure, creativity, and systems thinking within their professional practice. Participants described how learning from failure and creativity manifest within their practice and through systems thinking. Additionally, they identified that learning from failure and creativity are crucial components of problem-solving. Further insights into how these three concepts can impact professional practice will be addressed.

Zoom Meeting Host:
AECT Zoom Host 06, AECT

213. Book Shares- Ethics & Systems Thinking in Design (v)
9:30 am to 10:30 am
Virtual - Chicago 3B

Ethics and Educational Technology: A Design-Based Approach
Presenter(s): Stephanie L. Moore, University of New Mexico
Contributor(s): Heather Tillberg-Webb

Adapting work by Whitbeck in engineering on “ethics as design,” this book explores ethical issues in educational technology and instructional design and how we do not simply select between right or wrong but devise solutions where ethics are part of our design considerations. Chapters 1-4 explore the history of ethics in ed tech and central concepts such as reflective practice and questioning technology, covering concepts such as reflection-in-action, different approaches to ethics, philosophies of technology, and ethics as design. Rather than emphasizing codes of ethics, we focus on how ethical considerations arise in practice and how we can address them through professional practice. Chapters 5-8 explore how ethics are integrated into different types of tasks professionals engage in, such as planning, technology selection, design & development, and evaluation. Each chapter features an Ethics In Practice topic, such as accessibility or data rights and privacy, with a bibliography for related readings, discussion questions, and activities.

Learning and Instructional Design Technology in the Mirror: Integrating Ethics and Social Responsibility in Research and Practice
Presenter(s): Tonia A. Dousay, University of Idaho; Stephanie L. Moore, University of New Mexico

Learning and Instructional Design Technology in the Mirror: Integrating Ethics and Social Responsibility into Research and Practice addresses a significant gap of literature on ethics in educational technology. This open-access text will be published on EdTechBooks.org in Fall 2022, and moves beyond codes of ethics, facilitating discussions on how we design, develop, select, and implement educational technologies directly addressing accessibility and inclusion, racial and social justice, data rights and privacy, and other ethical considerations. More than a dozen practical perspectives capture research and conceptual contributions in the first edition with plans to enhance the OA resource in future editions with design cases and case studies to impact day-to-day practice and professional preparation.
Friday, November 5 Meetings: Times and Locations

Systems Thinking for Instructional Designers: Catalyzing Organizational Change
Presenter(s): **M. Aaron Bond**, Virginia Tech; **Beth Rajan Sockman**, East Stroudsburg University of Pennsylvania; **Suha Tamim**, University of South Carolina; **Samantha J Blevins**, Radford University

The book of case studies provides a collection of real-life narratives that describe how systems thinking can be employed to influence change to ensure adoption, implementation, and sustainability. There has been much published on the importance of systems thinking for successful change, but very little addresses the perspective of the practitioner. Most of the published work explores theoretical foundations and mechanisms of systems thinking. Actual cases of systems thinking for change are rare. Through an instructional design perspective, these narratives will highlight an interactive and systematic process of analysis and decision-making to address both problems and actions. This book will provide relevant examples to instructional design practitioners in the field. Cases are drawn from a broad spectrum of settings including, education, healthcare, business, nonprofit organizations, and represent domestic and international perspectives. This broad approach portrays the many variations of systems thinking and innovative approaches taken for change. This book is a useful resource for scholars and professionals alike.

Zoom Meeting Host:
**AECT Zoom Host 19, AECT**

### 214. CLT- Inclusive K-12 Education (v)
**9:30 am to 10:30 am**
**Virtual - Chicago 1B**

Examining the Effect of Socioeconomic Status on K-12 Students’ Use of Technology: The Third-level Digital Divide
Presenter(s): **Elife Ceviker**, Ohio University

Existing studies have examined the determinants of the digital divide, especially access to technology and digital skills, few studies focused on how students used technology and the factors that impact the gap among their technology usage. To address this need in the literature, the research presented in this article investigated students’ types of usage and the effect of their socioeconomic status on their types of usage by using ICILS 2018 dataset.

How Middle School Students Experience Presences and Engagement in Synchronous Collaborative Learning
Presenter(s): **Saerok Park**, Ewha Womans University
Contributor(s): **Jeongmin Lee**, Ewha Womans University

This study aims to investigate how middle school students experience presences and engage in synchronous collaborative learning with YouTube streaming and Zoom during the spread of COVID-19. Forty-six students answered a self-reported questionnaires and a self-reflection survey related to presences and learning engagement. The results show that the major predictor of learning engagement is cognitive presence according to multiple regression analysis. The implication based on the findings is discussed in the conclusion.

Zoom Meeting Host:
**AECT Zoom Host 15, AECT**

### 215. CLT- Inclusive Pedagogy and Cross Cultural Competencies (h)
**9:30 am to 10:30 am**
**Palmer - Kimball**

Asset-based Pedagogy: A Case Study Evaluating Evidence of Self-identity and Culture in a Higher Education Online Learning Environment
Presenter(s): **Laurie O. Campbell**, University of Central Florida
Contributor(s): **Samantha Heller**, University of Central Florida; **Eric Daniel Laguardia**, University of Central Florida

This study examined the ways in which learners express their identity and culture when provided opportunities for voice and choice in an online learning environment. Data from work samples, reflections, and projects were used to explore learners’ experiences participating in technology-based activities where learners shared aspects of their identity they believed to be most salient with the class. Researchers then looked for evidence of identity in multiple assignments throughout the course.

Cross cultural competencies for instructional designers and performance improvement practitioners: Is it time for a competency model?
Presenter(s): **Lisa A. Giacumo**, Boise State University; **Madeleine Yount**, Boise State University; **Kendra Peterson**, Boise State University

Within human resources and human performance improvement (HPI) organizations are moving to the usage of evidence-based practice performance tools to improve knowledge-based decision making (Clark, 2006). Competency models are an evidence-based practice tool that HPI and HR practitioners use to guide evidence-based practice are competency models. Join us to consider the development of a competency model to support ID and HPT work across cultures in organizations.

Cross cultural organizational systems mapping: An Innovative approach to needs assessment
Presenter(s): **Lisa A. Giacumo**, Boise State University; **Tutaleni I. Asino**, Oklahoma State University

A financial investment organizational client put out a request for proposal (RFP) for a systems-thinking training. In responding to the request, we proposed an innovative approach to needs analysis through a systems mapping process and training, to meet their goals for
organizational performance improvement. In this session, we will share our case study. Join this session, to learn to describe a five-phase needs assessment process and identify the cross-cultural considerations responsible consultants can use in enacting the mapping process across cultures.

Zoom Meeting Host: AECT Zoom Host 05, AECT

216. D&D- Digital Games-based Learning and Design Frameworks (h)
9:30 am to 10:30 am
Palmer - Salon 1

Investigating Student Engagement through a Virtual Reality Classroom that Utilizes Eye Tracking and Portable Electroencephalography Technology
Presenter(s): Noah Glaser, Old Dominion University
Contributor(s): Ido Davidesco, University of Connecticut; Elana Zion Golumbic, Bar Ilan University; Kenneth Thompson, University of Connecticut

Student engagement is often considered the gateway between instruction and learning, yet reliably measuring engagement remains a major challenge. To overcome this challenge, we have developed an innovative, immersive virtual reality (VR) environment, which mimics a real classroom to investigate student engagement while maintaining full experimental control. In this session, we present preliminary findings from a pilot study on this VR classroom that triangulates traditional self-reported metrics with eye-gaze, user data, and brain activity measures.

Zoom Meeting Host: AECT Zoom Host 09, AECT

217. DDL- Big Questions in Online Learning (v)
9:30 am to 10:30 am
Virtual - Chicago 4B

Did You Know? Eight Questions People Ask About Microlearning in the Digital Age
Presenter(s): Joseph Rene Corbeil, University of Texas Rio Grande Valley; Maria Elena Corbeil, University of Texas Rio Grande Valley

Microlearning is all the rage, but what is it exactly? What does a successful microlearning event look like? How long is it? And how do you assess the learning in microlearning? These, among others, are the most common questions people ask about microlearning in the digital age. In this presentation we will address these questions and examine the recent phenomenon of “microlearning” happening in education, professional development, training, and personalized learning.

Learning analytics based feed-forward: Designing dashboards according to learner expectations and lecturer perspectives.
Presenter(s): Mustafa TEPGEC, Hacettepe University
Contributor(s): Fatma Gizem Karaoglan Yilmaz, Bartin University; Ramazan Yilmaz, Bartin University, Department of Computer Education & Instructional Technology; Sema Saluk, Bartin University; Furkan AYDIN, Kahramanmaras Sütçü İmam University; Halil Yurdugül, Hacettepe University

This study aims to determine what kind of feedback/feed-forward intervention that learners expect by learning analytics dashboards (LADs) and to design LADs according to these expectations. The study consists of 4 phases in which different stakeholders contribute to the design process. The outputs of this study will contribute to both instructional designers, teachers and researchers to gain insight into designing and employing learning analytics according to learner characteristics.

Technological Challenges and Pedagogical Lessons: Understanding K-12 Online Learning from Parents’ Perspective
Presenter(s): Jing Lei, Syracuse University; Yang Liu, Syracuse University
Contributor(s): Zeenar Salim, Syracuse University

By qualitatively analyzing 662 comments from parents and guardians on their children’s online learning during the Pandemic, this study examined the pedagogical, technological, and social cultural challenges students and families face in K-12 remote learning. Systematic content analysis revealed four major themes: (1) quality of instruction; (2) management and communication challenges; (3) support for online learning; and (4) health related concerns. Recommendations focused on using technology to manage, design and implement teaching and learning activities.

Zoom Meeting Host: AECT Zoom Host 21, AECT
Friday, November 5 Meetings: Times and Locations

218. DDL- Elements of Online Learning Design (h)
9:30 am to 10:30 am
Palmer - Salon 10

**Examining Twitter conference participants and their PLN activities from social networking to networked knowledge activities**
Presenter(s): **HAJEEN CHOI**, Florida State University; **Zhichun Liu**, University Massachusetts Dartmouth; **Ji Yue Bong**, Concordia University, Montreal

This case study investigates a professional Twitter conference community. Twitter archive from OLC Accelerate 2018 conference was collected using its official hashtag #OLCAccelerate. Social network analysis was conducted to examine the structure of overall community and subgroups by membership. Conference tweets including both monologues and dialogues were analyzed to identify specific activities that digital conference participants were involved in. This proposal will discuss our initial findings about the community structure and dynamic PLN activities.

**Exploring the Relationship Between Universal Design and Learning Context**
Presenter(s): **Jill Stefaniak**, University of Georgia; **Xigui Yang**, University of Georgia; **Meimei Xu**, University of Georgia

This session presents the findings of a study that explored the influence of contextual factors on instructional designers’ abilities to integrate UDL principles in online learning environments. The results of this study are an attempt to further examine the relationship between contextual factors and universal design for learning strategies. Findings and trends identified in the data will be presented with recommendations for the development of heuristics to address UDL in higher education institutions.

**Perceptions of Instructors and Instructional Designers of Online Course Design Elements**
Presenter(s): **Doris U Bolliger**, Walden University; **Florence Martin**, University of North Carolina Charlotte

Course design is critical to online student engagement and retention. The Online Courses Design Elements (OCDE) instrument was administered to instructors and instructional designers to examine their frequency of use of design elements in five categories: overview, content presentation, interaction and communication, assessment and evaluation, and learner support. This study has implications for instructors and instructional designers who design online courses and individuals who provide training and support structures for faculty and staff.

**Zoom Meeting Host:**
**AECT Zoom Host 10, AECT**

219. D&D/OTP- The Practice of Instructional Design
9:30 am to 10:30 am
Palmer - Indiana

**D&D- Current and evolving instructional designers’ identified roles: Similarities and differences**
Presenter(s): **Bill Sugar**, East Carolina University
Contributor(s): **Delaney Collyer**, East Carolina University

This study gathered demographic and questionnaire data from seventy-nine professional instructional designers (41% return rate). In addition to providing pertinent demographic data, our study depicted and provided illustrative examples on how professional instructional designers perceived of their role as defined by existing literature (e.g., Hokanson & Miller, 2009). During this presentation, similarities and differences between these roles (e.g., Designer as Artist, Instructional Architect, etc.) will be displayed and discussed.

**D&D- “I Can Do Things Because I Feel Valuable”: Authentic Project Experiences in Instructional Design Education**
Presenter(s): **Jason K McDonald**, Brigham Young University
Contributor(s): **Amy Rogers**, Brigham Young University

In this presentation we present research into authentic project experiences in instructional design education. We focus on how authentic projects matter to students, along with different modes of engagement that participating in projects opens up. We do this through a case study of an instructional design student and her work on an authentic project. We show how projects can create both possibilities and constraints, and discuss what this implies for instructional design education.

**OTP- Training Bash: Tearing Down a Training Program to Rebuild with a Better Instructional Foundation**
Presenter(s): **Courtney N. Miller**, Old Dominion University

What would you do if you got promoted to training manager for your computer software company? Now, what if you knew that your product training offerings had instructional design issues? For me, I opted to Tear down the course and then rebuild it with a solid foundation. In this session, I share an overview of our “Training Bash” initiative, discuss our progress, and describe the future steps involved in developing an instructionally-sound software training program.

**Zoom Meeting Host:**
**AECT Zoom Host 04, AECT**
Effects of the Flipped Classroom Strategy on K-12 Students' Mathematics Learning Outcomes: A Meta-Analysis

Presenter(s): Byron Havard, University of West Florida; Jeannine Abadie, University of West Florida
Contributor(s): Margaret Byrns, University of West Florida

The overall effect of the flipped classroom strategy on K-12 students' mathematics learning outcomes was explored in this meta-analysis. Search strategies in 13 databases revealed 1,349 relevant studies published from 2010 through the first quarter of 2021. Specific criteria resulted in 30 studies and 34 effect sizes included in the final analysis. The overall weighted mean effect size was 0.320 (SE = 0.031). Additional results based on research questions, implications, and limitations are also provided.

Tangible Datasets? What, Why, & How

Presenter(s): Daniel L. Hoffman, University of Hawaii at Manoa; Seungoh Paek, University of Hawaii at Manoa
Contributor(s): Mark Santolucito, Barnard College; Maria Hwang, Fashion Institute of Technology

In response to calls for K-12 educators to integrate artificial intelligence and machine learning concepts into their teaching, this project used designed-based research to develop a tangible dataset for classrooms. The purpose was to design and evaluate a resource aimed at helping children learn about the role of data quantity and quality in machine learning. This presentation provides a brief overview of AI education and demonstrates a prototype of the tangible dataset.

Using Data Mining for Systematic Literature Review: A Bibliometrics Study for Detecting Affect and Cognition States of Learners

Presenter(s): Okan Arslan, Texas Tech University; Fethi A. Inan, Texas Tech University

This study uses quantitative methods, bibliometrics, to investigate the literature that uses physiological measures to detect affective and cognitive states of individuals in educational context. To do so, one of the biggest scientific collections, Web of Science, was used to collect related studies. In total 1214 studies were included for this study. Publication trends toward the years, most influential articles and authors, and research area were explained including network analysis of journals, and used keywords.

Agency in engineering design: Understanding the tradeoff between criteria and constraints in authentic epistemic practices

Presenter(s): Hengtao Tang, University of South Carolina
Contributor(s): shiyan jiang, North Carolina State University

Engineering design has been widely implemented in K-12 curriculum to prepare future engineers. To foster epistemic agentic learners, understanding how learner agency reveals in the negotiation between criteria and constraints in authentic epistemic practices is important. The purpose of this research is to understand how epistemic agentic actions are unfolded in engineering design practices. Preliminary findings showcased three different patterns about how learners undergo engineering design processes. Practical implications will be discussed at the presentation.

Why Aren’t We Questioning the Technology: Data Justice, Digital Rights & Digital Sovereignty

Presenter(s): Kae Novak, University of Colorado Denver; Chris Luchs, Colorado Community Colleges Online

This discussion roundtable covers the critical vocabulary and critical praxis that could be developed concerning educational technology, digital usage, and whether students, faculty, and staff have digital rights and digital sovereignty in education and in the workplace.

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223. LDC- Mid-Career: Transitioning Faculty to Leadership (h)

9:30 am to 10:30 am
Palmer - Salon 12

Transitioning from Faculty to Leadership: A Mid-Career Panel
Presenter(s): John H Curry, Idaho State University; Dirk Ifenthaler, University of Mannheim; Krista Glazewski, Indiana University; Charles R. Graham, Brigham Young University; Jol Moore, University of Missouri
Contributor(s): Andrew Walker, Utah State University; Jennifer Brill, Monmouth University

Faculty entering their mid-career phase have several choices ahead of them from continuing their successes in research and/or teaching, to engaging in a variety of leadership opportunities (DeZure et al., 2014). This panel reflects the diversity of leadership roles found among AECT members who will share their stories, discuss their approaches to work-life balance, describe how they balance service with their roles as leaders and their continued role as faculty.

Zoom Meeting Host:
AECT Zoom Host 11, AECT

224. OTP- Innovate! Idea Relay

9:30 am to 10:30 am
Palmer - 4th Floor-Grand Ballroom

Idea Relay: Building together from individual ideas.
Presenter(s): Brad Hokanson, University of Minnesota

This is an interactive demonstration of a new creativity and innovation process called Idea Relay. The process is a series of sequential written challenges to develop and build new, useful ideas. Attendees will all participate by posing challenges and by developing ideas. Responses to participant challenges are written by each member of a small group resulting in a well-developed set of responses. This process builds innovation from the diverse experiences of individuals or teams.

Zoom Meeting Host:
AECT Zoom Host 27, AECT

225. RTD- Membership Meeting (v)

9:30 am to 10:30 am
Virtual - Chicago 5B
Zoom Meeting Host:
AECT Zoom Host 23, AECT

Dean and Sybil McClusky Research Award Jennifer Park (Indiana University Bloomington) The Relationships Among Sustainable Work Environment, Human Agency, and Self-Leadership Outstanding Theoretical Journal Article Award Peter Honobein (Customer Performance Group; Indiana University Bloomington; Boise State University) and Charles M. Reigeluth (Indiana University Bloomington) To Prove or Improve, That is the Question: The Resurgence of Comparative, Confounded Research between 2010 and 2019 Published in Educational Technology Research and Development (2021) Outstanding Empirical Journal Article Award Theodore J. Kopcha (University of Georgia), Ceren Ocak (University of Georgia), and Yingxiao Qian (Arizona State University) Analyzing Children’s Computational Thinking through Embodied Interaction with Technology: A Multimodal Perspective Published in Educational Technology Research and Development (2020) Qualitative Inquiry Award Ai-Chu Elisha Ding (Ball State University) Language Teachers and Multimodal Instructional Reflections during Video-Based Online Learning Tasks Young Researcher Award Tiffany Roman (Kennesaw State University) and Elizabeth Boling (Indiana University Bloomington) Design Education at the Secondary Level in the U.S.: Instructional Practices and Perspectives of Teachers Outstanding Service Award: Wanli Xing (University of Florida); Professional Development Coordinator Elect (2018-2019), Professional Development Coordinator (2019-2020), Past Professional Development Coordinator (2020-2021) Eunjung Grace Oh (University of Illinois at Urbana-Champaign); Featured Research Coordinator (2016-2017), President-Elect (2018-2019), President (2019-2020), Past President (2020-2021) Bret Staudt Willet (Florida State University); Graduate Student Representative (2018-2019), Secretary (2019-2020), Communications Officer (2020-2021) Outstanding Research & Theory Division - Sponsored Accepted Proposal Zhiru Sun (University of Southern Denmark) and Yuqin Yang (Central China Normal University) Empowering Students in Remote Learning: A Mediation Analysis with Structural Equation Modeling Outstanding Research & Theory Division - Sponsored Accepted Student Proposal Holly Fiock (Purdue University), Sally Meech (Purdue University), Mohan Yang (Purdue University), Yishi Long (Purdue University), Tadd Farmer (Purdue University), Adrie Koehler (Purdue University), and Zui Cheng (Shenzhen University) Instructional Design Learners Make Sense of Theory

226. SICET- Innovate! Teaching and learning in a Pandemic (h)

9:30 am to 10:30 am
Palmer - Ashland

Best Practices of Teaching and Learning in Covid-19
Presenter(s): Miaoting Cheng, Shenzhen University; Zui Cheng, Shenzhen University
Contributor(s): Nanxi Meng, University of North Texas

Facing the arrival of the post-pandemic era in 2021, we invite members and non-members of SICET to reflect on the experiences during covid-19, to share the practices, strategies, interventions, policies, regulations, and guidelines you and your institute implemented or created
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during the pandemic, and how they can be applied as guidance and reference for our future practice and research on teaching and learning. We invite a variety of perspectives and insights from practitioners, scholars, graduated students, and doctoral students from different cultural contexts to participate in the panel.

Zoom Meeting Host:

**AECT Zoom Host 01, AECT**

### 227. TED- From Lesson Repository to Online Journal (h)

9:30 am to 10:30 am
Palmer - Logan

**From Lesson Repository to Online Journal: Increasing Technology Teaching in Teacher Education**

Presenter(s): **Craig Erschel Shepherd**, University of Memphis; **Jacob A. Hall**, SUNY Cortland; **Kalianne Lund Neumann**, Oklahoma State University; **Cecil R Short**, Texas Tech University; **Frances M Alvarado-Albertorio**, Oklahoma State University; **Ya-Huei Lu**, East Carolina University; **Irene A Bal**, Old Dominion University; **Yin-Chan (Janet) Liao**, East Carolina University; **Mohammad Shams Ud Duha**, Purdue University; **Alan Buss**, University of Wyoming

Contributor(s): **Kristin Kipp**, Rocky Mountain College of Art + Design; **Paula Marcelle**, Indiana University

Five years ago, TED members shared desires to capture effective practices within preservice technology integration courses. From this experience, the TED lesson repository was born and has benefited members for 3+ years. To broaden dissemination, include an international audience, and reward authors for their contributions, this endeavor has evolved to an online, open-access journal. This session will review the journal’s origins, detail scope and author guidelines, provide examples, encourage participation, and solicit feedback moving forward.

Zoom Meeting Host:

**AECT Zoom Host 06, AECT**

### 228. AECT- HEROs Award Presentations: Higher Education (h)

10:45 am to 11:45 am
Palmer - Salon 10

Chairs:

**Hengtao Tang**, University of South Carolina

**Jill Stefaniak**, University of Georgia

Presenters:

**Christopher R Prokes**, Boise State University

**Jennifer Davis**, Sinclair Community College

Zoom Meeting Host:

**AECT Zoom Host 10, AECT**

The AECT Honoring Educational Revolutions in Online (HERO) Practice Awards recognize educators, instructional designers, and performance improvement practitioners who quickly adapted to novel challenges in experimenting with new technology, new tools, and new approaches to model learning for learners geographically dispersed. Join award winners in the Higher Education Category as they share their innovative learning solutions from 2020. Congratulations to Christopher R Prokes, Sinclair Community Colledge.

### 229. CLT- Innovate! Cultural Perspectives of Online Instructional Design (v)

10:45 am to 11:45 am
Virtual - Chicago 1A

**Visuals Matter: Focus on Diversity in Designing Online Course Artifacts**

Presenter(s): **Keya Mukherjee**, Saint Leo University; **Jennifer Gianico**, Saint Leo University

Contributor(s): **Laquita Liles**, Saint Leo University

This presentation will explore how course designer used visuals, such as imagery and colors to improve course design by implementing a culturally sensitive pedagogical framework in a higher education context for culturally and linguistically diverse learners. Presenters will share how course designers reduced text-heavy content pages with visual thinking and how they modified course layout with considerations of color psychology, culturally respectful images and photos to construct scenarios and personas to build inclusive experiences.

Zoom Meeting Host:

**AECT Zoom Host 14, AECT**

### 230. CLT- Reflective Experiences (h)

10:45 am to 11:45 am
Palmer - Kimball

**International Students' Learning Experiences in Online and Face-to-Face Instructions**

Presenter(s): **Hajeen Choi**, Florida State University; **Vanessa Denneo**, Florida State University

Contributor(s): **Dan He**, Florida State University; **Ömer Arslan**, Graduate Student, Florida State University

This qualitative study is a segment of a larger investigation about international students’ feelings of othering in online learning.
environments. 17 international students and 10 of their domestic counterparts were interviewed. It was found that different delivery modalities compensate for some drawbacks, while bringing new challenges that impact their learning and level of engagement. This paper compares international participants’ experiences in two learning settings, and specifically, observes the barriers of language, social norms, and trust.

Taking stock of where we are, where we come from and the future of the CLT division.
Presenter(s): Camille Dickson-Deane, University of Technology, Sydney; Tutaleni I. Asino, Oklahoma State University
Contributor(s): Akeshia M Horton, Indiana University
The Culture, Learning and Technology division was born out of the Minority in Media (MiMs) in 2013. Since then, the CLT division has grown to include various voices that may not have been originally in MiMs. As we approach the 10 year anniversary of CLT and in accordance with our theme homecoming, the time is right for us to take stock of where we are, where we come from and the future of the division.

Linguistic Analytics of Mobile Texting on Study Abroad: Toward Enhanced Culturally-Reflective Dialogue
Presenter(s): Kevin Matthew Oliver, North Carolina State University; Rob Moore, University of Florida
Contributor(s): Joshua Michael Rosenberg, University of Tennessee, Knoxville
This session presents the findings of a linguistic analysis of WhatsApp text messages sent between 40 American in-service teachers who were participating in a study abroad program in the Czech Republic. The Linguistic Inquiry Word Count (LIWC) analytics tool was employed to generate descriptive statistics of these texts and summary variables related to participants’ analytical thinking, clout, authenticity, and emotional tone. Recommendations are provided for better prompting participants to reflect on cultural experiences and themes.

Zoom Meeting Host:
AECT Zoom Host 05, AECT

231. D&D- Attending to Social Emotional Learning in Instructional Design (v)
10:45 am to 11:45 am
Virtual - Chicago 3A
Attending to Social Emotional Learning in Instructional Design
Presenter(s): Hannah M Grossman, UCLA Health
This session is to support instructional designers in incorporating Social Emotional Learning (SEL) understandings and skills into their learning situations. Attendees will be introduced to a cognitive load framework for thinking about Social Emotional Learning (SEL), the CASEL 5 SEL skillset, and the CASEL framework. Using a narrative vignette about instructional practices with an instructional tool, learners will collaboratively identify supportive SEL practices and the ones that create barriers to learning.

Zoom Meeting Host:
AECT Zoom Host 18, AECT

232. DDL- Innovate! Course Design in Post-Pandemic Era (v)
10:45 am to 11:45 am
Virtual - Chicago 2A
Using Course Templates to Scale Quality ID Practices in Online Learning
Presenter(s): Rita Fennelly-Atkinson, Sam Houston State University
LMS course templates were used to address instructional design needs determined by evaluating emergency remote teaching (ERT) courses. This session will focus on using the lessons learned from ERT to shift towards scalable and sustainable practices in designing quality post-pandemic online learning. Participants will think through the application of this process to their own context. Participants are encouraged to bring any internet-connected device to participate during the session.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

233. DDL- Innovate! Pandemic and Novice Faculty Journey
10:45 am to 11:45 am
Palmer - 4th Floor-Grand Ballroom
You Want me to do What? A Novice’s Journey
Presenter(s): Amy Spiker, University of Wyoming
Historically averse to online teaching and dedicated to defining teaching through face to face interactions, I found myself in a pandemic with little choice but to engage in online teaching. Rather than engage in rudimentary compliance I pursued full commitment applying for and receiving a Faculty Fellowship in Distance Learning. This session is designed for those like me who entered the online pandemic world hesitantly. I will share lessons learned and encourage fellow hesitant educators.

Zoom Meeting Host:
AECT Zoom Host 27, AECT
Friday, November 5 Meetings: Times and Locations

234. DELT- Membership Meeting (h)
10:45 am to 11:45 am
Palmer - Marshfield
Zoom Meeting Host:
AECT Zoom Host 08, AECT

235. DELT- Virtual Reality (v)
10:45 am to 11:45 am
Virtual - Chicago 4A
Computational Thinking Acquisition in a Virtual Reality Game vs. a 2D Game
Presenter(s): Jhon Alexander Bueno Vesga, University of Missouri-Columbia; Xinhao Xu, University of Missouri
The use of virtual reality (VR) to teach and learn computational thinking is drawing the attention of the educational technology academic community due to the known affordances of VR technology. The purpose of this study is to understand the influence of an intervention using block-based programming activities hosted in a virtual reality environment on the development of computational thinking in high-school students and to compare the results with those of other non-immersive platforms.

Design and Development of a Unity 3D based middle school CS curriculum
Presenter(s): Mete Akcaoglu, Georgia Southern University; Charles Hodges, Georgia Southern University
Contributor(s): Selcuk Dogan, University of Florida; Andrew Allen, Georgia Southern University
In this session, we will describe the design process of a middle school computer science curriculum based on an industry-standard game-development software: Unity 3D.

The Effect of an Experiential Learning Theory-based Immersive Virtual Reality Learning Environment on Students' Learning Performance
Presenter(s): Yang Liu, Syracuse University; Jing Lei, Syracuse University
Contributor(s): Ruixue Liu, East China Normal University
Based on the experiential learning theory, by integrating the immersive virtual reality (IVR) into a STEAM course to offer experiential learning activities, we conducted a quasi-experimental study in a middle school in Shanghai, China. Results indicated that the IVR-based instructional strategy had a positive impact on both knowledge retention and higher-order competence development for the participants. Students in the experimental group also reported a better learning experience perceived than the students from the control group.

Zoom Meeting Host: AECT Zoom Host 20, AECT

236. EDHP- Innovate! History has its Eyes on You (v)
10:45 am to 11:45 am
Virtual - Chicago 5A
History has its Eyes on You - Communicating Value and the Importance of ISD Teams
Presenter(s): Dina Kurzweil, Uniformed Services University of the Health Sciences; Linda Macaulay, HJF in support of Uniformed Services University
Contributor(s): Karen Elizabeth Marcellas, Uniformed Services University of the Health Sciences
The pandemic made the value of faculty support teams to come to the forefront. How can these teams showcase their value once we return to the “new normal”? This session will highlight ways to track, market, and communicate the value of faculty support teams to others. The speakers will showcase successful messaging done within an HPE organization and participants will develop ideas about strategies they can implement at their own institution.

Zoom Meeting Host:
AECT Zoom Host 22, AECT

237. GSA- Envisioning Design in the Post-Pandemic Era of Learning (h)
10:45 am to 11:45 am
Palmer - Wilson
Envisioning Design in the Post-Pandemic Era of Learning
Presenter(s): Kiran Budhrani, University of North Carolina at Charlotte; Hannah Elizabeth Digges Elliott, Western Kentucky University; Jason K McDonald, Brigham Young University; Rick West, Brigham Young University
As the field of learning design and technology moves into a post-pandemic world, we have an opportunity to apply lessons learned over the past 18 months about how design thinking and other forms of creativity can help us address seemingly insurmountable problems. In this session, we will lead a discussion with attendees on this topic, while also presenting some of the latest research related to design thinking and design theory for education.

Zoom Meeting Host:
AECT Zoom Host 13, AECT
Friday, November 5 Meetings: Times and Locations

238. INT- Educational Practices Amid and Post COVID-19 (v)
10:45 am to 11:45 am
Virtual - Chicago 6A

Educational practices amid, and post COVID-19 pandemic: International Perspectives
Presenter(s): Chih Hsiung Tu, Northern Arizona University; Cengiz Hakan AyDIN, Anadolu University; Eri Ono, Mie University; Hoda Harati, Northern Arizona University
Contributor(s): Hsin-Tzu (Tommy) Chen, Chinese Culture University; Hitoshi Susono, Mie University

The International Division invites the outstanding researchers and scholars from Canada, China, India, Iran, Japan, Singapore, Taiwan, Turkey, and the U.S. etc., including the award recipients from International Division, to share their digital learning practices amid and post pandemic. This presentation facilitates presenters and audiences networking and seeking for cross countries/cultures research, and collaborations. The theme for this year is “Educational practices amid, and post COVID-19 pandemic: International Perspectives.”

Zoom Meeting Host: AECT Zoom Host 24, AECT

239. LDC- Mid-Career: Leading Through Professional Service (h)
10:45 am to 11:45 am
Palmer - Salon 12

Leading through Professional Service
Presenter(s): Samantha J Blevins, Radford University; Rebecca Clark-Stallkamp, Virginia Tech; Tonia A. Dousay, University of Idaho; Heather Leary, Brigham Young University; Robert Doyle, Harvard University; Leslie Blatt, Technology Integrated Learning

For Mid Career professionals, continued participation and leadership in AECT is important to members (researchers and/or practitioners). This interdisciplinary panel will present researchers and practitioners who will identify opportunities and experiences taking on new leadership roles within AECT as mid-career professionals. The panel will demonstrate the importance of continued involvement in the organization and how to navigate further within the organization to take on new roles, challenges, and responsibilities.

Zoom Meeting Host:
AECT Zoom Host 11, AECT

240. LED/OTP- Diverse Perspectives on Learner Engagement and Transfer of Training
10:45 am to 11:45 am
Palmer - Indiana

LED- Creating Learner Personas for Collaborative Learning in Higher Education - A Mixed Methods Study Using Q Methodology
Presenter(s): Xigui Yang, University of Georgia

This study employed a mixed-methods approach with Q methodology and narrative inquiry to investigate undergraduate students’ subjective perspectives on various sources of frustrations in collaborative learning to develop a series of comprehensive learner personas. Five learner personas were created: Goal-oriented collaborators, fairness-oriented independent learners, learning-oriented collaborators, instruction-dependent learners, and adapted collaborators. These learner personas can help instructors and instructional designers design positive collaborative learning experiences for students.

LED- Rising Digital Warriors: Engaging Learners Through Esports And Culturally Relevant Learning Ecosystems
Presenter(s): Jason Engerman, East Stroudsburg University; Richard Forbes Otto, East Stroudsburg University; Mark VanAuker, East Stroudsburg University; Emily Jimenez, East Stroudsburg University
Contributor(s): Jason Kluk, East Stroudsburg University; Enjoli Robertson, East Stroudsburg University

This proposal details the creation of a video game and Esports based CRC learning environment to track the engagement, motivation, and development of computer literacy skills and their connection to STEM career readiness. Our ongoing research has produced preliminary findings in preparation for the design of two game based sleep away camps in the Summer of 2021. The first camp will focus on single player video game design, while the second camp centered around competitive Esports gaming.

OTP- The perceived importance of trainee attitude for transfer of training: what it says about training design?
Presenter(s): Mohan Yang, Purdue University; Victoria Lynn Lowell, Purdue University

Transfer of training has long been a concern in bringing about targeted knowledge, skills, and attitudes (KSA). The ambiguous role an individual’s attitude plays in the transfer process requires a holistic view of trainee attitude. The findings from the multiple-case study revealed high transfer rates of newly acquired KSA to teaching. Trainees’ affective, cognitive, and behavioral attitudes were perceived to be closely related to their learning and transfer. Recommendations of training design practice were provided.

Zoom Meeting Host:
AECT Zoom Host 04, AECT
Friday, November 5 Meetings: Times and Locations

241. RTD- Comparative, Confounded Research in ETR&D (h)
10:45 am to 11:45 am
Palmer - Salon 2

To Prove or Improve, That Is The Question: Comparative, Confounded Research in ETR&D
Presenter(s): Peter C Honebein, Independent Researcher/Designer; Charles Morgan Reigeluth, Indiana University; Jonathan Michael Spector, Department of Learning Technologies; Tiffany A. Koszalka, Syracuse University

Comparative, experimental “design theory” studies in ETR&D that aim to “prove” the efficacy of some method or media are on the rise. These studies tend to pit the traditional instruction “bad guy” against a spicy, tech-driven “good guy” learning experience. Unfortunately, this research tends to be all the things Clark (1994) and others warned us about: confounded, immature, and useless. This panel session will debate this trend and explore the alternative: research to improve.

Zoom Meeting Host:
AECT Zoom Host 12, AECT

242. SICET- AR/VR/MR in education (h)
10:45 am to 11:45 am
Palmer - Ashland

Research, Design, and Applications of AR/VR/MR in Education: Multidisciplinary Perspectives
Presenter(s): Hong Zhan, Embry-Riddle Aeronautical University; Leping Liu, University of Nevada, Reno; Heather Marriott, Embry-Riddle Aeronautical University
Contributor(s): Hsiu-Jen Cheng, National Kaohsiung Normal University; Nansi Meng, University of North Texas

Augmented Reality (AR), Virtual Reality (VR), and Mixed Reality (MR) are innovative technologies that have been increasingly used in higher education. A large number of studies have investigated the use of AR/VR/MR to support learning in multiple disciplines. This panel brings the researcher, AR/VR designer, instructional designer, and classroom teachers together to discuss the current state of research, design principles of AR/VR/MR applications, and the operational process of AR/VR/MR implementation in the classroom.

Zoom Meeting Host:
AECT Zoom Host 01, AECT

243. TED- Membership Meeting (h)
10:45 am to 11:45 am
Palmer - Logan

Membership Meeting & Award Presentations: TED Best Proposal Recipient(s): Theodore J. Kopcha, Kalianne Neumann, Anne Ottenbreit-Leftwich, & Elizabeth Pitman Scholarly Advancement of Teacher Education & the Field of Educational Technology Recipient: Royce Kimmons Smaldino & Herring TED Leadership Endowment Recipient: Irene A. Bal Teacher Education Award for Service to the Division: Jacob A. Hall

244. CLT- Culturally-situred Research (v)
12:30 pm to 1:30 pm
Virtual - Chicago 2A

Cross-Cultural Collaborative Research: An Evolving Process with Multiple Perspectives
Presenter(s): Hannah M Grossman, UCLA Health; Nicola Pallitt, e/merge Africa, Rhodes University; Ju Hong Christie Liu, James Madison University; Alice Barlow-Zambodla, e/merge Africa; Leah Sikoyo, Makerere University; Nompilo Tshuma, Stellenbosch University; Neil Kramm, Rhodes University

Few studies investigate collaborative processes among researchers, yet research collaborations involving multiple researchers have become more widespread. The panelists will reflect on theoretical perspectives and conceptual lenses that have informed their cross-cultural collaborative research approach. These include trauma-informed approaches (Hannah Grossman), communities of practice (Leah Sikoyo), ubuntu philosophy (Alice Barlow-Zambodla), decolonising academic research (Christie Liu) and educational technologies as well as sociomateriality (Nicola Pallitt). Each panelist will share a lens followed by discussion.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

245. D&D- Innovative Assessment Practices to Support Open-ended Learning
12:30 pm to 1:30 pm
Palmer - 4th Floor-Grand Ballroom

Assessments to Match our Pedagogy: A Discussion of Innovative Assessment Practices to Support Open-ended Learning
Presenter(s): Andrew Tawfik, University of Memphis; Daniel T. Hickey, Indiana University; Rick West, Brigham Young University; Rob Moore, University of Florida

As students engage in ill-structured problem solving, they are prone to make mistakes and require regular and consistent feedback. Because
Friday, November 5 Meetings: Times and Locations

ill-structured problems found allow for multiple solutions and inquiry paths, the need for regular and targeted formative feedback is essential. However, many students are still assessed using traditional forms (e.g., multiple choice). This panel discusses micro, meso, and macro forms of alternative assessment. Strategies such as badging and varying learning analytics are discussed.

Zoom Meeting Host: AECT Zoom Host 27, AECT

246. D&D- The Practice of Instructional Design (v)
12:30 pm to 1:30 pm
Palmer - Salon 10
Zoom Meeting Host: AECT Zoom Host 10, AECT

Outstanding DDL-Sponsored AECT Conference Proposal Dr. Jill Stefaniak, Ms. Xigui Yang, Dr. Meimei Xu; University of Georgia Exploring the Relationship Between Universal Design and Learning Context Crystal Award Dr. David Goldman; Dr. Fatimah Wirth, Mr. Stephen Murphy, Mr. Raymond Chang, Mr. Saurabh P. Doodhwala; Georgia Institute of Technology ISYE 6644: Simulation and Modeling for Engineering and Science Distance Education Best Practice Award Dr. Florence Martin, Ms. Kiran Budhrani, Dr. Chuang Wang; University North Carolina Charlotte Faculty Readiness to Teach Online (FRO) Instrument and Workshops Distance Education Book Award Editors: Dr. Joseph Rene Corbeil, University of Texas Rio Grande Valley; Dr. Badrul H. Khan, McWeandon Education; Dr. Maria Elena Corbeil, University of Texas Rio Grande Valley Microlearning in the Digital Age: The Design and Delivery of Learning in Snippets Distance Education Journal Article Awards Application Dr. Tiffany Roman, Kennesaw State University; Dr. Matthew Callison, South Fayette Township School District; Dr. Rodney Myers, Indiana University Bloomington; Ms. Anne Berry, Cleveland State University Facilitating Authentic Learning Experiences in Distance Education: Embedding Research-Based Practices into an Online Peer Feedback Tool Mixed-Method Dr. Florence Martin, Ms. Ting Sun, Dr. Carl Westine; University of North Carolina Charlotte A systematic review of research on online teaching and learning from 2009 to 2018 Qualitative Dr. Jesús Trespalacios, Dr. Chareen Nelson, Pr. Patrick Lowenthal, Dr. Lida Uribe-Flórez; Boise State University Community and connectedness in online higher education: a scoping review of the literature Quantitative Dr. Min Young Doo, Kangwon National University; Dr. Curtis Bonk, Indiana University Bloomington; Dr. Heeok Heo, Sunchon National University A Meta-Analysis of Scaffolding Effects in Online Learning in Higher Education

247. D&D- The Practice of Instructional Design (v)
12:30 pm to 1:30 pm
Virtual - Chicago 3A

Blurring Design Boundaries Between Methods and Media in a Game-Based VR Learning Environment
Presenter(s): Wen-hao David Huang, University of Illinois at Urbana-Champaign
Contributor(s): Laura Shackelford, University of Illinois at Urbana-Champaign; Cameron Merrill, University of Illinois at Urbana-Champaign; Danying Chen, University of Illinois at Urbana-Champaign; Alan Craig, University of Illinois at Urbana-Champaign

This study reports effects of game-based learning (i.e., method) on college students' perceived cognitive loads upon participating in an instructional module delivered by a VR learning environment (i.e., media) for procedural learning. We found some game features could influence both Extraneous Cognitive Load and Germane Cognitive Load perceived by participants (n=131). Game Appeal and Intrinsic Cognitive Load were irrelevant in this study. Design boundaries between methods and media will be discussed based on our finding.

Exploring How Designers Apply Visual Design Principles to Create Visual Composition for Instructional Infographics
Presenter(s): renata kuba, Florida State University; Allan Jeong, Florida State University

We conducted a case study to explore how graphic and instructional designers (N = 10) applied visual design principles to compose instructional infographics (involving layout, color selection, and graphic elements). The focus of the study was to identify differences in the strategies used to create higher versus lower quality infographics that were rated across 18 design criteria. We discuss our findings and suggest specific strategies that can help designers create better visual compositions and infographics.

Presenter(s): Wen-hao David Huang, University of Illinois at Urbana-Champaign; Jung Sun Sung, University of Illinois at Urbana-Champaign

The COVID19 pandemic has shifted most teaching and learning activities to online environments. Inclusive digital learning innovation is therefore much needed to provide meaningful engagement to increasingly diverse learners. As motivational support is the foundation of effective online learning, this systematic literature review reports trends and patterns of refereed studies situated in motivational design between 2010 – 2020. The findings suggest the need to increase our effort towards inclusive digital learning innovation through systematic motivational design.

Zoom Meeting Host: AECT Zoom Host 18, AECT

248. DELT- Game-Based Learning, Mobile Learning, and Informal Learning Contexts
12:30 pm to 1:30 pm
Palmer - Harvard

Computing Summer Camp Framework for Children with Autism Spectrum Disorder
Presenter(s): Yusuf Murat Ozdemir, Texas Tech University; Fethi A. Inan, Texas Tech University; Okan Arslan, Texas Tech University
Contributor(s): Daniel P Kelly, Texas Tech University

We examined the literature for summer camp designs for children with ASD and created a framework to identify the key elements and
Friday, November 5 Meetings: Times and Locations

Dimensions to be considered when designing summer camps. Nineteen summer camp-related studies were evaluated with the finalized rubric. Results revealed that summer camps can be effective for retaining the existing skills and improving the new skills during the summer months. Summer camps are mainly built around social interactions and recreational activities.

Narratives-supported math problem solving in game-based learning
Presenter(s): Chih-Pu Dai, Florida State University
Contributor(s): Fengfeng Ke, Florida State University; Yanjun Pan, Florida State University; Zhaihuan Dai, Florida State University

We explored how learners use narratives for math problem solving in game-based learning in this mixed-methods study. We analyzed data from video recordings, in-field observations, and semi-structured interviews. We report results from 2276 gameplay behavioral event logs. The findings suggested that learners interacted with five major types of narratives. Among them, the most common type of narrative used is object-oriented narrative that coordinates different representations; it also contributed the most to successful math problem solving.

The impact of mobile devices on the transformation and evolution of literacy in the digital era
Presenter(s): Olouwofikayo Elizabeth Adewumi, Oklahoma State University; Kushal Jha, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University; Olatan Kushimo, Oklahoma State University

Growing use of mobile devices is changing communities around the world, remodeling the ways people communicate, educate, collaborate, and engage with one another. In this proposal, we propose adopting Mobile Digital Literacies (MDLS) as a term, which is concerned with the role mobile devices play in the world of digital literacy. MDLS can be defined as an individual’s ability to identify, understand, interpret, create, and communicate using features and functionality of a mobile phone.

Zoom Meeting Host:
AECT Zoom Host 07, AECT

249. DELT- Learning Environments and Informal Learning (h)
12:30 pm to 1:30 pm
Palmer - Marshfield

Can CS Students Learn More Outside of the Classroom? Valuing Undergrads’ Extracurricular Activities via RadGrad
Presenter(s): Seungho Paek, University of Hawaii at Manoa; Peter Leong, University of Hawaii-Manoa
Contributor(s): Philip Johnson, University of Hawaii at Manoa; Carleton Moore, University of Hawaii at Manoa

Over the past decade, Computer Science (CS) has become a critical field of study with high student enrollment and high-paying career paths. Given the rapid advancements and evolving nature of CS, undergrads have been encouraged to extend their learning and involvement with the field beyond formal coursework. To support students in this way, this study introduces RadGrad, an online “Degree Experience Planner” called RadGrad, a platform designed to promote CS undergrads’ involvement in extracurricular activities.

Challenge-Based Learning: Influence of the Enterprise Immersive Learning Environment on Grades 7-12 Students’ STEM Related Learning Outcomes
Presenter(s): Byron Havard, University of West Florida
Contributor(s): William Crawley, University of West Florida; John Pecore, University of West Florida

The influence of an immersive simulated learning environment on 3,695 Grades 7-12 students’ STEM-related learning outcomes was the focus of this study. The Enterprise is a simulated aircraft carrier where students engage in challenge-based learning as triads and as an entire squadron. The pretest/posttest instrument consisted of a 20-item multiple-choice test and results indicate significant differences in several outcomes. Implications for these types of environments and considerations for the future will be discussed.

Expanding Preservice Teaching Experiences through Virtual Mixed Reality Simulation
Presenter(s): Susie Gronseth, University of Houston; Waneta Hebert, Sam Houston State University
Contributor(s): Montrey J Pirtle, University of Houston; Haoyue Zhang, University of Houston; Amber Thompson, University of Houston; Carrie S. Cutler, University of Houston; Jennifer Chauvet, University of Houston; Jeannette D. Alarcon, University of Houston; Laura Shelton, University of Houston

Virtual mixed reality simulations can situate preservice teachers in a classroom setting so that they can engage with diverse learners and work on their development of common instructional practices. This session will share highlights of a research study on the application of virtual simulation experiences in a large, urban preservice teacher education program in the south-central US and involve the audience in a demonstration of the simulation experience.

Zoom Meeting Host:
AECT Zoom Host 08, AECT

250. DELT- Pedagogical Agents
12:30 pm to 1:30 pm
Palmer - Indiana

Connecting to Reality: Designing Simulations for Faculty Implicit Bias Using the Empathic Design Approach
Presenter(s): Mia Knowles-Davis, Old Dominion University; Irene A Bal, Old Dominion University

Implicit bias, unconscious bias for or against certain groups, within faculty can impact students’ success and opportunities (Applebaum, 2019; Schmidt, 2015). This presentation showcases the design of a MURSION simulation focused on faculty implicit bias using Kouprie
and Visser’s (2009) four phases of empathy framework. In this presentation, we share our iterative, empathic design process of the scenario and avatar personas. We will also discuss the use of the empathic design approach in simulation design.

**Determining the Effectiveness of Home Voice Assistant Systems Helping English As A Second Language (ESL) Students Practice English Outside the Classroom and Lower Communication Anxiety**

**Presenters:** Fatih Demir, Northern Illinois University

Non-native English speakers or English as a Second Language (ESL) students often feel apprehensive while speaking English. This is a usability study of a voice assistant system for young English learners and its potential utility for reducing language learning anxiety.

**TraceMe + Pedagogical Agent = Morgan: Personalized Learning With AI**

**Presenters:** Fatimah Wirth, Georgia Institute of Technology

The aim of this research project was to trace the path that a learner takes during an online course session using javascript applied to each course page within the Learning Management System. The path that is traced includes how the student peruses the course menu and the content within a course. The data collected from the trace of the learner’s path through the online course can be beneficial in that the researchers will be able to find out where learners have issues within the course. The issues may be due to navigation, instructions or course content. As a result, the researchers will be able to discover trends or themes when the data is coded. These trends or themes will lead to better online course structure, course content and course navigation. This will then improve the quality of the online courses so that participants get a more positive and beneficial online course experience.

**Zoom Meeting Host:**

*AECT Zoom Host 04, AECT*

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**251. DELT- Transformational Change and Game-Based Learning (v)**

**12:30 pm to 1:30 pm**

**Virtual - Chicago 4A**

- **Promoting career exploration and healthy sleep habits for middle school students through game-based learning**
  - **Presenters:** Benjamin Emihovich, Cal State LA; Stuart Criley, Indelible Learning, Inc
  - **Contributor:** Jasminka Criley, UCLA

  For this presentation, the authors will present quantitative survey data on student engagement, motivation and interest in STEM careers after video gameplay. In the game, students take on the roles of several health science professionals as they work together to solve an authentic medical mystery: the cause of a fatal traffic collision in the early morning hours near an urban international airport.

- **Promoting Inclusive Learning: Comparing Features of Real-Time Automated Captions for Online Presentations**
  - **Presenters:** Anymir Orellana, Nova Southeastern University

  Speech recognition technologies (SRT) can be a cost-effective solution for generating real-time automated captions as means to provide online presentations or lectures that are inclusive. There are tools available that allow presenting with real-time captions using SRT; thus, it is beneficial to discuss accuracy, affordances, and limitations of automated captions available in commonly used tools (i.e., Microsoft PowerPoint, Google Slides, and Zoom).

- **Smart Education System: How will It Revolutionize Current Learning Environments?**
  - **Presenters:** Mahnaz Moallem, Towson University

  Smart education utilizes a range of digital, advanced, and immersive technologies to support learning and training. Digital resources, smart devices, and immersive learning platforms have enabled learners to personalize their learning and learn more effectively, efficiently, flexibly, and comfortably. This presentation examines how intelligent technologies are disrupting traditional education and moving it to a smarter learning environment. How the establishment of smart learning has resulted in new foundational knowledge and skills, theoretical frameworks, and research.

**Zoom Meeting Host:**

*AECT Zoom Host 20, AECT*

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**252. ICEM- Membership Meeting (v)**

**12:30 pm to 1:30 pm**

**Palmer - Ashland**

**Zoom Meeting Host:**

*AECT Zoom Host 01, AECT*

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**253. INT- Job Search in the Time of the Pandemic (v)**

**12:30 pm to 1:30 pm**

**Virtual - Chicago 6A**

**Job Search in the Time of the Pandemic: Advice and Reflection Amidst the Challenges**

**Presenters:** 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 mix of academic faculty in instructional technology who were former international students in American universities. The panelists will describe and discuss strategies that helped them manage their job search experiences. Also, they
Friday, November 5 Meetings: Times and Locations

will provide advice in managing the job search given the pandemic. They will share insights on how to address the challenges of building a strong curriculum vitae as well as successful interviewing on campus and building a professional network.

Zoom Meeting Host: AECT Zoom Host 24, AECT

254. LDC- Mid-Career: Leading Through Editorship (h)
12:30 pm to 1:30 pm
Palmer - Salon 12

Leading Through Editorship (Journals and Major Reference Works)

Presenter(s): Samantha J Blevins, Radford University; Rebecca Clark-Stallkamp, Virginia Tech; Charles Hodges, Georgia Southern University; Jill Stefanik, University of Georgia; Dirk Ifenthaler, University of Mannheim; Vanessa Dennen, Florida State University

Contributor(s): Tristan E Johnson, Boston College

For Mid Career professionals, leadership roles in editorial positions at major journals or for major reference works are important to members (researchers and/or practitioners) working in the field. This interdisciplinary panel will present researchers and practitioners who have experience in leadership positions at major journals or for major reference works. Panelists will describe experiences, challenges, and opportunities as leaders in these positions.

Zoom Meeting Host: AECT Zoom Host 11, AECT

255. LED- Membership Meeting (v)
12:30 pm to 1:30 pm
Virtual - Chicago 5A

Zoom Meeting Host: AECT Zoom Host 22, AECT

Excellence in Innovation Award
Intel Adaptive Learning Project by Sinem Aslan, Nese Alyuz, Lama Nachman, and Asli Arslan Esme
Outstanding Digital Learning Artifact Award
The AR Perpetual Garden App by Maria C. R. Harrington
Outstanding Publication Award
Factors Underlying the Perceived Importance of Online Student Engagement Strategies by Doris Bolliger and Florence Martin
Best Conference Proposal Award
Gamification to Engage Students Using the Discord Team Chat App by Suzanne Brown-McBride and Peter Leong

256. OTP- Membership Meeting (h)
12:30 pm to 1:30 pm
Palmer - Salon 1

Zoom Meeting Host: AECT Zoom Host 09, AECT

Graduate Student Convention Scholarship Annetta Dolowitz
Samantha Goldstein
Nancy B. Hastings
Distinguished Service Award Jennifer Bauman, GP Strategies

257. RTD- Exploring Feminist Pedagogy in Online Teaching and Learning (v)
12:30 pm to 1:30 pm
Virtual - Chicago 1A

Exploring Feminist Pedagogy in Online Teaching and Learning

Presenter(s): Jacquelyne Thoni Howard, Tulane University; Clare Daniel, Tulane University

Contributor(s): Enilda Romero-Hall, The University of Tampa; Niya Bond, The University of Maine; Liv Newman, Tulane University

The purpose of this panel is to discuss the opportunities offered by the implementation of feminist pedagogies in the learning design field and specifically the design of online teaching experiences. As part of this presentation, the panelist will provide an introduction to feminist pedagogical tenets for teaching online, as well as discuss resources shared in the digital guide, Feminist Pedagogy for Teaching Online guide.

Zoom Meeting Host: AECT Zoom Host 14, AECT

258. TED- Teacher Perspectives on Professional Development (h)
12:30 pm to 1:30 pm
Palmer - Logan

Evaluating Teacher Access to Online Professional Development: Establishing Access Patterns from User and Log Data

Presenter(s): Javier Leung, University of Missouri

The COVID-19 pandemic has forced K-12 schools to seek professional development using a variety of curated online resources. In Missouri, the EdHub Library provides teacher with 24/7 access to resources. Due to the pandemic, the library has seen increased web traffic for over 300 online resources. This study aims to identify user and server access patterns to teacher resources. This session also explores recommendations for resource optimization by the Word Wide Web Consortium (W3C).
Friday, November 5 Meetings: Times and Locations

Teacher Response Model: A Possible Evolution for Our Quest for Technology Integration
Presenter(s): T J Kopcha, University of Georgia; Kalianne Lund Neumann, Oklahoma State University; Anne Ottenbreit-Leftwich, Indiana University
Contributor(s): Elizabeth Pitman, University of Georgia

In this paper, we propose an evolution that expands the focus of our field’s current quest for technology integration beyond the product of a teacher’s decision making towards understanding the process of decision making about technology. The process is rooted in three key ideas — that technology integration is (1) value driven, (2) embedded in a dynamic system, and (3) a product of a teacher’s perception of what is possible. We then combine these ideas into a model that visually depicts how a teacher makes decisions about integrating technology within a dynamic system.

The Impact of COVID-19 on PK-12 Teaching with Technology Practices
Presenter(s): Sarah Major, Oklahoma State University; Jenny Chartney, Oklahoma State University; Kalianne Lund Neumann, Oklahoma State University
Contributor(s): Karen Leonard, Oklahoma State University; ADRIENNE SANOGO, Oklahoma State University

As a result of the COVID-19 pandemic, PK-12 teachers were forced to learn how to effectively teach students online as they shifted to emergency online teaching in Spring 2020. They engaged in professional development that was offered in a variety of formats and focused on a wide array of topics. The purpose of the study is to investigate how the COVID-19 pandemic impacted the instructional practices of PK-12 teachers in the United States.

Zoom Meeting Host:
AECT Zoom Host 06, AECT

259. Book Shares- Leading in Online Learning (v)
1:45 pm to 2:45 pm
Virtual - Chicago 3B

A Guide to Administering Distance Learning
Presenter(s): Lauren Cifuentes, New Mexico State University

To manage the complexity of offering distance learning, educational institutions across the nation are creating new positions in e-learning leadership, often at the vice-president or vice-provost levels. Frequently, those applying for such positions have been faculty members and researchers who have never served in administration. They need rapid access to an overview of perspectives to consider and tasks to be accomplished or maintained. The book is designed to benefit a broad readership of those interested in educational leadership, be they students, e-learning instructors and administrators, or those who supervise e-learning administrators. Graduate students studying educational technology and/or educational administration and leadership are sure to benefit from its contents. To gain the administrative skills needed to build an effective office, this book’s authors provide indispensable guidance for prioritizing tasks and meeting challenges.

Innovative Learning Analytics for Evaluating Instruction: A Big Data Roadmap to Effective Online Learning
Presenter(s): Ted Frick, Indiana University; Cesur Dagli, Virginia Tech
Contributor(s): Rodney D. Myers, Independent Scholar; Andrew Barrett, Indiana University

Innovative Learning Analytics for Evaluating Instruction covers the application of a forward-thinking research methodology that uses big data to evaluate the effectiveness of online instruction. Analysis of Patterns in Time (APT) is a practical analytic approach that finds meaningful patterns in massive data sets, capturing temporal maps of students’ learning journeys by combining qualitative and quantitative methods. Offering conceptual and research overviews, design principles, historical examples, and more, this book demonstrates how APT can yield strong, easily generalizable empirical evidence through big data; help students succeed in their learning journeys; and document the extraordinary effectiveness of First Principles of Instruction. It is an ideal resource for faculty and professionals in instructional design, learning engineering, online learning, program evaluation, and research methods.

Quality in Online Programs: Approaches and Practices in Higher Education
Presenter(s): Swapna Kumar, University of Florida

This edited book focuses on approaches and practices adopted for quality assurance in online programs within higher education. There is an abundance of literature on online course design, facilitation, and quality, but fewer resources for those looking to create, improve, and evaluate online programs in higher education. The goal of this book, therefore, is to provide online program leaders and institutional administrators looking to create, improve, and evaluate online programs, with examples of concrete approaches and practices that they can adopt or adapt to their institutional contexts. The three sections in this book – ‘Innovative Approaches to Quality Assurance in Online Programs’, ‘Ensuring Quality Student Support in Online Programs’ and ‘Faculty Development for Quality Online Teaching’ describe how programs or institutions in the US and Europe implemented, measured, and sustained quality in online programs, and end with recommendations for other online programs.

Zoom Meeting Host:
AECT Zoom Host 19, AECT
Friday, November 5 Meetings: Times and Locations

260. CLT- Diverse Formats of Learning (v)
1:45 pm to 2:45 pm
Virtual - Chicago 2B

Ethicist Role of/for the Design Team
Presenter(s): Abbas Johari, Cameron University
Contributor(s): Behnaz Johari, Cameron University

This session will provide a literature review on the needs of an ethicist in the Design Team. She/he will implement all moral ideals and obligations in the design process from the beginning to the end. The goal is to provide local and universal moral/ethical guidelines and accountability for the design team. An ethics-centered design model strives for such necessity. Just like “Usability Lead,” “Art Director,” and “Site Editor,” as team members, the Design Ethicist has an essential role in the design process. The duties of the “Design Ethicist” include: analyzing ethical issues, providing consultation, ethics education, and accountability for the whole design team, audience, and stakeholders.

INCLUSIVE ADDIE: An Action-Oriented Framework for Inclusive Pedagogy
Presenter(s): Chris Gamrat, Penn State University; Sonia Tiwari, Penn State University
Contributor(s): Salih Ozkan-Bekiroglu, Penn State University

This action-orientated session, intended primarily for designers of instruction and instructional materials, offers a new lens to approach a classic instructional design model of Analyze, Design, Develop, Implement, and Evaluate (ADDIE). Attendees will learn about the expansion of the ADDIE model to INCLUSIVE ADDIE as a 9-step process to help designers of instruction to think about how to create more welcoming and inclusive educational experiences. Each step is woven into the existing ADDIE model.

What does it mean to be an instructional designer? A mixed method qualitative phenomenological study.
Presenter(s): Francis Eamonn Powers, Old Dominion University

In this presentation, I’d like to present my findings from a qualitative phenomenological study I performed over the span of a few months in 2020. It’s aim was to understand the lived experience of instructional designers in their professional lives from a social constructivist perspective recognizing that each individual will have their own unique reality. I was specifically interested in what instructional designers are doing on a daily basis across industry and academia.

Zoom Meeting Host:
AECT Zoom Host 17, AECT

261. CLT- Professional Ethics (h)
1:45 pm to 2:45 pm
Palmer - Marshfield

Ethical Issues in Practical Problems: Implications for Design, Decision Making, and Leadership
Presenter(s): Scott Joseph Warren, University of North Texas; Lin Lin, University on North Texas; Stephanie L. Moore, University of New Mexico; Dennis Beck, University of Arkansas; Heather Leary, Brigham Young University
Contributor(s): Heather Tillberg-Webb

This panel is intended to support discussion of today’s ethical challenges with educational technologies. The panel will explore major ethical challenges facing practitioners, designers and researchers framed by the literature and their own work. With increases in corporate educational technology systems and their rapid adoption in K-12, higher education, and training settings, it is important to instigate community discussion regarding not only what we can do with educational technology, but what should we do.

Zoom Meeting Host: AECT Zoom Host 08, AECT

262. D&D- Advancing STEM Education and Immersive Learning Design (v)
1:45 pm to 2:45 pm
Virtual - Chicago 1B

Adaptive Digital Game Design According to Player Types for Teaching Programming to Secondary School Students
Presenter(s): Adil YILDIZ, Trabzon University
Contributor(s): Hasan KARAL, Trabzon University; Semra FIS ERUMIT, Karadeniz Technical University; Erkan FIRINCI, Karadeniz Technical University; Abdullah KUZU, Akev University; Adnan BAKİ, Trabzon University; Vasif NABİYEV, Prof.

In this study, an adaptive digital game suitable for player types was designed for teaching programming to secondary school students. Learning outcome for programming, player types, game components and adaptation criteria were taken into consideration in the game design. Each game has been adapted for four player types as achiever, socializer, explorer, and killer. At the end of the study, a three-dimensional digital educational game that can be adapted according to player types was developed.

Engaging Elementary Learners in Cryptography and Cybersecurity: A Formative Evaluation of a Technology-Enhanced Curriculum
Presenter(s): Zhen Xu, University of Florida; Christine Wusylko, University of Florida
Contributor(s): Pavlo Antonenko, University of Florida; Do Hyong Koh, University of Florida; Kara Dawson, University of Florida

This proposal reports formative evaluation results of a technology-enhanced curriculum design and development effort aimed at engaging
Friday, November 5 Meetings: Times and Locations

upper elementary afterschool learners in cryptography and cybersecurity. Our presentation will share key components of this curriculum, present qualitative and quantitative results from the formative evaluation of the first implementation, and summarize successful experiences and lessons we learned from this implementation in two afterschool programs.

**Immersive Virtual Reality as Participant: Instructional Design Considerations**

Presenter(s): *Kim A Hoster*, United States Air Force Academy

When immersive virtual reality is implemented into pilot training programs, it poses questions and challenges for instructional designers who design virtual reality driven courses. The purpose of this presentation is to consider immersive virtual reality as a technical participant within a class or course. What are important considerations regarding how the technology directly interacts with and responds to learners, a perspective where the technology is viewed as a participant in the learning experience?

Zoom Meeting Host: *AECT Zoom Host 15, AECT*

### 263. D&D- Designing Immersive Learning Environments

1:45 pm to 2:45 pm
Palmer - Harvard

**Artificial intelligence in virtual humans for teaching assistant training: A design and development case study**

Presenter(s): *Chih-Pu Dai*, Florida State University
Contributor(s): *Fengfeng Ke*, Florida State University; *Luke West*, Florida State University; *Zhailuan Dai*, Florida State University; *Saptarshi Bhownik*, Florida State University; *Xin Yuan*, Florida State University

In this case study, we presented the design and development of AI-integrated virtual humans. In a forty-nine weeks design period, we collected data from project meeting notes, paper prototyping, and functional prototype user-testing sessions. The current results revealed that the archetype of virtual humans are feasible for supporting propelling dynamic interactions with human users via machine learning techniques. User-testing sessions also suggested that agent modeling achieved reasonable fidelity. Implications and significance were discussed.

**System Designs of Virtual Reality Interventions for Individuals with Autism: A Systematic Literature Review**

Presenter(s): *Noah Glaser*, Old Dominion University; *Matthew Schmidt*, University of Florida

Following PRISMA guidelines, we conducted a systematic literature review to uncover, analyze, and present design characteristics of virtual reality systems that have been developed as training tools for individuals with autism. Databases searched for this review were Web of Science, PubMed, Scopus, IEEE Xplore, ERIC, and Google Scholar. A total of 82 articles across 49 projects were analyzed. Findings from this literature review will be discussed as well as limitations and directions for future research.

**Using a Visual Programming Language Scratch to Engage Children in Solving Real-World Challenges**

Presenter(s): *Linda Sinka*, Old Dominion University

Coding is a powerful tool to express ideas and be a change-maker in a local community. This session will present the design and development of a project-based curriculum through two case studies. Using block-based programming language Scratch, grade 3-9 students created the art installation and made animations for a music video clip against bullying in schools. This presentation will encourage educators to apply five design principles to create a meaningful and engaging learning environment for teaching programming.

Zoom Meeting Host: *AECT Zoom Host 07, AECT*

### 264. DDL- Collaborative Video Design (h)

1:45 pm to 2:45 pm
Palmer - Salon 2

**A Micro-Team with a Macro-Idea: Designing Videos in a Virtual Space**

Presenter(s): *Elisa Shaffer*, Old Dominion University; *Frances M Alvarado-Albertorio*, Oklahoma State University; *Okan Arslan*, Texas Tech University; *Irene A Bal*, Old Dominion University; *Matt Connell*, Baker University; *Mohammad Shams Ud Dua*, Purdue University; *Esther Michel*, University of Tennessee Knoxville; *Jessica Renee Collier*, Sam Houston State University; *Annetta Dolowitz*, University of South Alabama; *Rajagopal Sankaranarayanan*, Indiana University Bloomington

Contributor(s): *Paula Marcelle*, Indiana University

Although virtual collaboration is more common since the COVID-19 pandemic, a graduate student team collaborated and created microlearning videos before this forced shift. Utilizing virtual spaces and collaborative office and design software, we were able to create resources with three team members. Now, with twelve members, a more robust system for collaboration and creative designs is used. Learn from us as we share our experiences, challenges, and recommendations for collaborative video design in virtual spaces.

Zoom Meeting Host: *AECT Zoom Host 12, AECT*

### 265. DDL- Community of Inquiry (h)

1:45 pm to 2:45 pm
Palmer - Salon 10

**The DDL Presidential Panel on the Community of Inquiry: Current Issues and Future Directions for Research and Practice**

Presenter(s): *Larisa Olesova*, George Mason University; *Ayeshia Sadaf*, University of North Carolina Charlotte; *Jennifer Richardson*, Purdue University; *Patrick Loventhal*, Boise State University; *Joanna Dunlap*, University of Colorado Denver; *Secil Caskurlu*, Purdue University
Friday, November 5 Meetings: Times and Locations

Contributor(s): Graziella McCarron, George Mason University; kadir kozan, Bilgi University; Brianna Calkins, George Mason University

This panel brings together expert scholars on three types of presences: social, teaching and cognitive within the framework of Community of Inquiry (CoI) (Garrison et al., 2001). The panelists will share their research projects, detail key findings from their research studies, specifically, on how three types of presences should be considered and facilitated through the lens of the given framework. In addition, current issues and future directions for research and practice will be shared.

Zoom Meeting Host: AECT Zoom Host 10, AECT

266. EDHP- Integration & Interprofessional Options (h)
1:45 pm to 2:45 pm
Palmer - Ashland

Interprofessional Education – Integration of Pharmacy Faculty and Students within a Medicine Scholarly Concentration Program
Presenter(s): Beth E. Jordan, University of South Florida
Contributor(s): Amy H Schwartz, University of South Florida; Gwendolyn Wantuch, University of South Florida; Kevin Olson, University of South Florida Taneja College of Pharmacy; Debbie Fratus, University of South Florida Taneja College of Pharmacy; Danielle Gulick, University of South Florida

The session will detail efforts undertaken by a College of Pharmacy to join the existing Scholarly Concentration Program (SCP) within the College of Medicine, including taken steps. The interactive session will describe the three-year collaboration process that encompassed a year of faculty shadowing followed by a pilot with increasing immersion of faculty and students. Presenters will provide examples of culture transition hurdles, benefits, data-driven revisions, impacts from pandemic and future plans.

These Avatars Aren’t Blue: How VR Simulations Help Behavioral Health Providers Help Others
Presenter(s): Courtney N. Miller, Old Dominion University; Amber L. Pope, Old Dominion University; Rob Moore, University of Florida

In this presentation, we share how we used the VR-based immersive technology, MURSION, to create two scenarios for graduate counseling students. These scenarios provided immersive practice on the critical skill of providing Psychological First Aid (PFA) to healthcare professionals suffering from COVID-related stress and Post Traumatic Stress Disorder (PTSD). This essential skill is complex due to the interpersonal aspect, making it ideal for a virtual learning environment.

Transdisciplinary Model for Advancing Evidence-Based Medical Education
Presenter(s): Atsusi Hirumi, University of Central Florida
Contributor(s): Feroza Darowovalla, UCF College of Medicine; Meredith Ratliff, University of Central Florida

A team of health educators and instructional designers continue to refine a transdisciplinary model for advancing evidence-based medical education. The presenters will discuss and provide examples of how the model was applied to design, develop, test, and improve both undergraduate and graduate medical education as well as characterize key features that facilitated the adoption of the model to create curricular elements.

Zoom Meeting Host: AECT Zoom Host 01, AECT

267. FR (v)- Developing and validating e-text frustration scale
1:45 pm to 2:45 pm
Virtual - Chicago 4B

Understanding Student Frustration with E-Learning Materials: Development and Validation of an E-Text Frustration Scale
Presenter(s): Elena Novak, Kent State University; Kerrie McDaniel, Western Kentucky University
Contributor(s): Jerry Daday, Western Kentucky University; Ilker Soyturk, Kent State University

E-textbooks make content delivery more engaging, flexible, and customizable. However, the same technologies that support learning can cause frustration. This study examined undergraduate students’ frustration with e-textbooks through the development of an E-Text Frustration scale. Exploratory and Confirmatory Factor Analyses of the scale revealed a three-factor structure: frustration with e-textbook interactions on the screen, frustration with technology, and frustration with e-text curriculum. Bivariate and regression analyses further supported the validity of the scale.

Zoom Meeting Host: AECT Zoom Host 21, AECT

268. GSA- Balance in Higher Education: A Case of Multiple Identities (h)
1:45 pm to 2:45 pm
Palmer - Wilson

Balance in Higher Education: A Case of Multiple Identities
Presenter(s): Waneta Hebert, Sam Houston State University; Hannah Elizabeth Digges Elliott, Western Kentucky University; Pauline Salim Mulfiana, Old Dominion University; Phuong Nguyen, University of Houston; Rebecca Peacock, Boise State University; Haoyue Zhang, University of Houston
Contributor(s): Ozlem Karakaya, Iowa State University; Lydia Oluchi Ugwu, University of Houston

In universities around the world, graduate students are pulling double duty, serving as both students and instructors. Many also have third or fourth roles, be it a full-time career, raising a family, or life as an international student. In this panel, hear from six graduate students on
how they balance the multiple identities that make up their lives in higher education and the additional struggles that came when all of those identities went remote.

Zoom Meeting Host: AECT Zoom Host 13, AECT

269. INT- Past President Reunion
1:45 pm to 2:45 pm
Palmer - Madison
Zoom Meeting Host: AECT Zoom Host 02, AECT

Past Presidents of the International Division are invited to reflect past event and discuss future initiatives.

270. LDC- What’s Next for Mid-Career Instructional Designers (h)
1:45 pm to 2:45 pm
Palmer - Salon 12

What’s Next for Mid-Career Instructional Designers: A Panel Discussion
Presenter(s): M. Aaron Bond, Virginia Tech; Dale Aaron Pike, Virginia Tech; Rebecca M. Reese, Rocky Mountain College of Art + Design; Constance Harris, University of Baltimore
Contributor(s): Brian Moseley, Duke Energy; Jessica Resig, The Pennsylvania State University

For instructional design and developers at the midpoint of their professional careers, deciding what’s next can be a daunting undertaking. The decision is personal and can be affected by many factors both internally and externally. Should instructional design professionals move into leadership roles? How can one grow professionally in non-leadership roles? This interdisciplinary panel will present different ideas and experiences to aid mid-career instructional design and other practitioners professionals with career choices.

Zoom Meeting Host: AECT Zoom Host 11, AECT

271. LED- Innovate! Mathematics Storytelling (v)
1:45 pm to 2:45 pm
Virtual - Chicago 5B

Community-based Digital Mathematics Storytelling for Exploring Mathematics Identity
Presenter(s): Ho-Chieh Lin, The Ohio State University- STEM Education; Theodore Chao, The Ohio State University
Contributor(s): Ayse Ozturk, The Ohio State University; Melissa Adams Corral, The Ohio State University; Yuhang Li, The Ohio State University

Come experience the power of telling your own mathematics story, confronting your anxieties about mathematics, and learning about an approach to engage learners around mathematics in their communities through digital storytelling practices. This approach is based on an NSF-funded design research project that uses Digital Mathematics Storytelling with informal educators serving communities of color. This session will enable you to explore your mathematics identity by crafting and sharing your personal narratives with video technologies.

Zoom Meeting Host: AECT Zoom Host 23, AECT

272. OTP- Connecting Research to Practice and Professional Development (h)
1:45 pm to 2:45 pm
Palmer - Salon 1

Exploring the Characteristics of Instructional Design Professional Knowledge from a Facebook Community of Practice (CoP)
Presenter(s): Javier Leung, University of Missouri

Virtual communities of practice (CoPs) in Instructional Design play an essential role in creating and transferring new and existing professional knowledge. This study examines the knowledge creation and sharing characteristics of 4,729 anonymized users’ posts from the Instructional Designer Facebook group using exploratory analysis and natural language processing approaches.

The Impact of Cross-Disciplinary Research on Performance Improvement Research and Practice
Presenter(s): Nancy B. Hastings, University of West Florida; Holley Handley, University of West Florida

Performance Improvement. Performance Technology. Human Performance Technology. Improvement Science. Performance Engineering. All terms used to define the field of study concerned with analyzing, diagnosing, and resolving organizational performance problems. The use of different terms for similar work in different disciplines has resulted in a highly disconnected body of knowledge and unnecessary repetitions in research. This presentation will seek to integrate cross-disciplinary research to identify foundational principles and best practices and advance the field.

The Role of the EdD in Bridging the Gap Between Research and Practice
Presenter(s): Nancy B. Hastings, University of West Florida; Holley Handley, University of West Florida

The EdD was founded to provide an alternative terminal degree for professionals seeking to apply theory and research in practice. Over the years, this important distinction has been lost, as many EdD programs have morphed into “pseudo-PhDs”, preparing EdD and PhD students
Friday, November 5 Meetings: Times and Locations

in the same way, without regard to their very different professional goals. This presentation will examine one institution’s efforts to rectify this problem through the purposeful design of a practitioner-based EdD program.

Zoom Meeting Host: AECT Zoom Host 09, AECT

273. RTD- Responsive Inquiries

1:45 pm to 2:45 pm

Palmer - Indiana

Applying Design Principles to Design for Responsive Professional Development: A Case Study

Presenter(s): Melissa Warr, University of Louisiana Monroe

This session will report on a case study of a professional development (PD) program conducted before and during the COVID-19 pandemic. The case highlights how a PD program can be responsive to individual teacher needs as well as contextual shifts. Although the pandemic disrupted some features of the program, teachers still described their experiences in the program as beneficial. A case analysis of the design and implementation of the program illustrated how the design principles the program was built on supported successful adaptation.

Rural Elementary Teachers’ Experience of Emergency Online Teaching During the Pandemic

Presenter(s): Parama Chaudhuri, Indiana University

Today K-12 classrooms include both access to and use of technology as a matter of both policy and necessity (Chapman, Masters, & Pedulla, 2010). However, during the pandemic, technology became the sole means of imparting education. Through the lens of the digital divide, this qualitative, exploratory case study will investigate how teachers in rural elementary schools use technology in their classrooms and their experiences about transitioning to emergency online teaching during the Covid-19 pandemic.

The impact of adaptive learning on student educational outcomes: A meta-analysis

Presenter(s): Xiaoman Wang, University of Florida; Rui (Tammy) Huang, College of Education, University of Florida; Max Sommer, University of Florida; Poorya Shidfar, University of Florida; Muhammad Shahroze Rehman, University of Florida; Florence Martin, University of North Carolina Charlotte; Albert Dieter Ritzhaupt, University of Florida

The purpose of this present meta-analysis is to examine the effects of adaptive learning on student educational outcomes. We compare interventions using adaptive learning with control conditions without adaptive learning, and examine the moderating effects of a host of contextual and demographic variables. This research sheds light on the growing use of artificial intelligence applications in educational settings. We will provide the overall effect size using a random-effects model while addressing issues like publication bias.

Zoom Meeting Host: AECT Zoom Host 04, AECT

274. RTD- Workforce Development (v)

1:45 pm to 2:45 pm

Virtual - Chicago 6B

A Mixed Methods Study of Female Early Childhood Preservice Teachers’ Computer Science Stereotypes

Presenter(s): Lucas Vasconcelos, University of South Carolina; Faith Ari, University of South Carolina; Ismahan Arslan-Ari, University of South Carolina

Women have been historically underrepresented in STEM fields, especially in Computer Science (CS). Stereotypes about who can succeed in CS (e.g., White males) significantly undermine female participation. Central to increasing the CS pipeline for young girls in early grades is the ability to identify stereotypes that early childhood preservice teachers hold so these are addressed within teacher education programs. This presentation unveils findings from a study on female early childhood preservice teachers’ CS stereotypes.

Applying Video Occlusion Research Method to Guide the Design of a Perceptual–Cognitive Training Program for Law Enforcement Officers

Presenter(s): Peter Fadde, Southern Illinois University

Contributor(s): Mohamadreza Jalaeian, Southern Illinois University

This line of research involves the use of a novel approach that focuses on investigating design and development of systematic design of instruction–type training programs that can accelerate expertise of law enforcement officers. The methodology can be extended into other domains such as medicine, military, aviation, and business and create training programs that are cheap, fast, easy, and flexible for professionals.

Health Sciences Faculty Satisfaction in Distance Learning: A Relationship to Intent to Leave

Presenter(s): Fethi A. Inan, Texas Tech University

Contributor(s): Mark Dame, Texas Tech University Health Sciences Center School of Health Professions

The purpose of this study was to examine the satisfaction of online health sciences instructors and if those satisfaction factors influenced intent to leave. A set of satisfaction and intent to leave surveys were answered by 83 online instructors in a higher education health sciences institution. The results of the path analysis showed that satisfaction from support for online teaching indirectly impacted the faculty intent to leave while influencing job satisfaction and institution satisfaction. Job satisfaction and institution satisfaction directly influenced faculty intent to leave.

Zoom Meeting Host: AECT Zoom Host 25, AECT
275. STC- Instructional Design (h)
    1:45 pm to 2:45 pm
    Palmer - Kimball

Strategies to Mitigate Systemic Challenges That Arise in Instructional Design
    Presenters: Jill Stefanik, University of Georgia; Todd Adrian, Indian River State College; Justin Sentz, Shippensburg University; Monica Suarez de Alvarez, Independent Distance Learning Experience Designer & Coach; Lauren Bagdy, Florida State University

Faculty and practitioners have collaborated to discuss the role instructional designers have to mitigate systemic challenges when engaged in instructional design work. All panelists have instructional design experience in industry and higher education and hold advanced degrees in the field. The panel will discuss the challenges that many instructional designers face mitigating systemic barriers that arise in corporate, healthcare, higher education, and K-12 settings.

Zoom Meeting Host:
    AECT Zoom Host 05, AECT

276. TED- Pre-service Learning Contexts (h)
    1:45 pm to 2:45 pm
    Palmer - Logan

Building Community, Supporting Presence, and Developing TPACK in a Large-Scale, Online Course for Student Teachers
    Presenters: Jacob A. Hall, SUNY Cortland; Jing Lei, Syracuse University
    Contributors: Qiu Wang, Syracuse University

Grounded in the Community of Inquiry and experiential learning, the Presence + Experience framework offers prescriptions for promoting presence and community within online courses. We will discuss a study conducted with 237 preservice teachers preparing to teach online in fall 2020. This study examined the impact of an online course designed with the Presence + Experience framework on preservice teachers’ development. The results and implications may be of interest to teacher educators and instructional designers.

Preparing for Virtual Student Teaching: A Presence + Experience Design Case
    Presenters: Jacob A. Hall, SUNY Cortland; Jing Lei, Syracuse University
    Contributor: Christine Widdall, State University of New York College at Cortland

This session will describe a design case of an online course that focused on preparing pre-service teacher to teach in online K-12 environments. We will detail how this intensive 2-credit, large enrollment, online course was systematically designed with the Presence + Experience Framework, communicate designers’ visions for the course, and examine how learners experienced it. We will share lessons learned with attendees and discuss how this design approach may be applicable to their work.

Virtual Deliberate Practice Platform for Pre-service Teachers’ Skill Development
    Presenters: Minkyoung Kim, University of West Florida
    Contributors: Katie Feliciano, University of West Florida; Tadlee Welty, University of West Florida; John Pecore, University of West Florida

This study explores the use of a virtual deliberate practice platform to develop pre-service teachers’ questioning and discussion skills. Kolb (1984)’s experiential learning theory combined with Eriksson (2007)’s deliberate practice was used as a theoretical framework to design a holistic virtual platform. Twenty-five pre-service teachers participated in a virtual deliberate practice opportunity combining a synchronous virtual simulation tool and an asynchronous learning platform.

Zoom Meeting Host:
    AECT Zoom Host 06, AECT

277. AECT Membership Meeting
    3:00 pm to 4:00 pm
    Palmer - 4th Floor-Grand Ballroom
    Chair:
    Alison Carr-Chellman, University of Dayton

Presenters:
    Ellen Wagner, University of Central Florida
    Xun Ge, University of Oklahoma
    David Wiley, Lumen Learning
    John H Curry, Idaho State University
    Jessica Resig, The Pennsylvania State University
    Dirk Ifenthaler, University of Mannheim
    Joi Moore, University of Missouri

Zoom Webinar Host:
    AECT Zoom Webinar Host, AECT
Saturday, November 6 Meetings: Times and Locations

278. CLT/INT/TIL- Cross-Cultural Learning (v)
5:30 am to 6:30 am
Virtual - Chicago 2A

CLT- The History of the CLT Division: 2013-2020
Contributor(s): Angela Benson, The University of Alabama; Roberto Joseph, Hofstra University

The paper presents a history of the CLT Division from its inception in 2013 until today. A systematic review of CLT historical documents and artifacts (division governance documents, conference presentations, awards, publications, etc) was conducted to develop an historical retrospective of the CLT Division.

Presenter(s): Lucia Urena Rodriguez, Purdue University; Victoria Lynn Lowell, Purdue University; Mohan Yang, Purdue University; Mohammad Shams Ud Duha, Purdue University

In this presentation, a research team will discuss an autoethnographic study where the team examined their process and experiences of conducting a multi-country research project. This project and the various successes and challenges of conducting a multi-country intercultural research project, and the added complications of a global pandemic during the research project will be discussed to provide insights and suggestions to other researchers considering conducting a multi-country research study.

TIL- South Meets North: Advancing Nigerian Education using Technology Practice Based on Canadian Experience
Presenter(s): Peter Holowka, University of Calgary; Felicia Ofuma Mormah, Adec, Nigeria

In Nigeria and other African nations, COVID-19 has exacerbated the digital divide, especially within the context of education. This presentation will equip K12 educators, administrators, technology specialists, philanthropists, and others in attendance with an understanding of what educational technology approaches can be used to best assist under-resourced communities. This session will discuss the Nigeria context, and propose effective strategies based on the largest study ever conducted of K12 educational technology infrastructure in Western Canada.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

279. Intern Meeting - 5 Saturday
7:00 am to 8:00 am
Palmer - Salon 3

280. Wellness: Morning Yoga & Qigong (v)
7:00 am to 7:50 am
Virtual - Chicago 2A

Morning Yoga & Qigong
Presenter(s): Kathryn Kennedy, Wellness for Educators

Research has confirmed that trauma and prolonged stress are not only cognitive experiences; they are also bodily experiences. When not addressed, these experiences settle into our body and wreak havoc on our internal systems, including our immune and nervous systems. Research also tells us that mind/body approaches, such as grounding, breathing, movement, and meditative exercises, have the highest potential to heal the bodily tissues that hold this prolonged stress and trauma. This session is filled with research-based experiential learning for practitioners using grounding, breathing, and meditative exercises from the disciplines of yoga and Qigong that will help you build your resilience and create space for healing.

Zoom Meeting Host:
AECT Zoom Host 16, AECT

281. 41-W2v: Collaborative Experiential Learning about Trauma-Informed Instructional Design
8:00 am to 11:00 am
Virtual - Chicago 1A

Collaborative Experiential Learning about Trauma-Informed Instructional Design
Presenter(s): Hannah M Grossman, UCLA Health

This 3-hour workshop is for instructional designers and classroom teachers. Using a PBL curriculum with a collaborative experiential learning approach, we will examine a case example where it is necessary to apply a trauma-informed approach to classroom instruction. Through sharing perspectives related to case materials, learners will co-create trauma-informed learning recommendations and consider how they apply to instructional design. After which, we can take the recommendations and create trauma-informed learning situations.

Zoom Meeting Host:
AECT Zoom Host 14, AECT
Saturday, November 6 Meetings: Times and Locations

282. 41-W5: Mastery Learning in Canvas

8:00 am to 11:00 am
Palmer - Salon 7

Mastery Learning in Canvas: A Beginners Guide to Differentiation and Personalization through Data-Based Decisions

Presenter(s): Craig Erschel Shepherd, University of Memphis; Cecil R Short, Texas Tech University

Making data-based decisions to differentiate and personalize instruction is increasingly important. Reframing gradebooks to focus on learning outcomes rather than scores can help teachers identify students’ strengths and weaknesses and provide resources for academic and individual progression. This 3-hour workshop will summarize mastery learning through student learning outcomes and assessments and help attendees setup a sample mastery unit and gradebook in Canvas. Prior Canvas experience is encouraged but not required. Attendees should bring a computer.

Zoom Meeting Host:
AECT Zoom Host 25, AECT

283. 41-W7v: Designing Digital Escape Rooms

8:00 am to 11:00 am
Virtual - Chicago 1B

Designing Digital Escape Rooms: A Beginner’s Guide for Educational Settings

Presenter(s): Kalianne Lund Neumann, Oklahoma State University; Frances M Alvarado-Albertorio, Oklahoma State University; Jacob A. Hall, SUNY Cortland; Cecil R Short, Texas Tech University; Ya-Huei Lu, East Carolina University; Craig Erschel Shepherd, University of Memphis; Christine K. Sorensen Irvine, University of Hawaii at Manoa

The escape room phenomenon recently swept the nation, igniting a spark for educators interested in creatively engaging students of all ages in brick-and-mortar and online settings. This workshop will explore the phenomenon and engage participants in designing and developing a digital escape room for educational purposes using a 10-step process. Participants will need a device that can connect to the Internet.

Zoom Meeting Host:
AECT Zoom Host 15, AECT

284. AECT -Board of Directors Meeting II

8:00 am to 11:00 am
Palmer - Cresthill
Zoom Meeting Host:
AECT Zoom Host 03, AECT

285. CLT- Culturally-situated Research

8:45 am to 9:45 am
Palmer - Indiana

Culture Shock: Transitioning from Academia to Corporate Training

Presenter(s): Carmalita Keith, Virginia Polytechnic Institute and State University (VA Tech); Kelli Fleming, Future Generations University/Virginia Tech

You’ve been teaching in academia for years and things sometimes happen so naturally you think it must be the same everywhere. You have friends in academia, and stories parallel. Have you been considering a new venture? It may be assumed that the transition from academia to corporate would be a seamless one but there is a shift in culture. This session will discuss the culture shift, roles, expectations, and outcomes in corporate training environments.

ESportsU: Preparing Digital Warriors for the Age of Experience

Presenter(s): Mark VanAuen, East Stroudsburg University; Jason Engerman, East Stroudsburg University; Richard Forbes Otto, East Stroudsburg University; Emily Jimenez, East Stroudsburg University; Danielle Nightlinger, East Stroudsburg University; Manjuli Gupta
Contributor(s): Arlene Hargrave, East Stroudsburg University

A University in the northeastern United States has an ongoing National Science Foundation grant to explore the impact an Esports themed learning community will have on engagement, interest, and motivation to pursue STEM college careers for at-risk youth. The research is based upon the culturally relevant computing theory that will focus the instructional design towards building digitally engaging participatory communities. Preliminary results will be discussed based upon the upcoming Summer 2021 research experience.

Nepali Adolescents Exploring MOOCs: Scalable Results Lending to an Optimistic Future

Presenter(s): Dilnoza Kadirova, Indiana University; Zixi Li, Indiana University; Curtis J. Bonk, Indiana University

This research project is focusing on the investigation of a specific massive open online class (MOOC) phenomenon in Nepal. The findings of this study will help to broaden the understanding of how and why MOOCs motivate as well as frustrate young learners. This research should also reveal the factors that may encourage them to continue studying in higher education institutions. This project could potentially not only help students but also instructional designers and educators.

Zoom Meeting Host:
AECT Zoom Host 04, AECT
286. D&D- Empathic Design (h)
8:45 am to 9:45 am
Palmer - Marshfield

Empathic Design: Where Do We Go From Here?
Presenter(s): Monica W Tracey, Wayne State University; Alisa Hutchinson, Wayne State University; Heather Lynn Keahey, Wharton County Junior College/Liberty University; Kui Xie, The Ohio State University
Contributor(s): John Baaki, Old Dominion University; Benjamin Gleason, Iowa State University

Empathic design draws on designers’ sensitivity toward their learners as a reference for design. Empathic forecasting, or predictions about emotional reactions to future events, may be meaningful for empathic design. Tracey & Hutchinson’s 2019 ETR&D article, Empathic Design: Imagining the Cognitive and Emotional Learner Experience resulted in three respondent publications with alternative views. Where do we go from here? The six authors will respond to specific questions in this lively interactive session moving empathic design forward.

Zoom Meeting Host:
AECT Zoom Host 08, AECT

287. DDL- Online Learning and Leadership (h)
8:45 am to 9:45 am
Palmer - Salon 2

What it Takes to Lead Online Learning at Your Institution
Presenter(s): Anthony A. Pina, Sullivan University; Trey Martindale, Middle Tennessee State University; Tonya Amankwatia, North Carolina A&T State University; Lauren Cifuentes, New Mexico State University

Come and join in a dynamic exchange with four of your colleagues who have made the transition from faculty to the chief online learning leader at public, private and faith-based institutions. If you are considering a leadership role in online education at your institution or if you are already an online learning leader, this is the session for you!

Zoom Meeting Host:
AECT Zoom Host 10, AECT

288. DELT/TED/TIL- Transformational Change
8:45 am to 9:45 am
Palmer - Logan

DELT- Towards the Development of a 21st Century “Cone of Experience” to Address Social Justice Issues
Presenter(s): Bill Sugar, East Carolina University
Contributor(s): Delaney Collyer, East Carolina University

The purpose of this study was to develop an initial framework of instructional technology trends and their potential impact on social justice issues. We analyzed technology trends during the last ten years and identified eleven primary technology trends categories. We propose specific instructional activities that leverage these technologies to educate on social justice issues utilizing a variety of educational approaches, including Molenda and Subramony’s (2021) communication configurations and elements of Dale’s (1969) Cone of Experience.

TED- Using Design-Based Research to Build Instructional Models for PD
Presenter(s): Chandra Hawley Orrill, UMass Dartmouth
Contributor(s): Rachael Eriksen Brown, Penn State Abington

We report on the first iteration of a design-based research program aimed at supporting middle school math teachers’ reasoning about proportions by engaging them with technology-rich math problems. We will provide examples of the technologies we have developed and the math problems we pose to engage teachers in meaningful mathematics conversations. We highlight the emerging instructional approach from the first round of implementation, along with the role of technology in support teachers’ learning.

TIL- Benefits of Video Feedback on Low Performing Female Cadets in Physical Education: Action Research Study
Presenter(s): JOHN RICHARD BORMAN, United States Military Academy; Tammi D. Kolski, University of South Carolina

This action research study used video feedback to improve performance of novel gymnastic tasks at the service academy’s applied gymnastics course. The study examined the effects of video feedback along with instructor verbal cues to inform skill development. The study also examined the effects of video on motivation, deliberate practice, competence, and autonomy and found each increased with use of video feedback. Application for use in other disciplines are recommended.

Zoom Meeting Host:
AECT Zoom Host 07, AECT

289. LDC- Innovate! What Does the Future Hold for Practitioners (h)
8:45 am to 9:45 am
Virtual - Chicago 3A

What Does the Future Hold for Us? Practitioners Transitioning into the Post-COVID Era
Presenter(s): Leslie Blatt, Technology Integrated Learning; Jennifer A Bauman, GP Strategies; Angelia Bendolph, University of South Alabama; Kristy Blochham, Utah State University; Melissa R Crane, US Coast Guard; Bruce Robert DuBoff, Technology Integrated
Saturday, November 6 Meetings: Times and Locations

Learning, Leadership Development Committee, NJ Assoc. of School Librarians; Pauline Salim Muljana, Old Dominion University; Michelle D Rogers-Estable, University of Rhode Island (URI); Elizabeth Hope Willoughby, NJASL

We went through a big change in 2020, due to COVID. We invite the practitioners to attend and engage in this session. Grouped according to their sectors, practitioners will discuss their ideas and any already-implemented practices regarding transitioning to post-COVID. Three scenarios will be used: (1) restore everything into “old normal;” (2) evolve what we practiced during COVID and adapt for post-COVID; and (3) transform the new normal by defining our own future through innovations.

Zoom Meeting Host:
AECT Zoom Host 18, AECT

290. LED- Perspectives on Learning Spaces (h)
8:45 am to 9:45 am
Palmer - Kimball

Promoting Mastery and Learner Control: Specifications Grading in an Undergraduate Educational Technology Course
Presenter(s): Vanessa Dennen, Florida State University; Lauren Bagdy, Florida State University
This presentation shares the specifications grading system that was implemented and evaluated in an undergraduate educational technology course. This system, which promoted mastery learning and offered learners a menu of choices, was rated favorably on an end-of-term survey. Most students felt it was fair, easy to understand, increased their control over their grade, and would like to take another course using this system. We will share course examples in addition to evaluation findings.

Strategic, Inclusive Design of Active Online Learning Courses in Higher Education and Workforce Development
Presenter(s): Susie Gronseth, University of Houston
Contributor(s): Sandra Rogers, UCLA
This session will share a completed mixed method research study that explored instructional designer (ID) perceptions regarding the integration of Universal Design for Learning (UDL) and active learning approaches in online University course designs. Specific techniques, strategies, and tools for incorporating these approaches were identified, and some will be modeled in the presentation of this study, including Google Forms polling and connective real-time discussion that expand upon the data.

The Loneliness Lesson: What the Pandemic Taught Teachers About Fostering Digital Communities with Interactive E-Books
Presenter(s): Vanya Tsvetkova, University of South Florida; Glenn Gordon Smith, University of South Florida
Contributor(s): Jeannette Abrahamsen, University of South Florida; Diane Austin, University of South Florida
Digital learning spaces have become the new normal. The sudden shift to remote learning exacerbated feelings of loneliness in students and increased their need for authentic engagement. In this session, you will learn how educators can use web-based interactive e-books with discussions to foster engagement among students. Digital communities can be part of the solution to the isolation many learners face. They can be a place where students display uptake by dialogically reflecting with peers.

Zoom Meeting Host:
AECT Zoom Host 05, AECT

291. [Open]
8:45 am to 9:45 am
Palmer - Salon 12
Zoom Meeting Host:
AECT Zoom Host 11, AECT

292. RTD- Systematic Inquiries
8:45 am to 9:45 am
Palmer - Salon 1

A Delphi method study on the issues facing educational technology research journal editors
Presenter(s): Albert Dieter Ritzhaupt, University of Florida; Xiaoman Wang, University of Florida; John Hampton, University of Florida
Contributor(s): Kara Dawson, University of Florida
The issue of operating and improving the quality of our research journals is of great importance. This research used the Delphi method to answer the following question: What are the current issues and challenges facing the operation of our research journals? Educational technology journal editors built consensus around six broad themes: 1) Peer-Review & Publication Process, 2) Reviewers, 3) Articles, 4) Diversity & Access, 5) Developing & Managing Relationships, and 6) Administrative Decisions & Challenges.

Metacognition Over Misinformation: A Systematic Review of the Intersection of Metacognition and Online Credibility Assessment
Presenter(s): Max Sommer, University of Florida
The purpose of this systematic review is to review findings and theoretical approaches from previous research regarding the intersection of credibility assessment and metacognition. Metacognition can play an important role in identifying misinformation and taking action. Ten databases were included in this systematic review. Findings are discussed in terms of how credibility assessment is framed and how they can inform credibility assessment instruction to counter threats of misinformation.
Saturday, November 6 Meetings: Times and Locations

Quantifying Differences Between Experts and Novices on Inquiry-Based Learning Cases
Presenter(s): Andrew Tawfik, University of Memphis; Jaclyn Gish-Lieberman, University of Memphis
Contributor(s): Jessica Gatewood, University of Memphis; C. Wayne Keene, University of Missouri

Few studies have quantified how experts and novices weigh variables within a case. In this study, experts and novices weighed an array of indices (labels) on a series of inquiry-based learning (IBL) cases. Novices’ questions were also analyzed. Using the structural-function-behavior (SBF) framework, the study found differences on basic understanding (structure) and systems thinking (function); however, no differences on casual reasoning (behavior). Implications for case-based reasoning retrieval and reuse are discussed, as well as IBL.

Zoom Meeting Host:
AECT Zoom Host 09, AECT

293. TIL- Innovate! Computational Thinking Contextualized in Atmospheric Science
8:45 am to 9:45 am
Virtual - Chicago 4A

3D Weather Data Visualization with IDV: Computational Thinking Contextualized in Atmospheric Science
Presenter(s): Yan Sun, Mississippi State University; Mengni Bai, Mississippi State University
Contributor(s): Jamie Dyer, Mississippi State University; Mahnas Jean Mohammadi-Aragh, Mississippi State University; Jonathan Harris, Mississippi State University; Pat Ko, Mississippi State University

This Innovate! session introduces the innovative science learning experience designed and developed by the 3D Weather project funded by the NSF STEM+C project. Attendees of this session will be engaged in visualizing real world weather data with IDV (Integrated Data Viewer) to: (1) understand computational thinking skills contextualized in atmospheric science, and (2) experiencing the “engage, observe, and explain & communicate” learning process that promotes computational thinking among middle and high school students.

Zoom Meeting Host:
AECT Zoom Host 20, AECT

294. D&D- Comparing Tools and Instructor Support for Online Learning
10:00 am to 11:00 am
Palmer - Indiana

Comparing Google Classroom and D2L Brightspace Using the Technology Acceptance Model
Presenter(s): Gregory Francom, Mississippi State University; Jeremiah N Nuatomue, Mississippi State University
Contributor(s): Anna Schwan, Northern State University

The Google classroom and Brightspace LMSs were compared using the technology acceptance model in a blended learning situation. Significant differences were found for individual survey items in the perceived usefulness, attitude toward usage, and behavioral intention to use survey sections. Qualitative results revealed aspects of both LMSs that are helpful to learning and that could be improved. Findings show an overall preference for Brightspace, however, both LMSs have strengths and weaknesses.

Success Stories from the Implementation of Technology Tools to Facilitate Online Interaction
Presenter(s): Thanh Do, Oklahoma State University; Penny Thompson, Oklahoma State University

This study aims to address how a group of exemplary instructors effectively implement technology to incorporate interaction and interactivity in online courses by collecting data via interviews, observations, and screenshots from their online courses. The findings of this study will contribute to faculty’s implementation of technology in online courses to develop interaction and interactivity. This current study can then provide a foundation for future research as well as help develop professional development interventions.

The Online Instructor Support Survey (OISS): Creation, Validation, and Results
Presenter(s): Swapna Kumar, University of Florida; Albert Dieter Ritzhaupt, University of Florida

The success of online courses is largely dependent on online instructors, who teach, evaluate, and guide online students. Online instructor support plays an important role in online education in institutions of higher education. This presentation focuses on the creation and validation of an Online Instructor Support Survey (OISS) that consists of (a) Technology infrastructure (b) Technical support (c) Online course development and teaching (d) Instructor rewards and incentives (e) Administrative and academic support (f) Institutional policies and culture, and (g) Program and legal support. Responses from 275 online instructors will be discussed.

Zoom Meeting Host:
AECT Zoom Host 04, AECT

295. D&D- Methodological Techniques for Instructional Designers (h)
10:00 am to 11:00 am
Palmer - Salon 1

Designing Learning Supports for Online Teaching Assistants
Presenter(s): Erin Measom, Brigham Young University; Jacob Fuge, Brigham Young University; Heather Leary, Brigham Young University; Sara Tutlama, Brigham Young University; Hannah Call, Brigham Young University; Layne West, Brigham Young University
Contributor(s): Krista Gardner, Brigham Young University; Andrew Cannon, Brigham Young University

With increased enrollment, universities seek ways to help students thrive in online courses. This presentation describes the initial design
Saturday, November 6 Meetings: Times and Locations

of a teaching assistant training module for a university online department. We showcase how design decisions were made to give teaching assistants the tools needed to support learners and improve their own lifelong learning. This design work uses the Concerns Based Adoption Model to guide the design decisions and development of the formal training.

Q Methodology in Learning, Design, and Technology: An Introduction
Presenter(s): Lloyd Rieber, University of Georgia
This presentation will introduce professionals in the learning, design, and technology field to Q methodology. Q methodology is a research approach used to reveal and study subjectivity within a group of people in a systematic way in order to better understand their motivations and behavior. After presenting an overview of the historical and theoretical underpinnings of Q, several examples are provided to illustrate Q’s potential within the field of learning, design, and technology.

Simplifying the Design of Lessons Using Communication Configurations
Presenter(s): Michael H. Molenda, Indiana University
In the instructional design process, decisions about “selecting media and methods” are overly complicated by the lack of a coherent typology of teaching-learning arrangements. The proposed solution is to focus on the communication configuration (“who is doing what to whom”) needed to help learners through each phase of the learning process. Whether in-person or at-a-distance, learners need different conditions for different objectives and different phases of learning.

Zoom Meeting Host:
AECT Zoom Host 09, AECT

296. EDHP- Innovate! Launching Your Career
10:00 am to 11:00 am
Palmer - Logan

Launching Your Career as an Instructional Designer in Health Professions Education
Presenter(s): Susie Gronseth, University of Houston; Beth E. Jordan, University of South Florida; Dina Kurzweil, Uniformed Services University of the Health Sciences; Max C. Anderson, University of Illinois; Okan Arslan, Texas Tech University; Oma Singh, Education in the Health Professions (EDHP)

Over the past decade, health professions education has embraced the value of instructional design and technology (IDT) leading to increasing numbers of exciting employment opportunities for instructional designers today. This joint session is a collaboration among the Education in the Health Professions (EDHP) SIG, Design & Development (D&D) division, and the Graduate Student Assembly (GSA). Join us to learn about instructional design opportunities in the health professions sector. Panelists will discuss IDT careers and pathways; typical areas of practice in health professions education; necessary qualifications, knowledge, skills, and experience; resources for focusing your resume/CV and searching for a position; and various professional networking opportunities, within AECT and beyond.

Zoom Meeting Host:
AECT Zoom Host 07, AECT

297. INT/ICEM- Perspectives on Learning Design (h)
10:00 am to 11:00 am
Palmer - Kimball

INT- EFL learning in China: Designing and implementing a “fully flipped” classroom model
Presenter(s): Bing Zhou, University of Hawaii; Seungoh Paek, University of Hawaii at Manoa

This study investigated the impact of a flipped classroom model on students’ learning in English as Foreign Language (EFL) courses in China. For this study, the first-year college students (n = 104) took one of three different instructional models, a fully-flipped, a semi-flipped, and a traditional class model. Students’ learning outcomes and experiences in three groups were analyzed. For the presentation, the findings of the study and implications for future research and practice will be discussed.

INT- Understanding social justice in K-12 teachers’ effective use of OER
Presenter(s): Hengtao Tang, University of South Carolina
Contributor(s): Yu Bao, James Madison University; Yu-Ju Lin, Purdue University

Open educational resources (OER) may promote social justice imperatives in education, but it remains uncertain whether OER benefit their primary beneficiaries. This exploratory research employed a cross-cultural perspective to interrogate how the second-level digital divide shapes K-12 teachers’ effective use of OER. Stepwise logistic regressions were applied to a large-scale survey to identify the factors accounting for teachers’ effective use of OER across countries. Cultural implications on support OER adoption in K-12 settings were discussed.

ICEM- Using MOOCs in Formal Courses and Programs
Presenter(s): Cengic Hakan AYDIN, Anadolu University
Contributor(s): Elfı Toprak, Anadolu University; Evrim Genc Kumtepe, Anadolu University

The purpose of this paper has two folds: the first, it summarizes the literature on effects of MOOCs on the learning-teaching and administrative processes in tertiary education; and the second, it introduces an ongoing European Union-funded project, abbreviated as
Saturday, November 6 Meetings: Times and Locations

MODE-IT, that intends to explore ways to use MOOCs or MOOC-based pedagogies into regular online courses and the lessons learned in the project so far.

Zoom Meeting Host: AECT Zoom Host 05, AECT

298. LED- Innovate! Designing & Facilitating Effective Online Discussions (h)

10:00 am to 11:00 am
Palmer - Salon 12

Let's Give Them Something to Talk About: Designing & Facilitating Effective Online Discussions

Presenter(s): Rebecca Clark-Stallkamp, Virginia Tech; Linda Wiley, Baker University (Kansas)

This practice-oriented session will engage participants in learning three types of presence promoted by Garrison’s Community of Inquiry (COI) Framework. Participants participate in demonstrations of design approaches and practices operationalizing the COI framework for online discussions. Participants will have a chance to select an online discussion topic to construct an effective online discussion. The session hopes to dispel misconceptions about creating and facilitating online discussions to encourage effective use of online forums in learning.

Zoom Meeting Host: AECT Zoom Host 11, AECT

299. OTP- Microlearning and Job Analysis (h)

10:00 am to 11:00 am
Palmer - Marshfield

Bibliometric Analysis of peer-reviewed literature on Microlearning from 2005 to 2021

Presenter(s): Rajagopal Sankaranarayanan, Indiana University Bloomington; Jessica Renee Collier, Sam Houston State University; Okan Arslan, Texas Tech University; Tanner Matthew Phillips, Indiana University; Frances M Alvarado-Albertorio, Oklahoma State University; Irene A Bal, Old Dominion University; Annette Dolowitz, University of South Alabama; Mohammad Shams Ud Duha, Purdue University; Esther Michela, University of Tennessee Knoxville; Elisa Shaffer, Old Dominion University

Contributor(s): Paula Marcelle, Indiana University

Microlearning, a popular instructional approach in higher education and corporate settings is all set to be a major trend in learning and development discipline. The overall aim of this study is to understand the citation landscape and the topics that are in forefront of the Microlearning research. To that end, We conducted a bibliometric assessment in microlearning literature by focusing on citations and topics from the peer-reviewed microlearning publications in the Scopus database.

Instructional Design across Industries: What's the Same? What's Different?

Presenter(s): Andrea Gregg, The Pennsylvania State University; Jessica Briskin, Bloomsburg University

Contributor(s): Jennifer L. Weible, Central Michigan University

Are you interested in a career in instructional design (ID)? Curious about how COVID impacted the lives of IDs? Want to learn more about how the type of industry shapes what IDs actually do? This interactive session will explore these questions and more! With expertise in higher education, corporate, and K12, we will discuss commonalities and differences across contexts, considering salaries, work schedules, technologies, skill sets, and autonomy levels.

Learning and Development Roles and Competency Domains in Higher Education: An Analysis of Job Announcements

Presenter(s): Florence Martin, University of North Carolina Charlotte; Beth Oyarzun, UNC Charlotte

Contributor(s): Yan Chen, University of New Mexico; Mark J. W. Lee, Charles Sturt University

Learning and development (L&D) focuses on improving employee’s knowledge and skills, thereby increasing an individual’s job performance. Ten different L&D roles were examined for 20 competency domains through a qualitative coding process. On analyzing 294 unique postings from higheredjobs.com, results indicated that designers and directors are the most advertised L&D postings. The top five competency domains that are required of L&D professionals are collaboration, communication, content development, project management, and assessment and evaluation.

Zoom Meeting Host: AECT Zoom Host 08, AECT

300. Presidential- Innovate! The Use of Maturity Models (v)

10:00 am to 11:00 am
Virtual - Chicago 3B

The Use of Maturity Models in Learning & Development

Presenter(s): Pamela Loughner, Loughner and Associates, Inc.

A Maturity Model is an instrument used to conceptualize and measure the maturity of an organization or process in relation to a defined target state. They are frequently used to support continuous improvement efforts. This presentation presents a Maturity Model that can be used to measure the maturity of a Learning & Development organization’s practices and identify improvement opportunities. The model can also be used to frame research on the impact of a L&D organization’s maturity on the achievement of desired outcomes.

Zoom Meeting Host: AECT Zoom Host 19, AECT
Saturday, November 6 Meetings: Times and Locations

301. RTD- Embodied Cognition and Technology for Learning (v)
10:00 am to 11:00 am
Virtual - Chicago 2B

Embodied Cognition and Technology for Learning: Research Methods and Strategies

Presenter(s): T J Kopcha, University of Georgia; Yanghee Kim, Utah State University
Contributor(s): Keri Valentine, West Virginia University; Michael Tscholl, Northern Illinois University; Lucas John Jensen, Georgia Southern University; Ceren Ocak, University of Georgia

This panel provides an overview of the research methodologies and strategies associated with studying technology for learning from an embodied perspective. The presentation will consist of a panel of speakers who were published in a recent special issue in ETRD on the same topic. As a panel, we will explore embodied perspectives of cognition in our field as well as the specific methodological approaches that are at the forefront of our field.

Zoom Meeting Host:
AECT Zoom Host 17, AECT

302. STC- Social Justice (h)
10:00 am to 11:00 am
Palmer - Salon 2

It all happens in the system: Focusing on Social Justice and Change

Presenter(s): Suha Tamim, University of South Carolina; Samantha J Blevins, Radford University; M. Aaron Bond, Virginia Tech; Beth Rajan Sockman, East Stroudsburg University of Pennsylvania

Societies are systems. They encompass interdependent subsystems that govern the dynamics between humans and their environments. Systems theories provide organizational views of real-world systems but require a systems thinking approach to understand systems’ complexities. In this panel, presenters will give a brief overview of social justice, systems theory, systems thinking, and the interplay between them. The session will end with a discussion with the audience on possible action steps within AECT.

Zoom Meeting Host:
AECT Zoom Host 10, AECT

303. TED- Innovative! Interactive Presentation Platforms in Teacher Education (v)
10:00 am to 11:00 am
Virtual - Chicago 5B

Modeling the use of Interactive Presentation Platforms in Teacher Education

Presenter(s): Caitlin Riegel, Medaille College

This presentation highlights how teacher educators can model the use of interactive presentations in their own applications of teaching to model the use for future educators. Participants will be introduced to Pear Deck, an interactive presentation platform. The presentation includes attendees actively participating in the demonstration of an interactive presentation presented through Pear Deck where they are able to experience the pedagogical approaches made possible by Pear Deck from both the student and teacher perspectives.

Zoom Meeting Host:
AECT Zoom Host 23, AECT

304. TIL- Online and Remote Learning and Technology User Experience (v)
10:00 am to 11:00 am
Virtual - Chicago 4B

How Can We Support Elementary Students’ Online Learning? Perceptions and Experiences of Technology-Savvy K-6 Teachers

Presenter(s): Yin-Chan (Janet) Liao, East Carolina University; Anne Ottenbreit-Leftwich, Indiana University; Meina Zhu, Wayne State University; Katie Jantarakosagul, Indiana University

K-12 online learning can be helpful in multiple circumstances, including inclement weather days and emergency remote teaching. However, elementary teachers have expressed concerns about teaching online courses. Research on elementary online teaching and learning is less comprehensive. Therefore, we examined what technology-savvy K-6 teachers considered critical in elementary online instruction. They suggested that providing organized, engaging, and interactive online instruction is essential. Moreover, technology use and parental involvement may foster elementary students’ online learning experiences.

Moving a youth maker group online during COVID, observations of changing mentor-youth interactions

Presenter(s): Jesse Strycker, Ohio University

Observations and findings from four years as an embedded researcher within a summer youth maker group will be reported. Due to year four coinciding with the pandemic, the group had to move online. Foci of this presentation will be on the characteristics of mentors who were present and how the nature of their interactions with your participants changed while online. Mentor grouping suggestions, preparation, and interaction recommendations will also be discussed.
Saturday, November 6 Meetings: Times and Locations

**Persuasions of a Productive Professor: Best Practices to Support Remote Learning**

Presenter(s): **Kimberly N LaPrairie**, Sam Houston State University; **Kathleen Mansfield**, Sam Houston State University; **Marilyn Rice**, Sam Houston State University

This session will focus on the functional integration of technology into teaching, learning, and mentoring in distance education. Come discover how to leverage various web and cloud-based technology tools to engage diverse learners, individualize curriculum, assess learning, and much more. Real-world examples of successful implementation will be presented. Bring a web-connected device for a more interactive session.

Zoom Meeting Host:

*AECT Zoom Host 21, AECT*

**305. Keynote: Innovating AECT**

11:15 am to 12:15 pm
Palmer - Crystal

Presenters:

- **Ellen Wagner**, University of Central Florida
- **Xun Ge**, University of Oklahoma
- **Alison Carr-Chellman**, University of Dayton
- **David Wiley**, Lumen Learning

Zoom Webinar Host:

*AECT Zoom Webinar Host, AECT*

Join the AECT Interim Executive Director and current members of the Executive Committee as they share innovations happening across the association. Ellen Wagner, Xun Ge, Ali Carr-Chellman, and David Wiley will share recent experiences with innovations as they intersect with the field and in their respective organizations. The conversation will transition into a moderated question & answer session for convention attendees to ask about ongoing efforts to enhance innovative practices and future directions of AECT.
“But how would that work impact student learning?”

Close friends and trusted mentors have asked us versions of this question throughout our careers. We've been grateful for this gentle chastisement and correction. Working in and around technology, where every year things are shinier and faster and smaller and cheaper - and just plain cooler - it can be difficult to stay oriented toward the north star of improving student learning. Consequently, the 2022 conference theme specifically invites us all to reflect on this central question: How does our work impact student learning?

We're planning several new and exciting things for the 2022 annual conference! Here's a preview of three of them.

First, the 2022 conference Call for Proposals will include the core reviewing criteria (rubric) that proposal reviewers will use to score proposals. As many of us have experienced as both students and teachers, rubrics are powerful tools for clarifying expectations, improving consistency in scoring, and increasing transparency. In support of our desire to center our conversations at the conference on student learning, the 2022 proposal review rubric will include a criterion specifically evaluating how well each proposal addresses the question “how does this work impact student learning?”

Second, the 2022 conference will feature a new format we're calling “Impact Design Sessions.” In these highly collaborative, workshop-style sessions, facilitators and
participants will discuss potential learning resources, assessment strategies, high impact teaching practices, and other aspects of course designs for courses their programs do not yet offer (or have only started offering very recently). The goal of these sessions is to collect, organize, and provide open access to sample syllabi and other materials necessary to teach courses on contemporary topics like:

- educational technology, student data, and ethics
- learning analytics / educational data mining
- learning engineering / continuous improvement and educational technology
- artificial intelligence and machine learning in educational technology
- models for effective teaching and learning during a pandemic
- decentralization / web 3.0 / blockchain and educational technology
- open educational resources and OER-enabled pedagogies

By creating openly licensed model syllabi that anyone can adopt and modify to suit their local needs - including identifying key readings and assessment strategies - we hope to accelerate the rate at which courses on these and other contemporary topics are offered in our programs, better preparing our students for the future.

Finally, we’re excited to tell you that the 2022 Las Vegas venue does not require you to walk through the casino to get from your hotel room to the conference sessions! AECT has heard feedback about the required transit through the casino area for several years, and we’re happy this year to be able to provide attendees with the affordable flights and hotel rooms Las Vegas has to offer without requiring them to experience everything Las Vegas has to offer. 😊

We look forward to seeing you at the convention!

David Wiley, AECT President-Elect Designee
John Curry, AECT Convention Co-Planner
As an organization, NATO needs to develop leaders who are confident, effective, and capable of cross-domain thinking and acting. To meet this objective, the organization needs to develop a rigorous leadership training and education program. This training and educational experience needs to be realistic and provide the learners an opportunity to authentically practice these skills. As you plan your approach, use this breakdown as a guideline for your time and effort [10% NATO information; 15% Leadership content & training; 75% Proposed program]. Your task is to develop a program for leadership training for NATO and provide a plan to evaluate this program.

1. What are the technologies used to develop this training?
2. Your program can include formalized instruction (program instruction) and also non-formalized instruction (e.g., mentoring or on the job).
3. We don’t want you to become experts in the content of leadership. However, you should investigate leadership enough to develop instructional methodologies that are appropriate for the topic of leadership. You also need enough leadership content to provide some instructional examples.

Definitions
Leadership: The process of influencing people while accomplishing the mission and improving the organization.

1. Cross-Domain Thinking: Revitalizing and enabling Commanders’ ability to understand the multi-domain operating environment and act rapidly and effectively.
2. Program: A program is a strategy to accomplish NATO’s objectives without going into the specifics of leadership content. You can develop examples using leadership content but should focus on the solution structure and not leadership content.
Culture, Learning and Technology

010 CLT- Board of Directors Meeting (v)
027 CLT- Diverse Formats of Learning
027 Reindigenizing, Coming Home to Indigenous Ways of Knowing.
028 CLTv [Open1]
060 CLT- Mobile and Online Learning
060 A teacher’s guide to quality online learning in secondary education.
060 CLT-MIM History Review Project
060 Attuning with Technology, Attuning with the Other: Towards a Pedagogy of Culture and Technologically Extended Learning
080 CLT- Inclusive Pedagogy & Culturally-situred Research (v)
080 Changing Course: Finding a Path Toward Equity and Inclusion through an Introductory Instructional Technology Class
080 Research on the Current Situation of the Elderly’s Digital Living Adaptability in Jiading District, Shanghai
080 Snapshots from Phnom Penh: Reflections on Technology Use by University Students
091 CLT- Membership Meeting and 2021 McJulien Lecture (v)
091 Gab, Parler, and Reconsidering Learning on Social Media
124 CLT- Educational Technology Research (v)
124 Context and values in Educational Technology Research
125 CLT- Equity & Learning Access (h)
125 Online Course Cultural Treasures: Dialogic Narratives
125 Exploring opportunities and challenges in online learning for students with disabilities in higher education
125 Knowledge Convergence in Collaborative Concept Mapping
140 CLT- Innovate! Diversify Your Constructs, Theories, Citations and Reading Lists (h)
140 Diversify Your Constructs, Theories, Citations and Reading Lists
141 CLT- Innovate! Learning with Technology (v)
141 CLT-Alexa and Hand scans and Netflix, Oh My! Student Data Privacy and Educational Technology
155 CLT- AECT Code of Ethics (h)
155 APE Ethics Seminar: A professional ethics forum on the AECT Code of Ethics
156 CLT- Innovate! Cross Cultural Learning (v)
156 Becoming An Active/Active--ist Member in Cross-cultural settings
178 CLT- Pandemic Influence & Teaching (v)
178 Divided Response: Teachers reflect on abrupt changes in the COVID-19 Pandemic
178 How Department Culture Influences Innovation in Online Teaching for “Pandemic Laggards”
178 Inclusion, Equity, and Accessibility for Online Teaching: From Leadership to Actionable Strategies
214 CLT- Inclusive K-12 Education (v)
214 Examining the Effect of Socioeconomic Status on K-12 Students’ Use of Technology: The Third-level Digital Divide
214 How Middle School Students Experience Presences and Engagement in Synchronous Collaborative Learning
215 CLT- Inclusive Pedagogy and Cross Cultural Competencies (h)
215 Asset-based Pedagogy: A Case Study Evaluating Evidence of Self-identity and Culture in a Higher Education Online Learning Environment
215 Cross cultural competencies for instructional designers and performance improvement practitioners: Is it time for a competency model?
215 Cross cultural organizational systems mapping: An Innovative approach to needs assessment
229 CLT- Innovate! Cultural Perspectives of Online Instructional Design (v)
229 Visuals Matter: Focus on Diversity in Designing Online Course Artifacts
230 CLT- Reflective Experiences (h)
230 International Students’ Learning Experiences in Online and Face-to-Face Instructions
230 Taking stock of where we are, where we come from and the future of the CLT division.
230 Linguistic Analytics of Mobile Texting on Study Abroad: Toward Enhanced Culturally-Reflective Dialogue
244 CLT- Culturally-situred Research (v)
244 Cross-Cultural Collaborative Research: An Evolving Process with Multiple Perspectives
Division & Affiliate Index

260 CLT- Diverse Formats of Learning (v)
260 Ethicist Role of/for the Design Team
260 INCLUSIVE ADDIE: An Action-Oriented Framework for Inclusive Pedagogy
260 What does it mean to be an instructional designer? A mixed method qualitative phenomenological study.
261 CLT- Professional Ethics (h)
261 Ethical Issues in Practical Problems: Implications for Design, Decision Making, and Leadership
278 CLT/INT/TIL- Cross-Cultural Learning (v)
278 CLT- The History of the CLT Division: 2013-2020
278 INT- Conducting Multi-Country Research On Context and Peer-Feedback Authenticity For Language Self-Efficacy In SMAs: An Autoethnography
278 TIL- South Meets North: Advancing Nigerian Education using Technology Practice Based on Canadian Experience
285 CLT- Culturally-situated Research
285 Culture Shock: Transitioning from Academia to Corporate Training
285 eSportsU: Preparing Digital Warriors for the Age of Experience
285 Nepali Adolescents Exploring MOOCs: Scalable Results Lending to an Optimistic Future

Design and Development
013 D&D- Board of Directors Meeting (h)
020 D&D- IDT Professor’s Forum (h)
029 D&D- Learning Experience Design: Research and Practice (h)
029 ‘Connect to Me’: Affective Learner Experience Design for Virtual STEM Peer Mentor Training
029 Defining Learning Experience Design: Voices from the Field of Learning Design & Technology
029 From UX to Instructional Design: Designing a Digital Tool for Under-Resourced Teachers’ Professional Development
043 D&D- Learning Design and Environments (h)
043 Lesson Design Patterns Emergent from Modelling Lesson Blueprints
043 Lessons Learned from an Active Learning Classroom Student Experience
043 Transforming an Emerging Technologies and Creativity Research Lab to a Virtual and Interactive Environment using Mozilla Hubs: The Challenges and Lesson Learned
045 D&D- Next Generation Instructional Designer Preparation (v)
045 Effective Transfer of Meaningful Design of Active Instructional Tasks to Online Synchronous Format. Potential for Transitional and Post-Pandemic Instruction
045 Exploring Design Judgments and Management of Problem Space in Instructional Design
045 Good with People: Scaffolding the Interpersonal Skills of Novice IDs
061 D&D- Instructional Design Models and Frameworks (v)
061 Constructing a Schematic Structure of an Educational Support Program Centered around the Learning Cycle of Graduate Students
061 Integrating Cognition, Metacognition, and Motivation: A Framework for Post-Pandemic Flipped Classroom Design and Research
061 The Current Landscape of Research and Practice on Visualizations and Dashboard for Learning Analytics
062 D&D- Learning Designs to Improve Teaching (v)
062 Intelligent Classroom Teaching Behavior Analysis System Based on S-T Analysis Method
062 Opportunities for Design, Development and Implementation of an Elementary School Cryptology and Cybersecurity Curriculum During COVID-19
062 Using the community of inquiry framework to investigate learners’ attitudes towards programming
064 D&D/TIL- Learning Design Considerations (h)
064 D&D-Designing an Artificial Intelligence curriculum with high school teachers and students
064 D&D-Effect of Best Possible Self Writing Activities on Preservice Teachers’ Attitudes towards Technology Integration
064 TIL- A Case Study of Military Use of Comic-based Sequential Art as an Instructional Tool for Practitioners
074 D&D- Digital Learning Innovations in Higher Education (v)
074 A Pilot Test: Artificial Intelligence (AI)-Scaffolded Expository Argumentation
074 CONNECTING STUDENTS and FACULTY RESEARCH EFFORTS THROUGH the RESEARCH and PROJECTS PORTAL (RAPP)
074 The impact of an Experiential Learning Pathway
Division & Affiliate Index

109 D&D/LED- Innovations in K-12 Design (v)
109 [NR]D&D- Preservice Teachers’ Co-Creation of an Open Educational Resource (OER) on Maker Education
109 LED- Design Guidelines for Integrating Entrepreneurship into K-12 Classrooms
111 D&D- Reflecting on COVID-19 Professional Experience (h)
111 This What Happened and How We Can Keep Going: Instructional Designers Reflecting on their Covid-19 Professional Experience in Diverse Contexts
127 D&D- Learning Experience Design (h)
127 Empathy Methods and Personas for Learning Experience Designers
127 From the Learner’s Perspective: A Systematic Review of MOOC Learner Experiences from 2009-2019
127 Learning Experience Design and Evaluation of an mHealth Intervention for Parents of Children with Epilepsy
144 D&D- Sources to Prepare the Next Generation of Instructional Designers (h)
144 A Collaborative Autoethnography of Instructors’ Experiences Teaching Advanced Instructional Design
144 Developing Self-Regulated Problem Solving Mindset for Novice Instructional Designers
144 Using Open Educational Resources: The Sharing Economy of Learning
159 D&D- Membership Meeting and Awards Ceremony (h)
179 D&D- Awardee Presentations (v)
190 D&D- Digital Learning Innovations (v)
190 A Design Study on Technology-Based Learning Progress Feedback (LPF)
190 Notes from Home: Undergraduate Students’ Formative Feedback on Teaching and Learning Online amidst the Pandemic
190 Time for a Paradigm Shift in Predictive Analytics: Debiasing Models with Fair AI
198 D&D- Innovate! Learning Spaces Labs: An introduction to digital learning
198 Learning Spaces Labs: An introduction to digital learning
201 D&D- Preparing the Next Generation of Instructional Designers (h)
201 Preparing the Next Generation of Instructional Designers: Prerequisite Skills for Beginning Study in Instructional Design
216 D&D- Digital Games-based Learning and Design Frameworks (h)
216 Investigating Student Engagement through a Virtual Reality Classroom that Utilizes Eye Tracking and Portable Electroencephalography Technology
216 When Failure Is an Option: A Scoping Review of Failure States in Game-Based Learning
219 D&D/OTP- The Practice of Instructional Design
219 D&D- Current and evolving instructional designers’ identified roles: Similarities and differences
219 D&D- “I Can Do Things Because I Feel Valuable”: Authentic Project Experiences in Instructional Design Education
219 OTP- Training Bash: Tearing Down a Training Program to Rebuild with a Better Instructional Foundation
231 D&D- Attending to Social Emotional Learning in Instructional Design (v)
231 Attending to Social Emotional Learning in Instructional Design
245 D&D- Innovative Assessment Practices to Support Open-ended Learning
245 Assessments to Match our Pedagogy: A Discussion of Innovative Assessment Practices to Support Open-ended Learning
247 D&D- The Practice of Instructional Design (v)
247 Blurring Design Boundaries Between Methods and Media in a Game-Based VR Learning Environment
247 Exploring How Designers Apply Visual Design Principles to Create Visual Composition for Instructional Infographics
262 D&D- Advancing STEM Education and Immersive Learning Design (v)
262 Adaptive Digital Game Design According to Player Types for Teaching Programming to Secondary School Students
262 Engaging Elementary Learners in Cryptography and Cybersecurity: A Formative Evaluation of a Technology-Enhanced Curriculum
262 Immersive Virtual Reality as Participant: Instructional Design Considerations
263 D&D- Designing Immersive Learning Environments
263 Artificial intelligence in virtual humans for teaching assistant training: A design and development case study
263 System Designs of Virtual Reality Interventions for Individuals with Autism: A Systematic Literature Review
263 Using a Visual Programming Language Scratch to Engage Children in Solving Real-World Challenges
Division & Affiliate Index

286 D&D- Empathic Design (h)
   286 Empathic Design: Where Do We Go From Here?
295 D&D- Methodological Techniques for Instructional Designers (h)
   295 Designing Learning Supports for Online Teaching Assistants
   295 Q Methodology in Learning, Design, and Technology: An Introduction
   295 Simplifying the Design of Lessons Using Communication Configurations

Distance Learning

030 DDL- Perspectives of Online Learning
   030 Community College Attitudes Toward Online Foreign Language Courses and COVID-19
   030 Cultivating 21st Century Lifelong Learning Skills
   030 Exploring future instructional designers’ perceptions of and practices for online problem-based learning
044 DDL- Trends in Online Learning & Research
   044 Comparing Trends in Online Learning Research: A Categorical Approach Using Text Mining
   044 Emerging Trends in Distance Education Research
   044 Exploring Heutagogy in Online Learning: A Systematic Review
063 DDL- Systematic Reviews on Distance Learning (h)
   063 Presidential Panel: Systematic Reviews of Research on Distance Learning
075 DDL- Graduate Student Mentoring and Networking Seminar (v)
092 DDL- Online Learner Characteristics (h)
   092 Development and validation of the Online Learner Anxiety Scale (OLAS)
   092 Prospect Non-traditional Online Learners’ Readiness for Online Learning
   092 The effectiveness of a readiness course for online student success at a two-year technical college
093 DDL- Pandemic and Instructional Design (h)
   093 The wizardry of scaling and supporting ID teams peri- and post- pandemic
108 DDL- Asynchronous Support in Online Learning (h)
   108 Synchronous Meetings, Community of Inquiry, COVID-19, and Online Graduate Teacher Education
   108 Talk to me, Goose: Evaluating an Electronic Synchronous Multi-Site (e-SyMS) learning environment
   108 Instructors’ Conceptualization and Implementation of Scaffolding in Online Higher Education Courses
110 DDL- Innovate! Feedback in Digital Environment (v)
   110 Boatloads of Tips & Tricks for Providing Quick Meaningful Feedback: Digital Learning Edition
126 DDL- Community Connections in Online Learning (h)
   126 A Framework for Creating a Connection with Your Online Students
   126 Community Development within an Online Doctoral Cohort: A Qualitative Case Study
   126 Stability of Constructs in the Community of Inquiry Survey Over Time
128 DDL- Impacts of COVID on Teaching and Learning (v)
   128 COVID-19 Impacts on College Nursing Students and Nursing Faculty
   128 Strategies for Enhancing Students’ Online Work Skills on the Post Pandemic: A Mixed Methods Study
   128 Transitioning to Online in Response to Covid-19: Reaction from one University’s Faculty and Students
142 DDL- Community & Student Behaviors Online (h)
   142 Design and Development of an Educational Design and Learning Technologies Wisdom-Community
   142 Mentoring Online Graduate Students: Professional Opportunities for Post-Traditional Learners
   142 Understanding students’ situational lurking behaviors and sentiments in online discussion
143 DDL- Perspectives of Designing Online Learning (v)
   143 Flipped Approach in Online Courses: Design Implications from Diverse Perspectives
   143 Photo-Based Discussion Protocols to Support Community of Inquiry in Online Discussions
   143 Problems and Countermeasures of MOOC Construction- Based on the Content Analysis of Microsoft AI MOOCs
157 DDL- Presence & Active Learning in Online Contexts
   157 Community of Inquiry Presences in Newly Remote Online Courses: A College-Wide Self Study
Division & Affiliate Index

157 Promoting Active Learning Through Collaborative Annotation
157 Strategies to Promote Cognitive Presence in Online Courses: A Systematic Review
158 DDL- Self-Direction & Social Presence in Online Learning (v)
158 A Longitudinal Study Exploring Levels and Patterns of Social Presence in Asynchronous Online Discussions
158 Students’ self-directed learning strategies and satisfaction in online learning
158 The Relationships among Social Presence, Cognitive Process, and Knowledge Construction in Asynchronous Online Discussions (AODs)
191 DDL- Innovate! H5P Interactive Content Creation (v)
191 Interaction With Content And Self-Learning Through H5P Activities
199 DDL- Faculty Perspectives in Online Learning (h)
199 Creating Accessible Online Learning: A Preliminary Investigation of Faculty and Educational Technologists’ Knowledge and Skills
199 Technologies, Challenges and Needs of K-12 Teachers in the Transition to Distance Learning During the COVID-19 Pandemic
199 Have Virtual Meeting and Webcam Comfort and Enjoyment Zoomed During the Pandemic? A Survey of Learning Professionals
200 DDL- Innovate! Microlearning Assessment (v)
200 Assessing the Learning in Microlearning: An ITSY Solution for a Big Need
217 DDL- Big Questions in Online Learning (v)
217 Did You Know? Eight Questions People Ask About Microlearning in the Digital Age
217 Learning analytics based feed-forward: Designing dashboards according to learner expectations and lecturer perspectives.
217 Technological Challenges and Pedagogical Lessons: Understanding K-12 Online Learning from Parents’ Perspective
218 DDL- Elements of Online Learning Design (h)
218 Examining Twitter conference participants and their PLN activities from social networking to networked knowledge activities
218 Exploring the Relationship Between Universal Design and Learning Context
218 Perceptions of Instructors and Instructional Designers of Online Course Design Elements
232 DDL- Innovate! Course Design in Post-Pandemic Era (v)
232 Using Course Templates to Scale Quality ID Practices in Online Learning
233 DDL- Innovate! Pandemic and Novice Faculty Journey
233 You Want me to do What? A Novice’s Journey
246 DDL- Membership Meeting (h)
264 DDL- Collaborative Video Design (h)
264 A Micro-Team with a Macro-Idea: Designing Videos in a Virtual Space
265 DDL - Community of Inquiry (h)
265 The DDL Presidential Panel on the Community of Inquiry: Current Issues and Future Directions for Research and Practice
287 DDL- Online Learning and Leadership (h)
287 What it Takes to Lead Online Learning at Your Institution
294 DDL- Comparing Tools and Instructor Support for Online Learning
294 Comparing Google Classroom and D2L Brightspace Using the Technology Acceptance Model
294 Success Stories from the Implementation of Technology Tools to Facilitate Online Interaction
294 The Online Instructor Support Survey (OISS): Creation, Validation, and Results

Emerging Learning Technologies

022 DELT- Board of Directors (h)
046 DELT- Adult Learning Environments and Pedagogical Agents (v)
046 Using Conversational AI with deep learning to support MOOC learners
046 Using Serious Games, Project-based Learning and Virtual Laboratory to teach AI in Cybersecurity
094 DELT- Mobile and Game-Based Learning (v)
094 Evaluation of a Sequential Feedback System to Promote Nudge Among Learners and Support Learning Strategies
094 Online Learning Strategies With Custom mLearning Applications: Just-In-Time Learning Support In Graduate eLearning
094 Studying Factors that Influence Digital Game-based Learning Effectiveness in Instruction

Emerging Learning Technologies

Chicago, Illinois   AECT - Homecoming (Homestaying): A Return to Learning through Innovation - 2021
Division & Affiliate Index

112 DELT- Systemic Reviews, STEM Learning Environments and Simulation Perspectives
112 Design matters: The impact of supports in a digital STEM learning game.
112 Making Learning Visible: Developing Competency-based Learning Maps
112 Testing the accelerated playback hypothesis in multimedia learning environments: A meta-analysis
129 DELT- Learning Analytics, Frameworks for Learning, and Adult Learning Environments (h)
129 An Emerging Conceptual Framework to Support Learning in Immersive Environments
129 Artificial Intelligence-based Motivation Indicator (AIMI) in Online Learning Environment
129 Online Discussion or Real Conversation?
160 DELT- Frameworks for Student Learning (v)
160 A Framework for Designing Metacognitive Scaffolds in Ill-structured Problem-Solving Using eLearning Authoring Tools: A Design and Development Study
160 Exploring the Intersection of Google Hangouts and the COI Framework to Impact the Student Learning Experience.
160 A New Age of Non-Cognitives: Measuring Persistence in Game-based Learning using Bayesian Exploratory Factor Analysis
202 DELT- Learning Environments and Virtual Reality (h)
202 Influence of Collaborative Video Production on Interest and Engagement of Students Grades 6 and 7
202 Iterative Design of a Narrative-Centered Learning Environment for Computationally-Rich Science Learning in Elementary School
202 Teaching Presence in a 3D Virtual Reality Learning Environment from Students’ Perspectives
220 DELT- Systemic Reviews (h)
220 Effects of the Flipped Classroom Strategy on K-12 Students’ Mathematics Learning Outcomes: A Meta-Analysis
220 Tangible Datasets? What, Why, & How
220 Using Data Mining for Systematic Literature Review: A Bibliometrics Study for Detecting Affect and Cognition States of Learners
234 DELT- Membership Meeting (h)
235 DELT- Virtual Reality (v)
235 Computational Thinking Acquisition in a Virtual Reality Game vs. a 2D Game
235 Design and Development of a Unity 3D based middle school CS curriculum
235 The Effect of an Experiential Learning Theory-based Immersive Virtual Reality Learning Environment on Students’ Learning Performance
248 DELT- Game-Based Learning, Mobile Learning, and Informal Learning Contexts
248 Narratives-supported math problem solving in game-based learning
248 The impact of mobile devices on the transformation and evolution of literacy in the digital era
249 DELT- Learning Environments and Informal Learning (h)
249 Can CS Students Learn More Outside of the Classroom? Valuing Undergrads’ Extracurricular Activities via RadGrad
249 Challenge-Based Learning: Influence of the Enterprise Immersive Learning Environment on Grades 7-12 Students’ STEM Related Learning Outcomes
249 Expanding Preservice Teaching Experiences through Virtual Mixed Reality Simulation
250 DELT- Pedagogical Agents
250 Connecting to Reality: Designing Simulations for Faculty Implicit Bias Using the Empathic Design Approach
250 Determining the Effectiveness of Home Voice Assistant Systems Helping English As A Second Language (ESL) Students Practice English Outside the Classroom and Lower Communication Anxiety
250 TraceMe + Pedagogical Agent = Morgan: Personalized Learning With AI
251 DELT- Transformational Change and Game-Based Learning (v)
251 Promoting career exploration and healthy sleep habits for middle school students through game-based learning
251 Promoting Inclusive Learning: Comparing Features of Real-Time Automated Captions for Online Presentations
251 Smart Education System: How will It Revolutionize Current Learning Environments?
288 DELT/TED/TIL- Transformational Change
288 DELT- Towards the Development of a 21st Century “Cone of Experience” to Address Social Justice Issues
288 TED- Using Design-Based Research to Build Instructional Models for PD
288 TIL- Benefits of Video Feedback on Low Performing Female Cadets in Physical Education: Action Research Study
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International

014 INT- Board of Directors Meeting (v)
033 INT- Global Perspectives in Online and Blended Environments (h)
033 Global Perspectives in Online & Blended Environments: Transitioning from Traditional Classrooms to Virtual Platforms
048 INT- A Taste of the International Division
114 INT- Designing with & Implementing Technology (v)
114 Initiating Friendship by Children with Autism in an Intelligent Virtual Reality Environment
114 The Failure of One Laptop Per Child Program (OLPC) and its Implications
114 The Moderating Effects of E-learning Experience and Employment Status on Students' Satisfaction and Perceived Learning within an e-Learning Environment
133 INT- Comparative Perspectives on Learning Design (v)
133 Comparison and Contrast of Graduate IDT Course Syllabi across Countries
133 Constructing Peer Tutoring Program in Higher Education: A Case Study of Korea University CTL
133 Social Anxiety in Digital Learning Environments: Differences from an International Perspective
146 INT- Membership Meeting (h)
175 INT- International Division: Annual Silent Auction
176 INT- International Division: Dinner Buffet (preregistration only)
177 INT- International Division: Annual Live Auction
205 INT- Socratic Seminar (v)
205 Socratic Seminar: An international forum on Socratic teaching
238 INT- Educational Practices Amid and Post COVID-19 (v)
238 Educational practices amid, and post COVID-19 pandemic: International Perspectives
253 INT- Job Search in the Time of the Pandemic (v)
253 Job Search in the Time of the Pandemic: Advice and Reflection Amidst the Challenges
269 INT- Past President Reunion
297 INT/ICEM- Perspectives on Learning Design (h)
297 INT- EFL learning in China: Designing and implementing a “fully flipped” classroom model
297 INT- Understanding social justice in K-12 teachers’ effective use of OER
297 ICEM- Using MOOCs in Formal Courses and Programs

Leadership Development Committee

100 LDC- Shaping Educational Technology Research, Policy, and Practice (h)
100 Shaping Educational Technology Research, Policy, and Practice Narratives: Exploring Public Scholarship as Instructional Design and Educational Technology Leaders
147 LDC- Next Steps in Designing Your Future Success (h)
147 After Tenure or Achieving Professorship: Next Steps, Career Options, and Alternative Pathways
147 Designing Your Success: Creating Situated Learning Experiences to Expand Your Future Marketability
147 Standing Still or Moving Forward? An Analysis of the 2020 AECT Virtual International Convention
164 LDC-The Dark Side of Administrative Leadership (h)
164 Tough Calls and Decision Making: The Dark Side of Administrative Leadership in Educational Technology
223 LDC- Mid-Career: Transitioning Faculty to Leadership (h)
223 Transitioning from Faculty to Leadership: A Mid-Career Panel
239 LDC- Mid-Career: Leading Through Professional Service (h)
239 Leading through Professional Service
254 LDC- Mid-Career: Leading Through Editorship (h)
254 Leading Through Editorship (Journals and Major Reference Works)
270 LDC- What’s Next for Mid-Career Instructional Designers (h)
270 What’s Next for Mid-Career Instructional Designers: A Panel Discussion
289 LDC- Innovate! What Does the Future Hold for Practitioners (h)
289 What Does the Future Hold for Us? Practitioners Transitioning into the Post-COVID Era
Division & Affiliate Index

Learner Engagement Division

034 LED- Perspectives on Motivation (h)
  034 Designing the NASA Community College Aerospace Scholars (NCAS) On Campus as an Innovative Virtual Situated Learning Simulation
  034 Enhancing Learners Motivation in an Online Project-Based Learning
  034 Which matters most? Quantity, immediacy and regularity of engagement in an asynchronous course

049 LED- Innovate! Responsive Engagement
  049 Responsive Engagement for Instructional Designers and Online Educators in Asynchronous Professional Development

066 LED- Diverse Perspectives on Design (v)
  066 Effects of an Integrative Drama-Inquiry model on attitudes toward science
  066 Investigation of Psychological and Environmental Factors that Influence Assignments Completion
  066 Learn statistics, oh no! Incorporating new engagement strategies into an OER statistics textbook

101 LED- Innovate! Gamified Curriculum (h)
  101 101up: Implementation of a Gamified Curriculum (EdApp) to Increase Self-Regulated Learning Skills and Motivation

115 LED- Innovate! World Café guided discussion (h)
  115 Defining and describing learning: A World Café guided discussion

165 LED- Hands-On Learning & Gamification to Engage (v)
  165 Evaluating the Implementation of Gamification in a High School English Language Arts Course
  165 Gamification to Engage Students Using the Discord Team Chat App
  165 Support of Learning Engagement with Learning Activities in Hands-On Learning Online

240 LED/OTP- Diverse Perspectives on Learner Engagement and Transfer of Training
  240 LED- Creating Learner Personas for Collaborative Learning in Higher Education - A Mixed Methods Study Using Q Methodology
  240 LED- Rising Digital Warriors: Engaging Learners Through Esports And Culturally Relevant Learning Ecosystems
  240 OTP- The perceived importance of trainee attitude for transfer of training: what it says about training design?

255 LED- Membership Meeting (v)

271 LED- Innovate! Mathematics Storytelling (v)
  271 Community-based Digital Mathematics Storytelling for Exploring Mathematics Identity

290 LED- Perspectives on Learning Spaces (h)
  290 Promoting Mastery and Learner Control: Specifications Grading in an Undergraduate Educational Technology Course
  290 Strategic, Inclusive Design of Active Online Learning Courses in Higher Education and Workforce Development
  290 The Loneliness Lesson: What the Pandemic Taught Teachers About Fostering Digital Communities with Interactive E-Books

298 LED- Innovate! Designing & Facilitating Effective Online Discussions (h)
  298 Let’s Give Them Something to Talk About: Designing & Facilitating Effective Online Discussions

Organizational Training & Performance

025 OTP- Board of Directors Meeting (h)

035 OTP- Instructional Design and Project Management (h)
  035 How do experts view the intersection of instructional design and project management?

050 OTP- Process Improvement (h)
  050 Partnering to improve food bank processes: A panel discussion with executives and performance consultants

067 OTP- Instructional Design Considerations (h)
  067 A Restorative Leadership Training Model Isn’t Just for Mock Trial Training
  067 Designing and Implementing a Performance Improvement/ Instructional Design Authentic Learning Experience for Senior Undergraduate IDT Students.
  067 Inside the Garbage Can: Theory of Organizational Anarchy and Considerations for Instructional Designers

081 OTP- Organizational Performance and the Digital Divide (v)
  081 A Machine-learning Approach to Predicting Perceived Organizational Performance in the Federal Public Health Workforce
  081 Identifying predictors of perceived organizational performance in the U.S. federal public health minority workforce
  081 Inclusive Digital Innovation at Work: A Preliminary Literature Review on Digital Divides in Workplaces between 2010 And 2020

102 OTP- Professional Development and Instructional Design Considerations (v)
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102 Complex Problems - Creative Solutions: Using Common Technologies to Gamify Professional Development and Visualize Participation Data
102 Higher Education Organizational Socialization: Focusing on Relationship Building Without Sacrificing Learning During Virtual New Faculty Orientation
102 Online Learning and Blended Learning in Vocational Education
116 OTP/HKAECT- Practitioner-Based Learning Design (v)
   116 OTP- Design Thinking in Practice: Developing Learning Recommendations for Automotive Sales Managers
   116 OTP- Individualized Learning in Practice: Using Self-Reflection Assessments to Recommend Performance Solutions
   116 HKAECT- English Writing Training for Asian Students of the Cultural and Creative Industries (CCI)
134 OTP- Developing Practitioners (v)
   134 Innovative Learning: Filling Workplace Shortage Gaps By Revising Learning In Higher Education
   134 Understanding Instructional Design Decisions: Connections Between Professional Identity and Practice
166 OTP- Innovate! Brainstorming for Creativity and Innovation (v)
   166 Better brainstorming: Strategies for enhancing creativity and generating innovative ideas
181 OTP- Microlearning, Leadership Development and Change Management (v)
   181 The Effects of Microlearning: A Scoping Study
   181 The Relationships Among Sustainable Work Environments, Human Agency, and Self-Leadership
224 OTP- Innovate! Idea Relay
   224 Idea Relay: Building together from individual ideas.
256 OTP- Membership Meeting (h)
272 OTP- Connecting Research to Practice and Professional Development (h)
   272 Exploring the Characteristics of Instructional Design Professional Knowledge from a Facebook Community of Practice (CoP)
   272 The Impact of Cross-Disciplinary Research on Performance Improvement Research and Practice
   272 The Role of the EdD in Bridging the Gap Between Research and Practice
299 OTP- Microlearning and Job Analysis (h)
   299 Bibliometric Analysis of peer-reviewed literature on Microlearning from 2005 to 2021
   299 Instructional Design across Industries: What’s the Same? What’s Different?
   299 Learning and Development Roles and Competency Domains in Higher Education: An Analysis of Job Announcements

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121 Addressing Issues of Social Justice in STEM: Supporting Teachers’ Pedagogical Intentions and Instructional Interventions
121 Roses and Thorns: The Impact of COVID-19 on Learning for a Student with Autism Spectrum Disorder
121 Teacher Goals and Supported Orchestration through Intelligent-Augmented Dashboard Support
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138 Innovative Pedagogic Support Spaces and Practices: Changes and Challenges during life under COVID
151 TED- Pedagogical Perspectives of and Strategies for Inservice Teachers
151 “And now she owns it!”: An Analysis of 62 Interviews About K-12 Blended and Personalized Learning
151 Differentiated Perspectives: How Grade Level Impacts Maryland Teachers’ Desired and Actual Classroom Practices
151 Pedagogical Strategies For K-12 Instructors Teaching In Virtual Environments
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003 5 Star Course Design: Applying Merrill’s First Principles of Instruction
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004 A primer on the application of meta-analysis to educational technology research: Examples using open-source software
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009 AECT Design & Development Competition supported by NATO ACT Reception
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058 AECT- Innovate! Publishing Outside the Box (v)
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  123 From Teaching Machines to Televisions: Educational Technology 1950-1975
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171 Roundtable(v): LED-The Quaternity of Game Mechanics: Applications for Serious Games
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