

INVITATION TO ATTEND

Conference on *New Learning Technologies*

February 8-10, 2006

Sheraton World Resort Hotel, Orlando, Florida

Conference Sponsored by
Society for Applied Learning Technology®



Featuring Application Descriptions on:

- Gaming & Simulation
- Mobile Computing & PDAs
- New Technologies & the Marketplace
- Knowledge Management
- Instructional Systems Design

SALT®

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December 19, 2005

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Who Should Attend

- University and Community College Professionals
- State and Local Education Professionals
- Education/Training Facilitators
- Industrial and Military Trainers
- Hardware and Software Systems Manufacturers
- Distance Learning Design Professionals
- Instructional Designers
- Instructional Systems Developers
- Technology-Based Systems Manufacturers and Integrators
- Publishers and Distributors of Educational Software
- Consultants
- Management Information Systems Professionals

Plan To Attend
Conference on
New Learning Technologies
Sheraton World Resort Hotel
Orlando, Florida
February 8-10, 2006

New Learning Technologies 2006 Track Descriptions

This SALT® sponsored conference continues the practice of bringing together professionals from government, industry and academia to exchange information on the latest developments in technology as they relate to training, learning and job performance improvement. Speakers at this conference are professionals who have been involved in the development and implementation of these applications and can provide observations of what works, how to make it work and how to manage costs.

Design

The design, development and delivery of interactive courseware which actively engages the users will be addressed. Professionals from academia, business and government will give presentations which

- describe emerging technology tools that enable learners and instructors in online courses to communicate
- examine virtual classroom software systems' ability to meet both technical and pedagogical needs
- illustrate examples which meet business needs and leverage content reuse to maximize development process

Gaming & Simulation

Gaming simulation has much to offer to the development of professional competencies, technical skills sets and performance improvement processes. Gaming simulation is an interactive learning environment that makes it possible to cope with complex authentic situations that are close to reality. At the same time, gaming simulation represents a form of cooperative learning through teamwork.

The conference presentations in this track will provide examples of how federal agencies and the military are applying these solutions to assist in professional development, analysis and discussion of costs of learning from computer games, and descriptions of the different types of gaming technologies.

Mobile Computing and PDAs

The tremendous advances in wireless communications and mobile computing, combined with the rapid evolution in smart appliances and devices, generate opportunities as well as challenges when integrating these new accessories into current training and education systems and courses.

Presenters in this track will describe the Military's integration of these technologies into existing e-learning and distance learning programs. Applications which allow corporations to train hard-to-reach employees and how to design them will be addresses. In addition, professionals from universities and business will discuss these technologies in the context of the Cyber Classroom.

New Technologies and the Marketplace

This special track will show how new learning technologies are helping to maximize human capital performance. This track includes sessions which demonstrate the direct connection between learning and an organization's business objectives.

Knowledge Management

The sessions in this track will focus on the role of the Learning Management Systems (LMS) in the overall solution of knowledge transfer and performance support, the relationship between LMS, Learning Content Management System (LCMS), and other Document Management Systems, the move from generic off-the-shelf content libraries to client specific (custom) content delivery and the interface between LMS applications and other Enterprise Resource Planning (ERP) and/or Manufacturing Execution System (MES) suites

MAP of Session Locations

Keynote Address - Wednesday, February 8th, 9:00 AM - 10:00 AM - Tampa Bay

Exhibit Hall - Florida Bay 1 & 2

Gaming & Simulation Track - Tampa Bay 1

Mobile Computing & PDAs Track - Tampa Bay 2

New Technologies & The Marketplace Track - Tampa Bay 3

Knowledge Management Track - Tampa Bay 3

Design Track - Pensacola Bay

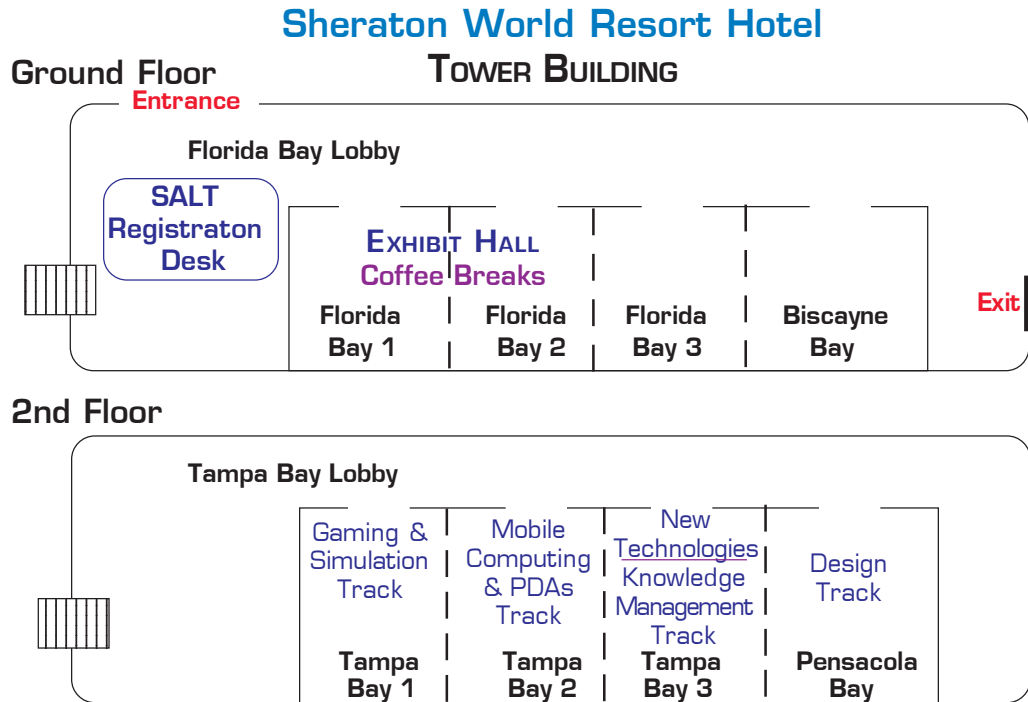


Exhibit Information

Part of the learning experience that this conference delivers is a comprehensive group of exhibits. Attendance is included in the conference registration fee. These are important to attendees because they offer a venue to describe in detail technology and systems which may be used to implement the applications described in the conference technical sessions. They are open all three days of the conference. Exhibitors will display and demonstrate the latest equipment, systems, software, hardware products, and services such as:

- Authoring and Development Systems
- Blended Learning Applications
- CD-ROM and DVD Technologies
- Distance Learning Applications
- Elearning Solutions
- Enterprise Learning Management Systems
- Industrial Training Systems and Courseware
- Multimedia Systems
- On-Line Professional Staff Development Systems
- Personal Digital Assistants (PDAs)
- Web-Based Training
- WiFi/Wireless Networking Technologies

TO VIEW THE LIST OF EXHIBITORS VISIT OUR WEB SITE AT WWW.SALT.ORG

For information about exhibiting, contact **Carrie Janssen** at (540) 347-0055 or carrie@lti.org

General Information

Meeting Location

Sheraton World Resort Hotel
10100 International Drive
Orlando, Florida 32821
Phone: 407-352-1100

Hotel Accommodations

A limited number of rooms have been set aside at the Sheraton World Resort Hotel at the discounted rate of **\$139.00 single/double** for Resort rooms and **\$189.00 single/double** for Tower rooms. Room rates are subject to availability, so please make your reservations as early as possible. Special room rates may not be available after January 17, 2005. To receive the special conference rate, call reservations at (407) 352-1100 and indicate that you are with the **SALT® Conference Group** in February 2006.

Registration Hours

Tuesday	7:30 AM to 5:00 PM
Wednesday	7:30 AM to 5:00 PM
Thursday	7:30 AM to 5:00 PM
Friday	8:00 AM to 12 Noon

Exhibit Hours

Wednesday	10:00 AM to 5:30 PM
Thursday	10:00 AM to 5:30 PM
Friday	10:00 AM to 12:00 Noon

Program Topic Organization

Program headings are grouped by general categories for convenience of those who wish to focus on specific areas. However, many presentations relate to more than one area and attendees are encouraged to select those presentations of greatest relevance to their needs. Schedules are arranged to provide for attendees to change locations without disruption.

Employment Bulletin Board

A bulletin board will be available for posting of employment information or resumes. If interested, please send 20 copies of information to **SALT®**, 50 Culpeper Street, Warrenton, Virginia 20186.

ADA Compliance

The Sheraton World Resort Hotel has warranted that it complies with ADA requirements. Please indicate on the registration form if you would like assistance at the conference.

Program Updates

Program updates will be sent to all conference registrants via email. To ensure receipt of this information, it is essential that you include your email address when registering for the conference. For the latest conference information visit **SALT®**'s web site at www.salt.org

Inquiries

Inquiries concerning this conference should be addressed to the Society for Applied Learning Technology®, 50 Culpeper Street, Warrenton, Virginia 20186 or call (540) 347-0055. You may also find useful information on the **SALT®** Home Page at www.salt.org

Conference Sponsorship

This conference is being conducted by the Learning Technology Institute® (LTI®) in cooperation with the Society for Applied Learning Technology® (**SALT®**). However, **SALT®** assumes no responsibility for program content, facilities, schedules, or operations. Learning Technology Institute® programs are educational in nature and are considered continuing professional education. Attendees are advised that some presentations made by representatives of the U.S. Government may be available at little or no cost by making direct request to those presenters. While the Learning Technology Institute® is an educational organization, tax exempt under Section 501(c)3 of the Internal Revenue Code, the fees for the program described in the brochure are considered to be tuition expenses and not donations to the Institute.

Membership to SALT®

Memberships are available to those who have the interests and objectives of the Society and is on an annual basis at a membership fee of \$55 per year.

Program Changes

Learning Technology Institute® reserves the right to make necessary changes in this program. Every effort will be made to keep presentations and speakers as represented. However, unforeseen circumstances may result in the substitution or cancellation of a presentation topic and/or speaker. For the latest conference information visit **SALT®**'s web site at www.salt.org

Conference Proceedings

Conference proceedings will be provided to conference registrants on CD-ROM at the conference and available for purchase by non-registrants after the conference.

Tutorial Registration

February 7, 2006

Pre-Conference Tutorials
Half Day Tutorial - \$175
Full Day Tutorial - \$350

Full Conference Registration

February 8-10, 2006

Member Full Conference Registration
Paid by Jan 25, 2006 - \$650
Paid After Jan 25, 2006 - \$700
To Be Invoiced - \$700

Non-Member Full Conference Registration
Paid by Jan 25, 2006 - \$700
Paid Jan 25, 2006 - \$750
To Be Invoiced - \$750

One-Day/Two Day Registration

Member/Non-Member Partial Registration *
One Day Registration - \$350
Two Day Registration - \$510

*Please indicate on the registration form which day(s) you are planning to attend.

Technical Sessions Overview

Location->	Tampa Bay 1	Tampa Bay 2
	Gaming & Simulation	Mobile Computing & PDAs
February 8	Keynote Address - Vice Admiral Patricia Ann Tracey	
9:00	Developing Professional Skills Through Game-Based Experiential Learning - David Versaw	Semantic Web Technologies Im-pact on Military E-Learning - Aviles, Lacy, Randolph, Fraser, Gerber
10:30	Using Computer Games and Simulations for Instruction - J. Dexter Fletcher, Sigmund Tobias	Operationalizing the Map – Maintenance and Inventory - Robert Houston, Sean Sinclair
11:15	Decision Making Education through Information Visualization and Simulation - McFadden, McGinnis	How to Train those Hard-to-Reach Employees with Mobile Learning - John Schneble
1:30	Games and Simulations for Worker Safety Training - Glassic, Gorka	Cellphones and PDA's for Serious Games - Serious Training - Howard Mall
2:15	E-Learning Games Can Be Fun! - Joseph Ganci	Mobile PCs, Bluetooth, Audio, and Video to Develop Dynamic Demos and Tutorials - Steven Mark
3:30	Training Cognitive Skills in a Collaborative Environment - Tammy Clark	Wireless, Ubiquitous Mobile Com-puting and e-Learning. Issues and Solutions - Miltenoff, Martinova
4:15		
February 9	Gaming & Simulation	Mobile Computing & PDAs
8:30	The Evolution of Video Games: Their impact on our world, learning, and their growth from Serious, to Intelligent. - Christopher D. Clark	How to support 4000 cadets with notebook computers - Larry Bryant
9:15	Computer Generated Imagery To Support Law Enforcement Training - Greg Gonos	PDAs as conduits of PA Clinical Research and Education - Jacques, Taylor, Bushardt
10:30	Games and Simulation Drive Performance Improvement - Dave Amborski	Leveraging Mobile Resources to Enhance Student Mastery of the Nursing Process - Gordon, Cornelius
11:15	Business Simulation in Policy Formulation and Strategy - Marie Gould	Learning-on-the-Go Mobile Access to Course Management Systems - Snyder, Mangis, O'Black, Vilic
1:30	"Character-Based Simulations" A New Online Method to Teach Social Skills - David Guralnick	A First in Online Learning on Leadership and Ethics for Public Safety - Bryan, Penney
2:15	Unifying Simulation with Intelligent Tutoring - Peter Fairweather, Richard Lam, Tracee Wol, Mark K. Singley	Distributed Education for Mobile Devices - Andrew Harris
3:30	SimWriter: Creating Your Own Social Simulations - Marty Boyzuck	Context-Aware Augmented Reality System (CAARS) - Jayfus Doswell, Ph.D.
4:15	Gaming in a Blended Solution - Nancy Pruner, Christy Pines	Integration of Handheld Technology with Gerontology - Fran Cornelius, H. Michael Dreher, Judy Draper, Sigmund Tobias
February 10	Gaming & Simulation	Mobile Computing & PDAs
8:30	Implementing the First Person Thinker - Simon Chambers, William Grayson, Jeffrey Littlejohn	Designing a mobile education infrastructure for national prepar-edness - Masullo, Tsantis, Tobias
9:15	Smaller, Better, Cheaper Simulation-Based Training...Really. - Alan Brockett	PDA Games Generator for Online and Offline Fun Learning and Training - Dan Lim
10:30	Rapid Training Environment (RTRAIN) - Amy Vanderbilt	The Role of TabletPC's and mobile technology in student – faculty interaction - Snyder, Gaissaunee
11:15	Interactive Content Management Simulations and Training - James Justice	Are you ready to buy your students cell phones? Don't laugh, you just might be - Joseph Nolan, Ph.D.

Technical Sessions Overview

Tampa Bay 3

Pensacola

<- Location

New Technologies and the Marketplace	Design	
Keynote Address - Vice Admiral Patricia Ann Tracey		February 8
		9:00
An Exercise in Hard Choices Distance Learning using Voice Video and Data - John Hirschbuhl	Library Services for Distant Learners - Gertrude (Trudy) Abramson, Ed.D.	10:30
Semantic Web's Impact on Military Learning Solutions - Fraser, Aviles, Lacy, Randolph, Gerber	Making a Real Human Connection in Online Courses - Michael Uttendorfer, Ed.D.	11:15
Competency Modeling Get Real - Margaret Driscoll	Easy Come, Easy Know - Patricia Daron, Shaoyu Chi, Jeanne Gisvold	1:30
A Framework Approach to Building e-Learning Systems - Stuart Sim	A Tale of Two Systems Elluminate Live vs. Macromedia Breeze - Schullo, Hilbelink, Barron, Venable	2:15
Confidence-Based Learning: Maximizing performance in the workplace - Timothy Adams	Radical Innovative Learning Design - You Can Do It, Too - Ginger Swope, Ronald Johnson	3:30
Calculating the ROI from Investing in Employee Engagement and Retention - Raymond T. Halagera	Content and Technology Interoperability - Patricia Sperano, Ph.D., Ronald Sperano, Ph.D.	4:15
Knowledge Management	Gaming & Simulation	
		February 9
		8:30
It's not your father's flowchart any more (It's Business Process Management) - Tee Hiett	Massively Multiplayer Simulations (MMP) Incorporating MS Flight Simulator in Pilot Training - Bedard	9:15
High Impact Integrative Learning & Transformational Methodology - Nina Antolino	Strategies And Studies In Game-Based Training - Jared Freeman, Ph.D.	10:30
Overview of the US Navy e Learning Program - George Moritz, Steve Dorah	Hands-on Training for Battlefield Medics Using Simulation - J. Peter Kincaid	11:15
Meeting the LMS/LCMS challenge - Tammy Humphrey	The Right Amount of Virtual Simulation to Optimize Performance in Training - Mike Kneuper	1:30
LMS - Its Role in Knowledge Transfer and Performance Support - Peter Rizza, Ph.D., Moderator	Improved Training for Combat Warriors by Combing Simulation With Live-Fly Training - Marty McDonough	2:15
Panel on LMS/LCMS/DMS	MASINT for the Advanced Geospatial Intelligence Community - Janet Perdzock, Ronald Tuttle	3:30
- Brad Cooper	Coalition Warrior Interoperability Demonstration (CWID) - Margaret Strong, Ph.D.	4:15
- Jon Ciampi	Best Practices for Developing and Deploying Software Simulations - Mike Buoy	
- Charles Hellings		
Panel on Global Deployment using an LMS		
- Butch Pfremer		
- James L'Allier		
- Chris Pickett		
- Carl Rianhard		
New Technologies and the Marketplace	Design	
		February 10
		8:30
A Rapid Search and Assembly Learning Environment - Holly Payton	Compliance with 508 Using the Web Accessibility Initiative - Gregory Woodard	9:15
Managing Scarce Resources in Training Organizations - James Goldsmith, Richard Busby	It's All About Me: Successes in Motivating Instructors into Distance Learning - William Hall	10:30
Technology in the 21st Century Classroom & the Effects on Instruction & the Instructor - Joel Milinsky	The DoD Technical Bridge between online learning content and technical data - Tim Tate	11:15
Maximize Training Impact by Aligning Learning with Business Goals - Jay Bahlis	Human Capital Digital Dashboard - Matthew Tropiano	

Wednesday

9:00 – 9:10 Introduction and Welcome

John G. Fox, II, Executive Director, *SALT®*

9:10 – 10:00 Keynote Address

Vice Admiral Patricia Ann Tracey, *Chief of Naval Education and Training, United States Navy*

10:00 – 10:30 Coffee Break

10:30 – 11:10 Developing Professional Skills Through Game-Based Experiential Learning

David Versaw, CFO, *WILL Interactive, Inc.*

In this lively and interactive session attendees learn how professional organizations such as The Washington Hospital Center, the FBI and the Department of Defense are using highly engaging, user-centered interactive movies in their professional training programs. Learning theory, psychology, screenwriting, filmmaking, gaming theory and computer science have been combined to demonstrate the significant and highly effective advances in digital game-based education techniques being used for professional training skills. Participate in a virtual experience and see how and why these computer-based tools are used to engage and educate users at a level far beyond traditional instruction. Discover new ways to get trainees at all levels to actively participate in the learning experience and increase enthusiasm, retention and willingness to learn.

11:15 – 12:00 Using Computer Games and Simulations for Instruction: A Research Review

J. Dexter Fletcher, Ph.D., Member Research Staff, *Institute for Defense Analyses*, Sigmund Tobias, *Institute for Urban and Minority Education, Teachers College, Columbia University*

Empirical findings from 43 studies concerning learning, costs of learning, and transfer of learning from computer games and game-like simulations are reviewed and discussed. These findings suggest that games and simulations can improve cognitive processes and that motivation and immersion are factors in these improvements. The findings suggest positive transfer to real life tasks when the tasks required by games and simulations are similar. Cost arguments for simulations can be strengthened by the addition of game-like qualities to simulations. Limits to the generality of these conclusions, issues in research on games and simulations, and suggestions for further research are discussed.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Decision Making Education through Information Visualization and Simulation Technology

Willie J. McFadden, Director, Lifecycle Acquisition Management Institute, Department of Systems Engineering, *USMA*, Colonel Michael L. McGinnis, Professor and Department Head, Department of Systems Engineering, *United States Military Academy*, LTC. William Bland, Ph.D., Assistant Professor, *United States Military Academy*

Gaps generally exist between decision making theory taught in classrooms and the art and science of real-world decision making put into practice. This is often problematic for students and practitioners alike. The West Point Systems Engineering Department has developed a learning laboratory linking computer simulations and advanced information visualization technologies to bridge this gap. This presentation provides an overview of the laboratory's

components, called the Lifecycle Acquisition Management Institute, and explains how technologies, curriculum and research are linked to teach organizational decision-making using information visualization technologies and computer simulations to conceptualize problems and make decisions.

2:15 – 3:00 Games and Simulations for Worker Safety Training

Michael Glassic, Program Director, Training Technologies, *Y-Stress Inc.*, Noreen Gorka, Program Administrator, Training Technologies, *Y-Stress Inc.*

This presentation will discuss the development of online health and safety courses in Flash and Director which utilize simulations, games, and animations for virtual hands-on training. The modules are SCORM-compliant using Reusable Learning Objects (RLO) that can be delivered on the web with a standard dialup connection. Using open source software for programming, databasing, and learning and content management, both time and money can be saved while developing interactive modules and games. This presentation will show what can be done and how, with tips and techniques to make quality e-learning accessible to organizations of all sizes and budgets.

3:00 – 3:30 Coffee Break

3:30 – 4:10 E-Learning Games Can Be Fun!

Joseph Ganci, President, *Dazzle Technologies Corp. (DazzleTech)*

One of the major keys to developing successful e-Learning is to create a product that is interesting, engaging, and which leaves the user with the information or knowledge intended. Low cost linear e-Learning products can have a difficult time achieving this goal, and highly interactive products are often costly and take a long time to develop. Developers are always looking for better, faster, cheaper solutions. One such solution is to integrate simple games into your product. This session will revolve around a fun game that will allow audience members to demonstrate their knowledge and learn learn learn. You may even win a prize! During this game, we will discuss and demonstrate various successful gaming techniques and strategies that you can use in any e-Learning solution. Attendees will learn how to create interesting interactive, engaging e-Learning without a large budget or a lot of time. After we name our champion, we will wrap up the interactive session with a summary of the key learning points of the session. In this session you will learn: * The value of games in an e-Learning solution * The different types of games used in e-Learning * Various gaming techniques * What type of game is best for what type of content * How adult learners accept gaming * What games are appropriate to what audience

4:15 – 5:00 Collaborative Decision-Making Training Simulation (CDTS) - Training Cognitive Skills in a Collaborative Environment

Tammy Clark, Training Analyst, Studies and Analysis, *Omega Training Group, Inc.*, Brett Heard, *Omega Training Group, Inc.*

CDTS trains critical thinking and decision-making skills using web-based, multi-player gaming techniques. It includes a military scenario, Immediate Response, in which players assume three different roles in an operation organized to secure a suspected bomb factory. Training analysts interviewed combat experienced Infantry Soldiers as part of a Cognitive Task Analysis to determine cognitive tasks for each role player. The results were utilized to construct the

Gaming & Simulation

scenario which is only one of a number of possibilities, to include first responders, law enforcement, and disaster relief. CDTs is a prototype trainer that can be accessed from widely dispersed locations and multiple networks.

Thursday

8:30-9:10 **The Evolution of Video Games: Their impact on our world, learning, and their growth from Serious, to Intelligent.**

Christopher D. Clark, Director, Games Division, Intelligent Decision Systems, Inc.

Video games have grown into one of today's most powerful information and entertainment mediums and have had a far-reaching impact on our culture, our learners, and world in which we live. Today, game based tools educate and train thousands worldwide. Yet a debate continues over their use and design. Some maintain that learning tools should be solely the domain of the instructional designer, while others accuse instructional design of "taking the fun out of learning". They are both wrong. For only through the marriage these two disciplines that we will see an evolution of serious "games" into "intelligent" learning tools.

9:15 – 10:00 **An Exploratory Evaluation Of Computer Generated Imagery To Support Law Enforcement Training**

Greg Gonos, Training Psychologist, NAVAIR Orlando - Code 4962, *US Navy*

Fidelity of Computer Generated Imagery (CGI) has made great strides in the last ten years. Applications in industry abound for the purposes of training, information and entertainment. Application in the law enforcement community with close quarter use of force simulators has yet to take root. This is because close quarter use of force training requires realistic depictions of human movement with facial subtleties. Until recently this technology was not available. This presentation will describe a comparison where subjects either encountered four video-based or four CGI-based scenarios in a simulator. Measured was behavioral and situation awareness indices. In addition, experts rated each training medium (CGI and Video) for realism and utility as a training solution. It was found that there were no significant differences in trainee performance or expert opinion.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Games and Simulation Drive Performance Improvement**

Dave Amborski, Executive Director, Customer Care & Best Practices, Customer Care, *Knowagent*

When is e-learning the "right learning"? Is it qualified around the cost-saving benefits derived from reaching out to remote learners? Is it based on the need for recurrent, self-paced training? Early adopters will differ on their opinions around the right time for e-learning. But, when faced with the question, "When does e-learning produce effective, high-quality performance improvement?", all learning and development stakeholders echo similar replies. "It's about the interactivity!" Games and simulations jump-start performance improvement by making learning an experience. They create a process for acquiring new knowledge that rewards adult learners for the time they invest in training. Games and simulations clearly illustrate the practical use for new knowledge. In this presentation discussing the benefits of games and simulations, the speakers will discuss the case-studies behind leveraging

interactivities to 1) Build confidence 2) Grow proficiency around new behaviors and skills and 3) Demonstrate the value to the businesses being reviewed.

11:15 – 12:00 **Business Simulation in Policy Formulation and Strategy**

Marie Gould, Assistant Professor & Program Manager, Business Administration, *Peirce College*

This session will discuss the development and implementation of a business stimulation that was added to the Capstone course for students taking their last course in a bachelors program. It will describe the problems and recommendations that were made after the first offering of the course. The purpose of the simulation is to give students the opportunity to use a practical method to assess their retention of key business points that were taught during their four years of study. Students use coursework in accounting, management, operations, finance, and marketing to develop strategies and policies to meet organizational objectives.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **"Character-Based Simulations" A New Online Method to Teach Social Skills**

David Guralnick, President, *Kaleidoscope Learning*

Online environments have the ability to provide effective interactive training on social skills, but are seldom used for this purpose, primarily due to social skills' complexity. This presentation describes an architecture and methodology for social skill teaching. Under this method, learners face a difficult situation in video which must be handled by the video's main character. The learner, with the aid of expert advice and "character insight" videos, must determine the actions that the main character should take as the story plays out. This method provides many advantages of learn-by-doing simulations, yet maintains a plausible reality for the learner even when teaching complex social situations.

2:15 – 3:00 **Unifying Simulation with Intelligent Tutoring**

Peter Fairweather, Research Staff Member, Learning and Organizational Performance, *IBM Research*, Tracee Wolf, Research Staff Member, Learning and Organizational Performance, *IBM T.J. Watson Research Center*, Richard Lam, Research Staff Member, Learning and Organizational Performance, *IBM T.J. Watson Research Center*, Mark K. Singley, Research Staff Member, Learning and Organizational Performance, *IBM Research*

Attempts to combine simulation with intelligent tutoring have delivered unsustainable complexities instead of dreamed-of synergies. This session reports on a technology for the development of adaptive simulations centered on semantic schemas which define variables that are unified during execution to represent and manage system operations, user actions, and tutor directives. Schema library tasks include such things as troubleshooting, evaluating and persuading. Rich constellations of semantic roles guide authoring (e.g., the role producer implies existence of a consumer) or generate explanations (e.g., conflict implies constrained resources). This framework supports authoring and, more importantly, gives learners a set of familiar tools with which to organize declarative knowledge.

3:00 – 3:30 **Coffee Break**

Gaming & Simulation

3:30 – 4:10 **SimWriter: Creating Your Own Social Simulations**

Marty Boyzuck, Vice President, *NexLearn, LLC*

This presentation will describe a simulation-based learning program which combines cutting-edge technology with the social aspect of human interaction to create interesting and engaging learning experiences. By combining media-rich content and innovative technology, the program effectively teaches to multiple learning styles.

4:15 – 5:00 **Gaming in a Blended Solution**

Nancy Pruner, Sr. Course Developer, ED&P, *Pitney Bowes, Inc.*, Christy Pines, Director, Design, Development, Evaluation, Employee Development & Performance, *Pitney Bowes*

This session will present how the Pitney Bowes Global Mailstream Solutions (GMS) professional sales organization is using a blended training solution that begins with e-learning games to teach discovery of customer needs followed by specific product training and hands on practice. The session will present the challenges and opportunities of using a gaming strategy for e-learning with a sales audience that previously had little experience with discovery based learning. The product uses the Zemcott gaming engine and is highly customizable to the users needs. A level 4 evaluation using Robert Brinkerhoff's Success Case Method has been conducted and results will be shared.

Friday

8:30 – 9:10 **Implementing the First Person Thinker**

Simon Chambers, *Science Application International Corporation*, Jeffrey Littlejohn, *Science Application International Corporation* William Grayson, *Science Application International Corporation*

The power of the gaming community is the immersion of the user through the intuitive interface and the compelling stories. On the other end of the spectrum are the military simulations that focus on doctrinally correct behaviors, high fidelity modeling, mapping to operational missions, and compatibility with operational systems. In short, the game trains a player, the simulation educates a thinker. Given that, the overarching question is how can we find an intersection between the two to create a compelling first person thinker experience This presentation will describe efforts to integrate the OneSAF Objective System with varying game engines and lessons learned from those efforts.

9:15 – 10:00 **Smaller, Better, Cheaper Simulation-Based Training...Really.**

Alan Brockett, Senior Software Developer, *Micro Analysis and Design*

Realism is an essential component of simulation-based training. For many computer-based simulations, this realism is achieved with the construction of a detailed synthetic environment coupled with devices that allow the student to interact with that environment. While effective for some types of training, immersion in a virtual reality comes with issues and overhead that do not justify its application in every training domain. This presentation describes an alternative approach inspired by Gordon's work on Outcome-driven Simulation. SimFX is a lightweight software package that supports the authoring and delivery of simulation-based training in which we trade immersive realism for cognitive engagement.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Rapid Training Environment (RTRAIN)**

Amy Vanderbilt, CTO, *Wave Technologies, Inc*

This session will discuss and review the progress of RTRAIN, a military application of new techniques in information extraction, packaging and conversion to gaming technologies for training. To change simulated training scenarios to replicate changing enemy tactics currently requires banks of intelligence analysts, software engineers, simulation operators and lots of time and money. RTRAIN seeks to establish and maintain connectivity between a family of urban warfare knowledge repositories (such as the Urban Warfare Analysis Center – UWAC) and a family of urban warfare-capable simulations. At its completion, RTRAIN will automate the rapid creation of training simulations from up to the minute theater intelligence of new and changing enemy TTPs.

11:15 – 12:00 **Interactive Content Management Simulations and Training**

James Justice, Director, Technical Education and Workforce Development, *Kentucky Community and Technical College System*

The development of high quality simulation and stereo presentation environments have the potential to revolutionize training and distance learning as a result of advancements in technology. The utilization of simulation technology and effective programming tools enable colleges and other developers to create customized simulations and cost effective training solutions to shorten learning cycles and enhance workforce training. Additionally, through the application of Interactive Product Content Management, new and existing content can constantly be utilized to provide a wider range of development solutions. This session will demonstrate several applications of this technology including stereographic presentation, simulations and an overview of IPCM for project development.

Thursday

Gaming & Simulation 2

8:30 – 9:10 **Massively Multiplayer Simulations (MMP) Incorporating Microsoft Flight Simulator in Pilot Training**

Raynald Bedard, Assistant Professor, College of Aviation, *Embry-Riddle Aeronautical University*

Pilots learn best by being active in a cockpit environment! This presentation will describe how Microsoft Flight Simulator and Virtual Air Traffic Simulator (VATSIM) are being incorporated into the curriculum of an air navigation course. This low-cost, highly interactive approach incorporates off-the-shelf hardware and software to increase realism to a new level. This session will address associated costs, required hardware and software, feedback from students and future implementations including Air Traffic Control simulator This session will demonstrate a virtual fly-in including online conversations between student pilots and air traffic controllers.

9:15 – 10:00 **Strategies And Studies In Game-Based Training**

Jared Freeman, Ph.D., Vice President, Research, *Aptima, Inc.*

Online games deliver engaging opportunities for practice. Training, however, is more than practice; it is structured practice with feedback. To structure practice requires training objectives and control of the practice environment. To provide feedback requires measurement and assessment of human behavior. Further, a full training system should

support scenario authoring, real-time monitoring and control of training, and post-practice training evaluation and administration. Current games offer little or no support for many of these core training functions. This presentation describes the place of online games as practice environments within the larger training system, several specific gaming environments we are applying to training, and pilot studies that illustrate the strengths and weaknesses of online games as training vehicles.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Hands-on Training for Battlefield Medics Using Simulation**

J. Peter Kincaid, Graduate Research Professor, Institute for Simulation and Training, *University of Central Florida*

Medical and surgical simulation technologies are being increasingly used to improve the quality of military healthcare training. A Human Patient Simulator, with new scenarios and add-ons, was developed and tested to train military medics to treat and manage life-threatening combat wounds using hands-on simulation. The system realistically simulates serious combat wounds such as amputation of the leg with life-threatening bleeding, gunshot injuries, etc., in a supervised environment which promotes effective learning. It supports simulation of realistic wound management, blood volume replacement, tourniquet application, monitoring vital signs, and surgical suturing. This presentation describes the development and testing of these techniques in a project funded by the US Army.

11:15 – 12:00 **The Right Amount of Virtual Simulation to Optimize Performance in Training**

Mike Kneuper, Major, Civil Schooling student, UCF, Orlando, *US Army*

The US Army is looking at how much virtual training versus live training should be used to optimize performance. Little research has been done on the effect of replacing live simulation with virtual simulation. A commercial off-the-shelf first-person shooter computer game was used as a training tool. Six groups of individuals were run through the experiment for over five months at various levels of virtual/live training and scored across 16 leadership skills. This presentation will address how these results are then formulated into a guideline defining how much training should be virtual training and how much should be live, to optimize an individual's performance.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Improved Training for Combat Warriors by Combining Simulation With Live-Fly Training**

Marty McDonough, President & CEO, *Tactical Communications Group, LLC*

Today's battlefield is characterized by fast moving, high-tech weapons, surveillance and C2 systems, inter-connected by a digital nervous system known as Tactical Data Links (TDL). The nature of today's combat is that of small, fleeting targets in an urban setting, making target acquisition and precise, time sensitive engagement, critical elements of winning. With the significant cost of operating these high-tech platforms, realistic training situations are not available to our combat pilots on a daily basis, making "Train as you fight" more wishful thinking than a reality. This session will review the sophisticated TDL simulation capability that, when

combined with a real TDL network, provides very cost effective and realistic synthetic combat training environment for use by our combat pilots on a daily basis. Virtual assets like AWACS and Time-Sensitive-Targets (TST) are available by computer simulation, 24/7 for little or no recurring cost.

2:15 – 3:00 **MAGIC e-Learning: MASINT for the Advanced Geospatial Intelligence Community**

Janet Perdsock, Project Lead, *Riverside Research Institute*, Ronald Tuttle, Ph.D., Director, Center for MASINT Studies and Research, Department of Engineering Physics, *Air Force Institute of Technology*

When a popular, award-winning series of classroom courses could not keep up with student demand, the Air Force Institute of Technology developed MAGIC e-learning courses to serve the Advanced Geo-spatial Intelligence Community. MAGIC includes interactive simulations that facilitate student understanding of the phenomenology associated with Measurement and Signature Intelligence (MASINT) data collection and interpretation. The basic concept of the course builds from a simple simulation to a complex simulation in the final lesson. Students manipulate variables to see simulated output in the form of target images. This session demonstrates the simulations and discusses tools, processes, and results.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Coalition Warrior Interoperability Demonstration (CWID)**,

Margaret Strong, Ph.D., IBM Global Services, *IBM*

See how a team prepared and deployed a solution for the Coalition Warrior Interoperability Demonstration (CWID), an event sponsored by the Joint Chiefs of Staff. The event enabled international communities to investigate command, control, communications, computers, intelligence, surveillance, and reconnaissance solutions for improving interoperability at 12 global locations. CWID functioned as a proving ground for crisis response emerging technologies for Homeland Security and coalition war fighting. The presentation concentrates on the learning strategy and solutions required to communicate an entry's differentiators and ramp up role players to solve scenario-based problems using disparate technical infrastructures. The presentation positions a high-level view of the Web-based COTS. Challenges and "lessons learned" will also be shared.

4:15-5:00 **Best Practices for Developing and Deploying Software Simulations**

Mike Buoy, Senior Product Designer, *Outstart Inc.*

Costly training and help desk support, cultural resistance and lack of employee proficiency are among the most cited reasons for the failure of software implementations to generate return on investment. Fortunately, software simulations are emerging as a fast, easy and inexpensive way to train employees, customers and partners on a variety of software applications – from the Microsoft Office suite to enterprise applications, such as CRM and ERP systems. This presentation will provide best practices for developing and deploying engaging, interactive software simulations that result in faster technology rollouts, higher levels of proficiency on the software, and less costly support, which together ensure ROI.

Wednesday

9:00 – 9:10 **Introduction and Welcome**

John G. Fox, II, Executive Director, *SALT®*

9:10 – 10:00 **Keynote Address**

Vice Admiral Patricia Ann Tracey, *Chief of Naval Education and Training, United States Navy*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Semantic Web Technologies Impact on Military E-Learning and Distance-Learning Effectiveness - Mobile Computing and PDAs**

Gabriel Aviles, *Dynamics Research Corporation*, Wayne Randolph, *Dynamics Research Corporation*, William Gerber, Ph.D., *Staff Technical Analyst, Dynamics Research Corporation*, Lee Lacy, *Dynamics Research Corporation*, Karen Fraser, *Dynamics Research Corporation*

Semantic Web technologies are making direct impacts on e-learning and distance-learning effectiveness within the military domain. Specifically, DRC participated in an ACTD with Naval EOD Technology Division providing a reference tool that auto-authors procedural-based instructional information contextualized in real-time and used for just-in-time warfighter training while in the field. Leveraging ontological representations of domains and separating content from presentation allows real-time content formatting catered to the desired form factor. This approach enables content consumption by any mobile platform across joint services EOD organizations.

11:15 – 12:00 **Operationalizing the Map – Maintenance and Inventory**

Robert Houston, *US Air Force*, Sean Sinclair, *US Air Force*

This presentation will describe how Geographic Information Systems (GIS) provides more capabilities than just producing a “pretty” map. GIS enables users to plan projects and work more efficiently. For GIS to succeed, the map must become not only a tool, but a living process able to adapt to new demands. Some demands require thinking “outside-the-box”. One demand at Dyess Air Force Base is the ability to keep track of the maintenance and inventory of the dumpster locations. Through field work and meetings, a workflow process was established to utilize ArcMap and ArcPad to collect and organize data on dumpster locations. The data for both waste, recycle and cardboard dumpsters were then used to add or move the dumpsters to locations that would better serve customers. The physical condition of each dumpster is entered into a tracking database. Areas that have a higher occurrence of dumpster damage need to be evaluated and possibly have dumpsters moved or replaced with a different type of unit. Trend spotting elements of GIS and GPS solved another issue with utility data. When a utility line is severed or fails, the positions are logged in GPS. The frequency of breaks and causes are entered into a database for analysis. This data allows for a better understanding as to why the breaks occurred, and highlight areas that need attention to prevent future problems. The possibilities are endless for making GIS a vital part of the base.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **How to Train those Hard-to-Reach Employees with Mobile Learning**

John Schneble, VP of Business Development, *MindCrossings*

The bane of every trainer’s existence is finding a way to train employees who don’t have time for training or who are

just out of reach. In many cases, mobile learning is a great solution, but beware the drawbacks and limitations. This session will describe how to design courses for mobile learning, how to find the best candidates for mobile learning, and how to avoid those implementation gotchas.

2:15 – 3:00 **Cellphones and PDA’s for Serious Games - Serious Training**

Howard Mall, Senior Engineer Project Manager, Engineering, *Engineering and Computer Simulations, Inc.*

Everybody has a cell phone. PDA’s can be carried anywhere and now provide a rich multi-media experience close to the desktop. The Navy funded a study to prototype training applications for PDA’s and cell phones. The first phase examined porting existing web-based courseware to a modern multi-media PDA. Many hurdles presented themselves (not all technical) in this effort. The second phase developed ‘Vigilance’, exploring serious game for PDA’s and cell phones designed to train young sailors in silhouette identification. This presentation will review both phases of this project and discuss the integration of new mobile technologies into the training process.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Cyber Classrooms: Combining Mobile PCs, Bluetooth, Audio, and Video to Develop Dynamic Demos and Tutorials for On-Line Classes and Corporate Training Programs.**

Steven Mark, Assistant Professor, Business, Career, and Technical Education, *East Carolina University*

With the explosion of technology and internet availability comes a growing demand for on-line training and education to keep employees up-to-date with their skills. Often the training solutions are out-sourced at high cost. This session will show participants how Mobile PCs, Screen Capture Software, and Moviemaking Software is used to create spontaneous, professional and individualized training modules in a matter of a few hours at low, or virtually no, outside cost.

4:15 – 5:00 **Wireless, Ubiquitous Mobile Computing and e-Learning. Issues and Solutions in Europe and the USA.**

Plamen Miltenoff, Associate Professor Information Specialist, Learning Resources and Technology Services, *St. Cloud State University*, Gergana Martinova, Serials and Subject Librarian, Public Administration, *New Bulgarian University Library*

This presentation will describe the multi-face of wireless, the different systems of Wi-Fi and the emerging new standards (WiMax). It will also address the complication of national peculiarities and decision-making regarding wireless, the impact of different mobile communication systems over educational practices and possibilities, and the structure of an educational institution and the influence of the relationship among faculty, students, and technical staff, as well as the importance of the administration in decision making and implementation of wireless technologies. This session will also address the consequential growth through wireless technologies to ubiquitous mobile computing and e-Learning.

Thursday

8:30 – 9:10 How to support 4000 cadets with notebook computers

Larry Bryant, Director of Academic Computing, *USAF Academy*

Now that all faculty and students at the USAF Academy have notebook computers, there is an increased demand for immediate software support and hardware repair – the computer has become such an integral part of teaching and learning that neither student nor faculty member can be without it for more than a day. This presentation will discuss the Academy's strategy for selecting and supporting over 4000 active college students using notebook computers on a daily basis, including failure statistics, repair rates, insurance claims, historical trends, and interesting anecdotes.

9:15 – 10:00 PDAs as conduits of PA Clinical Research and Education

Paul F. Jacques, Ed.M., Assistant Professor, Department of Clinical Services, *Medical University of South Carolina*, Chip Taylor, Ph.D., Assistant Professor, Departments of Clinical Services, Pediatrics, and Neurosurgery, *Medical University of South Carolina*, Reamer Bushardt, Physician Assistant Program, Department of Clinical Services, *Medical University of South Carolina*

This presentation will describe the impact of PDAs on the clinical and educational training of physician assistant (PA) students. PDAs are being utilized as part of the Medical University of South Carolina's curriculum to instruct students in the process of gathering health related data during their clinical experiences. Through the use of PDA technology, students are involved in clinical outcomes assessment and evaluation in conjunction with the <http://www.healthypeople.gov> Healthy People 2010 objectives. This presentation will review the development, implementation, and clinical and educational impact of the use of PDA technology on student education within the domains of health services research, particularly among PA.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Leveraging Mobile Resources to Enhance Student Mastery of the Nursing Process

Mary Gallagher Gordon, MSN, RN, College of Nursing and Health Professions, *Drexel University*, Fran Cornelius PhD, MSN, RN, Assistant Professor, College of Nursing and Health Professions, *Drexel University*

The nursing faculty at Drexel University, College of Nursing and Health Professions (CNHP) identified the need for more PDA-based tools which led to the development of collaborative partnerships with the School of Engineering, Computer Science (CS) Department and the School of Information Science and Technology (IST) at Drexel University. These partnerships have provided CNHP faculty the opportunity to develop a PDA based tool uniquely designed to help students achieve course program objectives while also streamlining student activities and faculty workload. This presentation will demonstrate this tool, which supports nursing student mastery of the nursing process by providing a mobile method to collect and organize patient assessment data, select appropriate NANDA nursing diagnosis and plan nursing care. The capability to beam the data between student and faculty

provides an opportunity for faculty to capitalize on the 'teachable moment', making the most of the clinical learning experience.

11:15 – 12:00 Learning-on-the-Go Mobile Access to Course Management Systems

Mary Jane Snyder, Director, Military Education, School of Leadership and Professional Advancement, *Duquesne University*, Boris Vilic, Director, Technology, School of Leadership and Professional Advancement, *Duquesne University*, Bryan O'Black, Technology Specialist, School of Leadership and Professional Advancement, *Duquesne University*, Karen Mangis, Coordinator of Online Programs, School of Leadership and Professional Advancement, *Duquesne University*

Even as online learning has expanded access to education, barriers still exist, particularly for adults. This presentation will discuss an innovative program, now in its second year, that uses the PDA to enhance instructor-facilitated online courses. The initial pilot project, which involved students from Florida to Iraq, will be discussed. Visual demonstrations will be included along with discussion about technical requirements, instructional resources, and student services.

12:00 – 1:30 Lunch Break

1:30 – 2:10 A First in Online Learning on Leadership and Ethics for Public Safety

Valerie C. Bryan, Ed.D., Associate Professor, Department of Educational Leadership, *Florida Atlantic University*, Gerri Penney, M.Ed., Community Education Coordinator, *Palm Beach County Fire & Rescue*

This presentation will showcase a new, innovative E-learning Leadership and Ethics curriculum specifically designed for public safety personnel. Given a non-traditional work schedule, firefighters and law enforcement officers have difficulty obtaining education to advance their leadership skills. With interactive scenario-based exercises, face-to-face instruction has traditionally been the norm. This is no longer the case, with virtual reality training and online distance learning. Florida Atlantic University has collaborated with the National Fire Academy and Phi Theta Kappa to offer this inaugural online Leadership and Ethics Program for Public Safety - a first in the country!

2:15 – 3:00 Distributed Education for Mobile Devices

Andrew Harris, Lecturer, Computer and Information Science, *Indiana University Purdue University Indianapolis*

Distance and Distributed Education models can be even more accessible when they can be accessed through mobile devices. This presentation will describe efforts to use streaming media, Podcasting, RSS, SMIL, flash, and other technologies to provide course content to a wide range of portable devices.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Context-Aware Augmented Reality System (CAARS)

Jayfus Doswell, Ph.D., President/CEO, *Juxtopia*

This presentation will describe a Mobile Augmented Reality System (MARS), which is a wireless enabled wearable headset worn over a user's eyes that overlays the human visual field with text or computer graphics. MARS systems integrate virtual information into users' physical environment so that they perceive both real and digital information (text and graphics) in the same view. Researchers have designed

a MARS system called a Context-Aware Augmented Reality System (CAARS) as an e-training and decision support system to improve accuracy and efficiency during auto manufacturing tasks. This research demonstrates a mobile, hands-free interface for improving workforce training and work performance.

4:15-5:00 **Integration of Handheld Technology with Gerontology in an Undergraduate Nursing Program the Gerontological Reasoning Informatics Project (Grip)**

Fran Cornelius PhD, MSN, RN, Assistant Professor, College of Nursing and Health Professions, H. Michael Dreher, Director of Doctoral Nursing Programs, Associate, College of Nursing and Health Professions, Judy Draper RN, MSN CRNP, Assistant Professor, College of Nursing and Health Professions, *Drexel University*, Sigmund Tobias, Institute for Urban and Minority Education, Teachers College, *Columbia University*

Tools that streamline data collection and assist in point-of-care decision-making are essential in today's dynamic healthcare environment. The challenge to nurse educators is to identify learning activities which integrate technology and nursing practice in order prepare students who are able to utilize these tools effectively and efficiently in clinical practice. The geriatric nursing informatics project fuses technology with gerontology with that specific goal. Phase I of our geriatric nursing informatics project began in the summer of 2002 when all 37 senior undergraduate nursing students in the University's 11-month ACE (Accelerated Career Entry) Program were given PDAs. These students were oriented to use the PDA and a digitalized geriatric nursing assessment tool embedded into their PDA in a variety of geriatric clinical agencies. This informatics project was designed in cohort with the INSPIRE Project, developed to make geriatric nursing more technology oriented and focused geriatric nursing care on seven modules of learning intellect (I), nutrition (N), self-concept (S), physical activity (P), interpersonal functioning (I), restful sleep (R), and elimination (E). Phase II of what has been termed the GRIP Project, has now become a major collaboration between the College and College of Information Science and Technology at X University. The development team has now moved to a more sophisticated digitalized geriatric nursing health assessment tool that has undergone a second round of reliability and validity testing. Our tool is designed to conduct a 20-minute comprehensive geriatric health assessment, serves as a means to support student learning in the clinical setting and generate a robust database of geriatric health information for researchers. This presentation will be very technology-oriented and experiential. We will use a pocket-pc PDA to demonstrate our GRIP Project. The presentation will include a discussion of the

evolutionary trajectory of this informatics project. Initial project data and student outcomes will be presented. Finally, a case scenario will be presented and the audience led through the nursing health assessment and scoring for the tool. The goal of GRIP is to provide the nursing student or nurse with a reliable and valid tool that supports the development of clinical decision-making by 1) generating a list of prioritized health issues for the geriatric adult and 2) suggesting interventions prescribed by prompts from the tool and provides point-of-care assistance to guide nursing practice. This tool has a desktop component which allows students to merge patient assessment information to complete their nursing care plan assignment, with the opportunity to edit or add to patient assessment data while eliminating the need to re-enter patient information and reducing data transcription error.

Friday

8:30 – 9:10 **Designing a mobile education infrastructure as a system of national preparedness**

Miriam Masullo, President & CEO, *inVivo Vision, Inc.*, Linda Tsantis, Professor, Education, *Johns Hopkins University*, Sigmund Tobias, Institute for Urban and Minority Education, *Teachers College, Columbia University*

This presentation addresses a growing need to develop a technical solution for how to deploy a cutover-ready solution that can be used to transfer mandatory education to a mobile infrastructure as a component of our national preparedness system. We consider the requirements of a solution that can be used to selectively reach students so that educational programs and courses of study will remain unchanged through unavoidable transitions and emergency situations. Such infrastructure should be designed to support emergency personalized information services during times of crisis as a least common denominator of stability and also serve to provide mobile learning opportunities in general. By integrating broadband wireless and handheld personal computing devices with knowledge management technologies it is possible to extend the capabilities of mobile learning to the level of the just-in-time, any-time, any-place, just-for-me kind of media access that has become the central theme of current technology trends. Personalized learning delivered via a mobile education infrastructure can be used to address unpredictable information dissemination needs in general as well as to provide a complementary education resource. In this position paper we discuss the motivation, implications, driving requirements, technical issues, national benefits and commercialization potential of the envisioned solution.

9:15 – 10:00 **PDA Games Generator for Online and Offline Fun Learning and Training**

Dan Lim, Director of Online Learning & Faculty Development, *Southern Adventist University*

Based on the popular Flash Games Generator launched at Educause 2002, a new PDA Flash Games Generator will be available in early 2006 for designers of mobile learning and training for education, government, and industry. The PDA Game Generator can generate Flash games in various popular gaming formats for both online and offline mobile users. E-learning designers and developers may use the PDA games to make mobile learning and training fun or deliver partial or the entire learning/training modules. This session will discuss how these mobile games will be used to transform a new virtual campus proposed at the presenter's university.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **The Role of TabletPC's and mobile technology in student – faculty interaction**

Gordon F. Snyder, Jr., Executive Director and Principal Investigator, National Center for Telecommunications Technologies, *NCTT at Springfield Technical Community College* Michael Gaissaunee, Chair, Engineering and Technology, *Brookdale Community College*

Through a grant from Hewlett Packard, students and instructors at Springfield Technical Community College (STCC) are using TabletPCs to produce and exchange mathematics based handwritten homework, quiz and exam solutions in electronic format. Courses involved include Introduction To Telecommunications, Digital Electronics, and Calculus I over a three semester period. In these types of courses students have a difficult time submitting homework via email because developing complex mathematical solutions using traditional computer applications like Word and Equation Editor are tedious and time consuming. Using Tablet PC's, students are able to rapidly handwrite solutions and email them to their instructors. The instructors are able to grade solutions using electronic ink and send them back to the students electronically. This process eliminates paper and gives students rapid feedback when compared to the traditional method of collecting paper in one class, grading and passing back paper the next. The presenters will briefly review the disciplines involved and demonstrate some of the ways Tablet PC technology is being used to enhance teaching and learning in traditional, blended and distance classrooms.

11:15 – 12:00 **Are you ready to buy your students cell phones? Don't laugh, you just might be**

Joseph Nolan, Ph.D., Professor, Special Education PhD program, *Walden University*

More and more students are carrying cell phones to school. Instead of chastising students and confiscating them, perhaps we should be exploiting the communicative benefits in the classroom. This presentation explores the potential benefits and difficulties that cell phones present to school administrators and provides tips for using cell phones in the classroom/homework scenario. Finally, it presents strategies for administrators to address student cell phone usage with parents in a collaborative manner in Individual Education Planning (IEP) meetings, staffing, and parent conferences.

Wednesday

9:00 – 9:10 Introduction and Welcome

John G. Fox, II, Executive Director, SALT®

9:10 – 10:00 Keynote Address

Vice Admiral Patricia Ann Tracey, Chief of Naval Education and Training, United States Navy

10:00 – 10:30 Coffee Break

10:30 – 11:10 An Exercise in Hard Choices Distance Learning using Voice Video and Data

John Hirschbuhl, Professor and Senior Multimedia Producer, Learning Technologies and Scholar Learner Services, University of Akron

Over the past three years, through a U.S. Department of Education Grant, the University of Akron has developed a set of on-line delivery methods to help teachers better engage students through technology-based, non-traditional teaching methods. The University of Akron and the Committee for a Responsible Federal Budget have created and operated a modernized version of the committee's An Exercise in Hard Choices in high schools around the country to test these new learning environments. After being provided with background learning materials on basic economics and the federal budget, students are grouped into teams of 5 to 9 people in multiple locations and challenged to engage in the complex exercise of marking up the current federal budget. The Exercise has been run using four different implementation methods: the traditional session (face-to-face in real time), Virtual Community (site-to-site in real time), Synchronous Virtual Round Table (computer-to-computer in real time), and Asynchronous Virtual Round Table (computer-to-computer at any time). This presentation will describe the different delivery methods which have been tested by collecting data from all participants about their knowledge of the topic and their experience. Findings will be presented which indicate that not only did the students master the content, but they were also more interested in the federal budget process and more likely to pursue issues associated with this topic in the future after having participated in the Exercise.

11:15 – 12:00 Semantic Web's Impact on Military Learning Solutions - New Technologies and the Marketplace

Karen Fraser, Dynamics Research Corporation, Lee Lacy, Dynamics Research Corporation, William Gerber, Ph.D., Staff Technical Analyst, Dynamics Research Corporation, Wayne Randolph, Dynamics Research Corporation Gabriel Aviles, Dynamics Research Corporation

Semantic Web technologies are making direct impacts on new learning solutions for the military. The presentation will describe the development for the Advanced Concept Technology Demonstration Program (ACTD) with Naval Explosive Ordnance Disposal (EOD) Technology Division of a reference tool that automatically authors procedural-based instructional information contextualized in real-time and used for just-in-time warfighter training. By leveraging ontological representations of domains and separating content from presentation, data is marked up to enable semantic web agents to further process information enriching decision support systems with advanced reasoning capabilities. This approach enables filtering instructional information based on real-time conditions and presents contextualized content

for training and learning purposes that interoperate across joint services EOD organizations.

12:00 – 1:30 Lunch Break

1:30-2:10 Competency Modeling Get Real

Margaret Driscoll, Associate Partner, Learning, IBM

As Dr. Phil would say, "get real!" This session critically examines the implementation of competency modeling and competency-based systems. Despite the constant drumbeat of articles extolling the virtues of mapping training interventions to well defined role-based skill, knowledge and attitudes, the challenges are grossly under-stated. A review of the empirical evidence may surprise you but it does not negate the need to link learning to performance. Linking learning to performance requires a pragmatic methodology to capture requirement plus solid leadership to execute. After attending this session attendees will be able to •Discuss the empirical support and challenges to competency modeling as a HRtraining intervention •Outline the methodology for defining and developing learning requirements linked to performance •Assess the interdependencies of implementing a training programs closely linked to performance as they relate to working across the organization, using competency management software, managing expectations and soliciting input from line of business experts.

2:15 – 3:00 A Framework Approach to Building e-Learning Systems

Stuart Sim, Chief Architect, Global Education & Research, Sun Microsystems

The e-Learning Framework is a real world solution for constructing e-Learning systems in academic and corporate learning environments. It is a best practice guide on constructing e-Learning systems using open interfaces making use of open standards and leading specifications including IMS and SCORM. It allows for a flexible adoption and introduction of specifications and system components as an alternative to the big bang approach of many systems vendors. Adopting open source components and systems allows teachers to use truly innovative tools and techniques in a safe environment. This presentation will describe examples where it has been used to develop systems using open standards and open source projects including, OKI, SAKAI and uPortal.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Confidence-Based Learning: Maximizing performance in the workplace

Timothy Adams, Chief Learning Officer, Knowledge Factor

What are your performance metrics telling you? Did you know that there are reliability issues in assessments because they fail to measure an individual's knowledge with any accuracy? These errors translate into performance issues, especially where there is a high confidence in misinformation that is ambiguous and misleading in current assessments. Through the development of a confidence-based assessment and learning processes, organizations can now effectively identify these performance issues. Discussing the confidence-based methodology, this session will demonstrate how organizations have been able to make significant improvement in performance using a process to measure both confidence and knowledge simultaneously."

New Technologies and the Marketplace

4:15 – 5:00 Making the Business Case and Calculating the ROI from Investing in Employee Engagement and Retention

Raymond T. Halagera, President & Chief Operating Officer, *Career Systems International*

This presentation will build a business case for investing in engaging and retaining employees. Using real-life examples, this session will demonstrate how to identify and quantify the separate bottom-line costs of disengagement and voluntary turnover. This session will also discuss a variety of cost-effective actions organizations can take to engage and retain talent, as well as a process for calculating the ROI from investing in actions to engage and retain talent.

Friday

8:30 – 9:10 A Rapid Search and Assembly Learning Environment

Holly Payton, Global Practice Leader, *IBM*

In this session, IBM will review the results of its Dynamic Learning Experience (DLE) pilot, where a Federal Agency is applying this technology to access relevant learning content on-demand. Learning objects were created, organized into a taxonomy, tagged with metadata, and deployed on a trial basis to a targeted population. Using DLE, users are able to assemble their own custom courses for immediate use. Benefits include timely knowledge acquisition, customized learning paths and the ability to quickly assemble reference material authored by experts.

9:15 – 10:00 Managing Scarce Resources in Training Organizations

James Goldsmith, Manager, *Accenture, Ltd.*, Richard Busby, HR Solution Planner, *Accenture, Ltd.*

Resource scarcity, whether it is people, time or money, is a reality within most training organizations. The purpose of this presentation is to explain resource scarcity and to offer guidelines to effectively manage this common situation. The presenters will review the key concepts that an executive needs to understand to operate a training organization effectively, starting with a detailed definition of the term "resource." Other key concepts, such as "Supply and Demand" and the "Economic Cycle," will also be explained and their impact examined in context of resource scarcity.

10:00 – 10:30 Coffee Break

10:30 – 11:10 The Deployment of Technology in the 21st Century Classroom and the Effects on Instruction and the Instructor

Joel Milinsky, CFE, *Oakland Schools*

This presentation will look at the challenge of the nature of a "good education" in the 21st century, as it would relate to the evolution of a good educator. The study sample will look at the transition of a 1970 styles "Vocational Ed" program to the contemporary Career Technical Education Cluster model. Oakland Schools Career Focused Education within a 5-year process needed to transform four geographically located campuses to a new common curriculum model, administrative processes, and regional rather than schools district base workplace culture. As with most careers the uses of technology as a component in the actual doing of the work has impacted most careers in the workplace. The classroom is no different, but in this case the instructor's task is to teach those new technologies as the tools themselves. The triumvirate of this sort of change combines people, the process, and the technologies. The presentation will provide a perspective on progress in US technology capitals to evolve a readied workforce for industry using its public education resources.

11:15 – 12:00 Maximize Training Impact by Aligning Learning with Business Goals

J. (Jay) Bahlis, President, *BNH Expert Software Inc.*

If training activities impact employees' performance and organizational goals, how can this impact be quantified? Which training programs can yield the best results and why? Are there more effective and efficient ways to deliver training and are they worth it? To maximize training investment, resources should be focused on the most important initiatives. Otherwise resources may be wasted on programs with minimal impact on organizational goals. This session will present a process for capturing costs and benefits of alternative training strategies, assessing the impact of various initiatives on performance, missions and goals while identifying reasons behind the success or failure and maximizing investment by redirecting resources to activities that generate greatest impact.

What previous Attendees have to say about presentations at recent SALT® conferences.

"I think, overall, this was a valuable conference for me."

"Good conference. Well organized. Bravo to everyone who shared in the burden of logistics. Keep me on the list. I will be back next year."

This was my first SALT® conference and I was very pleased and excited about the information I received."

Thursday

8:30 – 9:10 **It's not your father's flowchart any more (It's Business Process Management)**

Tee Hiett, Professor, Health Services Administration, *University of Alabama at Birmingham*

Process Management models, in which flowcharting is used to formally identify the steps in a business process, can be put on the Intranet for dissemination throughout organizations. Information about the process can be captured in digital format i.e. videos of the physical activity, images of computer screens, pictures of forms used and of the work area, CAD drawings, procedures manuals, etc. and also put on the intranet. Hyperlinks in the flowchart can send the viewer to the appropriate information at each step of the process. This presentation will describe how to utilize this approach using Microsoft PowerPoint and allow managers to develop a formal knowledge base of the processes for which they are responsible.

9:15 – 10:00 **High Impact Integrative Learning & Transformational Methodology**

Nina Antolino, Strategic Learning Consultant, Corporate Training, *Thomson Learning*

The pendulum of trends in corporate learning has swung from a solely face-to-face classroom experience to a totally online experience. Now, with the desire to find center, many organizations recognize the need to find the right blended mix. However, designing an effective blended learning solution requires more than merely combining online learning with live instruction. Integration must occur along many dimensions. It must map individual learning goals and business performance. It demands the proper blend of synchronous and asynchronous events, formal and informal learning, self-paced and facilitated learning, individual contribution and teamwork. Most importantly, the learning must become part of the learner's workflow and be embedded into the fabric of the organization. This requires an Empowerment and Transformational Leadership Methodology that maximizes workforce performance by creating sustained behavior change, not just knowledge transfer. This presentation will offer a framework for designing, delivering and implementing a High Impact Integrated Learning solution and highlights a Transformational Methodology necessary to achieve business outcomes and drive results.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Overview of the US Navy e-Learning Program Supporting the Navy's Business Transformation Initiative**

George Moritz, IBM Training Lead and Navy Training Lead, *IBM and US Navy*, Steve Dorah, IBM Training Lead and Navy Training Lead, *IBM and US Navy*

The US Navy is embarking on a comprehensive business transformation initiative using Enterprise Resource Planning (ERP). This presentation describes the strategy, tactics and actions taken to meet the Navy's objectives of optimizing the right training, at the right time, to the right audience, at the

right price. Achieving these objectives is accomplished by utilizing methodologies that minimize classroom time and emphasize e learning. Web based training (WBT) is the optimum delivery method to train the diverse geographic audience affected by ERP deployment. This session will discuss both asynchronous and synchronous delivery methods and their audiences. This session will also address the Learning Management System (LMS) for storing training materials, how simulations, videos and records of achievement are tracked, and how users access the LMS.

11:15 – 12:00 **Meeting the LMS/LCMS challenge**

Tammy Humphrey, Navy Programs Manager/Senior Consultant, *OutStart, Inc.*

As companies move to meet their learning goals, decision makers should understand the different types of technology solutions available based upon their organizations specific needs. However, with access to a multitude of learning solutions, how does the training director decide what solutions are most pertinent to his or her company's specific learning challenges? Are there specific pain points which an LMS can resolve better than an LCMS? What in fact are the main differences, advantages and disadvantages of both solutions? And how does size of organization and learning content development approaches and requirements impact these decisions. This presentation will discuss emerging learning technologies that allow for reuse of existing learning content, content portability, incorporation of third-party content and personalization based on learners' existing mastery of the topic. These technologies greatly improve both author productivity and learner proficiency.

12:00 – 1:30 **Lunch Break**

1:30 – 5:00 **LMS - Its Role in Knowledge Transfer and Performance Support**

Peter Rizza, Ph.D., President, *Princeton Center*, Brad Cooper, Vice President, *Plateau Systems*, Butch Pfremmer, Director, eLearning Practice, *Welocalize*, Charles Hellings, Executive Vice President, Sales & Marketing, *ePath Learning, Inc.*, Jon Ciampi, Senior Director, Product Management, *SumTotal Systems, Inc.*, James L'Allier, Chief Learning Officer, *Thomson-NETg*, Chris Pickett, Chief Technologist, *Global Knowledge*, Carl Rianhard, President, *Educate-Global*

This panel of LMS experts will discuss where the LMS market is right now and where it is going in the future. Specifically it will address:

- 1- the role of the LMS in the overall solution of knowledge transfer and performance support,
- 2- the relationship between LMS, LCMS, and other Document Management Systems,
- 3- the move from generic off-the-shelf content libraries to client specific (custom) content delivery
- 4- the interface between LMS applications and other ERP and/or MES suites.

Wednesday

9:00 – 9:10 **Introduction and Welcome**

John G. Fox, II, Executive Director, *SALT®*

9:10 – 10:00 **Keynote Address**

Vice Admiral Patricia Ann Tracey, *Chief of Naval Education and Training, United States Navy*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Library Services for Distant Learners**

Gertrude (Trudy) Abramson, Ed.D., Professor, Computing Technology, SCIS, *Nova Southeastern University*

As colleges and universities enroll an increasingly global, online student population, it becomes essential that library services go online as well. This presentation will focus upon the needs of distant learners and the ways in which libraries are accommodating them. In effect, the issues to be discussed will be of value to everyone who uses electronic communications tools such as the Internet. The questions to be addressed are "What does today's library have to offer in terms of learning support and what must the learner do to be supported?"

11:15 – 12:00 **Making a Real Human Connection in Online Courses**

Michael Uttendorfer, Ed.D., Director - Center for Teaching and Learning, *New York Institute of Technology*

This presentation will demonstrate emerging technology tools that enable learners and instructors in online courses to communicate using voice and video on the web. Video email, pod-casting, audio discussion boards, synchronous webinars and application sharing will each be demonstrated live. Tools for creating full-motion audio and video simulations will also be shown. Attendees with wireless devices will also be able to experience some of the tools during the live presentation. Participants will also have an opportunity to further experiment with the tools in prescheduled post-conference follow-up sessions online.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Easy Come, Easy Know**

Patricia Daron, Professor of Biology, Biology, *Northern Virginia Community College*, Shaoyu Chi, Ed.D., Instructional Designer, Extended Learning Institute, *Northern Virginia Community College*, Jeanne Gisvold, Retired Professor of Language, Humanities, *Northern Virginia Community College*

Learning vocabulary when studying in a new field is challenging. This predicament is exaggerated in distance courses where students learn through written language without oral reinforcement. Mispronunciation of anatomical terminology can be so significant that professionals can't understand what is said. This presentation will describe how an anatomy and physiology professor, an instructional designer, and a linguist developed online multi-sensorial pronunciation exercises and further maximized their value by putting the audio files in MP3 format for students to download to their iPod and MP3 players. This presentation should interest anyone teaching in a field that requires mastery of unique and difficult vocabulary.

2:15 – 3:00 **A Tale of Two Systems Elluminate Live vs. Macromedia Breeze**

Shauna Schullo, Assistant Director for Instructional Technology, Center for 21st Century Teaching Excellence, *University of South Florida*, Ann E. Barron, Ed.D., *University of South Florida*, Melissa Venable, *University of South Florida*, Amy Hilbelink, Instructional Technology, *University of South Florida*

This presentation examines the strengths and weakness of two of the most popular live virtual classroom software programs in education — Macromedia Breeze and Elluminate Live. The main focus of the comparison is on the systems' ability to meet both the technical and pedagogical needs at a large university. For example we examine the usability of the software for instructors and students, the richness of the feature set and administrative issues such as compatibility with other systems. Both systems will be demonstrated to illustrate their advantages and disadvantages.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Radical Innovative Learning Design - You Can Do It, Too**

Ginger Swope, Program Manager, *IBM*, Ronald Johnson, Program Manager, *IBM*

Business leadership is looking to learning professionals to build learning solutions that meet business needs while engaging the audience, that meet learning preferences that make a difference in performance, and that provide solutions which can be consumed on demand. This session provides design guidelines and demonstrates through a case study, that learning can be designed to address these issues as well as leverage content that can be reused to minimize the total development effort.

4:15 – 5:00 **Content and Technology Interoperability**

Patricia Sperano, Ph.D., Business & Mass Communication, *Brenau University*, Ronald Sperano, Ph.D., Department Chair, Information Technology, *Everglades University*

Good instructional design separates the content from the technology. This enables the instructor to seamlessly transfer course content from one system to another. This presentation will discuss the architectural design needed to separate content and technology. Blackboard and eCollege will be used as examples.

Friday

8:30 – 9:10 **Compliance with 508 Using the Web Accessibility Initiative**

Gregory Woodard, System Manager, Learning Training Development, *The Boeing Company*

The Americans with Disabilities Act (ADA) promotes equal access to web based resources for the disabled including training. What is required to convert an existing web based training system to level AAA accessibility as defined by the World Wide Web Consortium (W3C)? The Boeing Company has successfully used Web Self-Paced Online Training (WebSPOT) to support global engineering and Human Resource initiatives. In this session learn about the level of effort, benefits and challenges of revising the WebSPOT

system to comply with W3C accessibility guidelines. The presentation will discuss how to evaluate a web based training site for accessibility, the three levels of accessibility defined by the W3C Web Accessibility Initiative and the process and resources required to achieve the highest level of accessibility.

9:15 – 10:00 It's All About Me: Successes in Motivating Instructors into Distance Learning

William Hall, Senior Instructor, Behavioral Science Department, *Federal Law Enforcement Training Center*

This presentation will address how government agencies, schools, or businesses that have talented instructors (teachers or professors) should look at ways to allow more "hands on" in the preparation of distance learning courses.

10:00 – 10:30 Coffee Break

10:30 – 11:10 The Department of Defense Technical Bridge between online learning content and technical data, the DoD S1000D-SCORM Test Bed.

Tim Tate, Director, *ADL Job Performance Technology Center*

A cross-cutting program of the Office of the Undersecretary of Defense for Personnel & Readiness and the Office of the Undersecretary of Defense for Acquisition Technology & Logistics, the Advanced Distributed Learning (ADL) Initiative seeks to develop interoperability standards for online learning content using the Sharable Content Object Reference Model (SCORM). Similarly, the International standard for technical data using a common source data base, S1000D, is becoming the standard to encode, store, and retrieve technical data, such as interactive electronic technical manuals. This presentation will show how this technical bridge will permit a common source data base that allows rapid exchange of content between these user communities.

11:15 – 12:00 Human Capital Digital Dashboard

Matthew Tropiano, Dashboard Project Manager, Corporate Development and Training, *Naval Sea Systems Command*

The Human Capital Digital Dashboard (HCDD) is a web-based tool that arms NAVSEA's leadership and technical authorities with the ability to quickly locate the engineers assigned to a given function, or ship system, and assess their leadership abilities, mission capability and technical documentation health. HCDD enhances NAVSEA's responsiveness in the face of emergent problems, and helps the Navy to find people with the right expertise when the need arises to equip the engineering workforce in a particular area of knowledge, skills, abilities, and experience. Overall, HCDD provides an accurate picture of technical authority and accountability within the NAVSEA engineering line of business. This presentation will discuss how the HCDD is giving the Naval Sea Systems Command a "precision-strike" human capital strategy tool to address these issues.

What previous Attendees have to say about presentations at recent SALT® conferences.

"Excellent, Informative, was extremely valuable."

"This type of presentation is exactly what I am looking for when attending a SALT® conference. Dr. Newman was well informed and knowledgeable of his chosen topic, stimulated discussion and further thought. Well Done!"

"Excellent. Very timely and appropriate."

"Best explanation of market drivers to account for alternative courseware. Enjoyed their enthusiasm!"

Glossary of Terms

ADL - The Department of Defense (DoD) established the Advanced Distributed Learning (ADL) initiative in 1997 to develop a DoD-wide strategy for using learning and information technologies to modernize education and training and to promote cooperation between government, academia and business to develop e-learning standardization.

COTS – Commercial off-the-shelf (or COTS) is a term for systems which are manufactured commercially, and then may be tailored for specific uses. This is most often used in military, computer and robotic systems. COTS systems are in contrast to systems that are produced entirely and uniquely for the specific application.

FLASH - Flash, an authoring software developed by Macromedia, is used to create vector graphics-based animation programs with full-screen navigation interfaces, graphic illustrations, and simple interactivity in an antialiased, resizable file format that is small enough to stream across a normal modem connection.

LMS – A learning management system is a software application or Web-based technology used to plan, implement, and assess a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. A learning management system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing, and discussion forums.

LCMS - A learning content management system (LCMS) is an environment where developers can create, store, reuse, manage and deliver learning content from a central object repository, usually a database. Learning content management systems generally work with content that is based on a learning object model. These systems usually have good search capabilities, allowing developers to find quickly the text or media needed to build training content.

m-Learning - m-learning is mobile learning using mobile technologies (such as mobile phones and hand-held computers) to enhance the learning process.

OneSAF - OneSAF will be a composable, next generation computer generated forces (CGF) model that can represent a full range of operations, systems, and control process from individual combatant and platform to battalion level, with a variable level of fidelity that supports all modeling and simulation (M&S) domains. It will accurately and effectively represent specific activities of ground warfare (engagement and maneuver), Command, Control, Communications, Computers, and Intelligence (C4I), combat support, and combat service support. It will also employ appropriate representations of the physical environment and its effect on simulated activities and behaviors.

PDA - A personal digital assistant (PDA) is a handheld device that combines computing, telephone, fax, and networking features. A typical PDA can function as a cellular phone, fax sender and personal organizer

RLO - Reusable Learning Object is a specific chunk of content and code that represents an assessment, exercise, instructional content, etc.

RSS - RSS is a format for syndicating news and the content of news-like sites

SCORM - The Sharable Content Object Reference Model (SCORM) defines a Web-based learning "Content Aggregation Model" and "Run-Time Environment" for learning objects. The SCORM is a collection of specifications adapted from multiple sources to provide a comprehensive suite of e-learning capabilities that enable interoperability, accessibility and reusability of Web-based learning content.

SMIL – Synchronized Media Integration Language, a markup language designed to present multiple media files together.

VR-POD – Sit-down POD-based cockpit like simulator

Wi-Fi - Short for wireless fidelity and is meant to be used generically when referring of any type of 802.11 network, whether 802.11b, 802.11a, dual-band, etc. The term is promulgated by the Wi-Fi Alliance

Wi-Max - A more powerful version of Wi-Fi that can provide wireless Internet access over wider geographic location such as a city

Preconference Tutorials

8:30 – 12:00 Tutorial A

Shoot! A hands-on fast-forward workshop on how to create and edit gorgeous video on a shoestring budget

Douglas Flather, Program Director, College of Arts and Humanities, *University of MD*.

As e-learning content moves beyond the dry, static page turning status quo, the use of digital video is moving front and center. But how do you shoot and edit video that *doesn't* look like the amateurish footage captured at your cousin's last birthday party? This skills workshop will examine the tricks and techniques the professionals use to capture, edit and deploy stunning video and demonstrate how these can be applied to the participants' learning projects using simple camcorders and desktop software.

8:30 – 12:00 Tutorial B

Hands-on workshop: Simplifying the development of interactive eLearning

Robert Penn, CEO, *Suddenly Smart*

Time and time again, studies confirm that interactive eLearning improves learner satisfaction, time on task, retention rates, and the ability to apply knowledge on the job — and the greater the interactivity, the greater the benefits. However, interactive courseware can be difficult and time consuming to build.

This hands-on training session will provide an overview of a visual e-learning authoring tool, SmartBuilder, that can quickly generate interactive and engaging Flash content. SmartBuilder is an intuitive WYSIWYG development environment and provides a robust authoring tool that is flexible enough to meet the needs of beginner users or power users while reducing development times.

This will be a HANDS-ON workshop, so participants are encouraged to bring laptops with wireless network cards, if possible. Participants will retain access to SmartBuilder after completion of the workshop so that they can continue editing their courseware.

8:30 – 12:00 Tutorial C

Business Simulation in Policy Formulation and Strategy

Marie Gould, Assistant Professor & Program Manager, Business Administration, *Peirce College*

This workshop will discuss the development and implementation of a business stimulation that was added to the Capstone course for students taking their last course in a bachelors program. Highlight points will address the problems and recommendations that were made after the first offering of the course. The purpose of the simulation is to give students the opportunity to use a practical method to assess their retention of key business points that were taught during their four years of study. Students use coursework in accounting, management, operations, finance, and marketing to develop strategies and policies to meet organizational objectives.

8:30 – 12:00 Tutorial D

Improving Interfaces, Instructions, and Training Materials Through Task Analysis

Richard Catrambone, Associate Professor, School of Psychology, *Georgia Institute of Technology*

Instructions, training materials, user guides, and other "useful" materials frequently are not useful. They might have wonderful layouts, interesting multimedia, and good intentions of the creators. What they frequently do not have is sufficient consideration of what the learner or user needs to know. The decision of what to convey to the learner/user is left to the intuition of the writers and designers or, worse yet, an expert on the topic or device. An expert has often forgotten what it is like to be a novice in that domain or on the set of tasks. What is needed here is a task analysis. This task analysis approach has been applied to the development of instructional material in a variety of domains ranging from ballet to computer algorithms to probability. The results of these analyses have been used to guide the creation of instructional animations, videos, hypertext environments, and paper-based examples. In all cases instructional materials developed through this technique have improved learning and/or usability. This tutorial will first consider relevant prior work that demonstrates the value of task analysis on improving interfaces and instructional material. Then, the basics of the task analysis technique will be reviewed. Finally, the task analysis technique will be applied to cases of interest to the tutorial participants.

Preconference Tutorials

1:30 – 5:00 Tutorial E

Cutting-Edge Technologies in the Classroom and On-Line: Tablet PCs, Digital Ink, PDAs, and Bluetooth Devices.

Steven Mark, Assistant Professor, Business, Career, and Technical Education, *East Carolina University*

With the explosion of technology and internet availability comes a growing demand for on-line training and education to keep employees up-to-date with their skills. Often the training solutions are outsourced at high cost. This workshop will show participants how to use Mobile PCs, Screen Capture Software, and Moviemaking Software to create spontaneous, professional and individualized training modules in a matter of a few hours at low, or virtually no, outside cost. Participants will learn how to Utilize Screen-Capture software to create basic video files Add audio or voice-overs to create tutorial and demonstration modules Add enhancements like pointers, highlights, and call-outs Create menu-driven DVD or Movie files with multiple modules Package individual modules for Web delivery or DVD deployment. This workshop will utilize low-cost/no-cost software and mobile computing technologies emphasizing speed and ease of use targeting on-line applications. At the conclusion of the workshop participants will have an understanding of how to rapidly develop and deploy their own training solutions in real-time rather than waiting weeks for external development.

1:30 – 5:00 Tutorial F

Use Virtual PC Technology To Create Real Learning — Multiple Machines On A Single PC

Richard Carlson, Program Manager, Platform Content and Communications, *Microsoft*

Wouldn't it be great if you could give your students a "sandbox environment", where they could do anything they wanted to your software without any risk? They could add information, change settings, delete entire applications or set the background picture to Sponge Bob!

Now you can – through the use of Virtual Machine technology. In this tutorial you will experience the use of this technology in the context of technical hands-on computer training and identify the benefits these "imaginary" machines can provide:

- Operation of several "virtual" machines on one physical box

- Designing training for multiple hardware or software setups to be run on any PC
- Learning labs that are easily portable – for road warriors or remote offices

For the last three years, Microsoft has been producing over a Terabyte of Virtual PC images to use at our largest customer shows. We've made mistakes, had problems, and really managed to streamline the process and make it work well. By the end of this tutorial you'll understand Virtual PC, and will have the tools and knowledge to build images on your own.

1:30 – 5:00 Tutorial G

Creating Customized Scenario-Based Simulations for Training

Marty Boyzuck, Vice President, *NexLearn, LLC*

This tutorial will show participants how to create customized, scenario-based social simulations with progressive feedback using the development tool SimWriter. SimWriter is a simulation-based learning program which combines cutting-edge technology with the social aspect of human interaction to create interesting and engaging learning experiences. By combining media-rich content and innovative technology, the program effectively teaches to multiple learning styles

1:30 – 5:00 Tutorial H

Emerging LMS Technologies & Support Features

Butch Pfremmer, Director, eLearning Practice, *W localize*, Trish Trolley, Vice President, Product Management, *GlobalKnowledge*

Global companies make significant investments in enterprise applications with the promise of great returns on their investment. The rollout of an enterprise application like Oracle/PeopleSoft, SAP, or Siebel is a huge undertaking, with numerous risks. OnDemand Personal Navigator is a synchronized platform for business process documentation, tailored role-based training, and in-application performance support. It provides immediate guidance and global support that reduces time, money, and resources required to support the implementation of an enterprise application. See how Global Knowledge supports Global enterprises applications and the process developed with their localization partner, Wlocalize, to support Global enterprises in both developed and emerging markets.

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Preconference Tutorials ♦ Tuesday, February 7th:

Morning Sessions 8:30 - 12:00

- B.** Using SmartBuilder to Create Truly Interactive e-Learning \$175
 - D.** Improving Interfaces, Instructions, & Training Materials Through Task Analysis \$175
- Afternoon Sessions 1:30 - 5:00
- E.** Cutting-Edge Technologies in the Classroom and On-Line \$175
 - F.** Use Virtual PC Technology to Create Real Learning \$175
 - H.** Emerging LMS Technologies & Global Support Features \$175

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