

INVITATION TO ATTEND

January 31 - February 2, 2007
International Plaza Resort & Spa Hotel
Orlando, Florida

2007 NEW LEARNING TECHNOLOGIES CONFERENCE

TRAINING, EDUCATION, AND
JOB PERFORMANCE IMPROVEMENT

Featuring Application Descriptions on:

- Instructional Systems Design
- Knowledge Management Systems
- Skills Training
- Mobile Computing
- Gaming & Simulation Applications
- E-learning

Sponsored by Society for Applied Learning Technology
WWW.SALT.ORG

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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 3:30 PM
Thursday	10:00 AM to 3:30 PM
Friday	10:00 AM to 12:00 NOON

Map of Session Locations

SALT® Registration Desk	Florida Bay Lobby (1st Floor)
Tutorials.....	Tampa Bay 1, 2, 3 & Pensacola Bay (2nd Floor)
Keynote Address.....	Tampa Bay 1, 2, & 3 (2nd Floor)
Exhibit Hall.....	Florida Bay 2, & Tampa Bay Prefunction Area

WEDNESDAY

Track	
1 - Content Development	Pensacola Bay
2 - Mobile Computing	Florida Bay 1
3 - Gaming & Simulation	Tampa Bay 3
4 - Training	Tampa Bay 1
5 - Knowledge Management	Tampa Bay 2

THURSDAY

Track	
1 - Design	Pensacola Bay
2 - Mobile Computing	Florida Bay 1
3 - Gaming & Simulation	Tampa Bay 3
4 - Training	Tampa Bay 1
5 - LMS	Tampa Bay 2

FRIDAY

Track	
1 - Design	Pensacola Bay
2 - Assessment	Florida Bay 1
3 - Gaming & Simulation	Tampa Bay 3
4 - Content Development	Tampa Bay 1
5 - e-Learning	Tampa Bay 2

Registration Fees

Pre-Conference Tutorials (Tuesday, January 30th, 2007)
 AM Tutorials (8:30 am - 12:00 Noon) - \$175 each
 PM Tutorials (1:30 pm - 5:00 pm) - \$175 each

SALT® MEMBER FULL CONFERENCE REGISTRATION

Paid by Nov 1st, 2006 - \$600
 Paid by Jan 17th, 2007 - \$650
 Paid After Jan 17th, 2007 - \$700
 To Be Invoiced - \$700

NON-MEMBER FULL CONFERENCE REGISTRATION

Paid by Nov 1st, 2006 - \$650
 Paid by Jan 17th, 2007 - \$700
 Paid After Jan 17th, 2007 - \$750
 To Be Invoiced - \$750

SALT® MEMBER/NON-MEMBER PARTIAL REGISTRATION

One Day Registration - \$350
 Two Day Registration - \$510
 Salt Membership - \$55



International Plaza Resort & Spa

10100 International Drive
Orlando, FL 32821

Hotel Reservations: (800) 327-0363

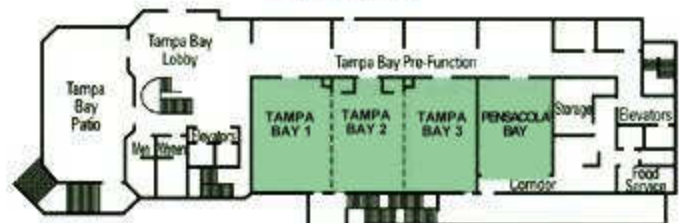
General Hotel Information: (407) 352-1100

(To receive room discount, reference the SALT Conference)

GROUND FLOOR



2ND FLOOR



The **New Learning Technologies** conference continues SALT's practice of bringing together senior professionals from government, industry, academia and the military to present the latest developments in the field of learning and training technologies. Over the course of 2½ days, attendees will have access to 82 speaker presentations and 4 panel presentations. Case studies will be provided as well as the results of recent research on the effectiveness and utilization of the latest learning and training technology applications.

This year's conference features the following conference tracks:

Instructional System Design

Gain knowledge of the application of learning styles and the development of learner-centered delivery systems. This track will also address the issues of designing for multiple delivery methods. The ISD track also features presenters who discuss the impact design can have on performance at the organizational level.

Content Development

This one-day track will discuss the use of Rich Media Formats, how to develop content to make learning effective and how to get the best out of your subject matter experts. It will also address unprecedented opportunities provided by the web in servicing multiple learning styles.

Gaming and Simulation

This track will provide results on applied research related to the training and learning effectiveness as well as learner's acceptance of PC Games. It will also discuss the potential and benefits that virtual training simulations have in supplementing the training needs of the military as well as industry.

Mobile Computing

From cell phones to PDAs and iPods, mobile computing is becoming part of the fabric of learning technology. Presentations in this track will include discussions of the use of PDAs to modernize mine safety, the use of podcasting in the classroom and to what effect, and issues related delivery to remote locations under less than ideal circumstances.

Knowledge Management Systems

Presentations in this track include the use and implementation of Learning Management Systems (LMS) by state and federal agencies. They will address such issues as the development of new e-learning objects and how to incorporate them into existing LMS systems, options in LMS systems which can provide greater benefits to corporate and educational institutions, and customization to provide customer satisfaction.

Training Applications

As training and development comes under the scrutiny within companies and governments in terms of Return On Investment (ROI), the imperative for users to lower their budget and schedule needs, without sacrificing the instructional quality, becomes compelling. Presentations in this track will address these and other issues faced by trainers and developers.

Keynote Speaker



SALT is pleased to have Dr. James E. Guilkey, President of S4 NetQuest, as this year's keynote speaker. Dr. Guilkey is a leader in blending innovative technology-based training with more traditional methods of learning and development (e.g., classroom, OJT, etc.). As President of S4 NetQuest, Jim has led the design, development, and implementation of over thirty highly effective blended training solutions in the last six years. These solutions were created for some of the industry leaders in financial services, medical, and retail organizations and have achieved measured business results.

Jim received his B.S. in Aviation, his M.A., and his Ph.D. in Instructional Design and Technology from The Ohio State University. Jim has been the keynote speaker for the American society for Training and Development conference in Pittsburgh on e-Learning and has also been a keynote speaker at the American Banking Association in Washington, DC.

A 8:30 – 12:00 **Knowledge for Improving Project Performance**

Sarah Ward, President, *ALTER, Inc.*

Managing today's e-learning, ISD, Mobile Computing, LMS, and Gaming & Simulation projects requires enhanced skills and knowledge of what works. These modules address common areas where results aren't always what they could be and a little knowledge can radically change outcomes. Each unit includes a performance improvement tool participants will use to solve problems during the session and take back to use in their organizations. This interactive, practical review of common, best—and misdirected—practices delivers new skills for better training and performance project management.

B 8:30 – 12:00 **A Grand Production-Proven Techniques for Faster, Cheaper, Better Training Development**

Hitesh Patel, Program Manager, *IBM Learning*

This tutorial is a pragmatic approach to developing training in industry today. Increased competition and shorter product lifecycles necessitates the need to build new training faster and at lower cost without compromising quality. Based on practical experience, this tutorial is packed with useful hints, tips and techniques on defining team roles, selecting tools, and establishing effective processes. This session is ideal for individuals looking to learn about how to lead a training development team or for existing leaders looking for fresh ideas on how to evolve their teams.

C 8:30 – 12:00 **Learning and Training in Game-Based Systems**

Amela Sadagic, Research Associate Professor, *The MOVES Institute*

The game-based environments and systems represent the powerful platforms that can successfully supplement the learning and training needs of its users. The strategy that can bring substantial benefits in this process - the development and the use of effective instructional strategies and learning approaches - is still not well studied and understood. The session includes the theoretical and practical foundations in this domain, aspects of instructional design, training content delivery strategies, the use of practice and feedback, and performance effectiveness assessments. The experiences and experimental results from selected case studies that supported authors' research in this area are also included.

D 8:30 – 12:00 **Using Scenario-Based Simulations to Learn and Apply On the Job**

Richard Adler, Chief Architect, *DecisionPath, Inc.*

This tutorial will describe an innovative software platform for developing decision support solutions for complex problems such as counter-terrorism preparedness, drug marketing strategy, organizational transformation, and IT portfolio management. The presenters will identify the software's goals, methodology and technical approach and compare them with other simulation and business intelligence tools and techniques. They will describe the software platform from several perspectives, such as user interface and features and functions for defining scenarios, running simulations, and analyzing and comparing simulation outcomes.

E 1:30 – 5:00 **Blended Technologies: DVD, Web-DVD, Podcasting, M-Learning, Blu-Ray, and Beyond**

Tom Held, President & CEO, *MetaMedia*

This tutorial will concentrate on instructor-supported classroom delivery of education and training using advanced technologies. This is not an e-learning experience. We will present real applications of DVD, DVD-ROM, Web-enabled DVD, audio and video Podcasting, M-learning, and incorporating interactive barcodes into instructor guides and manuals. The tutorial will also include designing for these digital media formats, exercises in multi-angle DVD and multiple subtitling, and authoring/programming conventions for DVD.

F 1:30 – 5:00 **Mobile e-Learning: A Reality**

Bob Sanregret, Chief Executive Officer, *Hot Lava Software*

This tutorial will focus on all aspects of mobile e-learning from authoring to publishing, delivery and tracking solutions. This tutorial will review content development approaches for delivery to a remote workforce. Utilization of Learning Mobile Author to generate cell phone, smart phone, Palm OS and Pocket PC delivered learning and knowledge solutions will be discussed and the tutorial's leaders will reference case studies involving corporate clients and partners. Attendees will learn how mobile learning solutions can have an immediate impact on their organization today and revolutionize business strategy for the future. In this tutorial participants will gain an understanding of how mobile learning is used by corporations and universities as an addition to instructor-led courses and as stand alone knowledge solutions.

G 1:30 – 5:00 **Podcasting for Teachers**

Mark Frydenberg, Senior Lecturer/Software Specialist, *Bentley College*

Within the past year, podcasting has changed the way that people use the Internet to communicate. In this half-day hands-on session, participants will learn to subscribe to and create both audio and video podcasts, learn a bit about the underlying technologies that make them work, and discuss effective strategies for using new media and technology as a tool for enhanced teaching and learning across the curriculum. Participants should bring laptops, webcams, iPods, Pocket PCs, and any other technology items suitable for podcasting.

H 1:30 – 5:00 **Delta3D – A Tutorial for Building Serious Games**

Perry McDowell, Executive Director, *MOVES Institute*

Delta3D is an open source game engine built at the MOVES Institute. It is designed specifically to be used to create "serious" games, those intended to educate. This tutorial covers using game engines for serious games, including how to tie the finished games into common learning systems. Attendees will learn the basics of creating applications using Delta3D, how to add physics and other required behaviors, and the special features of Delta3D which make it ideal for creating games for learning. Attendees should have knowledge of computer programming. Additionally, they will get more from the tutorial by bringing laptops to program on.

About the SALT® Conference

The SALT® 2007 New Learning Technologies Conference in Orlando, FL will address the important issues that affect individuals and organizations who are involved in designing, developing or implementing technology based education and training systems. The conference provides a unique opportunity to obtain a cross-disciplinary exposure to technology applications in a concrete manner and to learn from speakers who are practitioners of current technology applications. The conference experience should provide the potential for a broad exposure to professionals from Education, Government, Industry and Consulting who will be sharing their knowledge and experience. Attendees will hear real-world and practical examples of how your peers came to recognize the challenges facing them and then identified the technology-based solutions to address them. These solutions include:

- Application Service Providers (ASPs)
- Training Technologies
- Learning Management Systems (LMS)
- Learning Content Management Systems (LCMS)
- E-learning Solutions
- Enterprise Management Systems
- Industrial Training Systems and Courseware
- On-line Professional Staff Development Systems
- Personal Digital Assistants (PDAs)
- Mobile Computing and Wireless Solutions
- Web-Based Training
- WiFi/Wireless Networking Technologies

Who Attends the SALT® Conference on New Learning Technologies

Decision makers involved in the selection and implementation of technology-based solutions for education, training and performance support.

Corporate and Industrial Trainers

Directors and managers seeking current information on E-learning, Mobile Computing Technology, and Content and Enterprise Management Systems for their organizations' training needs. Industry professionals who require training and communication programs utilizing strategies which engage the learner. Corporations seeking to leverage current knowledge and investment in DVD technologies.

Government and Military Professional

Military and government staff tasked with integrating the latest multimedia technologies into their training, compliance and logistics support programs. Courseware developers seeking SCORM compliant technologies to assist them in manpower development, personnel training, and safety programs. Government agencies interested in Customizable Off The Shelf (COTS) training solutions for their learners.

Educators

IT Managers and Curriculum Developers responsible for implementing technology based-systems now driving institutions of higher education. Educators who want to know how the latest technologies (PDAs, LMS,) are being applied to improve the learning experience. Instructional designers who need to be on top of the latest application technology to help them exploit existing content and develop more accessible courseware.

- University and community college professionals
- State and local education professionals
- Education/Training facilitators
- Educational research professionals
- Hardware and software systems developers
- Consultants
- Users of interactive systems in training and job performance support programs
- Technology-based systems manufacturers & integrators
- Human resource development managers
- Corporate training managers
- Publishers and distributors of educational software
- Instruction design professionals
- Instructional systems professionals
- Training systems designers and developers
- Military and Homeland Security systems training professionals
- Multimedia developers and distributors

With 90 speakers scheduled to speak in 5 different conference tracks over a period of 3 days, the *New Learning Technologies Conference* offers one of the best values in the market place. SALT® has always made it a priority to offer exceptional content to attendees at registration rates which are competitive. By controlling overhead expenses and negotiating favorable hotel rates, this conference offers the lowest cost with the widest program selection from recognized professionals in the field.

This conference offers you and your organization a cost-conscious method to stay up-to-date on the latest technology for improving learning, reducing training time and increasing employee effectiveness

General Information

Meeting Location

INTERNATIONAL PLAZA RESORT & SPA HOTEL
10100 International Drive
Orlando, Florida 32821
Direct Hotel Reservations: (800) 327-0363
General Hotel Information: (407) 352-1100

Registration

For early registration rates your registration form **with payment** must be postmarked by January 17th, 2007, or faxed to us by that date with credit card information included. All registrations requiring invoicing will be billed at the higher (post-Jan 17th rate). All foreign checks must be paid in US dollars. Cancellations received by January 17th, 2007 will be refunded after the conference less a \$50 processing fee. In the event of cancellation we also accept attendee substitutions, or your fee may be applied to the next **SALT®** conference. No refunds for cancellations after January 17th, 2007. **Checks should be made payable and mailed to Learning Technology Institute®, 50 Culpeper Street, Warrenton, Virginia 20186.**

Hotel Accommodations

Attendees should make their own room reservations. A limited number of rooms have been set aside at the International Plaza Resort & Spa at the discounted rate of \$139.00 single/double for Resort rooms, and \$149.00 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 4, 2007. To receive the special conference rate, call direct reservations at the International Plaza Resort & Spa at (800) 327-0363 and indicate that you are with the SALT Conference Group.

Registration Hours

Tuesday, January 30th	7:30 AM to 5:00 PM
Wednesday, January 31st	7:30 AM to 5:00 PM
Thursday, February 1st	7:30 AM to 5:00 PM
Friday, February 2nd	8:00 AM to 12 Noon

One-Day/Two Day Registration

For those who prefer to attend only one or two days, there is a one-day registration fee of \$350 and a two-day fee of \$510.

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 Carrie Janssen, **SALT®**, 50 Culpeper Street, Warrenton, Virginia 20186.



ADA Compliance

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

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.

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. It is also essential that if your e-mail system supports a white list, to add salt.org to it. 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, (540) 347-0055 or fax at (540) 349-3169. 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.

Conference Proceedings

Conference proceedings will be provided to conference registrants on CD-ROM at the conference. The proceedings will be available for purchase by non-registrants after the conference, Please call (540) 347-0055 to place an order.

Cancellation Policy

Cancellations received by January 17th, 2007 will be refunded by check by Learning Technology Institute after the conference less a \$50 processing fee. We also accept attendee substitutions, or your fee may be applied to the next **SALT** conference. No refunds for cancellations after January 17th, 2007.

Wednesday - Design (Content Development)

Gertrude (Trudy) Abramson, Professor, Computing Technology in Education, Nova Southeastern University, *Session Chair*

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

Dr. James E. Guilkey, President, *S4 NetQuest*

10:00 – 10:30 Coffee Break

10:30 – 11:10 Use of a Rich Media Recorder for Distance Education Learning Modules

Marsha Orr, Distance Education Faculty Liaison, Nursing, *California State University, Fullerton*

Kaiser Permanente and California State University, Fullerton (CSUF) Department of Nursing have partnered to provide statewide distance-based RN-to-BSN degree programs. In 2006, the Department of Nursing purchased a Rich Media Recorder (Mediasite, SonicFoundry) to record and create course content. The system captures broadcast classes for asynchronous viewing or videostreams classes for synchronous viewing online. A portable unit enables capture of course content at remote sites. This presentation will discuss various uses and capabilities of the Rich Media Recorder with examples of how the technology can be used by any industry to provide learning content.

11:15 – 12:00 Online Learning using Tegrity

John Meyer, Dir. Educations Sys. Mgmt. and Instructor, *Medical College of Georgia*, Barbara Russell, Ph.D., Assistant Professor of Medical Technology, *Medical College of Georgia*

The Medical College of Georgia (MCG) began using Tegrity WebLearner in 2003. We conducted two studies to measure Tegrity's impact and benefit to faculty and students at MCG. This presentation discuss our findings and give an overview of the use of Tegrity at MCG, its use in both synchronous and asynchronous learning environments, and its integration with WebCT. The session will review features and capabilities including video, audio and stream capture as well as streamed presentations.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Expert-Centered Learning Development

Hitesh Patel, Program Manager for Technical Learning, IBM Learning, *IBM*

If content is king, then your subject matter experts (SMEs) hold the keys to the kingdom. In an increasingly busy world how do you ensure you get the best SMEs participation without unnecessarily draining their time. This session presents a practical expert-centered learning development model assembled and tweaked over several years. It is a practical working model for developing cutting-edge training by utilizing the best SMEs available in your organization, and yet minimizing the impact on their time. As an added bonus, the SMEs participation in the development process is itself a valuable learning opportunity.

2:15 – 3:00 The SIRIUS Project

Shannon Groff, Professor of Communications, *Florida Community College at Jacksonville*, Haylan Washington, Professor of Mathematics, *Florida Community College*, Faye Wisner, Professor of Education/Psychology, *Florida Community College*

The SIRIUS Project at Florida Community College is a partnership with McGraw-Hill and a consortium of institutions.

Its goal includes the creation of low cost, high-quality, courses delivered in multiple platforms that will lead to greater student retention and success levels. No commercially published textbook is employed as a central element. This process includes the development of online components which include original and repurposed learning objects and media assets. The development process does not follow the typical higher education model, but takes a team approach that involves faculty, instructional designers, and media developers working through a systematic design process.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Making a Silk Purse out of a Sow's Ear - A one year review of the Rich Media Conversion Project

John M. Morris, Ph.D., Director Academic Technology Innovation, Office of Information Resources and Technology, *Drexel University*

The delivery of rich media to the content thirsty e-learning community has been a principle driver in providing content streaming services on campuses around the world. But not without a price - a significant increase in personnel time to receive, encode and deploy content in that legacy environment. This presentation reports on the efforts of the Drexel University's Office of Information Resources and Technology (IRT) to create an integrated and robust rich media content conversion, management and deployment system based on their legacy Real Networks streaming server and RSS syndication. The system architecture including the RSS publishing infrastructure is explained and pilot/production deployment results are reported.

4:15 – 5:00 Empowering Faculty—Create Your Own Multimedia Content

Karen Hardin, Director of Distance Learning, Asst. Prof., Multimedia Design, *Cameron University*

In the rush to develop and deliver online courses, many faculty members take their notes and post them online, creating an electronic correspondence course. The web provides unprecedented opportunities to service multiple learning styles. This session will demonstrate simple techniques for developing interactive multimedia instructional materials, including the use of PowerPoint to develop interactive image maps and the transfer to "Producer" to create audiovisual learning materials. This session will also describe effective techniques for capturing, compressing and implementing video using RealProducer and demonstrate the simple creation of podcasts using the freely available software Audacity.

Thursday - Design

Elizabeth Wright, Ed.D., WW Manager Learning Profession, IBM Learning CHQ, *Session Chair*

8:30 – 9:10 Designing, Developing And Implementing a Learner Centered, Group Driven, Interactive Learning System

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

This presentation will describe what interactive, group driven distance learning looks like and what it can produce. This kind of interactive approach provides a solution to one of the primary concerns facing distance learning today which is to find ways to increase the amount of student involvement and thus maintain student interest in the learning process. It also describes the learning needs of today's students. Three on-line

learner-centered delivery systems and their communication needs are presented. The vision, goals, objectives, methodology and results are discussed along with feedback from the participants in this study.

9:15 – 10:00 Applying Learning Styles and Personality Preference Information to Online Teaching Pedagogy

Melissa Engleman, Professor, Special Education, *East Carolina University*

A recent rapid increase in online courses at East Carolina University offers a potentially powerful solution to local teacher shortages. This presentation examines improved online courses using universal design for learning. Students receive, interact with and demonstrate proficiency in ways that best highlight their strengths. The resulting database reveals relationships between student preferences and learning styles and online pedagogies. The rationale, method, results and conclusions of the study will be presented.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Designing for Multiple Delivery Methods
Matthew Dirks, Senior Learning Specialist, *IBM*

Understanding your audience has never been as important as it is today. As designers, we strive to understand the learner's current knowledge, why they need to know the new content, and what obstacles inhibit behavior change. In today's large organizations, an added dimension is how the learner will access the education. More and more we are called on to design for multiple delivery methods and diverse audience needs. This session will discuss considerations when determining the delivery options within large organizations.

11:15 – 12:00 Best Practices for Developing Effective Professional Development Opportunities for Distance Education

Ellen Dobson, Technology Coordinator, College of Education, *East Carolina University*, Dionna Manning, Distance Education Coordinator, College of Education, *East Carolina University*

As the demand for anytime, anywhere learning increases, universities are faced with the challenge of keeping faculty abreast of the new technologies to help make distance education effective. The College of Education at East Carolina University has developed an Instructional Technology Center to assist faculty as they face the paradigm shift and prepare to teach in the distance education arena. This presentation will discuss the best practices and different design strategies that are used to assess the needs of faculty, design and deliver professional development. Examples of successful professional development activities and lessons learned along the way will be explored.

12:00 – 1:30 Lunch Break

1:30 – 2:10 What Makes a Finisher in a Distance Learning Environment? Analysis of community college data, 1997-2004

Valerie Bryan, Associate Professor, *Florida Atlantic University*, Jacqueline Johnson, Associate Professor, *IRCC*

Pre-existing and newly collected data was collected on 5, 004 distance learning students and 88 distance learning instructors over a seven year period at a community college. The data was used to investigate factors affecting completion of courses. Three delivery methodologies were the focus of the study: Telecourses, live interactive TV, and the Internet. The study attempted to determine relationships between completion and the variables of gender, age, ethnicity, and degree-seeking status. Other research questions were also explored related to

self-directed readiness, instructor satisfaction and student satisfaction.

2:15 – 3:00 Breakfast with .NET

Garry Orsolini, R&D Manager, HP Education Services, *Hewlett Packard*

This case study involves two Hewlett Packard software engineers that needed to learn .NET 1.1 when it was initially rolled out in 2004. The challenge was to complete the 12 week course without travel, without interrupting their 'day job', and to participate in the class while having breakfast! Details will be provided as to how this was not only possible, but how it was effectively accomplished. The proof was demonstrated in the following the 12 weeks, when both engineers immediately immersed themselves in successful .Net 1.1 projects that were subsequently completed and delivered ahead of schedule.

3:00 – 3:30 Coffee Break

3:30 – 4:10 A Case Study in Integrating Technology and the Classroom

Robert Antis, Associate Professor, Joint Forces Staff College, *Joint Advanced Warfighting School*

In many classroom environments there is either a near absence of technology, or there is often a disconnected collection of means to deliver different instruction through various projection capabilities. This presentation demonstrates how in the Joint Advanced Warfighting School at the Joint Forces Staff College, technology has become interwoven with all aspects of the course, and how it is a critical element of this degree-granting program. Technology supports the students and classroom, administratively as well as in the conduct of assessments and evaluations. Once in class, superbly designed and equipped classrooms enable faculty to provide a wide range of traditional teaching experiences, enhanced by the selective use of technology for presentations, practical applications and exercises, as well as research. Meanwhile, technology instruction is incorporated into the curriculum to familiarize students with the latest decision support tools for collaborative planning and force deployment. Students graduate with not only a well-designed college education, but also hands on experience in the collaborative planning increasingly part of all military headquarters and operations.

4:15 – 5:00 Application of a Team-Based Learning Community Approach to the Design of Online Professional Development Research Study Results

Betsy Lowry, Program Director for Online Learning, Center for Technology in Education, *Johns Hopkins University*

This presentation will share the results of an experimental research study that assessed the efficacy of an online learning community intervention when added to a team-based professional development approach as compared to a face-to-face learning community approach on the performance and perspectives related to use of a new instructional strategy by K-12 teachers. Johns Hopkins' Electronic Learning Community application provided the forum for the treatment group, and an online learning model emphasizing a strategic balance of individual, team and whole group interactions was applied to the intervention. Results point to the benefits of online team-based learning to improve professional performance.

Friday - Design

John Hirschbuhl, Professor and Senior Multimedia Producer, University of Akron, *Session Chair*

8:30 – 9:10 Effectively Engaging Students In An Online Environment

Patricia Sperano, Ph.D., Adjunct Instructor, Information Technology, *Everglades University*

This presentation will review best practices to effectively engage online students. Topics include getting started, setting expectations, and providing feedback to students. Techniques for assisting first time online students and identifying at risk students are discussed. This session reviews management techniques for “lurkers” or students who are frequently online but not actively participating in the discussion and “skimmers” or students who contribute exactly what is required in the syllabus and disappear for the rest of the week. The use of automated tools to provide reminders of “gradeable” events is included.

9:15 – 10:00 Cracking Online Students Out Of the Course Shell

Riad S. Aisami, Ph.D., Program Coordinator, Instructional Technology, *Troy University*

Retention of students is the biggest challenge online education faces today. Recent studies have indicated that many students who drop out of online courses do so because they feel isolated and inadequately engaged in the courses. In contrast, engaging online courses have been found to be effective and successful. While attracting students to enroll in an online course is the responsibility of the academic institution, it's the responsibility of the online instructor to keep them attracted throughout the course. This session reviews the utilization of some multimedia features that help online instructors make their online courses engaging and effective and, consequently, attract and retain their students. Features including: hyperactive course syllabus; interactive course instruction and the utilization of the Trainersoft Authoring System; and attractive and inviting course website. It also presents some assessment measures that online instructors can use to determine the effectiveness of their online courses.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Virtual Learning Systems

Gioconda Weiner, Integrated Learning Systems Specialist, Training, *US Government*

There has been extensive research on the design and development of software agents. However, little has been reported about educational applications involving virtual agents or on how users interact with them in a multimedia learning environment. This presentation will review the development of two programs, one with agents and one without agents, which introduce basic units of learning on acoustics, Andean culture, and wind instruments. The findings showed that agent-based technologies vastly improved the quality and effectiveness of online instructional systems. Posttest scores revealed a greater gain made by the experimental group than the control group. The difference in the mean scores was significant.

11:15 – 12:00 Is Your Project Out of Balance? The Impact of Imbalance on Instructional Design and Customer Relations

Elizabeth Wright, Ed.D., WW Manager Learning Profession, *IBM Learning CHQ*, Sarah Hardinger, Project Office Manager, *IBM Learning CHQ*

Having just the right resource to meet just the right need at the right time, place, and cost in just the right climate is a balancing act that you have to get right in order for your instructional design to be effectively implemented and for the customer to be satisfied. No matter how superb the design, your project will be compromised if you do not have the all the right resources available and if the organizational climate for the project is substandard, for your organization as well as the customer's. This presentation will focus on 10 expertise management strategies that IBM has implemented to ensure that optimal project teams can be assembled to deliver the promises of a particular instructional design. The most important of which is the IBM Expertise Taxonomy that drives a common vocabulary, structure and way of thinking about resources (supply) and work (demand). We will also present two case studies, both with a common design: one in which imbalance led to project decay and another in which balance led to project prosperity. In addition, we will present a methodology for forecasting potential project decay or prosperity based on the concept of balance.

Wednesday - Mobile Computing

Bob Sanregret, Chief Executive Officer, Hot Lava Software, *Session Chair*

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

Dr. James E. Guilkey, President, *S4 NetQuest*

10:00 – 10:30 Coffee Break

10:30 – 11:10 Delivering and Tracking Mobile Learning: How to link mobile content results into your LMS system

Heather Katz, Ph.D., Vice President, Learning Solutions, Computer Technology Services, Inc. (CTS), Bob Sanregret, Chief Executive Officer, *Hot Lava Software*

Mobile learning is the hottest new technology to land in the training and education space. This session will teach you how to create and deliver mobile learning and mobile testing that is trackable. Delivery will span mobile phones, Windows Mobile devices and Palm OS devices that will generate results deliverable to SumTotal, Saba, Oracle iLearning, PeopleSoft, OnPoint Learning and all other LMS systems. In this session we will demo the complete circle from publishing to delivery to tracking to reporting and give you a chance to participate on your mobile phones or wireless devices. Join us to experience and participate in the next big change to the education and training space, mobile learning.

11:15 – 12:00 Mobile Content, Mobile Performance Measurements

David Clemons, President, *LearnKey, Inc.*

The Mobile Learning Space - Mobile content and mobile learning and measurement systems are used today for sales readiness, employee orientation and company policies and procedures. Early adopters share information regarding what works and what will keep you up at night. See industry solutions from Motorola, Microsoft, Verizon, BlackBerry and how they reach mobile users. This session is for the benefit of any company, considering creating and distributing mobile content to mobile learners.

12:00 – 1:30 Lunch Break

1:30 – 2:10 **Use of PDA Job Aids and Gaming to Modernize Mine Safety and Health Administration (MSHA) Academy Curriculum**

Courtney Cox, President, *PowerTrain, Inc.*, Will Peratino, Director of New and Emerging Technologies, Office of the Assistant Secretary for Policy, *US Department of Labor*

This presentation will provide an overview and interactive demonstration of how MSHA has employed a range of open-source Web-based techniques as part of their Mine Safety Academy curriculum modernization program. The academic interventions include PDA-based job aids, on-line gaming, web-based training, rapid prototyping, on-line repository, and on-line coach. Not only are the MSHA courses and performance support applications being used by internal mine safety inspectors, but also public versions of many of the MSHA courses are freely available to the public to support the mine industry. Because all of the web-based infrastructure and applications being employed by MSHA are freely available open-source applications, everyone can employ the same tools to enhance their training, PDA-based quick reference aids, and other performance support requirements.

2:15 – 3:00 **Using Games and Mobile Devices for Public Health Preparedness**

Kevin Harvey, Assistant Director of Development, SPH - Center for the Advancement of Distance Education, *University of Illinois at Chicago*, Colleen Monahan, Director, *University of Illinois at Chicago*

A team from the University of Illinois at Chicago (UIC) will describe the development of two innovative technologies – a 2D simulation and a mobile application, designed to train public health workers to effectively respond to a bioterrorism attack or natural outbreak, such as pandemic flu. Whereas the game is ideal for pre-event training, the session will show how cell phone technologies can be leveraged for just-in-time training for first responders and the general public in bioterrorism response planning. This session will also demonstrate a product, the mobile PanFlu-Prep, designed for the general public to learn and prepare for a pandemic flu epidemic.

3:00 – 3:30 **Coffee Break**

3:30 – 5:00 **The future of mobile learning: panel discussion by experts in the area of mobile learning**

Bob Sanregret, Chief Executive Officer, *Hot Lava Software*, A.J. Ripin, Executive Vice President, *Mem-Cards Corporation*
Heather Katz, Vice President, Learning Solutions, *Computer Technology Services, Inc.*, Bruce Brunson, Ph.D., Executive Director, *Florida Community College at Jacksonville*

Mobile learning is to 2007 what eLearning was to 1999! Mobile Learning discussions are burning the ears of executive levels of the learning, training and testing departments.

- Who is using mobile learning today?
- Is tracking important when rolling out a mobile learning solution?
- Can people learn from a cell phone?
- What can be done with podcasting?

This panel of learning and training senior executives will discuss, debate and help define mobile learning and possible uses of mobile learning in the corporate, government and education markets.

Thursday - Mobile Computing

Katherine Hirschbuhl, President, Computer Knowledge International, *Session Chair*

8:30 – 9:10 **The Compensation and Pension Examiners Program (CPEP) Performance Support Training System**

Ronald Richard, National Project Manager, *US Department of Veteran Affairs*

The Department of Veterans Affairs is responsible for determining the level of compensation for veterans' health problems. Delays in processing claims have occurred due to incomplete exam information. It was determined that a training and a performance support system would cost-effectively reduce the instances of incomplete exam information provided, thereby reducing processing delays, and simultaneously improve the quality and consistency of the exam information for determining veteran compensation. This presentation will review the Compensation and Pension Examiners Program (CPEP) Performance Support Training System and how it integrates online courses with access to concise content chunks (podcasts) through a customized web interface.

9:15 – 10:00 **Podcasting in the Classroom: More than Just Listening**

Mark Frydenberg, CIS Department, *Bentley College*

As portable media players become more popular, many educators have turned to podcasting as a tool for making lectures available for students to download. But will students really listen to them? When does it make sense to podcast? What are the pitfalls of podcasting? This presentation will share how, in one information technology course at a business college, the students, rather than the teacher, created podcasts based on the course lectures. Students not only demonstrated mastery of the course material, but also of their ability to use software tools to create multimedia presentations for podcasting. As a result, students became teachers outside of the classroom.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Virtual Mobil Training Team**

John Stamey, Jr., *Coastal Carolina University*, William DeLuca, *North Carolina State University*

Intelligent Learning Objects extend the concept of Learning Objects, providing immediate feedback for students, as well as offering re-instruction on topics where students did not successfully answer questions. This presentation will discuss the findings of a study of Intelligent Learning Objects used to measure student achievement in the delivery of instruction on elementary statistics, with curriculum material and evaluation questions organized at different levels of the Revised Bloom's Taxonomy. Delivery of instruction through Intelligent Learning Objects was found to produce statistically significant results in learner performance when compared to standard classroom instruction. A demonstration of the Intelligent Learning Object system will be included.

11:15 – 12:00 **Use of Blogs as Reflective Learning Journals**

Les Pang, Professor of Systems Management, Information Resources Management College, *National Defense University*

This presentation will discuss how blogging was applied in a graduate-level distance learning course as a means for students to record thoughts and reflect about their learning experiences. Blogs offered benefits such as a closer student-instructor relationship, identification of problems relating to assignments, and student responsiveness to the instructor's

blog. Some obstacles posed to the blog included slow acceptance by the students, technically challenged students, students getting “carried away” with blogging, and the logistical problem of managing and monitoring the student blogs. A key number of lessons learned and recommendations were identified that provide useful perspective to both the instructional designer and the educator.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Using Technology for Rapid Feedback and Enhanced Student Learning**

John Chen, Associate Professor, Mechanical Engineering, *Rowan University*

This presentation will review a project with the goal of improving student learning in foundation engineering courses with the premise that learning is improved by providing rapid feedback to students of their understanding of key concepts and skills. The feedback is enabled through wireless-networked handheld computers (PDAs). A crossover design of experiment was used in this study. The control was either a feedback system using color-coded flashcards or no feedback. Findings showed that there was no significant difference between student performance when using the PDAs versus the flashcards. When the PDAs were compared with having no feedback, however, there was a significant and positive effect when students received feedback.

2:15 – 3:00 **The Tablet PC Tapping Its Power in Education**

Sarah Bryans Bongey, Academic Technology Coordinator, Information Technologies, *College of St. Scholastica*, Andrine Lemieux, Ph.D, LP, Assistant Professor of Psychology, *College of St. Scholastica*

As tech-savvy instructors seek to make their presentations more interactive and their course materials more supportive, the Tablet PC with its digital ink capabilities offers new opportunities to enhance instruction within the classroom or lecture hall and beyond. This session describes how one college is tapping the power of the Tablet PC to the benefit of instructor and student alike.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Developing an Untethered Spanish Course with iLife & iPods**

Jeff Kissinger, Director, *Florida Community College at Jacksonville*, David Rosowski II, Multimedia Specialist, *Florida Community College at Jacksonville*, Enrique Barquinero, Professor, *Florida Community College at Jacksonville*

As part of FCCJ’s mission to provide quality educational access to its learners, a new course delivery model was created to address the needs of the deployed military student population. Due to the nature of their work, schedules, and travel, many military personnel do not always have online access, which may make taking a traditionally developed and scheduled online course difficult. To increase flexibility and access to this student population, an innovative Spanish faculty member was selected to develop and deliver an untethered Spanish course using iLife and iPods. The presentation covers faculty training, authoring, and project status.

4:15 – 5:00 **Use of mobile technology for leader development**

Kim Chwee Quek, Learning Development Officer, SAFTI Military Institute Headquarters, *Ministry of Defence*

Leader development in the training schools of the Singapore Armed Forces (SAF) requires the instructors to provide coaching and feedback to their trainees. The recording and transfer of the feedback can be greatly facilitated through the

use of mobile technology such as the PDAs. This presentation highlights how mobile technologies are deployed and used by the instructors in the SAF schools for leader development, and will discuss the results and feedback on the usage of these mobile technologies.

Friday - Assessment

8:30 – 9:10 **Needs Assessment - A Practitioner’s View**

Richard Busby, Solution Planner, Human Resources - Capability Development, *Accenture, Ltd.*, James Goldsmith, Development Manager, *Accenture Learning, Accenture, Ltd.*

This presentation will provide a proven process, questions to ask at each stage, simple planning and estimating tools and tips for conducting a needs assessment. Examples will be offered from past assessment experiences in a corporate environment. Presenters will offer perspective from both the business and instructional designer points of view.

9:15 – 10:00 **How to Create Effective SCORM-based Assessments in a Learning Content Management System: One Design Team’s Approach**

Rose Riggs, Instructional Specialist, Logistics & Engineering Services, ISD Group, *AMSEC LLC*, John Wishall, Instructional System Design Program Manager, Logistics & Engineering Services, ISD Group, *AMSEC LLC*

Much attention has been given to developing SCORM-compliant courseware in both the academic and business communities with increasing success; however less attention has been given to developing assessments for this SCORM-based instruction. Assessing the learner’s performance is essential to determine the success of the SCORM-based instruction and objectives, whether in an academic or business setting. This was a problem faced by an instructional design division in the business of creating training products for the US Navy, and this presentation details the methods used to develop a SCORM-based training product assessment using a LCMS.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **An Effective Instructional System Design and Measurement of Quality and Practices of Web-Based Distance Learning**

Suhansa Rodchua, Ph.D., Instructor in Industrial Management Program, School of Technology, *Central Missouri State University*

In order to provide educational quality in web-based distance learning, institutions must be ready to offer effective instructional system design and productive delivery method. The study proposes the successful models for designing instructional materials and measuring quality of web-based courses in Master online program.

The research data were gathered from 135 students in six online courses between 2003-2006. The study was divided into two sections:

1) The descriptive research used an on-line questionnaire to measure students’ satisfaction in using web-based tools including instructor’s performance, interaction among classmates and web-based tools (e.g. discussion board, chat function, email, etc.)

2) A proposed model for designing instructional materials and online delivery.

11:15 – 12:00 Open and Secure Testing in a Multi-campus, Mixed Learning Environment

Jeffrey Willden, Web Developer, *Weber State University*

The trend toward more online learning has created new challenges to delivering secure, high-stakes, coursework tests together with low-stakes tests in an online environment. This presentation will discuss obstacles and solutions found at a multi-campus institution of higher education that delivers both online courses and face-to-face courses with an online component, including software developed in-house and commercial solutions.

Wednesday - Gaming & Simulation

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

Dr. James E. Guilkey, President, *S4 NetQuest*

10:00 – 10:30 Coffee Break

10:30 – 11:10 Customizing a Computer Simulation Issues and Outcomes

Jeremy Hall, *Hall Marketing*

Computer Business Simulations are expensive to design from scratch. But cost is much lower when it is possible to customize an existing simulation to meet client needs. This session explores an actual customization project from the identification of client needs, through the issues and practicalities associated with the customization to the simulation's successful use by client staff across the USA.

11:15 – 12:00 Simulation Based Learning

Sean OBrien, Vice President, *EDN Reality*

Just in time learning, in other words the ability to learn enough to do enough, continues to provide the promise of component based learning. Implementing and creating an immersive learning and modular approach with the aid of embedded desktop simulation is providing unique benefits in reducing the queue time in learning. Users are understanding faster, remembering longer and making informed decisions quicker. This presentation will review recent advances in distributed desktop simulation and web deliverable virtual reality.

12:00 – 1:30 Lunch Break

1:30 – 2:10 America's Army - Using Advanced Gaming & Simulation for Anti-Terrorism Training

Mark Schneider, Office of Emergency Preparedness, *Yale New Haven Health System*, Eric Erickson, *US Army*

To better save lives during a natural disaster, accident or terrorist activity, a gaming scenario of a vehicle releasing deadly gas for training emergency medical responders (both military & civilian) entitled "America's Army: Emergency Medical Services (EMS) Trainer" is being created by the Armament Research Development and Engineering Center (ARDEC) Software Engineering Center (SEC) and Yale-New Haven. This presentation will review the deployment of an interactive virtual simulation on decision processes, best practices, safety and survival of the greatest number - based on the robust America's Army e-learning platform.

2:15 – 3:00 Delta3D – An Open Source Game Engine for Serious Games

Perry McDowell, Executive Director, *Delta3D Game Engine, MOVES Institute*

Delta3D is an open source game engine built at the MOVES Institute. It is designed specifically to be used to create "serious" games, those intended to educate. Because of this, it has several features designed to aid instructional design that traditional game engines lack, including:

- After action review (AAR) capability. Games created using Delta3D can easily be programmed to record and playback players' actions during an event.
- Learning management systems (LMS) integration. Delta3D can report completion of objectives to SCORM 2004 compliant LMS's, making tracking a user's progress simple and making it easier to integrate games into traditional courses.

3:00 – 3:30 Coffee Break

3:30 – 4:10 You Can't Teach Me Nothing: Preparing Energy Professionals for Tomorrow

Matt Sadinsky, President & CEO, *System Operations Success, International*

Large organizations are difficult to change. Yet legal, statutory, economic, political, technological, and cultural changes sweep the Energy industry as 30-50% of current employees retire in the next 3-5 years. The challenge of training a new generation of operators in complex technical issues and processes requires winning selection strategies and multi-modal ways of teaching team cooperation while assuring individual competence. Single and Multi-player play in realistic simulations are already in use and will likely boom in coming years as a means for training and selection. Competency based assessment of knowledge, skills and abilities (KSA's) in "games" followed by exercises requiring increasing knowledge and experience have helped hundreds of operators master the electric power grid in North America. This session tells these case studies and shares new game theory and some insight into validated selection theory.

4:15 – 5:00 Use of COTS PC Games for Serious Training Applications

Ronald Tarr, Program Director/Senior Principal Invest, Institute for Simulation and Training, *University of Central Florida*

The PC gaming and simulation industry, largely driven by recent technology advances and consumer economics, has dramatically driven cost down while improving the quality and realism of games and desktop simulation technologies. Several agencies, including the US military, Homeland Security and Dept of Transportation, are exploring the use of commercial-off-the-shelf (COTS) low cost video games to supplement training. The fundamental question being researched is: Can low cost, COTS video games, such as Microsoft Flight Simulator or Grand Theft Auto, provide a training benefit that could either offset reductions in other training interventions or enhance initial learning of complex cognitive activities?" This presentation will report on applied research in four areas related to this issue: translation of requirements, training/learning effectiveness, technology intervention, and learner's acceptance of PC Games.

Thursday - Gaming & Simulation

8:30 – 9:10 **Understanding Video Game Techniques In 2D**

Derwin S. Talon, Associate Professor, New Media Program, School of Informatics, *IUPUI*

This presentation will describe the use of a 2D primer which was conceived, executed, and implemented at Indiana University, IUPUI, and involves all aspects of video game design. Student video game designer/developers were asked to create stories using this 2D engine that translates directly into 3D game design concepts. The engine uses Macromedia Flash to simplify the scope of the development process, and acts like a sketchbook for final game iteration. The goal of this engine is to bring the experience of designing an original video game into the grasp of a single student in a manageable amount of time. By giving the student game designers/developers a tool to understand the many facets of video game design, it empowers them to create for the next generation of video games.

9:15 – 10:00 **Fielding Synthetic Teammates for Voice Comms Training - A Transition Case Study**

Benjamin Bell, Director, Advanced Concepts Development, *CHI Systems*

This presentation will review a training application that provides a practice environment for radio communications and decision-making for students in Specialized Undergraduate Pilot Training (SUPT). The Virtual Interactive Pattern Environment and Radiocomms Simulator (VIPERS) incorporates advanced cognitive models and speech recognition-generation to present a realistic simulation of the SUPT pattern in which a user commands an aircraft and verbally interacts with synthetic controllers and instructors. Early and frequent collaboration among AFRL, AETC, and 19th Air Force has resulted in VIPERS being fielded for evaluation by AETC at an active SUPT base where it will be used by active duty Air Force officers going through SUPT. This session will also discuss the close coordination among multiple stakeholders, which led to the joint support of VIPERS and which serves as a model for sponsored research overcoming technology challenges and rapidly reaching the field.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **The Deployment and Use of Virtual Training Simulations: What Does it Take to Serve the Needs of Majority Of Its Users**

Amela Sadagic, Research Associate Professor, The MOVES Institute, *Naval Postgraduate School*, Tony Ciavarelli, Ed.D., Modeling Virtual Environments and Simulations (MOVES) Institute, *Naval Postgraduate School*

The potential and benefits that virtual training simulations have in supplementing the training needs of the military is fairly well recognized, yet we still do not see the evidence of their large-scale deployment. The way these systems are currently integrated in training fulfill the needs of two groups of users only - the innovators and early adopters - but they fail to fully serve the largest group of user population - the early and late majority. This session will elaborate on the requirements for most effective large-scale deployments and use, and present the results of extensive user studies in this domain.

11:15 – 12:00 **Playing to Learn: High Impact/Low Tech Games to Enhance Learning**

Bonita Bray, Team Leader, E-Learning Training, Academic Information and Communications Technologies, *University of Alberta*, Bob Boufford, Team Lead, E-Learning Support and Development, Academic Information and Communications Technologies (AICT), *University of Alberta*

Interest in games and interactivities to enhance learning is growing rapidly. While most of the 'buzz' focuses on highly-graphical game worlds that are beyond the reach of most instructors and trainers, this presentation shows that low-tech games can provide high impact learning when used as components of larger, multiplayer e-learning games. Easy to build individual games can be used to create an online learning community while asynchronous, multiplayer games extend it. Feedback from learners indicates that this productive e-learning game environment can be further expanded through the use of popular social networking tools, such as wikis and blogs, that engage learners while maintaining a high fun quotient.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **SCORM 2010**

Fred Banks, CBT Programmer - R&D, *The Boeing Company*

This presentation will discuss what features SCORM (Shareable Content Reference Module) are current lacking and suggestions that have been made to the SCORM Technical Working Group. It will discuss the ability to have shared data between students and allow custom report options for instructors. The presentation is intended for people who are interested in pushing SCORM to allow interactive gaming and instructors interested in real-time control of students.

2:15 – 3:00 **Using Scenarios to Achieve Mastery: It's the Closest Thing to On-The-Job Learning – But Beware!**

Timothy Adams, Chief Learning Architect & Co-Founder, *Knowledge Factor*

Most training professionals maintain that on-the-job training is the best kind of training there is. Unfortunately, costs often dictate a different approach. Simulation suffers for the same reasons. Scenario-based learning offers a cost-effective alternative that is gaining converts, but serious pitfalls can put enterprises at significant risk. Shortcomings inherent in certifications and assessments leave room for false positives in measuring outcomes, resulting in the deployment of people in jobs they are ill prepared to handle. This session will demonstrate how integrating a confidence-based methodology with scenario-based learning can effectively measure performance by achieving competency-based outcomes in learning.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Simulations for Executive Training**

Beth Cowan, Product Manager, *Enspire Learning*

In 2004 Pitney Bowes, the world's leading provider of mail stream solutions, needed to adapt their successful sales associates into equally successful managers. To accomplish this task, they partnered with Enspire Learning and chose the multiplayer Executive Challenge simulation as their capstone training experience. This presentation will describe how this simulation was customized to meet the specific business and learning objectives of Pitney Bowes. Employees were broken into 12 teams and competed in real-time to see which team could run their virtual sales division with the most success.

Pitney Bowes focused the training on the areas of: General Management, Communication, and Solution Selling.

4:15 – 5:00 **Interactive 3D Supporting Military Training**

Don Arnold, General Manager, Federal, *NGRAIN Corporation*

How can you teach soldiers and Marines to see into their weapons through steel? NGRAIN Corporation has developed and delivered a computer-based training aid using 3-dimensional imagery to show the inner workings of the M224 mortar. Instructors can use and modify the model to improve the learning process, and students can leave the course with a copy of the training aid in hand. The presentation will include a demonstration of how the tool is used in the classroom.

Friday - Gaming & Simulation

Jayfus Doswell, Ph.D., President & CEO, Juxtopia, LLC,
Session Chair

8:30 – 9:10 **Industry/Education Collaboration Produces Video Game for Learning**

Kathleen Harmeyer, Director Simulation & Digital Entertainment Degree, Information Arts & Technologies, *University of Baltimore*, Jayfus Doswell, President & CEO, *Juxtopia, LLC*

Juxtopia, LLC has partnered with the University of Baltimore to produce a middle school learning game to engage students and motivate excellence in science, technology, engineering, and math (STEM). Players time travel to various historical locales using STEM skills to adjust the universal timeline to its proper alignment with history. The project joins students in the UB simulation & digital entertainment program, and developers at Juxtopia in the development process. This session describes the production of the game pilot from an off-the-shelf video game engine.

9:15 – 10:00 **Augmented Reality (AR) for Aircraft Maintenance Technicians Training**

Tom Haritos, Student, Aeronautical Science, *Embry-Riddle Aeronautical University*, Nickolas Macchiarella, Assistant Professor, Aeronautical Science, *Embry-Riddle Aeronautical University*

Augmented Reality (AR) is a world comprised of virtual and real elements. Applications of AR for learning have the potential to transform job task training. Modern aircraft designs necessitate that aircraft maintenance technicians (AMTs) obtain new levels of knowledge and job task skills for inspection, maintenance, and repair. Traditional methods of training, such as on-the-job training (OJT), may not have the potential to fulfill the training requirements to meet future trends in aviation maintenance. This presentation will describe how new instructional delivery systems based on AR learning environments could assist AMTs with job task training and job tasks.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Videogames: A Highly Effective e-Learning Environment for Teaching Complex Concepts**

Nora Reynolds, Assistant Dean, Division of Continual Learning, *University of North Carolina at Greensboro*, Matt McFarling, Instructional Technology Consultant, Division of Continual Learning, *University of North Carolina at Greensboro*,

It can be challenging to teach complex concepts in a traditional classroom using standard lecture techniques. That's certainly true of economics, which is a theoretical subject many students just don't "get." Videogames and other online learning objects offer a revolutionary way to enhance pedagogy and to make economics and other complex topics far more

understandable. Using these new learning technologies, in the fall of 2006 UNCG launched ECON201, an online videogame for college credit. This presentation will include a preview of the game, an examination of the development process, the challenges faced and lessons learned.

11:15 – 12:00 **Low Physical-Fidelity/High Cognitive-Fidelity Simulation Training**

Peter Fadde, Asst. Prof., Instructional Technology and Design, Curriculum & Instruction, *Southern Illinois University*

It's often assumed that high fidelity is required for advanced learning in simulation training. This presentation challenges that assumption and describes a low physical-fidelity, high cognitive-fidelity, part-task approach to simulation training of performance skills that involve rapid, recognition-primed decision-making. Expertise in skills such as surgery, emergency response, vehicle operation, and use-of-force decision-making lies more in early recognition and rapid decision-making more than in skill execution. Part-task training focused on only the cognitive aspect can be done using low-physical fidelity, high-cognitive fidelity approaches that are much less expensive – and potentially more effective – than full-skill, high fidelity simulation training.

Wednesday - Training

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

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

9:10 – 10:00 **Keynote Address**

Dr. James E. Guilkey, President, *S4 NetQuest*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Top 10 Ways to Save Money on e-Learning...and Still Ensure Quality!**

Harry Mellon, Vice President and Chief Operating Officer, *Dazzle Technologies Corp.*

This session will discuss and demonstrate techniques which will allow the user to lower their budget and schedule needs without sacrificing the instructional quality of e-Learning. Specifically, the presenters will describe methods for putting designs in place that don't require a lot of rework, approaches to coding that will save money and time both now and later, and tactics for making sure projects finish well and are ready for future changes as needed.

11:15 – 12:00 **Analysis Tools for Complex Problems Selecting Solutions for Implementation**

Sandra Ogden, Instructional Systems Specialist, *US Navy Human Performance Center*, Kimberley Williams, Instructional Systems Specialist, *US Navy Human Performance Center*

This session will describe two applications which can help in the analysis of the significant volumes of information collected during a complex needs analysis. These tools provide a structured process for identifying solutions to performance gaps by analyzing cost, quality, and timeliness. Use of the tools assists in determining solutions which address multiple root causes, and in distinguishing the most cost effective and timely solutions. The Solution Variable Analysis Tool (SVAT) and Decision Variable Analysis Tool (DVAT) were created by US Navy Instructional Systems Specialists and are utilized to analyze complex problems in training, performance improvement, and non-training problems.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 Using Level 5 ROI to Ensure Training Success

Wayne Brantley, Senior Director of Professional Education, Training and Development, *University Alliance*

The Jack Phillips ROI model is built on the Kirkpatrick four levels of evaluation. In this methodology is the business and strategic linkage that training must show to an organization. This has made ROI a necessity for all of the training community. Training is always in jeopardy to be the first in organizational cuts and the first to be asked to fix a problem. The C-level officer today must make training decisions based on a business solution that makes economic sense. This presentation will review a methodology that allows for the collection, analysis and evaluation of training programs, and allows for ROI to be designed into instructional programs.

2:15 – 3:00 Training Organization Operations Dashboards & Measuring the Business Impact of Training

Daniel Lassiter, Management Consultant, Senior Manager, Human Capital Management, *IBM Global Business Services*

This presentation will overview IBM's holistic approach to developing training operations Dashboards and measuring the business impact from training. Ultimately, the Dashboards provide Chief Learning Officers with a tangible, metric driven method for better managing their organizations and demonstrating their value to the business. A key component of IBM's approach involves identifying training programs that should be measured at a Kirkpatrick Level 4. The approach addresses the challenges of measuring at a Level 4, along with a methodology to make measuring at the Level 4 level worth the investment. Client case studies will be provided as part of this presentation.

3:00 – 3:30 Coffee Break

3:30 – 5:00 ROI and Performance Management: The Problem with Intangibles

Travis Hodges, Solutions Architect, Training Operations Division, *L-3 Communications*

This panel will include thought leaders and industry experts in the fields of ISD and learning content development, learning and human capital management systems deployment and integration, and learning analytics and traditional ROI.

Thursday - Training

8:30 – 9:10 A Novel Approach In Facilitating Aviation Emergency Procedure Learning And Recall Through An Intuitive Pictorial System

Arthur Estrada, Warfighter Performance and Health Division, *US Army Aeromedical Research Laboratory*

Aviators must deal with emergency situations by performing required actions without error. Many are necessarily performed from memory. This presentation examines the utility and merit of a novel system of intuitive pictorial symbols (IPS) proposed for use in the training of aviation emergency procedures in order to facilitate their accurate recall. Without recurring practice, recall begins to decay significantly within a relatively short period of time. In aviation, such decay can be catastrophic. The facilitation of recall in naive subjects using the novel system highlighted the IPS's potential as an aid in encoding information into long-term memory. This information could lead to innovations in Army teaching techniques and could be a valuable contribution to military and civil aviation safety.

9:15 – 10:00 Implementing a Blended Learning Strategy – Best Practices from Concept to Close-Out

Len Stellitano, Business Training Specialist, HR - Learning and Development, *Carnegie Mellon University*, Renee Fisher, E-learning and Systems Support Specialist, HR - Learning and Development, *Carnegie Mellon University*

This session describes a blended strategy, whose approach helps specify appropriate technology, identify eLearning tools, and implement a training rollout. Faced with a small budget to train a large group of systems users as part of an implementation, the presenters will describe how they addressed the challenge of training 1300 users in remote locations for an organization-wide financials system upgrade and outline how traditional training was enhanced with an eLearning solution to take advantage of the asynchronous learning environment. The presenters will also share actual tips, techniques, templates, and lessons learned.

10:00 – 10:30 Coffee Break

10:30 – 12:00 NIEHS WETP Funding Opportunities for Small Businesses

Ted Outwater, Program Administrator, Worker Education and Training Programs, *NIEHS*, Patricia Thompson, Program Analyst, Worker Education and Training Programs, *NIEHS*, Michael Glassic, Program Director, Training Technologies, *Y-Stress Inc.*

The National Institute of Environmental Health Sciences Worker Education and Training Program (NIEHS WETP) provides funding to small businesses for the development of e-learning products for the safety and health training of workers involved with hazardous materials or responding to emergencies involving hazardous materials, including skilled support personnel (crane operators, carpenters, etc.) who provide essential services during disasters such as hurricane Katrina. This panel session describes NIEHS WETP funding opportunities for small businesses and provides an overview of the products developed by NIEHS WETP awardees including a demonstration of virtual training products.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Training Teaching Assistants Using Web-Based Multimedia Instruction

Steven Girardot, Academic Professional, Center for the Enhancement of Teaching and Learning, *Georgia Institute of Technology*, Donna Llewellyn, Director, Center for the Enhancement of Teaching and Learning, *Georgia Institute of Technology*, Chaohua Ou, Instructional Technology Support Specialist, Center for the Enhancement of Teaching and Learning, *Georgia Institute of Technology*

Teaching Assistants (TAs) play a crucial role in the instructional mission of many universities. At Georgia Tech, anywhere from 600-700 students may be serving as a TA in a given semester. As a result, delivering centralized training programs to this large group is logistically challenging. To address this issue, several short, web-based multimedia modules were developed and implemented to train TAs for their duties. This collection of modules, named "TAWeb," covers important campus resources, policies, and teaching strategies and was made conveniently available online. In this presentation, we will describe TAWeb and discuss its effectiveness in training TAs.

**2:15 – 3:00 The Advanced Security Overseas Seminar
Worldwide**

Ray Leki, Director, Transition Center, Foreign Service Institute, *US Department of State*, Kathe Conrad, *Foreign Service Institute*

This presentation will review, from idea through implementation and evaluation, a distance learning project designed to improve upon and replace a critical classroom training program on overseas security for American diplomats at 270 embassies around the world. It will examine: the power of using the underlying drivers of project success; the politics of implementing technological change within a large bureaucracy; effective processes for rapid global needs assessment; design; energizing production and implementation teams; difficult trade-offs and choices in formative evaluation; and the challenges of bringing highly technical, and highly emotional training content to distance learning.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Using Distributed Simulations for First Responder Training and Exercises

Mike Burger, Lab Technician, Advanced Experimentation's Warfighter Protection Lab, *US Army*

This presentation will discuss the development and use of a simulation-based training system that enhances the training environment, while adding authenticity to the trainee. Under the Warfighter Protection Lab (WPL) and partnered with Intergraph Corp., Science Applications International Corporation (SAIC) developed the Virtual Incident Command (VIC) training system. VIC is an integration of Government Off-The-Shelf (GOTS) and Commercial Off-The-Shelf (COTS) hardware and software into a simulation-based immersive Incident Command training system. VIC was chosen to update the incident commander training course within the Department of Homeland Security's Center for Domestic Preparedness (CDP). This helped VIC to be one of five finalists in the DOD-to-DHS 1401 technology transfer program. VIC's versatility has also been applied to a mobile, on-site exercise and training system.

4:15 – 5:00 The Virtual Check Ride System: An Advanced Performance Technology Application

Ronald Tarr, Program Director/Senior Principal Invest, Institute for Simulation and Training, *University of Central Florida*

This presentation describes the systems approach used to develop a virtual diagnostic and training solution for the ground transportation community, specifically those who hold a Commercial Driver's License (CDL). The training integration includes a knowledge test, mechanical compliance virtual walk-around inspection, and simulated driving skills tests. A systems approach was used to design the Virtual Check Ride System (VCRS) to be a cost-effective, time saving alternative to standard CDL testing and training.

Friday - Content Development

8:30 – 9:10 Choosing the optimal streaming media for Web-based instructional components.

David Reavis, Instructor of Management Information Systems, College of Business, *Texas A&M University*, Charles Mohundro, Professor of Finance and Management, College of Business, *Texas A&M University - Texarkana*

A major limitation in Web-based course development is that a significant number of students will likely have relatively slow dial-up connectivity. Students enrolled in Web-based courses may reside in rural settings or very small towns with poor telephone service and dial-up connectivity in the range of 22-26 kbs.

Therefore file size and downloading and streaming considerations are always a major consideration in the use of any design tool considered or employed. This presentation will explore the various options for providing content in Web-based instruction, and assess the advantages of using audio only, audio with video, and Web page content to students with different access capabilities.

9:15 – 10:00 Customizing E-Learning: Sex, Drugs and Rock and Roll.

Janice Putnam, RN, Ph.D., Nursing Department, *University of Central Missouri*, Karen Pulcher, ARNPCNP RN, Nursing, *Central Missouri State University*

Programs of professional education should provide a structure of technology in order to meet the developing needs of the millennial students and faculty. Many educational programs are behind the times in providing these services. This presentation will explore a variety of programs utilized to meet the growing technological and socialization needs of today's college students. These programs address issues using online technology to meet the needs of diverse student aggregates, such as substance abuse, obesity, professional mentoring and socialization.

10:00 – 10:30 Coffee Break

10:30 – 11:10 The Role of Technology in Reinventing a Masters Program in HRD at Clemson University

Philip McGee, Coordinator of the Masters Program in HRD, *Clemson University*, John Duncan, Ph.D., *Clemson University*

The Clemson University masters program in HRD was designed and implemented in the early 1980's and faced an uncertain future because of declining enrollments, retirement of senior faculty, and increased competition. This session will focus on how the use of technology and software tools such as Macromedia's Breeze and Blackboard allowed staff to revise the curriculum so that it could be delivered to national and international in-career professionals and supported a shift in the program so that it now emphasizes critical thinking, problem solving, and student interactivity.

11:15 – 12:00 Offloading the Drudgery of Maintaining Online Courses through the Use of 21st Century Tools and Techniques for Collaboration and Communication

John Scigliano, Professor, Graduate School of Computer and Information Sciences, *Nova Southeastern University*

Online instructors spend a lot of time grading assignments. The problem is that online instructors may be spending too much time on this maintenance work and not enough time on building engaging activities for their students. A solution to this problem may be in the use of recent online innovations in communication and collaboration. These innovations include wikis, blogs, RSS feeds, and podcasts. This presentation will explore ways that these techniques can be developed before a course begins with the goal of engaging the learner with the course content.

Wednesday - Knowledge Management

Peter Rizza, Ph.D., President, Princeton Center, *Session Chair*

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

Dr. James E. Guilkey, President, *S4 NetQuest*

10:00 – 10:30 Coffee Break

10:30 – 11:10 The Effects of Workgroup Culture on Collaborative Tool Adoption

Anita Alexander, Strategic Management Specialist, Glenn Research Center, *NASA*

Collaboration is a socio-technical process that involves social processes and technology to achieve workgroup performance and productivity. While the proliferation of virtual conferencing tools has drawn attention to the technological aspects of collaboration, the social factors cannot be ignored. Ignoring this important connection will undoubtedly undermine the productivity of the organization. Equal importance on organizational knowledge and the influences of social and technical systems within a social context is essential. This presentation discusses four competencies that impact workgroup collaboration; trust, open communications, engagement, and knowledge management. Workgroups with high competencies in these skills will likely be productive in virtual environments.

11:15 – 12:00 Learning Management System A Rapid Prototyping Approach

Balaji Ramadoss, Coordinator for Educational Media Communication, *Florida Center for Public Health Preparedness*, W. Michael Reid, Center Director, *Florida Center for Public Health Preparedness*, Danielle Landis, Deputy Director, *Florida Center for Public Health Preparedness*

Training organizations are finding it beneficial to adopt a sophisticated Learning Management System (LMS) that can support and manage diverse learning environments. Typical LMS installations can be costly investments with significant operational implications because of their relative inflexibility. This presentation describes a Rapid Prototype (RP) approach to LMS development. Rapid Prototyping approach, unlike conventional development processes, accounts for uncertain conditions and allows LMS development that yields results, tremendous cost savings, minimizes the initial start up investments and guarantees immediate return on investments.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Learning Management Systems Instructional and Non-Instructional Utilization Options

William Milheim, Professor and Director, School of Behavioral Sciences and Education, *Penn State University at Harrisburg*

Learning management systems are currently available in a variety of educational and corporate settings. While the basic characteristics of these systems are generally well known by users, there are also other lesser-known options available in many packages which provide additional instructional (and non-instructional) benefits to organizations that utilize this software. This presentation will discuss the basic and lesser-known instructional components of current learning management systems as well as non-instructional options that can be utilized in many of these software environments.

2:15 – 3:00 Rapid Prototype Development of eLearning Objects using Authorware

Phil Cowcill, Coordinator, Interactive Multimedia, School of Communication Arts, *Canadore College*

This session will describe how to quickly develop eLearning objects that can be added to an existing LMS system or run as a stand alone. This session will reference applications which enable a rapid development cycle by reducing the amount of programming required and allow content to be imported from a variety of sources.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Trading customization for collaboration lessons from an LMS development partnership

Jason Rothstein, Project Manager, Center for the Advancement of Distance Education, *University of Illinois School of Public Health*, Tim Beachy, LMS Coordinator, *Preparedness Institute for Public Health PreparednessUMCPHP*

When vendors try to meet each client's needs with customized development, maintaining multiple product iterations and code bases can hurt quality and customer satisfaction. Faced with this issue in 2005, CADE, who develops an LMS for the public health community, took some cues from the open-source movement and tried a new approach. Together with their clients, they formed a unique collaboration to establish a common code base, provide open access to all features, and develop further enhancements using group process. This session will review the experiment one year later, and explore how these ideas might find a home elsewhere.

4:15 – 5:00 Blended Technologies: DVD, Web-DVD, Podcasting, M-Learning, Blu-Ray, and Beyond

Thomas Held, President and CEO, *MetaMedia Training International, Inc.*

This session will concentrate on instructor-supported classroom delivery of education and training using advanced technologies. This is not an e-learning experience. We will present real applications of DVD, DVD-ROM, Web-enabled DVD, audio and video Podcasting, M-learning, and incorporating interactive barcodes into instructor guides and manuals.

Thursday - Knowledge Management (LMS)

Peter Rizza, Ph.D., President, Princeton Center, *Session Chair*

8:30 – 9:10 Why Your LCMS Should be PENS enabled

Scott Edwards, Product Development, *Outstart*

In a world where finding content within an organization can be critical to decision-making processes, companies need a dependable solution allowing content to be quickly and easily transferred if necessary without the risk of losing any content in the process. For organizations assessing an LMS or LCMS, there a new standard has arisen to help cut back on the overwhelming headaches of transferring content from an LMS to and LCMS. The answer is PENS. The AICC PENS specification describes a communication standard for the automatic publishing and transport of AICC and SCORM content. The automation of content package provides for notification of availability, transfer, and delivery confirmation between tools that generate and assemble content and those that manage, publish and deliver content. In this session,

attendees will hear an in-depth overview of the PENS standard and why it is imperative that organizations consider PENS enabled solutions when selecting an LMS or LCMS solution to avoid slow, costly content development and transfer.

9:15 – 10:00 **LMS vs LCMS**

Michael Golebiewski, Senior Consultant, Human Capital Management Learning & Development, *IBM*, Anne Szymanski, Senior Consultant, Human Capital Management Learning & Development, *IBM*

The hype surrounding Learning Management Systems (LMS) and Learning Content Management Systems (LCMS) has caused mass confusion among learning professionals. This session will focus on the key features of both LMS and LCMS along with providing clarity (based on lessons learned) for the necessary processes to implement an integrated enterprise learning solution. The presenters will discuss how an integrated learning technologies solution can reduce administrative overhead, development time, provide ease of access to learning and allow for an enabled workforce.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **How to Choose the Right Learning Management System for Your Organization**

Andrew Pasternak, *Pal-Tech*

This presentation describes the effort required for the evaluation and selection of a Learning Management System (LMS) product for your organization. The first step is to create a questionnaire and scoring tool that will be used for winnowing LMS products. The evaluation process includes the following steps (1) putting forth an RFP including the questionnaire, (2) facilitating proposal review sessions, (3) selecting a small group of finalists, (4) organizing the on-site evaluation of a finalists, (5) developing a testing plan, (6) installing test products on-site and conducting the hands-on testing by stakeholders, (7) and producing a final recommendation.

11:15 – 12:00 **Connections – The Convergence of Learning, Performance Support, and Knowledge Through Technology.**

Laurence M. Myers, Director, Special Projects, RWD Performance Solutions, *RWD Technologies*

Until recently, instructional design, ongoing performance support, and knowledge management have evolved in parallel silos. But we are now at a tipping point of knowledge growth that requires wholesale rethinking of the tools supporting human performance. The volume of organizational knowledge, the rate of new knowledge creation, and the reduction in time available to deliver knowledge to users demands new thinking. This presentation will discuss a technology-based solution which integrates learning and performance support with an evergreen knowledge-base which delivers continuous, purely adaptive learning and ongoing support to users at the time of need, at the point of need, and in a readily usable form.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Obstacles Encountered During Blended-Learning Process**

Khulud Al-Khalaf, *American University*

Blending traditional face-to-face classes with online learning environment is challenging. Traditional classrooms are space bound. Traditional instruction treats learning pretty much as a closed system, while online learning is an open system, and extends the boundaries of learning into home and the work place. While having an open system has its appeal, it can make designing for it extremely difficult. This session will

address the obstacles encountered by all stakeholders groups in developing blended learning processes. In this presentation, obstacles encountered by faculty members teaching English in blended learning format in two higher education institutions in Saudi Arabia will be discussed.

2:15 – 3:00 **The Advantages of Dynamic Content using an LCMS**

George Uhrich, President CEO, *VTN Technologies Inc.*

In an ideal world, we would like our learning systems to automatically modify delivery, style and content based on the learner's needs, preferences and abilities. Learning Content Management Systems (LCMS) approach that ideal by enabling the presentation of dynamic content based on many different criteria (including student profiles). LCMS can also dramatically reduce the cost of converting to on-line delivered learning content by enabling an object-based approach. Without LCMS technology, content is "embedded" in the course making updating complex and time consuming. As a consequence, changes and updates are often not done in a timely manner – regulating students to outdated and non-tailored content which causes dissatisfaction and drop-outs. This presentation will explain the advantages of implementing a LCMS to manage the development and delivery of content for e-learning and instructor-led classroom learning. Where appropriate, the presenter will annotate with real-life examples of large-scale military and commercial training programs.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Knowledge Management: How to link the three stages of Knowledge Transfer**

Peter Rizza, Ph.D., President, *Princeton Center*

This session will provide an interesting presentations, observations and comments on how to address the three major stages of Knowledge Transfer. The session will address content capture and structure as the front-end to build the repository of core content, deployment, tracking and reporting required of learning management, and assessment management required to conduct "return on investment" results.

4:15 – 5:00 **Talent Management: Is Your Organization Ready?**

Michael Sabbag, Director of Talent Management Services, *Learn.com*

In a recent survey, 77 percent of respondents saw talent management increasing in importance. In this interactive presentation, you will learn what talent management is, how to determine your organization's effectiveness at its practices, and how to improve. You will also gain a tool you can use at your organization to determine where you are relative to each talent management practice.

Friday - e-Learning

8:30 – 9:10 **E-Learning 2.0 - Predicting changes in e-learning over the next 5 years**

Gary Woodill, Chief Learning Officer, *Operitel Corporation*

E-learning development is following a path predicted by recent research on knowledge life cycles, technology innovation cycles and technology adoption curves. E-learning is entering its "second phase", sometimes referred to as E-learning 2.0. A "dominant design" for e-learning will emerge over the next 5 years, accompanied by new learning theories for technology based learning. At the same time, many current forms of e-learning will disappear, as they are shown to be ineffective.

This presentation will look at how the emerging E-Learning 2.0 differs from the current version, and what this means for training managers and organizations.

9:15 – 10:00 Cultural Sensitivities in eLearning: Designing Hybridized eLearning for Native American Learners through “Enduring Legacies”

Shalin Hai-Jew, Ed.D., Instructional Designer, Office of Mediated Education, *Kansas State University*

Grays Harbor College and The Evergreen State College Bridge for the Reservation Based Community Determined (RBCD) Program have collaborated with WashingtonOnline Virtual Campus (WAOL) to support Native American learners through a unique hybrid program. Using cultural insights and norms from Indian country, this program includes innovative use of a defined associates and baccalaureate curriculum, tribal-based study leaders, longhouse study meetings, collaborative program-building strategies, and culturally sensitive course redesign of online courses. See how this program works to increase Native American learner retention and academic success, with numbers that contradict national trends. Learn more about Enduring Legacies and this powerful collaborative effort, funded by The Lumina Foundation.

10:00 – 10:30 Coffee Break

10:30 – 11:10 The Role of E-Learning in Sustainable Development of an Industry Through Providing Online Education to Employees

GNR Prasad, *Chaitanya Bharathi Institute of Technology*,
Vlinaya Babu Aram, *Jawaharlal Nehru Technological University*

Enhancing the use of electronic media in sustainability training for job holders can provide a substantial improvement to their current, very limited range of learning opportunities. This, however, only holds true if respective training programs meet the working environment and the professional context of officials in an optimum way. This presentation will discuss findings which indicate that E-Learning, in particular, is proving itself in developing countries with similar challenges and addresses immediate educational needs and also the digital divide that is becoming an increasing concern. This session will review conclusions reached, including the widespread and growing availability of information and communication technologies and applications in the acceleration education and how involvement in international e-Learning programs leads to a network with other development professionals and greater access to experience outside a given region.

11:15 – 12:00 Process and Experiences in Constructing an Interactive e-learning Module to Engage Business Managers in Considering Information Stewardship Issues in Real-World Ethical Dilemmas

Charla Griffy-Brown, Ph.D., Associate Professor of Information Systems, *Pepperdine University*, Michael Hamlin, Ph.D., Manager, Instructional Technology Support, *Loyola Marymount University*

Although it is clear that management education has improved over the years, one can still find many problems related to gaps that exist between the “classroom driven” experience and the “boardroom driven” experience. Numerous reviews of management education have described how these existing problems have developed. Furthermore, as the business practitioners continue to confront more and more challenging moral and ethical dilemmas, the ability to draw upon learning experiences which caused them to intentionally deliberate over their role and purpose as a manager becomes increasingly essential. This presentation focuses on methods to improve

management education in this area by leveraging e-learning and a community approach. Based on current theories of how knowledge and learning are constructed, the presenters will describe the process and experiences of putting together an applied e-learning module for MBA students in the area of information systems security and ethics.

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- A. Knowledge for Improving Project Performance
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- D. Using Scenario-Based Simulations to Learn and Apply On the Job

1:30 pm - 5:00 pm Tutorials E - H

- E. Blended Technologies: DVD, Web-DVD, Podcasting, M-Learning, Blu-Ray, & Beyond
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