

NEW LEARNING TECHNOLOGIES 2008 CONFERENCE

February 20-22, 2008

Sheraton Downtown Orlando Hotel
Orlando, Florida



TRAINING, EDUCATION AND JOB
PERFORMANCE IMPROVEMENT

Featuring Application Descriptions on:

- *Knowledge Management Systems*
- *Mobile Computing & PDAs*
- *Gaming & Simulation for Training & Job Performance Improvement*
- *New Technologies & the Marketplace*

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Registration Hours

Tuesday, Feb 19	7:30 AM to 5:00 PM
Wednesday, Feb 20	7:30 AM to 5:00 PM
Thursday, Feb 21	7:30 AM to 5:00 PM
Friday, Feb 22	8:00 AM to 12 NOON

Exhibit Hours

Wednesday, Feb 20	10:00 AM to 3:30 PM
Thursday, Feb 21	10:00 AM to 3:30 PM
Friday, Feb 22	10:00 AM to 12:00 NOON

Networking Reception

Wednesday, Feb 20	5:00 PM to 6:30 PM
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Cash bar and complimentary hors d'oeuvres - 2nd Floor Exhibits.

Session Locations

TUESDAY (FEB 19) - PRE-CONFERENCE TUTORIALS

- 8:30 am - 12:00 Noon Tutorials**
- A. Developing Database Driven Websites Seminole
 - B. Mobile e-Learning: Hands-On Workshop Sumter
 - C. Using an LMS for Education and Training Princeton
 - H. Beyond Content Reusability Summerlin

- 1:30 pm - 5:00 pm Tutorials**
- D. Creating Interactive eLearning using Flash Seminole
 - E. Web 2.0 - Using it for Training & Education Summerlin
 - F. Blended Technologies: DVD, Web-DVD, Podcasting Princeton
- 8:30 am - 5:00 pm Tutorial G (Full Day)**

- G. Performance Support Systems for Training Pinellas

WEDNESDAY (FEB 20) - CONFERENCE

- 1 - E-Learning Summerlin
- 2 - Mobile Computing Princeton
- 3 - Gaming & Simulation Anderson
- 4 - Blended Learning Brevard
- 5 - Knowledge Management Delaney

THURSDAY (FEB 21) - CONFERENCE

- 1 - E-Learning Summerlin
- 2 - Mobile Computing Princeton
- 3 - Gaming & Simulation Anderson
- 4 - Training Brevard
- 5 - Knowledge Management Delaney

FRIDAY (FEB 22) - CONFERENCE

- 1 - Design Summerlin
- 2 - Assessment Princeton
- 3 - Content Development Anderson
- 4 - Blended Learning Brevard
- 5 - Knowledge Management Delaney

Registration Fees

Pre-Conference Tutorials (Tuesday, Feb 19, 2008)
 Morning Tutorials (8:30 am - Noon) - \$195 each
 Afternoon Tutorials (1:30 pm - 5:00 pm) - \$195 each
 All Day Tutorial G (8:30 am - 5:00) - \$390

SALT® MEMBER FULL CONFERENCE REGISTRATION

Paid by Nov 21st, 2007 - \$650
 Paid by Feb 6th, 2008 - \$700
 Paid After Feb 6th, 2008 - \$750
 To Be Invoiced - \$750

NON-MEMBER FULL CONFERENCE REGISTRATION

Paid by Nov 21st, 2007 - \$700
 Paid by Feb 6th, 2008 - \$750
 Paid After Feb 6th, 2008 - \$800
 To Be Invoiced - \$800

SALT® MEMBER/NON-MEMBER PARTIAL REGISTRATION

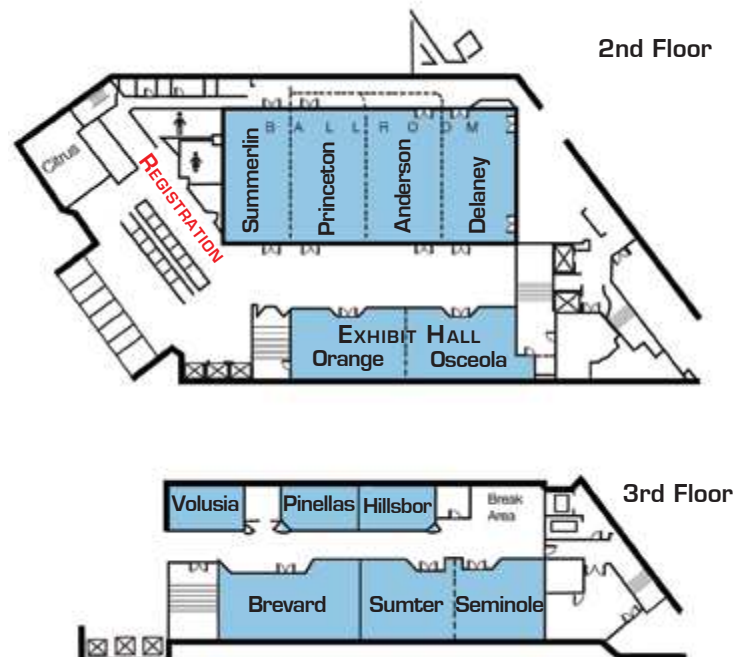
One Day Registration - \$350
 Two Day Registration - \$550
 Salt Membership - \$55

TUESDAY (FEB 19) - USER GROUP MEETINGS

- Hot Lava Software users group meeting (1:00 - 5:00) Sumter
- Portability of Training Records (1:00 - 3:00) Hillsborough

Floor Layout

Sheraton Orlando Downtown Hotel
 60 South Ivanhoe Boulevard
 Orlando, Florida 32804



General Information

Meeting Location

Sheraton Orlando Downtown Hotel
60 South Ivanhoe Boulevard
Orlando, Florida 32804
Phone: (407) 425-4455

Registration

For early registration rates your registration form **with payment** must be postmarked by February 6th, 2008, or faxed to us by that date with credit card information included. All registrations requiring invoicing will be billed at the higher (post-Feb 6th rate). All foreign checks must be paid in US dollars. Cancellations received by February 6th, 2008 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 February 6th, 2008. **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 Sheraton Orlando Downtown Hotel at the discounted rate of \$159.00 single/double. Room rates are subject to availability, so please make your reservations as early as possible. Special room rates may not be available after February 4, 2008. To receive the special conference rate, call direct reservations at the Sheraton Orlando Downtown Hotel at (407) 425-4455 and indicate that you are with the SALT Conference Group.

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

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 \$550.

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

Keynote Address - Wednesday 9:00 AM

SALT® is please to have Dr. David Metcalf of The Institute For Simulation & Training, as this year's keynote speaker. The Keynote will be held in the Summerlin & Princeton rooms near the SALT Conference Registration Desk on the 2nd Floor of the Sheraton Downtown Orlando Hotel.

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.

Networking Reception - Wednesday 5:00 to 6:30

The Society for Applied Learning Technology (SALT) will be sponsoring a Networking Reception on Wednesday, February 20th for all speakers, exhibitors, and attendees to join from 5:00 pm to 6:30 pm. There will be a cash bar and complimentary hors d'oeuvres. The reception will be held in the pre-function area near the SALT registration desk, and in the exhibit hall.

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 February 6th, 2008 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 February 6th, 2008.

Keynote Speaker - 9:00 am to 10:00 am Wednesday, February 20, 2008

The Keynote will be held in the Summerlin & Princeton rooms near the SALT Registration Desk on the 2nd Floor of the hotel.

SALT® is pleased to have Dr. David Metcalf of The Institute For Simulation & Training, as this year's keynote speaker.

As an independent researcher, analyst and consultant, Dr. David Metcalf combines business sense and technology efficiencies to provide effective results. His approach has saved companies millions of dollars while guiding business transformations for learning organizations. Specific areas of focus include: learning business strategy, performance measurement, operational excellence, outsourcing, blended learning and mobile learning.

Dr. Metcalf was formerly the Chief Learning Technologist at RWD Technologies. There he was responsible for the analysis, design and strategic alignment of RWD's technology solutions for learning. He was responsible for high-level strategy and transformation engagements at well know companies such as 3Com, Fujitsu, Roche Diagnostics, Rolls-Royce, and FedEx Ground. Dr. Metcalf also led the development of several award-winning mobile learning innovations.

Dr. Metcalf joined RWD with the sale of his NASA Kennedy Space Center laboratory spin-off company-Merrimac. Prior to spin-off, he was the Lead Multimedia Designer at NASA's Kennedy Space Center. He was responsible for the management and operations of the award-winning multimedia laboratory for various government contractors.

He holds a B.A. in Computer Graphics from the University of Texas, an M.S. in Computer-Based Learning and a Ph.D. in Information Systems from Nova Southeastern University and keeps current by continuing to hold appointments at several universities.



PROGRAM CHANGES from the Original Program

The following program changes have been made since the original conference schedule was posted on the SALT website.

Date: February 20, 2008

Track: Mobile Computing

Time: 10:30-11:10

Previous Presentation: Mobile e-Learning Is Here

Today: Real World Case Studies

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

New Presentation Replacement: Delivering Training on the BlackBerry

- Martin Trautschold, CEO, *BlackBerry Made Simple*

Abstract: In this presentation we will present real-world answers to the following questions:

Before we start delivering mobile training, first, how do we make sure our staff knows how to use the BlackBerry handheld device?

Can we re-purpose our existing training content to deploy on the BlackBerry platform?

What about multi-media content – audio and video?

If we deploy mobile training courses, can we track usage and test scores of mobile users?

Date: February 20, 2008

Track: Blended Learning

Time: 11:15-12:00

Previous Presentation: Blended Learning Strategies for Training Military Musicians

- Liston Bailey, Instruction Systems Specialist, *US Army*

New Presentation Replacement: The power of blended learning strategies to meet specific learning styles

- Cheryl Crabb, Ph.D, Sr. Instructional Designer, *Elon University*

Abstract: "Learning how to Learn" according to personality type, developing study skills based upon strengths and integrating powerful communication techniques into academic success is the foundation for this course. Students are encouraged to identify their individual learning style through group work, problem-solving and critical thinking. Learners are exposed to a myriad of study techniques to fit their unique style. Formative and summative evaluations will be conducted in 2007-2008.

Date: February 20, 2008

Track: Knowledge Management

Time: 10:30-11:10

Previous Presentation: Selecting and Implementing an Enterprise Learning Management System

- Mickey Donnelly, Director, *MD Anderson Cancer Center*

New Presentation Replacement: Knowledge Management: Shifting from the 'old' to the 'new'
-Grant Ricketts, Vice President, *SABA*

Abstract: Knowledge management is coming through a recent plateau. The wave of innovation that it originally represented is coming to an end and a new opportunity for innovation is emerging – led by Web 2.0 technolo-

gies that allow people to be more collaborative and participative.

The topic highlights how changes in the work-scape, partly fostered by these new technologies will impact the roles and responsibilities for learning and performance leaders:

How Web 2.0 technologies are redefining the role of learning, performance and knowledge managers?

How enabling mass participation and contribution will impact the supply of knowledge assets to manage and distribute?

What new 'best practices' and processes are being used in leading organizations today?

What two or three steps can practitioners take today to be more prepared?

Date: February 20, 2008

Track: Knowledge Management

Time: 11:15-12:00

New Presentation: What's Driving Your Change? Applied Research for Strategic Training Decisions
- Sharon Sapienz, MEd, RRT, Manager, *Cincinnati Children's Hospital Medical Center*

Abstract: Cincinnati Children's Hospital Medical Center is a large, complex academic hospital with a dedication to being both family-centered and research oriented. In 2005-6, Rebecca Phillips, Ph.D., Vice-President of Education and Training, sponsored a comprehensive internal study to evaluate structural and programmatic change. Applied resulting data, derived from across organizational lines, created a knowledge base for decisions leading to training alignment and connectivity. A major focus was conducting best practice research with applicable results. External and internal experts joined to launch a triangulated study including intercept interviews, two online surveys, and one-on-one interviews. Results have led to detailed understanding of informal and formal learning across the system.

All research components will be presented in a how-to format, with special focus on driving data into application.

Date: February 20, 2008

Track: Knowledge Management

Time: 4:15-5:00

Previous Presentation: Employee IDP's and LMS

- Lenora Porzillo, Prog Specialist, *Health & Human Services*

New Presentation Replacement: Analyzing Course Management Systems in Online & Face to Face Instruction

- Anthony Dralle, Assistant Professor, History Education, *East Carolina University*

Abstract: The presentation will discuss a study in which students and the instructor analyze three different Course Management systems commonly used in online instruction: Blackboard, Moodle, and Sakai. In this study, each class used one of the three online Course Management

systems, and students in each class completed surveys before, during, and after the class concerning the role of the Course Management system in facilitating participation, communication, and critical thinking in the course. The instructor/researcher collected and analyzed survey data, instructor-made field notes, and student discussion responses to generate assertions concerning the effective use of each of the Course Management systems. Results of the study, and a discussion of other research findings studying each of the three Course Management Systems, will be shared.

Date: February 22, 2008

Track: Knowledge Management

Time: 11:15-12:00

Previous Presentation: LMS Migration: From One System to Another

- Bob Garry, Assoc Director, *Montefiore Medical Center*

New Presentation Replacement: KM Pathways: Timeline, Social Network and Causal Analysis of Important Events

- Archana Bhandari, Sr. Principal Engineer, *Noblis Inc.*

Abstract: This session will give a presentation of a Knowledge Management procedure and tool that produces a timeline, a social network and causal analysis of an important event by providing answers to the classic Who, What, Where and When questions. It's prerequisite is that there be available for mining an historical document set that covers the time periods of interest as well as an identified domain terminology (e.g., a taxonomy). This session illustrates this new KM procedure and tool on the important medical breakthrough of discovering thrombolytic therapy for heart attacks and strokes.

Date: February 22, 2008

Track: Design

Time: 8:30-9:10

New Presentation: Instructional Strategies to Teach Performance Based Skills Online

- Gerri Hura, Ph.D, Assistant Professor, *Buffalo State College*

Abstract: Teaching performance-based skills such as coaching employees or practicing various methods used in teaching are somewhat difficult in an online learning environment. Instructors using a small amount of creativity and a large amount of planning can teach courses and programs that address these performance-based concepts. Using the traditional formula of: (1) view the skill, (2) discuss the components of the skill, (3) practice the skill and (4) receive feedback on the usage of the skill, instructors can very effectively and successfully teach and monitor the learning of these performance-based skills in a distance-learning course or program. This presentation will discuss these strategies and their utilization to for more successful outcomes.

Date: February 22, 2008

Track: Design

Time: 11:15-12:00

Previous Presentation: Using Broadband Language Training System (BLTS) as an Alternative Tool for Virtual Classroom: New Direction in Instructional Design

- Kawther Hakim, Associate Professor, *Defense Language Institute*

New Presentation Replacement: Evolution of Instructional Design

- Reuben Tozman, President, *edCetra Training*

Abstract: This session will present some controversial ideas about the art and science of instructional design. A pervasive trend in our industry is the consumption of newer and better tools that seek to eliminate the role of instructional designers among others. In the wake of this trend, we have replaced the instructional designer with 'courseware developer'. The session will challenge the myths surrounding the use of tools, hoping to remedy common attitudes and thought about the role of technology in the design and development of good e-learning. The session will also address how the movement from a push to a pull learning paradigm affects the art of instructional design.

Date: February 22, 2008

Track: Assessment

Time: 8:30-9:10

Previous Presentation: Merit Math Software Intervention At a West Virginia Middle School

- Jerry Jones, Ph.D, Professor, *Marshall University*

New Presentation Replacement: Boosting Enterprise Learning with Fully Integrated Training Evaluation

- Omar Lahyani, CEO, *Comartis Ltd.*

Abstract: This presentation will discuss a novel yet extremely effective approach at Credit Suisse where the value and quality of training is assessed by an end-to-end training evaluation solution tightly integrated into the corporate LMS. The i-qbox Learning Quality Management System (LQMS) provided by Comartis incorporates strong integrated online technology with a comprehensive range of features implementing a fully automated version of the Kirkpatrick/Phillips evaluation model.

A 8:30 – 12:00 **Tutorial A - Developing Database Driven Websites**

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

Incorporating content from a database to a website can be challenging and confusing. The code to display, insert, modify or delete content from a database can be confusing. In this workshop, we will use Dreamweaver to build interactive dynamic websites with very little programming. Participants will learn how to use Dreamweaver to build dynamic sites. In this class you will be using samples from Phil's book entitled *Application Development with ASP.NET Using Dreamweaver*. In this workshop you will be shown how to develop master / detail page relationship, insert and modify content through a form, and you will also learn how to display images through a database.

B 8:30 – 12:00 **Tutorial B - Mobile e-Learning: (design, author, publish and track): Hands-On Workshop**

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. This tutorial will also explore how mobile learning solutions can have an immediate impact on your organization today and revolutionize your business strategy for the future. In this tutorial you will learn how mobile learning is used by corporations and universities as an addition to instructor led and as stand alone knowledge solutions.

C 8:30 – 12:00 **Tutorial C - Maximizing Affordances: Using an LMS for Education and Training**

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

This tutorial will introduce learning management systems (LMSes) and the affordances they provide for distributed eLearning. This will offer mental models for conceptualizing the functionalities of learning management systems and highlight the commonalities among the main LMSes available on the commercial market and as open-source. Look at how digital files may be distributed, communal events held virtually, assessments created and deployed, and learner performance tracked and output. Come explore how courses with eLearning paths, modules, and other learning content may be deployed in interactive instructor-facilitated online spaces. Look at how automated learning may be designed for delivery on the Axio LMS. See how third-party software programs may be integrated into LMSes and how digital learning objects (DLOs) may be integrated into learning management systems. Gain a quick overview of the various informational channels available to learn about LMSes. Takeaways will include a CD of digital resources about LMSes and materials to help in the design of learning on an LMS.

G 8:30 – 5:00 **Tutorial G - Performance Support or Training**

Maria McMeans, Instructional Systems Designer, Information Technology, *General Dynamics*

Rapidly evolving technologies provide industry with several human performance solutions: Training, Electronic, and Integrated Performance Support Systems; Web-Based Training; Job Aids; and traditional, Instructor-Led Training. How can you choose the correct solution for your specific needs? Should you use training, or would a Just-In-Time solution suffice? What criteria should you use in determining your solution? What resources do you need to develop your solution? How do you assemble your design team? What are the most effective design strategies to use as you develop your tool? Our team faces these issues routinely and provides a customer needs-oriented approach in facing these challenges.

H 8:30 – 12:00 **Tutorial H - Beyond Content Reusability to Knowledge Transformations: (e-Learning Meets Knowledge Management)**

Peter Rizza, Jr., President & CEO, Princeton Center for Education Services, Inc.

You have been hearing a lot about Content Reusability ... Now find out about Knowledge Transformations.

Managing e-Learning necessitates the integration of Knowledge Management (structure), Document Management (references), and Learning Management (delivery). A full understanding of how e-Learning fits into your enterprise-wide knowledge transfer systems, will lead to success and scalability. This workshop will show you how to structure knowledge to allow for content reusability, and support Knowledge Transformations.

You will create learning and support products that will work within your existing environment. If you bring in an SOP (in MSWord), you will leave with a web-based module (HTML/SCORM), a group based presentation (PPT and Docs), and on-line references (job aids, checklists, and task qualifications). You'll create more in this half-day than you did in the last 30 days!

This ½ day workshop requires that you bring your own laptop with MS Office XP Professional, including MS Word 2003 (or better). You will leave with an SOP Template.

Pre-conference Tutorials - 1:30 pm - Tuesday, February 19, 2008

D 1:30 – 5:00 Tutorial D - Creating Interactive eLearning using Flash

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

This is a hands-on course that will help extend the participant's knowledge on using Flash to create interactive eLearning objects. The participants will be given simple templates which they can use to incorporate their material. Participants will also be shown how to convert Windows or QuickTime video to Flash video that can be setup to stream. The streaming Flash video does not require any special server configuration or any coding. Prerequisites: The participants are required to have a basic knowledge of Flash. Each participant will be expected to know how to add key frames, add layers, import media into the library and be familiar with Property Inspector. Some knowledge of ActionScript is beneficial but not necessary. Each participant will receive a CD with all the sample files, an electronic version of the workbook and additional resources.

E 1:30 – 5:00 Tutorial E - Web 2.0 - Using it for Training & Education

Mark Frydenberg, Senior Lecturer & Software Specialist, Computer Information Systems, *Bentley College*

Recent years have seen a shift in how people use the World Wide Web. It evolved from a tool for disseminating information and conducting business to a platform facilitating new ways of information sharing, collaboration, and communication in a digital age. A new vocabulary has emerged as FlickrR, YouTube, Technorati, Google, Blogger, Twitter, WikiPedia, FaceBook and MySpace have come to characterize the genre of interactive applications collectively known as Web 2.0. In this hands-on session, participants will learn about several Web 2.0 applications, their underlying technologies, and how they may be used in a training/educational context.

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

Tom Held, President & CEO, *MetaMedia*

This workshop 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 seminar will include designing for these digital media formats, exercises in multi-angle DVD and multiple subtitling, and authoring/programming conventions for DVD.

In addition we will present one of the first educational applications of HD-DVD-ROM. High Definition DVD is the emerging format and will replace the existing DVD format. Comparisons of the two competing and non-compatible formats, Sony's Blu-ray, and Toshiba's HD-DVD, will be discussed along with the implications for educators.

Additional topics will include: development and delivery systems, authoring and programming tools, and estimating time and cost for development.

This session is designed for educators and instructional designers and will not be exceedingly technical. A basic knowledge of digital media will be helpful but not necessary.

Technical Sessions Overview

Wed 20th	e Learning	Mobile Computing
9:00	Keynote Address - Dr. David Metcalf	
10:30	E-Learning and Health Care Band Aid or Universal Panacea - Sonja Moore 11	Delivering Training on the BlackBerry (NEW) 13 - Martin Trautschold
11:15	Web 2.0: You Can Change the World (Wide Web) - Mark Frydenberg 11	Mobile Learning: In the Midst of the Mobile Learning Revolution - Aaron J. Ripin 13
1:30	Generation Why? Designing Training and Learning to Engage the New Workforce - James Guilkey, Ph.D. 11	I'll have two training programs to go please! Mobile Learning: It's real, it's here, it's working - Tom Held 13
2:15	Using Technology To Create An Environment Of Informal Learning To Increase Knowledge Retention Through Discovery! - Tim Adams 11	Using Wireless PDAs to Improve Assessment of Learning and Instruction: A Pedagogical Approach - Mahaz Moallem 13
3:30	Wikis as an instructional tool: feat or failure - Russell Gazda, Ph.D. 11	The future of mobile learning: panel discussion by experts in the area of mobile learning - Bob Sanregret, Nancy Munro, Tristan Evans, Robert Gadd, Charles H. McDuffie, Ph.D., Martin Trautschold, Edith Dean, Aaron J. Ripin 14
4:15	Rapid Prototyping and the MMS ISD Model - Margie Meacham, Jenna Miley, Dianna Smith, Ph.D. 11	
Thu 21st	e Learning	Mobile Computing
8:30	Implementing Learning Technologies Within Your Organization: Identifying and Overcoming the Challenges - James Guilkey, Ph.D., Mickey Donnelly, Ph.D., J. Dexter Fletcher, Ph.D., LeRoy Dennison 12	Mobile Phone Learning - Robert Gadd 14
9:15		How to do iLearning in Your Organization - Mark Salisbury, Ph.D. 14
10:30	When Things Go Horribly Wrong - How to Save Your e-Learning Project - Joseph Ganci 12	Designing Mobile Courses with College Instructors - Jeff Kissinger 14
11:15	Meeting eLearning Needs in the Health Care Arena - Kevin Brown, Ph.D. 12	Moving From Hands On to Hand Held - Nancy Munro 14
1:30	Working with Vendors to Create eLearning - Michael Jernigan 12	The Impact on Workforce Productivity of Human/Robot Partnerships using Mobile Computing Embedded into Portable Robots - Jerry Jones 14
2:15	Increasing Hispanic and At-risk Student Success in Pre-algebra by Developing Academic Vocabulary Fluency in Student Long-term Memory. - Richard Gardner 12	Developing a mobile EPSS to Assist Damage Surveyors to Rate Tornado Intensity - Edward Mahoney, James LaDue 15
3:30	How Apple Intel Mac and Boot Camp saved our campus Thousands of Dollars - Brian Allen, Craig DuMarce, Scott Theisen 12	Break-through Learning Through Virtual Extensions - Jonathan Merrill, MD 15
4:15	In-Between Classrooms Hybrid Courses in the College Curriculum - Steven Varela 12	Implementing OnLine and Mobile Learning in the K-12 Class Room - Greg Tighe, Angela Hamilton 15
Fri 22nd	Design	Assessment
8:30	Instructional Strategies to Teach Performance Based Skills Online (NEW) 13 - Gerri Hura, Ph.D.	Boosting Enterprise Learning with Fully Integrated Training Evaluation (NEW) 15 - Omar Lahyani
9:15	Bloom's Taxonomy in Instructional Design for Distance Education - Terrence Redding, Ph.D. 13	Peer Review of Wiki Contributions: Software and Experience - Edward Gehringer 15
10:30	A Comprehensive Approach to Universal Accessibility - David McGeehan 13	Determining the Effectiveness of Online Courses - Riad S. Aisami, Ph.D. 15
11:15	Evolution of Instructional Design (NEW) 13 - Reuben Tozman	

Technical Sessions Overview

Wed 20th	Gaming & Simulation	Blended Learning	Knowledge Management
9:00	Keynote Address		
10:30	Effective Knowledge Transfer through Simulation - Matthew Sadinsky 15	Solving Mopar's Training and Employee Development Issues - Sheila Edwards, Lisa Kopec 18	Knowledge Management: Shifting from the 'old' to the 'new' (NEW) - Grant Ricketts 21
11:15	Simulations Utilizing Problem Based Learning and Knowledge Capture - Frank Sanchez, Kathleen Cairns 16	The power of blended learning (NEW) strategies to meet specific learning styles- Crabb, Magnuson 19	Applied Research for Strategic Training Decisions (NEW) - Sharon Sapienz 22
1:30	The Ultimate Learning Accelerator - Serious/Educational Games - E. George Beckwith, Ed.D. 16	Taking a blended course to new levels with podcasts, Google Docs and blogs. - Wendy Mahan 19	Creating an Online Infrastructure to Support Chrysler's Training Needs - Shelton Moore, Dan Ballew 22
2:15	Simulated Performance - Michael Roper 16	Blended learning strategies and multiple-technologies for remote learners - Ronald Stammen 19	Learning Management System Self-Efficacy of online and hybrid learners - Martin, Tutty 22
3:30	The National Severe Weather Workshop Scenario - Dale Morris 16	Mix and Match: A Blended Learning Approach - Terresita Alston, Marcia Gibson, Ph.D. 19	Moving beyond knowledge "reuse" to knowledge "transformations" - Peter Rizza 22
4:15	Advanced Gaming Technology for Customizable Instructional Simulations - Anya Andrews 16	Blended Learning Strategies: Batter Up! - Amy Ackerman, Ph.D. 19	Analyzing Course Management Systems in Online & Face to Face Instruction (NEW) - Anthony Dralle 22
Thu 21st	Gaming & Simulation	Training	LMS
8:30	Prototyping a Large-Scale Simulation - Shalin Hai-Jew, Ed.D. 17	On-Line Training and Applications for Delivery Across the US Government - Cox, Peratino 20	Selecting an LCMS, Lessons Learned - Fred Banks 23
9:15	Simulation And Leadership Competencies - David Hassell 17	Developing Award Winning Training - James Goldsmith 20	How to select a Talent Management Suite - Ray Alton 23
10:30	SIMNET - Enabling preparation for disaster response - Mike Nicholson 17	Taking the Pulse!! of Next Generation Training - Doug Whatley 20	Linking Together Learning & Talent Management in High Performance Workplace - Loucks 23
11:15	Payoffs, Spinoffs, and Ripoffs in Using Virtual Worlds in Online Learning - John Scigliano 17	Training Corrections Officers To Better Manage Older Prisoners - Sterns, Hirschbuhl 20	Not All LCMS' Are Created Equal - Jeffrey Whitney 23
1:30	Interactive Simulation and Haptic Training - William Cornelius, Doug Robertson 17	On the Job Performance following Augmented Reality Training - Mayberry, Abramson 20	CMS/LMS and Interactive Web Technologies - Jennelle Torrey 23
2:15	Training applications of online distributed multiplayer gaming systems - Donald Lampton 17	Demonstrating the Bottom-Line Impact of Your Training Programs - Robin Roth 20	Learning on Demand: A Generational Shift Toward EPSS - Curtis Odom 23
3:30	Simulation and Teaching Leadership - Steve Knode, Jon-David Knode 17	Quickly And Effectively Delivering Training To A Worldwide Sales Force - LeRoy Dennison 21	Knowledge Management and Learning Panel Discussion - Peter Rizza, Omar Lahyani, Curtis Odom, Matthew Sadinsky, Chris Zubof, Bryan L. Chapman, Bradley Cooper 23
4:15	Multi-Platform Delivery of Game-Based Language Learning Content - Johnson, Valente 18	How to Improve Ethos in Online Internal Corporate Learning - Carolyn Otto 21	
Fri 22nd	Content Development	Blended Learning	Knowledge Management
8:30	Copyright Revolution - Gary Leonard 18	Runway Incursions A Critical Examination of Airport Driver Training Methods - Rankin 21	Content and Technology Interoperability Issues: Case Study, Yale - Schneider, Simon 24
9:15	Lessons Learned: Evaluation of the NESAC Academy Program - Gibson, Alston 18	Professional Development in Technology: Views of Providers and Receivers - Bryan, Meltzer 21	Measuring the Impact of Knowledge Management - Bruce Aaron 24
10:30	Successful Rapid Content Development for ILT - Antonelli, Colbeth 18	The Convergence of Working and Learning - Gretchen Hui, Dianne Baxter 21	Cooperative Development of a Unique Student Portfolio - Robert Antis, Dave Evans 24
11:15	Use of Open Educational Resources when Developing New Online Courses - Steve Foerster 18	Using Desire2Learn to meet professional development challenges - Remi Tremblay 21	Timeline, Social Network & Causal Analysis of Important Events (NEW) - Bhandari, Mascu 24

Wednesday - eLearning

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

David Metcalf, Ph.D., CLO Advisor/Researcher, *Institute For Simulation & Training (IST)*

10:00 – 10:30 Coffee Break

10:30 – 11:10 E-Learning and Health Care Band Aid or Universal Panacea

Sonja Moore, Manager, Technology Implementation, *United Network for Organ Sharing*

The United Network for Organ Sharing (UNOS), a private, nonprofit organization, operates the 24-hour organ sharing system, matching donated organs to patients on the waiting list. UNOS is a membership organization that serves 11,000 end-users nationwide. The demographic makeup of that membership comprises a myriad of job functions ranging from lab directors to transplant surgeons. The training challenges are numerous. As the membership grows, UNOS is charged with providing training that is “just-in-time” and mindful of busy schedules and geographic distances. This presentation will detail how such a growing organization is harnessing the power of e-learning to reach its audience.

11:15 – 12:00 Web 2.0: You Can Change the World (Wide Web)

Mark Frydenberg, Senior Lecturer & Software Specialist, Computer Information Systems, *Bentley College*

Recent years have seen a shift in how people use the World Wide Web. It evolved from a tool for disseminating information and conducting business to a platform facilitating new ways of information sharing, collaboration, and communication in a digital age. A new vocabulary has emerged as FlickrR, YouTube, Technorati, Google, Blogger, Twitter, WikiPedia, FaceBook and MySpace have come to characterize the genre of interactive applications collectively known as Web 2.0. This session will present a variety of Web 2.0 applications, and discuss how they might be used in a training/educational context.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Generation Why? Designing Training and Learning to Engage the New Workforce

James Guilkey, Ph.D., President, *S4 NetQuest*

Technology is not only changing how we work, but also the complexion of today's workforce. Generation ‘Y’ is entering the workforce at an ever-increasing pace and their expectations of learning are much different than past generations. Hand them a training manual and they will hand you a resignation. Ask them to sit through a two-week classroom lecture and they will ask you for a reference for their next job. Baby Boomers grew up with television – Generation ‘Y’ grew up with the Internet and digital media that is now prevalent throughout our society. Good or bad, it will have an effect on how you train and develop your employees. This presentation will examine the profile of today's new workforce and discuss how training must change to meet their needs and expectations. Examples of technology-based gaming and simulations geared towards Generation ‘Y’ will be presented, and the measurable results from these cases will be discussed. If you are concerned about how the new workforce will affect your organization, this is the perfect presentation.

2:15 – 3:00 Using Technology To Create An Environment Of Informal Learning To Increase Knowledge Retention Through Discovery!

Tim Adams, Chief Learning Officer & Co-Founder, *Knowledge Factor*

There is a new focus on the use of the Informal Learning process and how organizations can use tools to create moments of discovery for the learner that leads to better retention of information. This session will look at Informal Learning and the advances to creating interactivity and discovery in the process by linking confidence with knowledge to achieve new levels of retention. The session will explore the advancements in the field and how organizations are using informal learning to improve formal learning in many organizations! The end result is improved performance and innovation in learning outcomes.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Wikis as an instructional tool: feat or failure

Russell Gazda, Ph.D., College of Nursing & Healthcare Innovation, *Arizona State University*

This presentation focuses on the authors' use and evaluation of wikis in a graduate nursing education course. Students were asked to respond anonymously to an online, 18 item survey at the end of the course. The survey measured student likes and dislikes related to their experience of using the wiki in course assignments and allowed them to add narrative comments. Observations of the instructors, teaching assistants, and the students themselves regarding the use of the technology and its educational effectiveness were also analyzed. The analysis identified best practices for implementing wikis as an interactive learning tool and maximizing pedagogical advantages.

4:15 – 5:00 Rapid Prototyping and the MMS ISD Model

Margie Meacham, Manager, *American Express*, Jenna Miley, Assistant Professor, Arts & Sciences, *Bainbridge College*, Dianna Smith, Ph.D., Distance Learning Coordinator SSB Inc., *Foreign Service Institute (FSI)*

If you have heard that rapid prototyping and the classic ADDIE model of Instructional design don't mix; if you need to develop high-quality learning interactions quickly; if you ever need to jump into a project that was started by another instructional designer and complete the work, or if you want to be sure that your E-learning developers are applying sound instructional design principles to your online and blended learning projects, this presentation is for you. The presenters have developed a new model of instructional design that combines rapid prototyping concepts with the classic ADDIE model into a new, more dynamic approach. Practical tools for implementation and opportunities to participate in ongoing trials and studies of the model will also be provided. If you saw this topic presented in our Washington, 2007 conference, be sure to attend to hear the latest results of further research and application trials for this new model of instructional design.

Thursday - eLearning

8:30 – 10:00 Implementing Learning Technologies Within Your Organization: Identifying and Overcoming the Challenges

James Guilkey, Ph.D., President, *S4 NetQuest*, Mickey Donnelly, Ph.D., Director, Employee Development, *MD Anderson Cancer Center*, J. Dexter Fletcher, Ph.D., Member Research Staff, *Institute for Defense Analysis*, LeRoy Dennison, Technical Training Manager, Apple Global Sales Training, *Apple, Inc.*

Panel discussion.

10:00 – 10:30 Coffee Break

10:30 – 11:10 When Things Go Horribly Wrong - How to Save Your e-Learning Project

Joseph Ganci, President & CEO, *Dazzle Technologies Corp.*

The e-Learning process can be rough. Sometimes the best intentions go awry and things can unravel fast. Anyone involved in the design and development of e-Learning will find themselves in one or more of the situations to be described in this session. Participants in this session will learn how to anticipate the most common problems that occur in the e-Learning process and how to proactively address them. Issues to be addressed will include: 1) How to determine what your needs are 2) How to know which questions to ask of tool vendors 3) How to mix the right authoring tools for your needs 4) How to find the training and resources to support you 5) How to get answers to your specific questions

11:15 – 12:00 Meeting eLearning Needs in the Health Care Arena

Kevin Brown, Ph.D., Vice President, Instructional Systems, *SunTech 3, Inc.*

This presentation is intended to chronicle the instructional design and technical issues encountered and overcome in the development of "eLearning Central" by the Orlando Regional Healthcare System (ORHS). Orlando Regional Healthcare is a community-based family of facilities serving the Central Florida area. Developed by an eLearning Team, consisting of internal ORHS staff educators, assisted by an outside consultant, eLearning Central provides a gateway to continuing and clinical education programs throughout the ORHS various hospitals in the Central Florida region.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Working with Vendors to Create eLearning

Michael Jernigan, Compliance Training Manager, Office of Legal Compliance, *Microsoft Corporation*

There are a lot of demands on our time for all of us involved in creating learning solutions for our organizations. In this presentation, lessons learned by the Office of Legal Compliance at Microsoft Corporation in the identification and hiring of vendors for the development of eLearning for corporate mandatory training will be discussed. Historically training was developed internally but recently we have been using outside vendors to assist us. Our vendor identification and overall project management process for development of the training, as well as completion tracking and reporting, will be discussed.

2:15 – 3:00 Increasing Hispanic and At-risk Student Success in Pre-algebra by Developing Academic Vocabulary Fluency in Student Long-term Memory.

Richard Gardner, Mathematics Learning Specialist, Academic Success Center, *Alliant International University*

Alliant International University's HAWK (Higher Achievement, Wisdom and Knowledge) Project research was conducted during the fall 2006 semester to determine whether student fluency in mathematical academic vocabulary leads to success in a pre-algebra class. More specifically, it was to determine the effectiveness of a new technological, long-term memory retention-driven approach to teaching basic academic vocabulary in pre-algebra, such as fractions, decimals, and percents, to approximately 200 eighth grade students who had previously failed a pre-algebra class at least once. Approximately 80% of these students have also been identified as English Language Learners with a diverse range of language skill levels. This presentation will review the results of that test and subsequent surveys.

3:00 – 3:30 Coffee Break

3:30 – 4:10 How Apple Intel Mac and Boot Camp saved our campus Thousands of Dollars

Brian Allen, Director of Technical Support, Technical Services, *Bemidji State University*, Craig DuMarce, Lead Technical Support Specialist, Technical Support, *Bemidji State University*, Scott Theisen, Computer Software Manager, Technical Support, *Bemidji State University*

To address the problems associated with increasing software, hardware and support costs as a result of an increase in computer labs across campus put into place to accommodate student access / availability of desired operating systems / hardware platforms, Bemidji State University moved to a single hardware platform that can run multiple operating systems resulting in reduced support costs while increasing accessibility to students and faculty. This presentation will discuss the use of BootCamp (Apple's way of distributing Windows drivers for Apple hardware), rEFit (an open-source GUI boot menu system), BartPE & PEBuilder (a bootable CD pre-installation environment) and Symantec Ghost (used to deploy our images to Windows based computers) and their roles in reducing costs.

4:15 – 5:00 In-Between Classrooms Hybrid Courses in the College Curriculum

Steven Varela, Department of English, *University of Texas at El Paso*

In order to meet the ever-changing context of education, influenced by the socioeconomic backgrounds of students, pedagogical research, and simply limited classroom space, technology has been utilized systemically in various ways. While some students and faculty have embraced the technology available through various distance education programs, many more are unaware of how technology, such as WebCT or Blackboard, can be used as a course enhancement. This presentation will dispel many of the myths associated with online instruction, show the benefits of a hybrid format for any discipline, discuss potential problems in implementation and student participation, and redefine the notion of a "classroom" in a highly technological age.

Friday - Design

8:30 – 9:10 **Instructional Strategies to Teach Performance Based Skills Online**

Gerri Hura, Ph.D., Assistant Professor, Education Foundations, *Buffalo State College*

Teaching performance-based skills such as coaching employees or practicing various methods used in teaching are somewhat difficult in an online learning environment. Instructors using a small amount of creativity and a large amount of planning can teach courses and programs that address these performance-based concepts. Using the traditional formula of: (1) view the skill, (2) discuss the components of the skill, (3) practice the skill and (4) receive feedback on the usage of the skill, instructors can very effectively and successfully teach and monitor the learning of these performance-based skills in a distance-learning course or program. This presentation will discuss these strategies and their utilization for more successful outcomes.

9:15 – 10:00 **Bloom's Taxonomy in Instructional Design for Distance Education**

Terrence Redding, Ph.D., President & CEO, *OnLine Training Institute*

Increasing emphasis is being placed on using instructional designs that present material to be learned at the application level. The guideline reads "all new self-study and classroom equivalent courses must use final exams and interactive enquiries that contain 70% application (as opposed to knowledge level) questions." We have found the subject matter experts working with the OLT instructional design team are unaware of the implications associated with the new requirements, nor have they been exposed to Bloom's Taxonomy of Learning Objectives. This presentation explores Bloom's Taxonomy as it relates to highly effective instructional design for the delivery of distance education courses.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **A Comprehensive Approach to Universal Accessibility**

David McGeehan, Director of Technology, School of Leadership and Professional Advancement, *Duquesne University*

Duquesne University, School of Leadership and Professional Advancement has developed an initiative to provide online classes to students with disabilities in a manner that meets these students' special needs as effectively as possible. The project examines all of the communication touch points between the students and the university and assures that they are functional and effective. The primary focus is on the online environment (student services, learning management system, etc.). This session details how Duquesne University initially approached the project, defining and clarifying the requisite tasks, considering how to roll the project out, engaging other constituents to include numerous perspectives, and more.

11:15 – 12:00 **Evolution of Instructional Design**

Reuben Tozman, President, *edCetra Training*

This session will present some controversial ideas about the art and science of instructional design. A pervasive trend in our industry is the consumption of newer and better tools that seek to eliminate the role of instructional designers among others. In the wake of this trend, we have replaced the instructional designer with 'courseware developer'. The session will challenge the myths surrounding the use of tools, hoping to remedy common attitudes and thought about the role of technology in the design and development of good e-learning.

Wednesday - Mobile Computing

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

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

9:10 – 10:00 **Keynote Address**

David Metcalf, Ph.D., CLO Advisor/Researcher, *Institute For Simulation & Training (IST)*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Delivering Training on the BlackBerry**

Martin Trautschold, CEO, *BlackBerry Made Simple*

In this presentation we will present real-world answers to the following questions:

Before we start delivering mobile training, first, how do we make sure our staff knows how to use the BlackBerry handheld device?

Can we re-purpose our existing training content to deploy on the BlackBerry platform?

What about multi-media content – audio and video?

If we deploy mobile training courses, can we track usage and test scores of mobile users?

11:15 – 12:00 **Mobile Learning: In the Midst of the Mobile Learning Revolution**

Aaron J. Ripin, Director of Global Learning Solutions, *Moving Knowledge, Inc.*

The Mobile Learning revolution has arrived. Our personal and professional experiences are integrating as we're continuously pushing the envelope with improved technology, service and new found ways of mobile computing. This session will explore the present and future of mobile learning. Participants will see how Tyco, the University of Central Florida's Institute for Simulation and Training, and other leading companies, government agencies and universities are using handheld wireless devices for performance support and training delivery. The presenters will concentrate on mobile content and mobile delivery, but also discuss development tools, LMS integration, technology standards, and applications in the context of real-world examples. In this session participants will learn: 1) All the different types of mobile content and deliver 2) Which learning theories and models work best for mobile delivery 3) How do mobile learning components integrate into a larger curriculum or blended learning plan 4) What tools will help me design instructional content for mobile devices

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **I'll have two training programs to go please!**

Mobile Learning: It's real, it's here, it's working

Tom Held, President & CEO, *MetaMedia*

Mobile learning is more than a catch phrase. The concept is being employed by industry and government agencies. This presentation will describe and demonstrate current applications using audio and video podcasting for first responders dealing with Avian and Pandemic Influenza and hazardous conditions for hurricane construction workers. Mobile training programs and systems are being employed by a major hotel corporation using both low cost portable DVD players and the Sony PSP (Playstation Portable). The Sony PSP with it's ability to display high definition video, ability to download new video files, built-in web-browser, multi-lingual capability, and a cost of under \$200 becomes an attractive alternative to hardwired training environments.

2:15 – 3:00 Using Wireless PDAs to Improve Assessment of Learning and Instruction: A Pedagogical Approach

Mahaz Moallem, Professor & Instructional Technology Project Leader, NSF Academy, *National Science Foundation*

Research indicates that continuous assessment serves two strongly interrelated purposes: (1) to increase student learning and meet learning outcomes, and (2) to increase motivation and interaction. Students learn more in classes that use frequent assessment than in those that do not, and brief, frequent assessments are more effective than infrequent ones. As handheld computers (PDAs) continue to grow more powerful, less expensive, more mobile, and more subject to personalization, the educators' challenge is to consider how they might use the devices to enhance teaching and learning. This presentation demonstrates how handheld, wireless computers have been used to design and develop an interactive face-to-face instruction in which formative and continuous assessment and feedback are emphasized. It provides a research based conceptual model that can assist designers and educators to integrate the use of handheld computers into instruction for the purpose of improving learning and teaching. Some evidence of the effectiveness of the model is shared and the barriers and enablers are discussed.

Methodology: Three different undergraduate education courses and one high-school advanced English course for 10th grade were selected for the project. Utilizing wireless PDAs was expected to (a) facilitate the administration of the assessment strategies without spending extra class time, (b) monitor students' progress without additional effort from the instructor and students, (c) provide easy and equal access to the instructor's and peers' perspectives, and (c) record student assessment data automatically.

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*, Nancy Munro, CEO, *KnowledgeShift*, Tristan Evans, President, *Perago Learning Solutions, Inc.*, Robert Gadd, President, *OnPoint Digital, Inc.*, Charles H. McDuffie, Ph.D., Public Service Assistant, College of Pharmacy, *University of Georgia*, Martin Trautschold, CEO, *BlackBerry Made Simple*, Edith Dean, *Centers for Disease Control* Aaron J. Ripin, Director of Global Learning Solutions, *Moving Knowledge, Inc.*

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?

Thursday - Mobile Computing

8:30 – 9:10 Mobile Phone Learning

Robert Gadd, President, *OnPoint Digital, Inc.*

M-learning is finally entering the mainstream and making a measurable difference. Learn what tools and technologies are available now to create, distribute and track mobile learning projects. View case studies of m-learning content delivery to PDAs and phones, as job aides, accessing mobile portals, and CellCasting (think podcasts with assessments on ANY phone). Finally, learn which solutions are emerging to make mLearning possible, practical and affordable on any mobile phone.

9:15 – 10:00 How to do iLearning in Your Organization

Mark Salisbury, Ph.D., Associate Professor, Organizational Learning and Instructional Technology, *University of New Mexico*

This session introduces the paradigm of iLearning. It will provide session participants with an example that illustrates what training directors, learning and performance professionals want for their organizations. When workers need training, these workers simply access a computer system with their cell phone and easily find what they need to get their work done. And since this information is also readily available to all the others involved in the completion of the work, it raises the quality of their work through collaboration. Hence the concepts "integrated learning" and "collaborative work" are demonstrated in this example that readily defines iLearning. However, participants quickly realize that the technology is simply the "tip of the iceberg" of a larger and "layered" organizational environment that is needed to provide this information. This session will also introduce to participants the foundations, processes, methodologies, and technologies needed to actually support such an example of iLearning.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Designing Mobile Courses with College

Instructors

Jeff Kissinger, Director of Distance Learning Emergent Development, Military Education Institute, *Florida Community College*

Developing and delivering quality access to education and training is the overriding mission of many colleges and universities. Historically this is even more so in community colleges. With the movement of traditional online courses well into the mainstream, new emergent, more flexible course models and technologies are further increasing access to quality educational experiences. One of these trends is the increased use of mobile computers for instruction. This presentation will share a year-long project that employed college instructors as development partners, which resulted in 6 completely mobile courses.

11:15 – 12:00 Moving From Hands On to Hand Held

Nancy Munro, CEO, *KnowledgeShift*

There has been a lot of attention in the last 5-10 years with online learning but the majority of corporate education continues to be done in a classroom setting. This session will demonstrate how to utilize the power behind interactive whiteboards combined with mobile learning. The interactive whiteboard technology has become increasingly adopted by the K-12 educational industry. Another learning platform that is gaining small but accelerated adoption is mLearning. The proliferation of mobile media devices will continue.

12:00 – 1:30 Lunch Break

1:30 – 2:10 The Impact on Workforce Productivity of Human/Robot Partnerships using Mobile Computing Embedded into Portable Robots

Jerry Jones, Chief Technical Officer, *N. A. Tech. Inc.*

Flexible automation requires the use of sensors to guide and make intelligent decisions. Portable flexible automation robots will use smart mobile computing systems, and mobile embedded computing. Autonomous robotics, for most applications, are still years away, but human/machine partnerships with portable flexible automation machines can dramatically improve workforce productivity and, at the same time, provide an excellent learning/working environment for

the worker. This presentation will report on a flexible automation robot, which was developed with partial funding by the National Shipbuilding Research Program and the Office of Naval Research. The system, called PAS-D, has been working outdoors in production in the Northrop-Grumman Ship Systems shipyard, in Mississippi, producing Navy Destroyers, in partnership with human workers, for over 14 months. It is the first portable flexible automation robot ever successfully introduced into production in a shipyard. Productivity has improved by at least 2X, but in addition, there are 18 other advantages of this human/robot partnership, with its mobile computing capability, which have been documented.

2:15 – 3:00 Developing a mobile EPSS to Assist Damage Surveyors to Rate Tornado Intensity

Edward Mahoney, Chief, Warning Decision Training Branch, *National Weather Service*, James LaDue, Meteorologist Instructor, Warning Decision Training Branch, *National Weather Service*

As tornado damage surveyors began to employ the Enhanced Fujita scale (EF-scale) in February 2007, they were confronted with a complex assessment protocol. A surveyor new to the EF-scale faces a relatively steep learning curve and as a result there is a higher risk of failure to properly adopt the new scale. To ensure successful implementation of the EF-scale, the Warning Decision Training Branch (WDTB) led a team of damage survey experts to develop EPSS for every damage surveyor, called the EF-Scale toolkit (EFkit). This presentation will discuss WDTB development and installation of the EFkit on a PDA allowing surveyors to apply this complex scale in the field.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Break-through Learning Through Virtual Extensions

Jonathan Merril, MD, CEO, *Astute Technology*

Organizations can extend the reach and impact of educational content making information once available only in a live setting, available virtually across the internet and through advanced phone and iPod technology. This case study focuses on the American Society of Clinical Oncology and how they were able to impact oncologists all over the world with cutting edge information by presenting content from the annual conference virtually – extending reach and impact from thousands to millions. By pairing this rich multi-media content with an online testing and certification platform, the organization was able to break through other static continuing education offers and drive outcomes.

4:15 – 5:00 Implementing OnLine and Mobile Learning in the K-12 Class Room

Greg Tighe, *The Endicott Group*, Angela Hamilton, Program Manager, University of Central Florida, *Institute for Simulation & Training (IST)*

The corporate training environment shares many success factors with the K-12 classroom. This presentation will discuss the preparation dynamic as it applies to the successful implementation of online and mobile learning in the traditional K-12 classroom. This session details both successful and unsuccessful programs and their various outcomes. It also explores the importance of clearly revealed stakeholder needs and how hidden needs and agendas, which are critical to success, might be missed.

Friday - Assessment

8:30 – 9:10 Boosting Enterprise Learning with Fully Integrated Training Evaluation

Omar Lahyani, CEO, *Comartis Ltd.*

This presentation will discuss a novel yet extremely effective approach at Credit Suisse where the value and quality of training is assessed by an end-to-end training evaluation solution tightly integrated into the corporate LMS. The i-qbox Learning Quality Management System (LQMS) provided by Comartis incorporates strong integrated online technology with a comprehensive range of features implementing a fully automated version of the Kirkpatrick/Phillips evaluation model.

9:15 – 10:00 Peer Review of Wiki Contributions: Software and Experience

Edward Gehringer, Associate Professor, Computer Science, *North Carolina State University*

Wikis are becoming widely used in education. But assessment is a hurdle, due to the large amount of writing produced by the students. Several strategies are possible. With self-assessment, students write up summaries of their contributions and submit them to the instructor for evaluation. Group-based assessment has students work in groups and rate the contribution of each group member. Peer review provides a scalable solution, with each student reviewing a few other students' work. The presenters will describe their experiences with a Web-based peer-review application and compare it to other methods of assessing wikis.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Determining the Effectiveness of Online Courses

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

Given the special nature of online courses, an appropriate evaluation approach is warranted to determine the effectiveness of the course and recommend the needed revisions to obtain quality online learning and maintain course effectiveness each time it is offered to a new class. This session presents a systematic student-centered approach that adopts the quantitative/qualitative evaluation and an objective-based assessment to assess both the learning process and students' performance. Assessment includes activity-based assessment instruments and four (4) criterion-referenced tests: Entry Behavior Test, Pre Test, Practice Test, and Post Test.

Wednesday - Gaming & Simulation

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

David Metcalf, Ph.D., CLO Advisor/Researcher, *Institute For Simulation & Training (IST)*

10:00 – 10:30 Coffee Break

10:30 – 11:10 Effective Knowledge Transfer through Simulation - Shortcut to Expert Knowledge

Matthew Sadinsky, President and CEO, *System Operations Success, Int'l*

At the current rate of attrition, by 2014 it will be rare to have a single system operator with 10 years of experience in the control centers that monitor the electric grid across North America. The need for effective knowledge transfer has reached critical proportion. Never before have so many

operators, managers and engineers retired in a single wave as this generation of baby-boomers. With them goes most of the industry's expert knowledge. It is vitally important to transfer expert knowledge both accurately and quickly. Expert knowledge in monitoring and operating the electric transmission grid can be described as the capability to manage with:

- Heightened situational awareness – typically from years of observation and experience
- Reflecting “hyper-practice” through hours of drills and repetition; and
- Heightened self-awareness of areas for improvement from effective debrief, observation of more experienced staff and trial and error (“super-criticality”).

All three of these essential elements – situational awareness, practice, and self-assessment – are effectively achieved through specific types and training designs of simulation.

This presentation reports on the dimensions of simulation most strongly correlated to building expert knowledge so that training for expertise can be achieved in the shortened time window necessary to meet the future demands for system reliability through expert system operators. Implications for individual electric utility companies and regions are explored for the purpose applying these concepts to create viable solutions for companies seeking to mitigate the reliability risks associated with the aging workforce and lack of skilled workers.

11:15 – 12:00 Simulations Utilizing Problem Based Learning and Knowledge Capture

Frank Sanchez, Group Leader, *Intel*, Kathleen Cairns, Instructional Designer, *Intel*

To stay competitive and build world class maintenance performance systems, Intel factories are focusing on improving equipment maintenance activities and ramping up new technologies with greater speed. Manufacturing technicians must increase their equipment maintenance knowledge and gain advanced troubleshooting expertise to meet these demands. Intel's Training organization in New Mexico is utilizing online web-based simulations called SimTool as one-part of their equipment maintenance training program. This presentation will demonstrate how SimTool provides Intel learners with a realistic and safe environment to practice the tasks and decisions needed to perform high precision equipment maintenance.

12:00 – 1:30 Lunch Break

1:30 – 2:10 The Ultimate Learning Accelerator – Serious/Educational Games

E. George Beckwith, Ed.D., Assistant Professor, Media and Communications, *National University*

It has been generally acknowledged by educators that a program that is capable of engaging all of a student's multiple intelligences would potentially be the maximum learning experience. Now, there is ample brain research that supports the proposition that multiple exposures to a given experience strengthen its longevity in memory. A course that is designed to provide the student with a learning capability through all of the acknowledged intelligences, at the same time, would be the ultimate course accelerator. This presentation will review the recent serious gaming and brain research that provides evidence of the success of serious gaming in engaging all of the multiple intelligences to enhance learning and lengthen retention in memory. This will include efforts to engage educators, politicians, and gaming executives as well as serious gaming projects underway at National University.

2:15 – 3:00 Simulated Performance

Michael Roper, Performance Analyst, Performance Technology Center Yorktown, *US Coast Guard*

The recent acquisition of the 25-ft Class Response Boat Small (RB-S) by the US Coast Guard identified the need to research the use of Human Performance Technology (HPT) in the simulator acquisition process. This presentation provides an overview of the RB-S simulator, types of simulations, and the HPT process. Additionally, the presenters will attempt to demonstrate how a simulator can be used as an intervention to solve performance gaps not only in the skills and knowledge domain, but also provide a solution to performance deficiencies related to motivation and environmental gaps.

3:00 – 3:30 Coffee Break

3:30 – 4:10 The National Severe Weather Workshop Scenario: Interactive Adult Learning for Meteorologists and Emergency Managers

Dale Morris, Instructional Development Meteorologist, National Weather Service Warning Decision Training Branch, *University of Oklahoma*

The National Severe Weather Workshop (NSWWW) is an annual meeting of National Weather Service (NWS) forecasters, broadcast meteorologists and emergency managers. In 2006, the meeting organizers desired to create a more interactive learning environment. Based upon prior experiences in creating preparedness exercises for emergency managers and displaced real-time simulations for NWS forecasters, the organizers decided to include a role-playing scenario in the workshop. The scenario consisted of three separate, but synchronized, displaced real-time simulations of operations by an emergency operations center, a TV station, and an NWS forecast office featuring playback of weather data. The simulations were linked through handheld radio, a simulated NWS product feed, and a closed-circuit TV broadcast. This presentation reports on the technical designs of the 2006 and 2007 editions of the scenario, including learning objectives, case selection, and the application of and linkages between three separate simulation systems. The discussion also includes participant evaluations and future plans.

4:15 – 5:00 Using Advanced Gaming Technology to Develop Customizable Computer-Based Instructional Simulations

Anya Andrews, Ph.D., Instructional Systems Architect, Training Technology Lab (TTL), *Novonics Corporation*

Advancements within computer games, graphics and animation software continue to attract educators and training developers from a variety of professional domains. Looking to expand the spectrum of teaching tools and instructional strategies, the e-learning community has been experimenting with applying gaming technology and design principles to education settings with varying degrees of success. As a result of an applied research effort, this presentation discusses emerging approaches to using advanced gaming technology to develop customizable computer-based instructional simulations. Special attention is paid to storytelling, machinima, and game modeling techniques.

Thursday - Gaming & Simulation

8:30 – 9:10 **Prototyping a Large-Scale Sim**

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

A sim (simulation) for a live audience should consider the learners, the subject matter, professional ethos and culture, the learning objectives and outcomes, the available technologies, multimedia, story development, role plays, user decision-making, accessibility, and assessments. A national sim was created to test complex domain knowledge; analytical, communications and action skills; prevent skills decay, and to reinforce relationships in a human network model under the auspices of a biosecurity project that wrapped in 2007. This was versioned as an (1) automated, asynchronous CBT experience and (2) interactive, mediated, synchronous "massively multiplayer" sim, using an open-source LMS and a proprietary back-end database. This presentation will focus on the takeaway lessons of designing sims and improving the initial designs based on new research.

9:15 – 10:00 **Simulation And Leadership Competencies**

David Hassell, Manager, Government Sector, Operations and Sales, *Imedia.it Inc.*

The US military remains very interested in producing the best leaders. To accomplish this goal, leaders are systematically trained and educated to build experienced service men and women who can then make decisions and perform actions based on prior knowledge and understanding of the current situation. This presentation will review the advances in technology and methods, particularly with respect to simulations, which are allowing stake holders to create experienced leaders with very large experience bases gained in scenario based game-like role playing simulations.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **SIMNET - Enabling preparation for disaster response**

Mike Nicholson, Director Transformation Office, National Protection & Programs Directorate, *US Department of Homeland Security*

This presentation will discuss the collaborative effort between DHS' Science and Technology Directorate (S&T) and the National Protection and Programs Directorate and National Exercise Simulation Network to interconnect existing simulation models currently used by U.S. Joint Forces Command and National Defense University, as well as new simulations S&T is developing, to bring SIMNET to DHS and its partners rapidly and at minimal cost. American Council for Technology/Industry Advisory Council is pushing ahead with complementary spirals to incorporate Weapons of Mass Destruction, Pandemic, and Earthquake scenarios, bringing in the capabilities of the appropriate specialized organizations.

11:15 – 12:00 **Payoffs, Spinoffs, and Ripoffs in Using Virtual Worlds in Online Learning**

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

The presenter has spent the last year conducting online courses in virtual worlds. These include a variety of environments such as virtual trade shows, virtual worlds such as Second Life, and a host of webinars, videos, and podcasts. There are many payoffs from these experiences both for students and for instructors. At the same time the instructor and students have been able to spinoff these experiences to

other areas. The benefits come with a set of drawbacks or ripoffs. The presentation will provide demonstrations to illustrate the 'goods' and the 'bads' that happen when teaching in virtual worlds.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Interactive Simulation and Haptic Training**

William Cornelius, President & CEO, *mySmartSimulations, Inc.*, Doug Robertson, Director of Sales, 4 Franklin Square, *mySmartSimulations, Inc.*

Many training departments are calling for more interactive and technical training solutions that are not budget busters. mySmartSimulations®, Inc. has developed a way to produce custom training at a very reasonable cost. We have been leveraging our own authoring tools to reduce the design efforts of high quality interactive training. We have developed a strong blended learning strategy for cognitive learning which can incorporate a handedness or tactile feedback (Haptics) learning environment. Our blended learning approach includes video, animations, interactions and simulations. In our presentation we will demonstrate examples of our custom learning solutions and discuss how this has reduced liability, increased learning objectives and reduce training cost.

2:15 – 3:00 **Training applications of online distributed multiplayer gaming systems**

Donald Lampton, *Army Research Institute*

This presentation describes the establishment of a research laboratory to examine training applications of online distributed multiplayer gaming systems. The laboratory is itself geographically distributed with military, government, industry, and academia participants. The presenters describe behavioral research objectives and the technological challenges encountered in adapting commercial off-the-shelf gaming systems for research use. The initial research focus is on conducting After Action Reviews for distributed teams relevant to infantry, law enforcement, and first responder training. The myriad of technical challenges include interfacing game systems with existing simulation systems, establishing multi-channel voice communications among distributed team members, and overcoming firewall obstacles.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Simulation and Teaching Leadership**

Steve Knode, Program Director, Executive Technology Program, Business and Executive Programs, *University of Maryland University College (UMUC)*, Jon-David Knode, Lecturer, *Towson University*

One of the most difficult subjects to teach in an academic environment is the area of leadership. Most approaches to teaching leadership involve lecture and discussion of leadership theories, utilization of case study examples to illustrate key points, and limited role-playing scenarios to facilitate practice of leadership skills. Taken together, these approaches leave much to be desired. A more innovative approach to facilitate leadership skill development is needed. This presentation will review an advanced simulation program now in use at University of Maryland University College, incorporating artificial intelligence, virtual reality, game playing and an effective interface. Students are able to practice leadership styles and leadership approaches in a realistic environment.

4:15 – 5:00 **Multi-Platform Delivery of Game-Based Language Learning Content**

W. Lewis Johnson, Ph.D., Chief Scientist, *Alelo, Inc.*, Andre Valente, Ph.D., Chief Operating Officer, *Alelo, Inc.*

The Alelo Language and Culture Training System is a game-based system for learning foreign language and culture, where learners can practice their spoken communication skills in 3D virtual worlds inhabited by interactive non-player characters. The platform has been used to create several training systems for military use: Tactical Iraqi, Tactical Pashto, Tactical French, and Tactical Dari. Learners who start with knowledge of foreign language are able to reach ILR level O+ proficiency in just a week of training. This presentation will describe progress re-targeting content to a variety of platforms: the Web, iPods, and handheld computers.

Friday - Content Development

8:30 – 9:10 **Copyright Revolution**

Gary Leonard, Director, Resellers Services, *iCopyright, Inc.*

Almost all works of authorship, whether for teaching, news or entertainment, are protected by copyright. Authors signify their ownership of the material and what rights they reserve, if any, by applying the copyright symbol. The copyright symbol is a public notice of ownership. The problem is that the copyright notice is not actionable. It does not communicate whether the author is truly the rights holder. It does not communicate anything about the author or what other works s/he has authored. The copyright notice does not allow people who see the works to obtain permission to use them, or to contact the author about using the work for teaching purposes or commercial purposes. Until recently, the principles of copyright — and how it is applied — had not changed since it was invented in the 1600's. Modern copyright systems like Creative Commons, iCopyright and CCC Rightslink, have tried to address copyright shortcomings and to advance the state-of-the-art. However, these advances have been an evolution in copyright, not a revolution. This session will propose a revolution in copyright, particularly as it applies to individual rights holders and the works they create for learning and knowledge awareness.

9:15 – 10:00 **Lessons Learned: Evaluation of the NESC Academy Program**

Marcia Gibson, Ph.D., NESC Academy Program Director, Education and Outreach, *National Institute of Aerospace*, Terresita Alston, Project Manager, *CIBER, Inc.*

The NESC Academy Program has been in existence for just over two years. The purpose of the Academy is to capture knowledge from the NASA engineers and scientists who are close to retirement or have retired by interviewing them and collecting their stories. This information is then converted into a course and shared with the recently hired engineers and scientists just starting their aerospace and astronautic careers at NASA. To see if the program is working evaluation processes have been put into place. This presentation will share the processes and share what has worked and not worked in conducting the evaluations.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Successful Rapid Content Development for ILT**

Anne Antonelli, Training Consultant, *Technology, Training & Consulting*, Janice Colbeth, Instructional Design & Development Consultant, *Technology Training & Consulting, Inc.*

This presentation will describe a client-based example of how approximately 150 hours of ILT training materials were built in under 3000 man hours. The project consisted of designing a 16-week (35 hour per week) new hire training program. It first defined the optimal process in order to identify the method for training. Subsequent to that, all of the training components were decided on, how the classes would run, which templates would be used, and a standards and guidelines document and content development process were determined. Once all of the plans were in place, client's employees were utilized (who had never done content development before). These employees were able to build all of the training components for the entire program in just 15 weeks.

11:15 – 12:00 **Use of Open Educational Resources when Developing New Online Courses**

Steve Foerster, Director, E-Learning, *Marymount University*

It can be more efficient to develop online courses when using existing materials than to develop everything in-house. Open education resources (OERs) facilitate this because they can not only be reused, but also freely adapted and translated without payment of royalties. Recent increases in the number of OERs being developed and the diversity of subjects they cover have increased their utility in course development. This session presents a brief overview of what makes OERs different, and presents WikiEducator as a case study of development of collaborative OERs with a focus on their use in online course development.

Wednesday - Blended Learning

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

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

9:10 – 10:00 **Keynote Address**

David Metcalf, Ph.D., CLO Advisor/Researcher, *Institute For Simulation & Training (IST)*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **How Mopar University is Solving Mopar's Training and Employee Development Issues**

Sheila Edwards, *Mopar Parts Division of Chrysler LLC*, Lisa Kopec, Operations Support Project Manager, *DaimlerChrysler*
The need:

- Certification, training and development for roughly 200 front-line Supervisors in 25 parts distribution centers spread out across North America (US, Canada and Mexico in 3 languages)

The circumstances:

- No formal training (just unstructured, non-standard OJT)
- No standard requirements or job description across all facilities
- Morale surveys strongly indicated the need
- Initially, no budget

The solution:

- Create an infrastructure to host a curriculum of web-based course modules and other types of learning experiences (video, print, hands-on practice, instructor-led), information and knowledge assessments

- Analyze learner needs/map all functions performed or managed by a Supervisor and all knowledge and skills needed to perform these functions
- Create course modules (Reusable Learning Objects or RLOs) that target the smallest scope of knowledge (target seat time 15 minutes)
- Allow experienced learners to test out and receive full credit (posted to Chrysler LMS)
- Promote the use of the system
- Create a certification program that directs learners through all courses and experiences, and provide valid assessment and evaluations through on-line tests and live observations and tests that are also tied to the employee's personal development plan

- Train and develop upper management's coaching, training and evaluation skills

This presentation will outline:

- Where we started
- Our vision
- What we did and how we did it
- Where we are today
- Live demonstration of the site, courses, practice exercises, knowledge assessments

11:15 – 12:00 **The power of blended learning strategies to meet specific learning styles**

Cheryl Crabb, Ph.D., Senior Instructional Designer, Instructional Design & Development, *Elon University*, Cleo Magnuson, Instructional Designer, Instructional Design and Development, *Elon University*

"Learning how to Learn" according to personality type, developing study skills based upon strengths and integrating powerful communication techniques into academic success is the foundation for this course. Students are encouraged to identify their individual learning style through group work, problem-solving and critical thinking. Learners are exposed to a myriad of study techniques to fit their unique style. Formative and summative evaluations will be conducted in 2007-2008.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Blended learning and beyond: Taking a blended course to new levels by incorporating podcasts, Google Docs and instructor blogs.**

Wendy Mahan, Ph.D., Instructional Designer, Education Technology Services, *Pennsylvania State University*

This presentation will describe how a blended accounting course was redesigned to reduce faculty workload, increase collaboration among students, and improve the interaction between the students and the teaching assistants. One professor was responsible for overseeing the delivery of large-enrollment course (over 1,000 students) and supervising six teaching assistants who taught the lab sections. As part of the redesign, students were instructed to collaborate with team members using spread sheets in Google Docs and to export the spreadsheet into the course management system to be graded. In addition, the teaching assistants created blogs which summarized the agenda for the weekly lab and encouraged students to subscribe to their blogs and to comment about their concerns. The teaching assistants' workload was decreased by activating email notification on blogs plus knowing in advance what issues need to be

addressed during lab. The faculty member was able to supervise their work by subscribing to the teaching assistants' blogs. In addition, the faculty member eliminated one lecture per week by using podcasts.

2:15 – 3:00 **How blended learning strategies and multiple-technology enhance learning for remote learners**

Ronald Stammen, Professor, School of Education Doctorate Program, *North Dakota State University*

This presentation explains how utilizing blended learning strategies has enhanced student engagement through the use of multiple technology approaches via an interactive video network. The opportunity to utilize multiple-technology approaches via this distance education system has evolved to serve areas throughout North Dakota and northwest Minnesota. An instructor who has used this system for 18 years will explain specific information about these technologies. Data from an assessment and evaluation instruments will show what multiple learning strategies and how specific blended-learning activities have enhanced graduate students' learning.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Mix and Match: A Blended Learning Approach**

Terresita Alston, Project Manager, *CIBER, Inc.* Marcia Gibson, Ph.D., NESC Academy Program Director, Education and Outreach, *National Institute of Aerospace*

The NESC Academy provides custom-blended learning solutions using layered training techniques designed to build a multi-faceted learning experience. Because the Academy is a knowledge management enterprise, this approach works well for a number of reasons: it fosters creativity among the many subject matter experts who teach the courses, it makes each classroom presentation unique, it allows for the inclusion or exclusion of elements that may not be applicable in all courses, and it increases student interest and involvement. This presentation will describe: a pre-course (a prerequisite for all students), availability of both classroom and online courses, paper-based instructor guides and student manuals, electronic student polling, animations and complex graphics, panel discussions, field trips, an extensive online archive, a web forum, and use of "wiki" technology for NESC Academy users.

4:15 – 5:00 **Blended Learning Strategies: Batter Up!**

Amy Ackerman, Ph.D., Assistant Professor, Instructional Technology, *Richard Stockton College of NJ*

Using cooking metaphors, this author shares experiences with blended learning strategies and course management systems employed with graduate and undergraduate college students. From organizational menus, to alphabet soups of terms, to evaluation of doneness, this author sifts through practical applications that have left students shaken and stirred when engaged in exciting learning experiences. Examples include ingredients that may whet appetites for learning as well as those that may sour them. The session concludes with recipes for success on how to preheat students for blended learning, as well as how to add frosting to challenging mixes to make them gel.

Thursday - Training

8:30 – 9:10 **Developing On-Line Training and Applications for Delivery Across the US Government**

Courtney Cox, President, *PowerTrain, Inc.*, Will Peratino, Program Director, Office of Personnel Management (OPM), *GoLearn*

This presentation will detail issues such as SCORM, Section 508, prohibition against cookies, installing plug-ins, bandwidth limitations, configuration management, network specifications, and other issues that need to be addressed for successful training delivery on government computers. Government and large businesses typically do not allow users to install plug-ins or download and install software, run active X, or change their own security settings. In order to successfully deliver training in the environment requires understanding the baseline configuration and adapting the delivery approaches to it. Once a course is developed it will then need to be loaded into and run from a Learning Management System (LMS) which can present their own unique challenges. This presentation will explore the pitfalls and obstacles while providing specific recommendations and approaches to ensure that the final on-line application will in fact run and be approved for use.

9:15 – 10:00 **Developing Award Winning Training**

James Goldsmith, Manager, *Accenture*

Why do some training applications win awards? What makes them different? And how can you learn from them and make your own applications better? The presenter, an award winning training developer and frequent awards adjudicator, will discuss the 10 key components of award winning applications and show how these can be applied to any training development project. During this session, several examples will be provided to either showcase design best practices or provide cautionary tales. In addition, the concept of a "Development Excellence Continuum" will be introduced to provide additional context around how and when to apply the 10 components.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Taking the Pulse!! of Next Generation Training**

Doug Whatley, Founder and CEO, *BreakAway ltd*

This presentation will describe Pulse!!, an immersive virtual learning platform for training health care professionals. Cutting-edge graphics recreate a lifelike, interactive, virtual environment in which civilian and military health care professionals practice clinical skills in order to better respond to injuries sustained during catastrophic incidents, such as combat or bioterrorism. This presentation will showcase the educational framework of Pulse!! and how varying levels of clinical learners are challenged to take initiative in assessing, diagnosing, and treating an array of patients and diseases within easily authored virtual environments. Attendees will also get an "under-the-hood" look at the tools and technologies that power the project and how, through the integration of simulation and game-based technology, Pulse!! has become the proving ground for just-in-time learning – anywhere, anytime. Pulse!! is being developed in partnership with Texas A & M University - Corpus Christi and is funded from a federal grant from the Department of the Navy & Office of Naval Research. Pulse!! is currently being tested at Yale Medical School, National Naval Center in Bethesda and has recently begun testing at Johns Hopkins School of Medicine.

11:15 – 12:00 **Training Corrections Officers To Better Manage Older Prisoners**

Anthony Sterns, VP of Research, *Creative Action LLC*, John Hirschbuhl, Chief Scientist, College of Education, *Computer Knowledge International (CKI)*

This presentation will describe and review a model on-line training program developed by Creative Action LLC and Computer Knowledge International (CKI) with funding from the National Institute on Aging. The training program targets front-line corrections officers and staff with the goal of providing knowledge and skills necessary to manage older prisoners. Along with the demographic age wave in the general population, tougher sentencing requirements and mandatory sentencing have created a growing population of older prisoners. The training program consists of 10 30-minute modules. The experiment exams several presentation styles (narrative, expert video, expert audio, peer video, and peer audio) and measures learning with a pre- and post-test knowledge tests. The tests are tied to the behavioral objectives of each module. Examples of each type of presentation will be shown. In addition the management tools, user interface, and communication environment will be demonstrated. Phase I project results showed positive increases in learning and preference for online training with some qualifications. Changes based on focus group data have been implemented in Phase II and results of the presentation types and knowledge change outcomes will be reported.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **On the Job Performance following Augmented Reality Training**

Randy Mayberry, AETC (Air Education & Training Command), *US Air Force*, Gertrude Abramson, Ed.D., Professor, *Nova Southeastern University*

The Loadmaster is the cargo handling and rigging expert on the C-130 Hercules aircraft. Current training takes place in a Fuselage Trainer (FuT) where students practice scenarios for loading and unloading an aircraft. Augmented reality (AR) training adds a virtual component to the FuT. Using a prototype Head Mounted Display, the AR device is attached to the Loadmaster's helmet. Three training scenarios – fire, engine start and airdrop – were used in the FuT to provide a basis to evaluate the potential of the new technology as a teaching tool for the mastery of normal and emergency procedures. This presentation will demonstrate the technology and discuss the different aspects of the prototype implementation including the necessary next steps to be taken.

2:15 – 3:00 **Demonstrating the Bottom-Line Impact of Your Training Programs**

Robin Roth, Senior Director, Learning Delivery, Learning & Development, *Century 21 Real Estate LLC*

Have you ever wondered whether your evaluation instruments were providing useful information? Or been faced with a mountain of data and not known what to do with them? Through the case study presented in this session, attendees will learn useful questions to address on evaluation instruments, what productivity measures decision-makers and stakeholders value, and how to base design, development, and delivery decisions on real data. The CENTURY 21 Learning System® is an award-winning curriculum with effectiveness data for all major training programs. This presentation will review one of the blended-learning programs, CREATE 21®, as an example throughout the session.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Rapid Development At Apple (Quickly And Effectively Delivering Training To A Worldwide Sales Force)**

LeRoy Dennison, Technical Training Manager, Apple Global Sales Training, *Apple, Inc.*

When most training organizations speak of rapid development, they talk about months. At Apple, rapid development typically means a few days to a few weeks. In a company known for product secrecy, Apple Global Sales Training is tasked with providing a multitude of sales training deliverables for our sales audience on launch date. How does Apple do this? With true rapid development techniques and a blended learning approach. Attend this session to find out how you train a 100,000 person global sales force on a new product in 30 minutes on a 1 week deadline. Case studies from the past year that will be examined include the Intel transition, iPod nano, and the iPhone.

4:15 – 5:00 **How to Improve Ethos in Online Internal Corporate Learning: Ensuring Usability of Delivery Method and Content**

Carolyn Otto, Systems Analyst Advanced, Operational Training, *Blue Cross Blue Shield of Michigan*

Many companies use online learning to save money and time. By having employees complete online learning at their regular workstations, companies save on travel, trainer salaries, room costs, and coordinator activities. However, many forms of online learning reduce, if not eliminate, human interaction. This negatively affects users' satisfaction with training. To enhance the online experiences, industry experts are stressing the importance of usability, focusing on specific audience needs and motivations, implementing interactive quality testing, and providing support materials. This presentation will present how improved online learning can increase satisfaction from both company and employee perspectives.

Friday - Blended Learning

8:30 – 9:10 **Runway Incursions A Critical Examination of Airport Driver Training Methods**

William Rankin, Ph.D., Chair and Associate Professor, Aviation, *University of Central Missouri*

According to the FAA Runway Safety Report (2004), vehicle deviations accounted for 20% (291 events) of all runway incursions during a study period of 2000 through 2003. The focus of this quantitative correlational study examined if a relationship existed between the design methods used for airport movement area driver training and the number of incursions at 18 of the 35 OEP (Operational Evolution Partnership Plan) U.S. towered airports. This presentation will review the data and demonstrate the potential to reduce runway incursions by replacing one driver training design method with another. It will also discuss how the data from this study might help to reduce airport liability exposure, property damage, and lower airport liability insurance cost to U.S. airport owners.

9:15 – 10:00 **Professional Development in Technology: Views of Providers and Receivers**

Valerie Bryan, Ph.D., Professor, Educational Leadership, *Florida Atlantic University*, Sarah Meltzer, Visiting Assistant Professor, College of Education, *Western Carolina University*

This presentation will review and discuss the results of a study which identified recommended practices for successful professional development in technology and to determine if current practices in selected settings reflected these recommendations. Through intensive literature research, a

comprehensive online survey was developed for online delivery to providers and receivers of professional development in technology. The findings indicated there was a significant difference between the majority of responses of the providers and receivers. In the areas of planning, implementation, follow up/support, effectiveness of planning and effectiveness of follow up/support, providers indicated a higher rate of practices taking place. There was no significance regarding the effectiveness of implementation.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **The Convergence of Working and Learning** Gretchen Hui, Learning & Development Partners, *Hanover Insurance Group*, Dianne Baxter, *Hanover Insurance Group*

Too frequently, learning organizations throw a variety of learning tools at the user to affect the positive performance change that is the genesis of why we exist. This discordant mess leaves the user confused and unable to improve performance. This presentation will review a system created to use a variety of tools which take the learner from initial training and extends the learning experience on the job until the user is fully proficient. This system integrates KMS, LMS, ILT, WBT and other learning elements to create a seamless learning environment which transitions to the users' working environment once the desired proficiency level is reached.

11:15 – 12:00 **Using Desire2Learn to meet the professional development challenges of Canada's Airforce Officers**

Remi Tremblay, Training Development Officer, Canadian Forces School of Aerospace Studies, *Department of National Defence - Canada*

Within an environment of ongoing transformation, the Canadian Forces School of Aerospace Studies (CFSAS) has embarked on the development of a multi-year blended professional development curriculum known as the Air Force Professional Development (AFOD) program. This program did not fall neatly into a semester driven or course based driven model of instruction. Given the unique requirements of the Air Force, combined with the need to create more meaningful and interactive course modules, as well as enhanced navigation capabilities within D2L, CFSAS developed a seemingly unique (and unconventional) use of the D2L platform to meet our course requirements.

Wednesday - Knowledge Management

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

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

9:10 – 10:00 **Keynote Address**

David Metcalf, Ph.D., CLO Advisor/Researcher, *Institute For Simulation & Training (IST)*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Knowledge Management: Shifting from the 'old' to the 'new'**

Grant Ricketts, Vice President, *SABA*

Knowledge management is coming through a recent plateau. The wave of innovation that it originally represented is coming to an end and a new opportunity for innovation is emerging – led by Web 2.0 technologies that allow people to be more collaborative and participative.

The topic highlights how changes in the work-scape, partly fostered by these new technologies will impact the roles and responsibilities for learning and performance leaders:

How Web 2.0 technologies are redefining the role of learning, performance and knowledge managers?

How enabling mass participation and contribution will impact the supply of knowledge assets to manage and distribute?

What new 'best practices' and processes are being used in leading organizations today?

What two or three steps can practitioners take today to be more prepared?

11:15 – 12:00 **What's Driving Your Change? Applied Research for Strategic Training Decisions**

Sharon Sapienz, MEd, RRT, Manager, *Cincinnati Children's Hospital Medical Center*

Cincinnati Children's Hospital Medical Center is a large, complex academic hospital with a dedication to being both family-centered and research oriented. In 2005-6, Rebecca Phillips, Ph.D., Vice-President of Education and Training, sponsored a comprehensive internal study to evaluate structural and programmatic change. Applied resulting data, derived from across organizational lines, created a knowledge base for decisions leading to training alignment and connectivity.

A major focus was conducting best practice research with applicable results. External and internal experts joined to launch a triangulated study including intercept interviews, two online surveys, and one-on-one interviews. Results have led to detailed understanding of informal and formal learning across the system. All research components will be presented in a how-to format, with special focus on driving data into application.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Mopar University - Creating an Online Infrastructure to Support Chrysler's Training Needs**

Shelton Moore, Technology Design, *LearnCom, LLC*, Dan Ballew, Instructional Analysis and Design, *LearnCom*

In order to fulfill the training and development needs of Mopar, Parts Division of Chrysler, LLC, Mopar created Mopar University, an on-line infrastructure that could support:

- A curriculum of blended learning strategies and a learning path leading to various levels of certification (LCMS)
- On-line delivery of web-based course modules, information, job aids, practice exercises, and knowledge assessments (LCMS)
- Available 24/7 anywhere in North America through a secure web portal
- Automatic electronic posting of student records to Chrysler's legacy record-keeping system (LMS)
- Administrative and reporting functions such as learner enrollment, feedback from learners via structured surveys as well as open-ended suggestions, test question analysis and assessment completions

The Mopar University infrastructure was developed in collaboration with LearnCom, LLC, of Detroit, Michigan, who identified the unique needs, goals and objectives and then designed a custom solution using available software and Lectora's authoring system tied to the established Chrysler LMS.

The presenters will describe their design process, explain some of the technical approaches, and demonstrate the system and some of the features.

2:15 – 3:00 **Learning Management System Self-Efficacy of online and hybrid learners**

Florence Martin, Assistant Professor, Instructional Technology, *University of North Carolina - Wilmington*, Jeremy I. Tutty, Ph.D., Assistant Professor Educational Technology, *Boise State University*

One of the educational trends that has been revolutionizing the way educators teach and students learn is the development of Learning Management Systems (LMS). LMS gives the student the flexibility for "anytime" and "anywhere" learning. This presentation will discuss the results of a study the purpose of which was to develop and validate a new instrument that measured students' confidence levels with LMS and how it helped them become self-regulated learners. This instrument includes all the latest features in the LMS including ones such as virtual synchronous classroom, breakout rooms, blog posting etc. The correlation between LMS self-efficacy and online performance in an instructional technology course will be measured. Also, analysis will be done to account for differences between totally online and hybrid learners.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10

Peter Rizza, President, *Princeton Center for Education Services, Inc.*

This presentation will describe how the process of Knowledge Transformation can be used to organize content into knowledge classes and components. These well defined knowledge objects can be pre-marked and meta-tagged to support any number of transformations. In an era when outsourcing of knowledge management and training development services is primarily based on hourly labor costs ... using a process that automates the rapid development of knowledge products will save even more money and allow us to keep this critical process in-house at significant savings. Why outsource, when you can automate? Representative examples will be provided.

4:15 – 5:00 **Analyzing Course Management Systems in Online & Face to Face Instruction**

Anthony Dralle, Assistant Professor, History Education, *East Carolina University*

The presentation will discuss a study in which students and the instructor analyze three different Course Management systems commonly used in online instruction: Blackboard, Moodle, and Sakai. In this study, each class used one of the three online Course Management systems, and students in each class completed surveys before, during, and after the class concerning the role of the Course Management system in facilitating participation, communication, and critical thinking in the course. The instructor/researcher collected and analyzed survey data, instructor-made field notes, and student discussion responses to generate assertions concerning the effective use of each of the Course Management systems. Results of the study, and a discussion of other research findings studying each of the three Course Management Systems, will be shared.

Thursday - Knowledge Management & LMS

8:30 – 9:10 **Selecting an LCMS, Lessons Learned**

Fred Banks, Principle Investigator, *The Boeing Company*

This presentation will discuss lessons learned when selecting an LCMS. It will discuss the topics of SCORM compliancy, Documentation, Test Cases, Migration from other systems, and Maintainability & Limitations. This presentation is intended to provide information for individuals and organization who are interested in using or purchasing an LCMS, who want to know the instructional design limitations of an LCMS, who need to decide if an LCMS is feasible and who might be unaware of all the features of SCORM.

9:15 – 10:00 **How to select a Talent Management Suite**

Ray Alton, Director, *Fiserv*

Does your organization need an LMS? Does it need an LCMS? Does it need more than either one or both provide? This presentation describes the choices now available, and charts the path of one organization in moving from separate applications to an integrated Talent Management Suite. The advantages and disadvantages of an integrated suite are discussed.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Linking Together Learning and Talent Management in the High Performance Workplace**

Paul Loucks, President & CEO, *Halogen Software*

Early LMS systems were created to solve the administrative burdens of training departments – departments that were seldom part of HR – and almost never linked to employee performance or corporate performance. The end results were complex systems with very little demonstrable ROI. Increasingly there's a push to link together LMS and talent management systems to create a complete lifecycle where each employee's performance, goals, development and training are aligned. This vendor-neutral presentation will provide background on talent management as a whole and where learning fits into the mix, including the silo between core talent management functions. This presentation will also provide a discussion of current workforce trends that are making the need to integrate training more closely with talent management increasingly pressing (e.g. skills shortage and retiring workforce) and look at how organizations are increasingly focusing on talent management and bringing functions together to elevate HR and training to a strategic role. Finally, there will be a review of best practices for tying together training with other talent management functions (performance management as the cornerstone, automation, etc.), including a look at some common pitfalls to avoid.

11:15 – 12:00 **Not All LCMS' Are Created Equal**

Jeffrey Whitney, Vice President, Marketing, *OutStart*

Unlike familiar LMS technology, LCMS's are more of a mystery. What are the business drivers behind choosing an LCMS solution? What are the differences between, and benefits of, page based and asset based LCMS solutions? With knowledge, dramatic results can be achieved using LCMS technology. The session will provide insights into the top five things to think about when considering an LCMS solution. Increasing the efficiency of the content development and deployment process and leveraging skilled resources across more and more content programs. Storing and managing content from a single repository to increase efficiency, content quality, and consistency. Delivering regulatory content online

with strict control over content versions and historical account of changes over time. Reducing training time with more personalized content, such as prescriptive learning programs. Delivering learning with just-in-time content, and organizing content into smaller pieces to enable search and delivery as needed. In this session, you will learn: 1) The business drivers behind selecting an LCMS 2) How not all LCMSs are created equal 3) What to look for in an LCMS 4) The difference between an asset-based and a page-based LCMS 5) What makes a page based solution right for you 6) What makes an asset based solution right for you

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **CMS/LMS and Interactive Web Technologies: Determining the best fit and Engaging & Training Faculty**

Jennelle Torrey, Dir. of Academic Support, Training & Instr. Design, Information Technology Services, *Roberts Wesleyan College*

Roberts Wesleyan College has spent the last year evaluating Course Management Systems and other Interactive Web Technologies for use in online and hybrid courses. This session will share the process for evaluating these technologies and what the final decisions were and why. This presentation will also discuss how faculty was engaged in this process and how the College is training and facilitating faculty use of these technologies in both hybrid and full online courses.

2:15 – 3:00 **Learning on Demand: A Generational Shift Toward EPSS**

Curtis Odom, Doctoral Student, Graduate School of Education and Psychology, *Pepperdine University*

With knowledge management on the mind of today's organizations, learning on demand enables workers to find information as needed more easily. Generations of employees in the workplace today are more comfortable with technology and embrace online information access and support. The real-life relevancy and self-directed aspects of online tools support Adult Learning Theory and show particular promise in practical application among the emerging group of younger employees. This presentation will discuss the integration of learning on demand through the use sophisticated electronic performance support systems (EPSS) as the vehicle for delivery.

3:00 – 3:30 **Coffee Break**

3:30 – 5:00 **Knowledge Management and Learning: panel discussion by experts in the area knowledge management for learning, performance support and verification**

Peter Rizza, President, *Princeton Center for Education Services, Inc.*, Omar Lahyani, CEO, *Comartis Ltd.*, Curtis Odom, Doctoral Student, Graduate School of Education and Psychology, *Pepperdine University*, Matthew Sadinsky, President and CEO, *System Operations Success, Intl*, Chris Zubof, Chief Learning Officer, Workforce Development Training, *Naval Surface Warfare Center Dahlgren Laboratory*, Bryan L. Chapman, Chief Learning Strategist, *Chapman Alliance LLC* Bradley Cooper, Senior Vice President, Research, *Plateau Systems, Ltd.*

Friday - Knowledge Management

8:30 – 9:10 **Content and Technology Interoperability Issues: Case Study, Yale**

Mark Schneider, Program Manager - Learning, Office of Emergency Preparedness, *Yale New Haven Health System*, Phillip Simon, Assistant Director Web Services, Web Technology, *Yale University*

This presentation will provide a look into how Yale was able to both internally design and outsource creative solutions to internal department and external client needs for technical interoperability. Yale researched and implemented new technology and design elements that added value to the LMS, and offered solutions for the School of Medicine, Emergency Preparedness and other departments with unique interoperability, technology and design issues. How this LMS can be applied to any industry will be discussed.

9:15 – 10:00 **Measuring the Impact of Knowledge Management**

Bruce Aaron, Senior Evaluator, Global Capability Development, *Accenture*

Using a case study from a large global consulting, technology and outsourcing company, this session will illustrate how to build and implement a framework for measuring the impact of Knowledge Management (KM) initiatives, including calculation of ROI (return on investment).

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Cooperative Development of a Unique Student Portfolio**

Robert Antis, Professor, Joint Advanced Warfighting School, *Joint Forces Staff College*, Dave Evans, Program Manager, Data Enterprise System, Directorate of Information Technology, *Joint Forces Staff College*

Portfolios are increasingly used by education institutions for a wide variety of purposes. In the Joint Advanced Warfighting School, the need was to have a system that could not only track the progress of the student's thesis development, but also serve to consolidate and organize other major projects the students complete during their Masters degree program. This presentation will describe how the student portfolio developed in Joint Forces Staff College's Data Enterprise System (DES) accomplishes these tasks. It also simultaneously links the instructor to the School's electronic grade book and provides a searchable record of all student research, by student as well as keyword.

11:15 – 12:00 **KM Pathways: Timeline, Social Network and Causal Analysis of Important Events**

Archana Bhandari, Sr. Principal Engineer, *Noblis Inc.*

This session will give a presentation of a Knowledge Management procedure and tool that produces a timeline, a social network and causal analysis of an important event by providing answers to the classic Who, What, Where and When questions. It's prerequisite is that there be available for mining an historical document set that covers the time periods of interest as well as an identified domain terminology (e.g., a taxonomy). This session illustrates this new KM procedure and tool on the important medical breakthrough of discovering thrombolytic therapy for heart attacks and strokes.