INVITATION TO ATTEND

Interactive Technologies 2005

August 24-26, 2005
Sheraton National Hotel  Arlington, Virginia

Sponsored by
Society for Applied Learning Technology®

Conference on Training, Education & Job Performance Improvement

Featuring Application Descriptions on:

New Technologies • Assessment
Security & Compliance • Teacher Training
Learning Management Systems • ADL SCORM
Military Applications • ROI/Cost Effectiveness
E-Learning • Design • Blended Learning
Training • Gaming • EPSS

SALT®
50 Culpeper Street, Warrenton, Virginia 20186
540-347-0055 or fax 540-349-3169
Email: conference_info@lti.org
Web site: www.salt.org
Who Should Attend

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

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

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

Conference Presentations & Application Areas

The SALT® 2005 Interactive Technologies Conference in Washington DC will address the important issues that affect individuals and organizations who are involved in designing, developing or implementing technology based education and training systems. The conference provides a unique opportunity to obtain a cross-disciplinary exposure to technology applications in a concrete manner and to learn from speakers who are practitioners of current technology applications. The conference experience should provide the potential for a broad exposure to professionals from Education, Government, Industry and Consulting who will be sharing their knowledge and experience. Attendees will hear real-world and practical examples of how your peers came to recognize the challenges facing them and then identified the technology-based solutions to address them. These solutions include:

- Blended Learning
- Decision Support Systems
- E-Learning
- EPSS
- Knowledge Management Systems
- Learning Content Management Systems (LCMS)
- Web-Based Training

Stay Ahead of the Curve
Technologies - E-learning, Blended Learning, Web-based Systems - are changing organizations' approaches to learning and training on an ongoing basis. SALT® conference attendees and their colleagues are the people who need to make these new technologies work. Compare notes, see case studies, and learn the skills you need to help your organization turn these new technologies' potential into reality.

Get the Information You Need to Make Informed Decisions
Hear what’s working - and what’s not - from presenters and other attendees who face similar challenges. Learn from the experience of practitioners and individuals who have faced these challenges and found the appropriate technology solution for the problem.

See What’s Working Across Disciplines
Presenters from K-12, University, Military, Government, Corporations and Industry will share their knowledge of what is working for their organizations. Practitioners and developers involved in implementing these systems for their companies and clients will share what is being utilized across disciplines.

Participate in the Collegial Atmosphere
Share your thoughts, ideas and questions with colleagues at the conference.

For more detailed descriptions of speaker presentations, visit our web site at www.salt.org
## Technical Sessions Overview

### Wed 24th

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<td><strong>Becoming an Expert Asynchronous Communicator</strong>&lt;br&gt;- Gertrude (Trudy) Abramson, Ed.D.</td>
<td><strong>Keynote Address</strong>&lt;br&gt;<strong>To Be Announced</strong></td>
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<td><strong>Decision-Making Strategies for PDA Selection in Learning Environments</strong>&lt;br&gt;- Maria Lizano-DiMare</td>
<td><strong>Developing Professional Skills Through Game-Based Experiential Learning</strong>&lt;br&gt;- David Versaw</td>
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<td><strong>Framework for Design, Development &amp; Delivery of Web Based Instruction</strong>&lt;br&gt;- J ohn Hirschbuhl</td>
<td><strong>Using LEGOS To Improve Problem Solving</strong>&lt;br&gt;- Pauline Mosley</td>
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<td><strong>Digital Middletown Project</strong>&lt;br&gt;- O'Neal Smitherman, Philip Repp, Bizhan Nasseh</td>
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<td>2:15</td>
<td><strong>Impact of a Course Management System on a Small Comprehensive University Campus</strong>&lt;br&gt;- Michael Drummond, Ph.D.</td>
<td><strong>Gaming Technology &amp; Theory to E-Learning Design</strong>&lt;br&gt;- J ohn Amorello, Adam J ohnson</td>
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<tr>
<td>3:30</td>
<td><strong>Strategies for Increasing Peer Collaboration in Blended Learning Environments</strong>&lt;br&gt;- Antoinette Bruciati</td>
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<td>8:30</td>
<td><strong>To Be Announced</strong>&lt;br&gt;- J ohn Hirschbuhl</td>
<td><strong>Considering the Needs of an Audience from Multiple Cultures when Teaching Online</strong>&lt;br&gt;- Linda Loring</td>
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<tr>
<td>9:15</td>
<td><strong>Comfort Levels of Faculty in Using Computer Technology Competencies: Results of a Five-Year Structured Training Program</strong>&lt;br&gt;- Henry J. Findlay</td>
<td><strong>What Does It Take To Develop An Online Course</strong>&lt;br&gt;- Marie Gould</td>
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<tr>
<td>10:30</td>
<td><strong>Who's Teaching Whom? Student Teachers, Cooperating Teachers and Technology</strong>&lt;br&gt;- Dolores Fidishun, Ed.D., Valerie Bell, Ed.D.</td>
<td><strong>Dispelling the Myths of Online Classrooms Nothing Lost, Efficiency Gained</strong>&lt;br&gt;- Steven Varela</td>
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<td>11:15</td>
<td><strong>Strategies for Involving Teachers in Blended Learning</strong>&lt;br&gt;- Diego Leal, Ana Maria Salazar Villegas</td>
<td><strong>Selecting Web-based Tools — An Inclusive Process</strong>&lt;br&gt;- Craig Clawar, Marie-Pierre Huguet</td>
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<tr>
<td>1:30</td>
<td><strong>Collaborative Distance Learning In Mathematics</strong>&lt;br&gt;- Francisco Mattos, Thiago Guimarães, Luiz Guimaraes</td>
<td><strong>Translating Cognitive Task Requirements into Training System Design and Content</strong>&lt;br&gt;- J ennifer Fowlkes</td>
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<tr>
<td>2:15</td>
<td><strong>Trading Spaces — Transforming Face-to-Face Courses to the Online Environment</strong>&lt;br&gt;- Kimberly LaPrairie, Janice Hinson, Ed.D.</td>
<td><strong>Collaborative Approaches to Designing Effective Digital Image Databases for the Study of Three-Dimensional Museum Collections</strong>&lt;br&gt;- J effrey Trzeciak, Shawn McCann</td>
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<tr>
<td>3:30</td>
<td><strong>Good Data, Good Decisions Determining Faculty Needs for Instructional Technologies and Support</strong>&lt;br&gt;- Deborah Keyek-Franssen, Charlotte Briggs</td>
<td><strong>A Strategy for Attending to the Motivational Requirements of Learners in Web-Based Courses</strong>&lt;br&gt;- Bill Brennan</td>
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<tr>
<td>4:15</td>
<td><strong>Teaching Teachers to Teach Online</strong>&lt;br&gt;- Elizabeth Rogers</td>
<td><strong>Adaptive e-Learning Environment Design Understanding Learners' Differences</strong>&lt;br&gt;- Heloisa Moura</td>
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<tr>
<td>8:30</td>
<td><strong>Compliance with 508 Using the Web Accessibility Initiative</strong>&lt;br&gt;- Gregory Woodard</td>
<td><strong>Objective Based Training &amp; Assessment for Individuals and Teams</strong>&lt;br&gt;- Charles Wilson, Tim Armstrong</td>
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<tr>
<td>9:15</td>
<td><strong>Disaster Response: “Break the Glass Training”</strong>&lt;br&gt;- Tom Held</td>
<td><strong>Evaluation processes and assessment techniques</strong>&lt;br&gt;- Kevin Brown</td>
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<tr>
<td>10:30</td>
<td><strong>How the USDA Forest Service Uses Multimedia Training to Introduce Employees to Their New Union Contract</strong>&lt;br&gt;- Curt Shreiner</td>
<td><strong>When Generations Collide Preparing Students for Online Instruction</strong>&lt;br&gt;- Mary Hricko, Ph.D.</td>
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<td><strong>Development and Deployment of a Model for E-Learning in Safety and Health Education</strong>&lt;br&gt;- Mark Hodges, Sandra Tillett, Terri Heidotting</td>
<td><strong>The Use of an Electronic Mentoring Process</strong>&lt;br&gt;- J anice Putnam, J ulie Clawson, Ph.D., RN, Rose Marie Fowler-Swarts</td>
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<td>Military Applications</td>
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<td>Using Simulation-Based Training to Address Surface Transportation Training Challenges - Blickensdorfer</td>
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<td><strong>Interactive Agents for Traffic Pattern and Communications Training</strong> - Benjamin Bell</td>
<td>Addressing instructional interruptions in Military Blended Learning Environments - Helen St. Aubin</td>
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<td><strong>10 Tips for Making Internet Delivered Training Engaging to the Learner</strong> - Tracy Peterson</td>
<td>In Times of Peace and Chaos Using the Web for Educational Delivery - Bob Barrett, Ed. D</td>
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<td>e-Trainment™ One Company’s Training Solution - Maureen Steinwall</td>
<td>A Blueprint for Military Team Collective Training - Shawn Parr</td>
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**Technical Sessions Overview**

**Keynote Address**

**Presenters:**
- Elizabeth E. Wright, Janis Morariu
- Marie-Pierre Huguet, Chris Moore
- Frank Wright
- Jay Melton
- Rich Mavrogeanes
- Sarah Donaldson
- Alice Hirzel
- Robert Hastings
- August Murray
- Blickensdorfer
- Steven St. Aubin
- Ben Rifkin
- John Delbridge
- Stuart Gordon
- Robert Puffer
- Maureen Steinwall
- Maureen Steinwall
- J Scott Calhoun
- Douglas Flather
- John Heap
- J ill Randolph, J oseph Ganci
- Robert Penn
- Madhu Ireh, Ph.D.
- M evalyn Blanken
- Madhu Ireh, Ph.D.
- Madhu Ireh, Ph.D.
- Benjamin Bell
- Sharon Santilli, Vesna Beck, Ed.D.
- Robert Farmer
- Lorien Lippen
- Robert Danna
- Robert Danna
- Brett Wilson, Robert Danna
- Jim Ruggert
- David Boelzner, Esq.
- William J. Muse Jr.
- Ryan Watkins, Debbie Livingston
- Bret Wilson, Robert Danna
- J ohn Gilbert, W illiam J. Muse, J r.
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- David Boelzner, Esq.
Wednesday

New Technologies

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

9:00 – 9:10 Introduction and Welcome
John G. Fox, II, Executive Director, SALT®

9:10 – 10:00 Keynote Address
Sharon Sloane, President, WILL Interactive, Inc.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Becoming an Expert Asynchronous Communicator
Gertrude (Trudy) Abramson, Ed.D., Professor, Computing Technology, SCIS, Nova Southeastern University

Despite the economic and global advantages of asynchronous discussion in adult teaching and training, people continue to cling to real time connections. Soft skills, such as negotiation and conflict resolution mastered in real time/real place, transfer to the new environment with guided practice. This presentation will describe a variety of role-playing techniques for helping adults acquire valuable skills that enable them to become expert users of the best technologies for anytime/any place collaborative work and study.

11:15 – 12:00 Decision-Making Strategies for PDA Selection in Learning Environments
Maria Lizano-DiMare, Dr., Education, Sacred Heart University

PDAs are handheld computers that can enhance the instructional process. PDAs are also relatively new tools in the learning technology arena. Faced with pressures to reduce costs and improve student performance, it is vital that learning institutions use rigorous decision-making processes when choosing PDAs. This presentation will propose strategies to guide decision-makers in selecting PDAs for learning environments. Decision criteria will include the complex mix of organizational issues, learner needs, hardware, software, connectivity, multimedia and peripherals.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Framework for Design, Development & Delivery of Web Based Instruction
John Hirschbuhl, Learning Technologies and Scholar Learner Services, University of Akron

Today Web-based access to learning opportunities and the competitive advantages that can result form it are already accelerating us along a path that is more student-centric than either institution-centric or instructor-centric. In order to take advantage of these opportunities, faculty need to set a learning-centric path designed to achieve the social, cultural, and economic benefits that should be the goals for any higher education institution. This presentation will focus on how one institution is doing just that. Two examples of the process will be demonstrated.

2:15 – 3:00 Digital Middletown Project Developing Long-Distance High Bandwidth Wireless Infrastructure to Deploy Rich Media Content to Schools and Communities
O'Neal Smitherman, Vice President for Information Technology, Philip Repp, Associate Vice President for Information Technology, Bizhan Nasseh, Assistant to Vice President for Information Technology, Ball State University

Ball State University was awarded a U.S. Department of Education grant to comprehensively test the deployment and the usability of learning and home entertainment high-production interactive media delivered over long distance high-bandwidth wireless technology. The Digital Middletown Project (DMP) connected two Muncie, Indiana community elementary schools and a surrounding neighborhood to Ball State University's data network via Proxim Tsunami at 30 Mbps full duplex and Alvarion BreezeAccess at 24 Mbps full duplex. DMP examined selected components of the economic, educational, and social costs and benefits of deploying a high-capacity broadband wireless network in four ways. First, by evaluating the development of needed infrastructure equipment; second, by evaluating the educational and entertainment impact when employing the network and media in school and homes activities; next, by documenting the real-world experience with developing partnerships with the technology sectors and content providers; and last, by studying the preparation process of teachers, students, and homes for the delivery and use of rich media. The activities that were evaluated included local and national videoconferencing, Ball State University's Electronic Field Trip interactive broadcasts and web delivery, Discovery's United Streaming media files, PBS standard and high definition media files, Mowielink movies, National Geographic regular and high definition media files, and case studies, simulation, and educational games. The DMP generated applied educational and technological knowledge, outcomes, and findings concerning the development of the wireless infrastructure and rich media educational and entertainment content when connecting two elementary schools (1 and 7 miles away from campus), and a surrounding neighborhood. Presenters will share their experiences, knowledge, and findings from the project with the audience.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Impact of a Course Management System on a Small Comprehensive University Campus
Michael Drummond, Ph.D., Director of Instructional Technology, Instructional Technology, Mercer University

Mercer University, a private comprehensive university located in Georgia, began a pilot project using WebCT in 2000. For the fall semester 2000, there were seven faculty using WebCT and fourteen blended courses with 150 student enrollments. As of the spring semester 2005, the university has 375 courses in WebCT, 160 faculty or other course designers using WebCT, and 7622 student enrollments. Virtually all ten colleges and schools use WebCT for creation and delivery of blended courses. At least two professional schools utilize WebCT for totally online courses. This phenomenal growth of WebCT utilization has been accomplished without additional staffing or other additional resources except increased software licensing costs and server upgrades. The Instructional Technology Center provides regularly scheduled faculty development WebCT workshops as well as one-on-one consultative services. This presentation will outline the growth by semester and review some of the hurdles, challenges, and successes during the past five years with the use of WebCT and related faculty development activities.

4:15 – 5:00 Strategies for Increasing Peer Collaboration in Blended Learning Environments
Antoinette Bruciatu, Program Director for Educational Technology, Education Department, Sacred Heart University

Collaboration is an educational strategy that enables individuals to build knowledge through active participation, the sharing of ideas, and a reflective process. In order to be effective, blended learning environments must include collaborative learning activities that are facilitated through a combination of face-to-face sessions and the use of technology. This presentation will offer strategies for using computer-mediated technologies to increase peer collaboration and evaluate the effectiveness of collaborative activities in blended learning environments.

Wednesday

Gaming

Jaylus Doswell, Student, Information Technology, George Mason University, Session Chair

9:00 – 9:10 Introduction and Welcome
John G. Fox, II, Executive Director, SALT®

9:10 – 10:00 Keynote Address
Sharon Sloane, President, WILL Interactive, Inc.

11:15 – 12:00 Developing Professional Skills Through Game-Based Experiential Learning
David Versaw, CFO, WILL Interactive, Inc.

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

12:00 – 1:30 Lunch Break
1:30 – 2:10 Using LEGOS To Improve Problem Solving
Pauline Mosley, Assistant Professor, Technology Systems, Pace University

This presentation will share the application of Lego Mindstorms as a cost- and time-effective means of reinforcing problem solving principles to students of different disciplines with limited programming skills. The goal of the presentation is to give the attendee a better idea of how they can use LEGOS to improve their training materials

2:15 – 3:00 Modeling of a Game/Test (JCP) for Detection of Human Perception and Representation by means of a Digital Environment using Electroencephalographic Analyses
Susane Garrido, UNISINOS - Computing in Education, Universidade Federal do Rio Grande do Sul

This presentation deals with an interdisciplinary research project involving neuroscience, psychology and computing to develop software for the detection of the human perception and representation in digital environments. The aim of this research is to show the software's efficiency and present first results tested on human beings.

3:00 – 3:30 Coffee Break
3:30 – 4:10 Gaming Technology & Theory for E-Learning Design
John Amorillo, Consultant, Adam Ohrson, Booz Allen Hamilton

Children today grow up playing video and computer games. As a result of the fast-paced environment they learn from playing these games, they develop a need for speed. Their minds adapt to the speed of the games they play. Children learn objectives, rules, and become competitive. Game-Based Learning is becoming another learning paradigm in our society today. This presentation will discuss the characteristics of gaming and how game-based learning have evolved. Also, this presentation will discuss characteristics of gaming and the adult learner, the types of learning best suited to gaming, applications of gaming, and where game-based learning stands today. Multiple examples of case studies on game-based learning will be described throughout the presentation to give a better understanding of what game-based learning is, and how it has improved learning skills in individuals today.

Wednesday

Training
Bill Walton, Founder, ITC Learning, Session Chair

9:00 – 9:10 Introduction and Welcome
John G. Fox, II, Executive Director, SALT®

9:10 – 10:00 Keynote Address
Sharon Sloane, President, WILL Interactive, Inc.

10:00 – 10:30 Coffee Break
10:30 – 11:10 How to Orchestrate Modular Blended Learning Success
Elizabeth E. Wright, Ed.D., Global Manager, Learning Profession, Janis Morariu, Ph.D., Global Learning Design Leader, Center of Design Excellence, IBM

Based on the FEMA Map Modernization project as a case study, this presentation will focus on a new approach to orchestrating the ADDIE Model that is (1) strategically aligned to address business performance goals and metrics, and (2) competency-focused to reduce time to individuals achieving the needed knowledge and skills. The presenters will showcase applied methods and models for the iterative design and development of targeted modular blended learning content.

11:15 – 12:00 Transforming Training with Interactive 3D Knowledge Objects & Simulations
Josie Simpson, Product Line Manager, NGRAIN Corporation

Transforming training with the selective application of advanced technologies has been a focus of Department of Defense agencies for a number of years. This presentation will explore the concept of interactive 3D Knowledge Objects, and discuss how they are being applied as hard skills simulations to improve the efficiency of maintenance training within defense organizations. Relevant case study examples will be provided and the impact of 3D simulations on instructional design will be discussed.

12:00 – 1:30 Lunch Break
1:30 – 2:10 Pushing Training to the PDA
Tracy A. Esparza, Human Capital Strategies, Greg Gardner, Alice Hirzel, ICF Consulting

In today's fast-paced workplace, many people simply do not have the time to take even a web-based course of training at their desk. How can these people be reached? This presentation will address:

- How to use a PDA to train students
- The technical constraints of using PDAs as a delivery method, and
- How you can leverage this kind of training to your advantage.

2:15 – 3:00 Interactive Agents for Traffic Pattern and Communications Training
Benjamin Bell, Advanced Concepts Director, CHI Systems Inc.

In aircrew training, skills such as situational awareness (SA), basic traffic pattern geometry, and radio communications can consume valuable airplane hours since sufficiently sophisticated ground-based devices for training such skills do not exist. Training could thus be made more efficient and effective if students had access to simulation-based training for learning and integrating pattern geometry, radio communications, and other SA-related skills.  Creating training devices that offer such capabilities hinges centrally on creating cognitive agents that possess sophisticated behaviors and that can interact in natural, spoken language in tactically plausible language and inflection.  This presentation introduces Virtual Interactive Pattern Environment and Radiocomms Simulator (VIPERS), which is being developed for use in Air Force Undergraduate Pilot Training. VIPERS employs intelligent tutoring to provide effective, instructor-less training opportunities and cognitively-based synthetic teammates that can assume key roles within training scenarios and that interact in spoken language with the trainee. VIPERS also demonstrates the power of integrating desktop simulation capability with a powerful cognitive architecture and automated performance measurement.

3:00 – 3:30 Coffee Break
3:30 – 4:10 Is Anyone Out There? 10 Tips for Making Internet Delivered Training Engaging to the Learner.

Tracy Peterson, Director, Training Services, ADP

Have you ever taught a virtual class on the Internet and wondered if anyone was still paying attention? Are you concerned that instead of learning, your audience is checking email, talking to their coworker, or wandering the halls? This session will provide 10 tips for making your internet-based virtual training sessions more engaging for the learners.

4:15 – 5:00 e-Trainment™ One Company's Training Solution
Maureen Steinwall, President, Steinwall, Inc.

This session will examine the implementation of a multimedia, multilingual, orientation program which was created and implemented to address the problems of employee turnover within an organization and its associated costs. After the program was implemented, turnover decreased by 49% and productivity increased by 38%. This presentation will also describe how this program deals with coping skills, task training, and quality training.
Wednesday

Military Applications

Helen St. Aubin, Ph.D., Professor, Master of Science Technical Management, Embry-Riddle Aeronautical University, Session Chair

9:00 – 9:10 Introduction and Welcome
John G. Fox, II, Executive Director, SALT®

9:10 – 10:00 Keynote Address
Sharon Sloane, President, WILL Interactive, Inc.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Use of Stimulated Weather in Military Simulations and Training
Robert Hastings, Software Engineer 4, IMETS Project, Physical Science Laboratory

The use of environmental factors such as trafficability, vegetative cover, and weather in military combat simulations and training is a significant step towards the fidelity of such simulations to the operational world. A method for using both real and artificially generated (“stimulated”) weather in such simulations has recently been developed for the US Army’s Integrated Meteorological System (IMETS). This software was used in a major military exercise in October 2001, which displayed its utility and limitations.

11:15 – 12:00 The US Armed Forces – A Target Market for e-Learning
August Murray, Captain, US Army

This presentation will review trends and developments within the Armed Forces in relation to e-Learning. The research is framed by the examination of military service personnel as a target market for higher education and degree producing programs, and their suitability as a market for educational recruitment. Recent advances in the military’s foremost education benefit programs are examined. In addition, unique and developing relationships between military and educational institutions are discussed. Finally, distinctive characteristics and special considerations of military e-Learners are introduced. The movement of service personnel to participate in e-Learning programs while actively serving is a juggernaut, with positive implications for all.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Using Simulation-Based Training to Address Surface Transportation Training Challenges
Elizabeth Blickensderfer, Assistant Professor, Human Factors and Systems, Embry-Riddle Aeronautical University

Today, both “low tech” and “high tech” simulations for training abound. Business managers hone their skills in business games. Pilots keep their flight skills sharp in flight simulators, and the military uses large, sophisticated, distributed networks of computers to train joint military operations. While many simulations offer the latest engineering and graphics technology, they do not necessarily incorporate characteristics that are essential to ensuring an effective learning environment. This session will address a model of effective simulation-based training and to demonstrate how using this simulation-based training approach can help to address training challenges currently faced in the surface transportation field (e.g., buses, cars, trains).

2:15 – 3:00 Addressing Instructional Interruptions In Military Blended Learning Environments
Helen St. Aubin, Ph.D., Professor, Master of Science Technical Management, Embry-Riddle Aeronautical University

September 11, 2001 changed the education methodologies used by instructors of military students. Interruptions for these students are the results of deployment (various stages of temporary duty), injury, military training, and security. This presentation will provide an overview of course implementation issues and recommendations for change in the instructional approach used by instructors in the blended learning courses that contain both traditional and military students.

3:00 – 3:30 Coffee Break

3:30 – 4:10 In Times of Peace and Chaos Using the Web for Educational Delivery
Bob Barrett, Ed. D., Chair, Department of Management Studies, American Military University

Distance learning has evolved over the decades and still offers a viable solution for military and civilian students. Whether the student has a heavy work schedule or is serving in the military, the web offers a media that serves many stakeholders. The web can be a communicator, facilitating device, and global intersection between students and teachers. No matter where the school, teacher or student is located – the web serves as the linchpin for educational delivery. This presentation will focus on the many roles and functions of the web used in the delivery of education by these various stakeholders.

4:15 – 5:00 A Blueprint for Military Team Collective Training
Shawn Parr, Caltyrix Technologies INC

One of the key training challenges facing modern defense organizations is their ability to develop, execute and maintain rigorous and repeatable training programs that deliver performance and readiness assessment, and greater knowledge transfer, in an increasingly sophisticated and time-constrained work environment. To address this challenge the Royal Australian Navy (RAN), through the Maritime Warfare Training Systems Office (MWTSO), in collaboration with the US Navy, through NAVSEA Corona, have been incrementally developing a new training methodology and tools known as the Maritime Training and Evaluation System (MATES).

The vision for MATES is to deliver a comprehensive performance assessment facility to support the full breadth of current and future training requirements. Within the MATES project, a new performance assessment tool allows MATES to plan, collect, fuse and present both subjective and objective training data for individuals, teams and joint coalition units in order to present an accurate, timely and compressive assessment of readiness to all stakeholders. This presentation will report on the ongoing activities of the MATES programs, including a description of the training process, learning methodology and tools being applied today.

Wednesday

Learning Management Systems

Franklin A. Hart, Session Chair

9:00 – 9:10 Introduction and Welcome
John G. Fox, II, Executive Director, SALT®

9:10 – 10:00 Keynote Address
Sharon Sloane, President, WILL Interactive, Inc.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Nursing Learning Management System for PDAs
Fran Cornelius, Assistant Professor, College of Nursing and Health Professions, J udy Draper, Mary Gallagher Gordon, Assistant Professor, College of Nursing, Mary Ellen Glasgow Ph.D., RN, College of Nursing and Health Professions, Drexel University

Students enrolled in Drexel University College of Nursing and Health Professions’ (CNHP) Undergraduate Nursing Programs (ACE and Coop) are expected to master comprehensive medical and specialty course content over a period of 10 short weeks. Often it is only at exam time (midterm and finals) that the instructor becomes aware that a student has not grasped essential key concepts. The Nursing Learning Management System (NLMs) provides a structured learning environment where a student can master essential course content. The system was developed utilizing technology from CNHP’s existing ‘NCLEX EXCEL! Q&A’ and ‘Building Blocks for Nursing’ products. The NLMs for PDAs provides a means for faculty to track a student’s mastery of course content enabling them to intervene early to provide students with additional learning resources. It also enables students to track their own progress providing them with the opportunity to be proactive in meeting their individual learning needs, seizing every opportunity in their busy schedules to prepare for their capstone course, Senior Seminar, and their national boards, National Council Licensure Exam (NCLEX). This web-based system delivers course related test modules (test units) to students’ PDAs to help...
them master key course content and capitalizes on the college’s extensive PDA infrastructure. This presentation will include a demonstration of the application using realistic case scenarios from both a faculty and student perspective.

11:15 – 12:00 Hybrid Classes - Using Multiple Collaborative Learning Tools (Blog, Wiki, RSS, etc.)
Robert Farmer, Information Technology, Mount Saint Vincent University

Moving from the LMS as a central focus for blended learning to incorporating a Blog, a Wiki, RSS feeds, and IM into courses today creates a more engaging learning environment. Such tools and activities provide for higher level collaborative learning by allowing students to create, edit, and control content more easily. As with all technologies, new or old, there are both pros and cons to there usage. Explore these tools and there impact on learning today.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Internet courseware Management System 2.0
John Gilbert, MSgt, TSID, 367 TRSS, William J. Muse, jr., TSGT

Combat and Mobility Air Force aircraft and munitions maintainers require annual and proficiency training regardless of location. Traditional learning management systems (LMS) cannot effectively deliver highly interactive, 3-dimensional courseware across the Internet. ICMS, version 2.0, is the answer. It's a SCORM 2004 compliant LMS that breaks with the traditional model. ICMS combined with our award-winning interactive courseware, represents the absolute best value when delivering world-class training solutions for the DoD. This presentation will cover the development of ICMS, the relevant steps taken to gain approval for use on Air Force networks, and a brief overview of the 367 TRSS.

2:15 – 3:00 Steps to a successful implementation of an LMS
Ryan Watkins, IPA - Visiting Scholar, NSF Academy, National Science Foundation, Debbie Livingston, National Science Foundation

This session will discuss the lessons learned during the implementation of a large-scale LMS in a public-sector organization from both a project management and training center perspective. From team structures and communication plans, to user group participation and staff training, this session will highlight essential elements to the successful LMS implementation project. Participants will also be involved in an activity to identify key planning steps for the implementation of an LMS in their organization and discussions related to the integration of internal/external training and knowledge management systems.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Structured Content Development Model
Reuben Tozman, Director, edCetra Training

This session will explore some of the most challenging issues within organizations surrounding the design and development of corporate training and e-learning. Rather than drawing on some of the old rhetoric, this session will stay current, drawing on themes such as LMS transitions, re-usability and single sourcing of content. The purpose for exploring these issues is to talk about what can be done from an instructional design point of view to ensure that these issues are well taken care of. A new instructional design methodology is called 'The Structured Content Development Model' (SCDM). This session will introduce the model and speak of how it can address some of the challenges within organizations today.

4:15 – 5:00 Using Learning Content Management Systems' (LCMS) Functionality as the Core of a Knowledge Management Solution
Brett Wilson, VP, Professional Services, Robert Danna, Executive Vice President and COO, Knowledge Management Solutions, Inc.

An effective approach to the implementation of a comprehensive Knowledge Management (KM) solution should involve the use of a learning paradigm as the core of the definition and population of content. The challenge of using an LCMS as the core of a KM solution is three-fold: the ability to provide a platform that conforms to established standards (e.g., SCORM and AICC), the platform's ability to convert existing learning and knowledge content to a standards-based format to permit portability and interoperability with a variety of delivery systems, and the ability to cost-effectively create learning and knowledge content that is both standards-conformant and browser friendly. This presentation addresses the use of LCMS platforms that are designed to create a KM solution that entails the attributes associated with these challenges.

Thursday

1:30 – 2:10 Collaborative Distance Learning In Mathematics
Francisco Mattos, Collaborative Distance Learning In Mathematics, Luiz Guimaraes, Universidade Federal do Rio de Janeiro, Thiago Guimarães, Universidade Federal do Rio Grande do Sul

This presentation will discuss two complementary research results. The first will describe a tool that allows different modes of synchronous distance teaching of mathematics, including a collaborative learning environment. The second will report the preliminary results of a pilot study conducted using this tool to teach geometry, both with school students aged 14-15 and with undergraduate students at a teacher's training course.

J ohn Hirschbuhl, Learning Technologies and Scholar Learner Services, University of Akron, Session Chair
8:30 – 9:10 To Be Announced
J ohn Hirschbuhl, Learning Technologies and Scholar Learner Services, University of Akron

9:15 – 10:00 Comfort Levels of Faculty in Using Computer Technology Competencies: Results of a Five-Year Structured Training Program
Henry J. Findlay, Director of Programs, Continuing Education Program, Tuskegee University

The purpose of the study was to identify the comfort levels of faculty trained in using 63 computer technology competencies. Results of a five-year structured training program, conducted through the Tuskegee University Continuing Education Program, revealed that overall, the faculty members perceived themselves as now possessing high levels of comfort in the majority of the competencies. These findings have implications for those interested in designing and implementing computer technology training programs for faculty at colleges and universities.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Who's Teaching Whom? Student teachers, Cooperating Teachers and Technology
Dolores Fidishun, Ed.D., Head Librarian, Penn State Great Valley, Valerie Bell, Ed.D., Student Teacher Supervisor, West Chester University

Teaching with technology is an important skill that pre-service teachers put into practice when they are student teaching. Based on a study of student teachers and their cooperating teachers in elementary and early childhood education programs, this session will discuss how student and cooperating teachers are using instructional technology, the role that cooperating teachers play in encouraging the use of technology in the classroom, and whether student teachers also influence their cooperating teacher's use of technology.

11:15 – 12:00 Strategies for Involving Teachers in Blended Learning
Diego Leal, Instructor, Ana Maria Salazar Villegas, Assessment Coordinator, Educational Informatics R&D Laboratory, Universidad de Los Andes

Effective Information and Communication Technologies (ICT) coordination (which takes the actual student's learning as a definitive factor) requires involved teachers, who know the real potential of the available tools and how to use them in their practice. Sadly, sometimes good teachers are too busy doing their job as to get acquainted with the possibilities of ITC. How can we attract these teachers? How can we help them to discover new teaching and learning pathways? This presentation will address these questions, based on the experience of the work done with 56 teachers at University of Los Andes, in Colombia.

12:00 – 1:30 Lunch Break
Trading Spaces — Transforming Face-to-Face Courses to the Online Environment


This Profession Development was designed to guide university and community college teaching faculty through the process of converting a face-to-face course to an online format. This session will discuss the four components which constitute the professional development: 1) Modifying Course Content, 2) Developing Assessments, 3) Choosing Multimedia, and 4) Cultivating Communication. Each section contains an attitude component to assist with improving participants’ attitudes. Additionally, each section is subdivided into specific steps, with each step including practice activities and anticipated feedback.

3:00 – 3:30 Coffee Break

Good Data, Good Decisions — Determining Faculty Needs for Instructional Technologies and Support

Deborah Keyek-Franssen, IT Initiatives Coordinator, University of Colorado at Boulder Charlotte Briggs, Assistant Professor, Higher Education Administration Program, Loyola University Chicago

As faculty development and student demands push the need for increased instructional technology use, good data about faculty needs and desires becomes crucial to decision makers. This presentation gives an overview of effective research design, surveying, and focus groups that lead to good data and includes survey and focus group results about instructional technology use at CU-Boulder. To address the need for increased instructional technology use in all disciplines, every few years, often as part of strategic planning processes, the University of Colorado at Boulder takes a data snapshot of instructional technology use on campus and from that snapshot attempts to gauge what technologies faculty need and want to support their teaching and research. In 2005, the Office of Academic and Campus Technology undertook an extensive, strategic research project to determine how best to focus its instructional technology resources. The project included data mining of on-campus sources, including WebCT and classroom request logs, as well as a survey of a sample of the faculty designed to elicit information about current uses of instructional technologies. Extensive participation by units and faculty across campus have ensured the project’s success. In addition to data gleaned from the campus’s central Information Technology Services organization, Academic and Technology staff worked with the campus’s IT Council, its Faculty Advisory Committee for IT, the Registrar, the Libraries, and with the Institutional Analysis group in the Department of Planning, Budget, and Analysis throughout the project. The presentation will also give overviews of effective practices for research design, surveying, and focus groups.

4:15 – 5:00 Teaching Teachers to Teach Online

Elizabeth Rogers, Managing Consultant, Polestar Solutions

Teachers learning to teach online need to know more than how to use the new technologies. And those who teach teachers need to be able to guide them through the process of transforming classroom skills into online skills. This presentation will focus on some of the key challenges facing e-Learning instructors including managing an online classroom, engaging students, and monitoring progress from a distance.
• a hybrid CTA method that enables practitioners to translate cognitive task requirements into training system design and content.
• three diverse applications of the method.

The applications include identification of after action review (AAR) requirements for large, tactical teams perceptual cues to support a training system fidelity analysis and team performance measurement requirements for a complex, distributed training system.

2:15 - 3:00 Collaborative Approaches to Designing Effective Digital Image Databases for the Study of Three-Dimensional Museum Collections
Jeffrey Trzeciak, Associate Dean, University Library System, Shawn McCann, Web Librarian, University Library System, Wayne State University

In January 2002 Wayne State University began digitizing the Dorothea June Grossbart Costume Collection. The physical collection contains over 400 garments and accessories from the 19th and 20th centuries, and is managed by the Fashion Design and Merchandising program from the College of Fine, Performing, and Communication Arts (CFPACA). Librarians, faculty, instructional technologists and students in fashion merchandising and library science worked collaboratively to develop digital images and descriptions for historic record, observation, instruction, research and analysis. In 2003 the pilot project received $249,433 from the Institute of Museum and Library Services to expand the collection to include images from four Detroit institutions including Wayne State University, Detroit Historical Museums, The Henry Ford and Meadow Brook Hall. The resulting website ("Digital Dress") is a model of library/museum collaboration in the development new access models for traditional three-dimensional collections. The aim of such digitization efforts is to place the user at the center of the process, making the collections available when and where they need them. However, capturing elements of three-dimensional objects in a traditionally two-dimensional medium provides for some unique challenges. Using experiences gained from the Grossbart collection and Digital Dress as well as general research on instructional design, this presentation describes the steps necessary to create effective two-dimensional image databases representing three-dimensional museum objects for the purpose of instruction.

3:00 - 3:30 Coffee Break

3:30 - 4:10 A Strategy for Attending to the Motivational Requirements of Learners in Web-Based Courses
Bill Brennan, Manager, Distributed Learning, The Michigan Institute for Applied Health Sciences

The presentation discloses a strategy for selecting instructional design initiatives that attend to the motivational requirements of learners enrolled in web-based courses. The framework for the strategy employs Keller’s ARCS model of motivation and Moore’s three levels of interactivity in distance education. Having first assessed learners’ motivational requirements through a structured interview, instructional designers can then select learning activities from the framework that attend to the learners’ motivational needs.

4:15 - 5:00 Adaptive e-Learning Environment Design Understanding Learners’ Differences
Heloisa Moura, M.S. in Education Ph.D. Candidate in Design, Institute of Design, Illinois Institute of Technology

The literature on learning styles offers a wide and confusing array of concepts. Despite that, experimental studies confirm their influence on learners’ attitudes, values, degree of social interaction, and way of processing information, thereby affecting academic performance. In fact, learning styles research offers a rich area for extracting insights, especially regarding how learners perceive, interact with and respond to the learning environment, thus helping designers of Adaptive e-Learning Environments to transform the promise of Adaptive technology into real individualized learning.

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Thursday

ROI/Cost Effectiveness

Jancie Orcutt, Dean of Academic Affairs, University of Fairfax, Session Chair

8:30 - 9:10 How Much Does It Cost To Put My Course Online
Stuart Gordon, Multimedia Production Manager, Old Dominion University

This question has plagued content owners and developers as long as computer-based learning has been around. This session presents an interactive spreadsheet-based costing model that provides the answer to this question. Features include the ability to input raw and loaded labor amounts, individual spreadsheets for each type of multimedia, a summary cost page, and a report writer.

9:15 – 10:00 Innovation in Collaborative Implementation of Moodle - An Open Source Course and Learning Management
Elizabeth Ziph, CEO, The Linux Box Corporation, Robert Puffer, Technical Lead for Distance and Online Learning, Information Technology, Luther College

Luther College, and other moderately-sized, liberal arts colleges world wide are considering deployment of Open Source course management software as an alternative to increasing licensing costs and lethargic vendor response. In the process they are quickly gaining control over the functionality and features of their online learning environment. While Open Source software is typically free of license fee, its use requires a paradigm shift to an empowering model that builds on self-sufficiency can-do attitude-building teams comprised of members from instructors, internal technologists, the open source community and consultants. This session will describe the strengths of an open source course and learning management software, the complexity of converting it from a COTS solution, and identify the five groups that need to collaborate for a successful implementation.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Professional Development Course Blended Learning Model

The Naval Chaplain Corps Professional Development Training Course (PDTC) is an annual event that provides Navy Chaplains with the knowledge and problem solving abilities for present and future missions. The 2005 PDTC was developed and delivered utilizing blended learning to move toward the Navy's Revolution in Training and to facilitate cost savings for the Chaplain Corps. This presentation provides insight into the dynamics involved in creating the web-based portion of the instruction to include the plan, design, implementation, evaluation, and return on investment.

11:15 – 12:00 Reducing the Cost and Complexity of E-Learning Design
J Scott Calhoun, Advanced Learning Technology Group Leader, Center for Advanced Vehicular Systems, Mississippi State University

The Advanced Learning Technology group at Mississippi State University's (MSU) Center for Advanced Vehicular Systems (CAVS) has developed an advanced e-learning instructional design methodology that reduces the cost and complexity of web-based content development. InSite Studio is an instructional design environment that implements a hierarchical approach to web-based learning. Hierarchical design offers a natural mechanism for the organization and management of complex ideas and designs. This presentation will introduce the concept of advanced SCORM 2004 compliant e-learning module design and production through simple diagram and outline views which significantly reduce the technical skill set requirements for the designer.

12:00 - 1:30 Lunch Break

1:30 - 2:10 Gaining Business Productivity and Improving ROI With Just In Time Printing
John Delbridge, CEO, Mimeo.com

As companies and educational institutions turn to “blended learning” approaches, printed materials are still a “necessary evil.” And in
today's lean times, with limited resources, it is critical to understand and maximize productivity in terms of human and financial resources. For instance, CapV notes that for each dollar spent on the purchase of print, an additional six dollars is spent on the creation, management, warehousing, inventory, distribution, fulfillment, and obsolescence of a printed product. In understanding the science behind printing (including document creation and production), and managing hidden costs, professional trainers can use 21st century strategies to improve ROI and productivity, so that they can maximize their value add by focusing on the content.

2:15 – 3:00 Cost-Effective Employee Training Programs Utilizing IP Video
Rich Mavrogeanes, Founder and CTO, VBrick Systems, Inc.

Effective and efficient employee training techniques are essential to the fiscal survival of any corporation. With the introduction of secure, low-bandwidth IP video, corporations are increasingly introducing teleconferencing as a fundamental component of their training programs. This presentation will discuss how utilizing IP video is a cost-effective method for training and professional development, and will highlight current and future trends of IP video and share best practices from real world implementations of streaming technologies from a variety of industries.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Blended Learning: Cost Savings, Reduced Training Time and Learner Gains
Tammy Humphrey, Navy Programs Manager/ Senior Consultant, OutStart, Inc.

This session will examine the transition from a traditional lock step Instructor Led Training program to a Blended Learning Approach that allows students to advance through skills-based content at their own pace. This approach will be discussed in the context of:

• Technology Tools Utilized
• Instructional Design Methodologies for Reusable Content
• Effective Teaching Strategies
• Scheduling Issues and Change Management Techniques Required,
• The goals for this Blended Learning approach included cost savings resulting from reduced training time and reusability of content across disciplines, student gains in skill retention, cross training, and increased student instructor satisfaction

4:15 – 5:00 Using Open Source Software to Build Learning Communities
Jay Melton, Associate Professor, Faculty of Environmental and Symbiotic Sciences, Prefectural University of Kumamoto

Online learning communities can effectively connect students to their classmates, their instructors and their courses. Blackboard, WebCT and other commercial course management systems are resource-intensive and require large annual budgets, full-time maintenance and institutional support. Open Source software offers low-cost alternatives for instructors and/or institutions looking to add online modalities to their courses and/or programs. Popular open source packages will be considered in this presentation, both content and course management systems, and blogs. The goal is to give attendees an idea of what is necessary to get started with open source.

Thursday

E-Learning

Frank B. Withrow, Ph.D., President, Development, Able Company, Session Chair

8:30 – 9:10 Putting the Art Back in e-learning
Douglas Flather, Program Director, Arts and Humanities, University of Maryland

Many e-learning professionals feel that somewhere in the mid 1990’s, e-learning lost it’s creative soul. Many of today’s e-learning projects are sleepy page turners punctuated by an occasional graphic and multiple choice question. This presentation is intended to address this trend by identifying and demonstrating practical ways to reintroduce stunning multimedia and sizzling creativity back into your e-learning projects. Simple yet, effective techniques with digital media will be demonstrated.

9:15 – 10:00 Into the Mainstream Beyond the Early adopters
John Heap, Director of eLearning, Learning & Information Services, Leeds Metropolitan University

This session will describe the process of creating a strategic vision for eLearning to gain executive commitment to a program to move to a position whereby eLearning is one of the forms of design/ delivery considered by all academic staff - not just by the enthusiastic, technically-literate early adopters.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Designing Web-Based Instruction - Tips and Gotchas

So you’ve finally decided to take the plunge and are starting to create or convert courseware to be delivered over the Web. Without the proper preparation and understanding of this venue, this can cause you to waste a tremendous amount of time and money. How best to structure e-learning to be delivered over this medium? What are the gotchas and what strengths are inherent in the web? The presenters, who have been designing and developing web-based learning for years, will show attendees how to avoid costly mistakes while ensuring the very best web-based e-learning possible.

11:15 – 12:00 e-Learning Development Using Flash
Robert Penn, CEO, Suddenly Smart

Flash is quickly becoming the standard for e-learning development thanks to its power and web-friendly output. However, creating interactive Flash content is complex and time consuming. In this session you’ll learn about some of the tools that large scale projects have implemented to rapidly develop highly effective Flash-based content. These tools allow you to benefit from the power of Flash without knowing ActionScript, and can reduce your development times by 20%-50%

12:00 – 1:30 Lunch Break

1:30 – 2:10 Is using high performance computing, visualization, and perceptualization in the classroom still e-learning
Krishna Madhavan, Research Scientist, Information Technology at Purdue, Purdue University

Traditional e-learning practices have revolved around the use of several educational technologies. However, the use of really high end computational tools have never been seriously considered as part of the e-learning tool suite. This presentation examines the considerations that need to be addressed so that high end computational tools such as supercomputers, distributed computing clusters, and collaboration tools such as Access Grid can be an intrinsic part of the e-learning repertoire at institutions of higher education and also at K-12 institutions.
2:15 – 3:00 Faculty Perceptions of e-learning
Sharon Santill, CAE, Vesna Beck, Ed.D., Professor of Organizational Leadership, Nova Southeastern University
This session will discuss the second phase of a research project begun in 2003 which dealt with faculty perceptions of e-learning in graduate level courses using WebCT. As a result of the research findings, it was determined that the next logical step would be to collect data from the students’ perspective along some of the same dimensions addressed in the study with faculty focusing on learning time, technological knowledge and skills, and quality of learning. This session will also investigate a new area of inquiry that focuses on assessing student performance in e-learning environments.
3:00 – 3:30 Coffee Break

3:30 – 4:10 Lectora — An e-learning Authoring Tool
Madu Ireh, Ph.D., Director of Technology Assistant Professor, School of Education, CB 19360, Winston Salem State University
Explore an e-learning authoring and publishing software that simplifies creating and publishing professional-quality digital multimedia contents (lessons, portfolios, courses, online tests, projects, school web sites, etc.). Drag-and-drop features eliminate the need for programming skills and make creating engaging digital portfolios and multimedia integration effortless. This presentation will benefit participants seeking alternative and result-oriented approaches for designing and delivering multimedia content through the Internet, intranet, wireless networks, CD-ROM, or single executable files in seconds.
4:15 – 5:00 Kaiser Permanente Patient Care Services Distance Learning Program Team: Building Innovative Solutions to Professional Development Needs in Nursing Education
Diane Wren, Project Manager, Advanced Degree Programs, Distance Learning Programs, Patient Care Services, Bobbi Knapp, RN, BSN, MPA/ HSA, Manager, Distance Learning Programs, Patient Care Services, Education, Kaiser Permanente
Kaiser Permanente's Distance Learning Program has been using distance-based educational modalities for over ten years. Responding to growing Nursing professional development needs, offerings include continuing education and specialty training via E-Learning, Videoconference, and videotape, advanced degrees at Bachelor's and Master's levels through partnerships with accredited Universities, and hosting the Nursing Pathways web site (http://nursingpathways.kp.org). This vision includes increasing educational access to all Nurses, including those working for other organizations. Many programs are available throughout Kaiser Permanente (in California, Hawaii, Northwest, Ohio/ Mid Atlantic, Colorado, and Georgia). Working with educational providers, we develop blended Nursing education, maximizing strengths of available modalities.

Thursday

Knowledge Management & Performance Support

Peter Rizza, Ph.D., President, Princeton Center, Session Chair
8:30 – 9:10 Create Training and Performance Support Using a Single-Source Knowledgebase
Peter Rizza, Ph.D., President, Princeton Center
The need to be in compliance with regulations requires an organization to prove it is trained in the proper procedures, processes and protocols, and that it is providing performance support materials that are consistent, concurrent and compliant. Using a “single-source” knowledgebase makes this all possible. This presentation will show how a “Single Source” Knowledge Transfer Process can be employed to reduce the time required to implement new/ revised regulations, and to accelerate the development of training and performance support aids. The session will focus on a) the standards used in “Knowledge Engineering” for Procedures, Policies, and Protocols, b) how to increase efficiency, consistency and concurrency of procedures and work instructions, and c) how to integrate the performance support function with document and learning management systems.
9:15 – 10:00 Using Advanced Distributed Learning Platforms to Accelerate the Implementation of Effective Blended Learning Solutions
Robert Danna, Executive Vice President and COO, Brett Wilson, VP, Professional Services, Knowledge Management Solutions, Inc.
Many organizations are currently committed to the implementation of a blended learning solution as a core to their enterprise learning strategy. The ROI associated with this approach is becoming well documented. The challenge faced by most organizations is developing and executing a plan that results in the promised ROI. This presentation addresses lessons-learned associated with the use of integrated Advanced Distributed Learning platforms to facilitate the implementation of a blended learning solution. A blended learning program planning process will be presented, along with examples of decisions that are typically made during the implementation process. This presentation will focus on the full spectrum of blended learning, including traditional and virtual classroom-based instructor-led training, asynchronous training on-the-job performance support and just-in-time learning evaluations, testing and certifications and associated access to knowledge and learning content objects through embedded search engines.
10:00 – 10:30 Coffee Break

10:30 – 11:10 Agile Learning for Agile Manufacturing
Miriam Masullo, President & CEO, mdlVio Vision, Inc., Linda Tsantis, Professor, Education, Johns Hopkins University
This presentation will discuss the need for bringing the traditional training concept of the apprenticeship, which has been the educational legacy of the manufacturing industry, into the 21st Century through the integration of knowledge and content management with collaboration technologies. Within that framework, this session will explore:
a) how to define the requirements for deploying current Internet collaboration technologies in the manufacturing domain
b) how to assist the manufacturing industry in systematically connecting the workforce of the future to on-line resources and masters
c) how to create realistic apprenticeship relationships outside the assembly line and shop-floor
d) how to help create new pre-job training or post-secondary manufacturing skills development programs
e) how to help enhance recruiting opportunities for industry
The speakers propose that the design and development of specialized online training tools to address systematic workforce development through online apprenticeship and training is necessary in order to significantly improve the skills and knowledge of the manufacturing workforce using well-established online constructs for content creation, intelligent instruction, and assessment technologies. The need for developing a new set of online training techniques will be discussed in the context of impacting the American manufacturing industry to recruit, train and build the manufacturing workforce of the future.
11:15 – 12:00 The Role of a Facilitator within Knowledge Management
Francisco E. Rivera, Ph.D., ATOE, Federal Aviation Administration
In Knowledge Management (KM) literature, there are references to the roles of Knowledge Architect (or Engineer), the Manager, the User or even the Librarian (now called Cybrarian), but there is little reference to a key KM team member, the Facilitator. The Facilitator is the person who makes things happen. He/ she is the middle person between the user and the system. He/ she is the mid-managerial (leader) mid-technician (cybrarian) who helps users, but also leads projects to enhance, organize, and operate the KM System. This session will present in more detail the different roles of the Facilitator with examples and an examination of the skills necessary to this position.
12:00 – 1:30 Lunch Break
This session describes how elearning has been integrated within Air Force Knowledge Now (AFKN) to provide learning at the point of need. A short overview of the AFKN environment will be provided. Designed around Communities of Practice, AFKN is engineered to accelerate warfighter support by giving the workforce a mechanism for finding and accessing time-critical knowledge, training, and performance support resources. The remaining presentation will concentrate on real-world applications that have taken advantage of the AFKN integrated Elearning Architecture. These include the application of elearning environments for Joint Human Systems Integration, Air Force Services Acquisition, and the Air Force Civil Engineer Support Agency.

2:15 – 3:00 The Missing Dimension in Human Performance Management
Brad Cooper, Vice President, Plateau Systems
Many professionals are familiar with (and probably sick of) the debate between a competency-based approach and an instructional approach to human performance management. We’re also familiar with the idea that since this debate has raged on for over 15 years, something’s missing that makes both approaches incomplete. So what’s the missing dimension in human performance management? Performance management! This session will discuss the strengths and weaknesses of current practice and advocate the adoption of a pragmatic task-based management approach as a third critical dimension of HPM.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Certification Program and Performance Improvement
First and foremost it should be understood that a certification program detracts from the current training process understood at American Honda Motor Co. After successfully passing the test, the training session was considered done. However, taking a test and passing it does not constitute learning. This is where a Certification Program fills the gap. Users take the required training through a blended learning approach, take their tests, but on-the-job performance will be measured by specific metrics as they apply their skills to specific system applications. This improvement will then be reported to the dealer to show the benefit of the program and encourage their ongoing participation.

4:15 – 5:00 Breaking Away from the Training Paradigm Through Performance Analysis
Jon McGraw, TSgt, TSIEA, Christopher Allen, SMSgt, TSIEA, 367 TRSS
This session will discuss the paradigm shift from traditional training-oriented solutions to the adoption of a contemporary performance analysis model. Outlined are the motivational factors which prompted the organizational move from client-centered training solutions to solutions that encompass categories from the performance analysis model. These categories include environmental conditions, incentives, motivation, as well as existing knowledge and skills gaps. A historical recounting of the building process is provided which details the inception of a working performance analysis model, client buyin, current methodologies, and the realized benefits both to the client and to the using organization.

2:15 – 3:00 Integration Of Elearning And Knowledge Management
Desiree Tryloff, Manager, Elearning and KM Initiatives, General Dynamics Advanced Information Systems
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Many professionals are familiar with (and probably sick of) the debate between a competency-based approach and an instructional approach to human performance management. We’re also familiar with the idea that since this debate has raged on for over 15 years, something’s missing that makes both approaches incomplete. So what’s the missing dimension in human performance management? Performance management! This session will discuss the strengths and weaknesses of current practice and advocate the adoption of a pragmatic task-based management approach as a third critical dimension of HPM.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Certification Program and Performance Improvement
First and foremost it should be understood that a certification program detracts from the current training process understood at American Honda Motor Co. After successfully passing the test, the training session was considered done. However, taking a test and passing it does not constitute learning. This is where a Certification Program fills the gap. Users take the required training through a blended learning approach, take their tests, but on-the-job performance will be measured by specific metrics as they apply their skills to specific system applications. This improvement will then be reported to the dealer to show the benefit of the program and encourage their ongoing participation.

4:15 – 5:00 Breaking Away from the Training Paradigm Through Performance Analysis
Jon McGraw, TSgt, TSIEA, Christopher Allen, SMSgt, TSIEA, 367 TRSS
This session will discuss the paradigm shift from traditional training-oriented solutions to the adoption of a contemporary performance analysis model. Outlined are the motivational factors which prompted the organizational move from client-centered training solutions to solutions that encompass categories from the performance analysis model. These categories include environmental conditions, incentives, motivation, as well as existing knowledge and skills gaps. A historical recounting of the building process is provided which details the inception of a working performance analysis model, client buyin, current methodologies, and the realized benefits both to the client and to the using organization.
Diane Murphy, Ph.D., Assistant Professor, Information Management, Marymount University, Session Chair

8:30 – 9:10 Objective Based Training & Assessment for Individuals and Teams

Charles Wilson, Division Director, Multimedia Communication Technologies, Tim Armstrong, Sr. Engineer and Project Manager, Multimedia Communication Technologies, AEPCO, Inc

Objective Based Training has the potential to optimize training efforts to the needs of individuals and groups. The presenters will discuss the approaches taken in a current development effort to associate training objectives to individual roles and teams to assess individual knowledge. AEPCO is currently developing an online training management system that implements objective based training management for a government client and has plans to apply their approach to public hospitals. A demonstration will follow.

9:15 – 10:00 Evaluation processes and assessment techniques

Kevin Brown, Vice President, SunTech 3, Inc.

This presentation will examine the role of exercises and testing devices in the construction of effective eLearning programs. The primary focus will be on the differences between exercises and tests in their design, content, operation, purpose and deployment. Particular emphasis will be placed on the remedial content design for exercises and the evaluative strategies employed during tests.

10:00 – 10:30 Coffee Break

10:30 – 11:10 When Generations Collide Preparing Students for Online Instruction

Mary Hricko, Ph.D., Library, Kent State University - Geauga Campus

This presentation will examine how generation gaps impact instruction in online learning. Discussion will examine the differences between Baby Boomers, Generation-X’ers and Millennial learners in their response to distance education. Characteristics of each group will be noted to formulate an understanding of web-based learning styles. Discussion will then demonstrate how generation gaps impact online teaching with specific focus on class management, assessment practices, and completion of course activities and assignments. Strategies to respond to these issues will be addressed.

11:15 – 12:00 The Use of an Electronic Mentoring Process

Janice Putnam, Assistant Professor, Nursing, Julie Clawson, Ph.D., RN, Chairperson, Nursing, UHC 106A, Rose Marie Fowler-Swarts, Assistant Professor of Nursing, Central Missouri State University

Educators across the nation are being challenged to recruit and retain college students. One traditional retention strategy is mentoring programs. Research has proven that mentoring can assist with self esteem, improve grades, and improve relationships between peers and faculty. Interactive technologies are presenting innovative avenues to mentor students. This presentation will demonstrate how an academic program uses online technology to provide an e-mentoring program which electronically links faculty, students and community leaders. The presentation will demonstrate how to implement an e-mentoring program, the use of communication to facilitate peer engagement, and how to use on line course management to gather assessment data.

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Stuart A. Umpleby, Research Program in Social and Organizational Learning, The George Washington University, Session Chair

8:30 – 9:10 Achieving Course Objectives - Teaching and Learning Styles Aligned in a Blended Environment

Frank Wright, Lecturer, Lally School of Management & Technology, Rensselaer Polytechnic Institute

How can instructors develop successful, innovative, and effective blended environments, and learn to improve their instructional methods? This presentation answers the question from the perspective of a two-year long project that designed and deployed a customized course that captures teaching styles, supports the school's mission statement (develop technologically sophisticated business leaders) and the course objectives (Introduction to Management mapped into Bloom's taxonomy). The design recognizes variation in student learning styles (Kolb's Inventory) derived from student feedback against T-scaled teaching methods - objectives diagnostic (Kansas State University's IDEA) instrument.

9:15 – 10:00 Collaborative Tools to Support Enterprise Application Implementations

Keith Johnston, Principal, Mike Beranek, Principal, IBM

Formal training initiatives for application implementations are popular. However, it is believed that time to competency during client Enterprise Application (e.g., SAP, Lawson, Siebel et al.) implementations can be reduced by supplementing formal classroom and online training with an innovative collaborative environment providing live just-in-time learning. This innovation in informal learning is based on the use of collaboration tools and technologies that link communities of practice to a mechanism that provides informal learning to enterprise application users. This session will discuss and demonstrate how this new approach allows end-users to leverage collaborative tools to tap into community knowledge to reduce speed to task, enhance productivity, limit downtime, and potentially reduce additional formal training requirements.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Blended Learning: What Are Faculty Doing in Their Blended Courses?

Sarah Donaldson, Instructional Designer, Online Learning, Rochester Institute of Technology

The line between face-to-face and online activities is shifting. A blended course is one that substitutes some classroom time with online activities. Initial research at CUNY and RIT shows students in totally online courses and hybrid/ blended courses felt they learned more in these courses than in traditional courses (over 60% said either “more” or “a great deal more”), and almost that many rated both the quality and amount of interaction with the instructor higher than in traditional courses (over 50% said “greater” or “significantly greater”). Students also rated the interaction with each other higher than in online learning courses. Join us as we share examples of how RIT faculty have redesigned their courses into a blended format and explore how your course can take advantage of the best from both environments. Brainstorm changes you can incorporate into your on campus sections.

11:15 – 12:00 Bringing Blended Learning into the Classroom, Walking the Talk

Marie-Pierre Huguet, Course Developer, EWP, Chris Moore, Course Developer, EWP, Rensselaer Polytechnic Institute

As part of an effort that would allow the ‘most wired campus’ to develop the ‘most wired faculty’ in both research and the classroom, the presenters designed a three-week long electronic mediated workshop to guide our faculty in their integration of Web-based technology in their face-to-face classroom. In this session, they discuss key development stages of the workshop, share the strategies that allowed them to successfully address some of the issues and problems encountered, link to online components of the workshop to illustrate instructional design decisions made, and demonstrate effective use of multimedia and online tools.

J. Dexter Fletcher, Ph.D., Member Research Staff, Institute for Defense Analyses, Larry Lannom, Director of Information Management Technology, Corporation for National Research Initiatives, Eric Roberts, Chief Scientist for Learning, ADL, Philip V. W. Dodds, Senior Engineer, ADL, William H. Blackmon, Ph.D., Systems Architect, Learning Systems Architecture Laboratories, Carnegie Mellon University

The Advanced Distributed Learning (ADL) initiative was undertaken at the request of the White House Office of Science and Technology Policy and in cooperation with the other Federal Agencies. It is intended to produce a model for all Federal Agencies to use in making education, training, and performance aiding readily accessible anytime, anywhere. SCORM, the Sharable Content Object Reference Model, builds on the notion of instructional objects and the creation of an education object economy. It provides specifications for objects that are accessible, portable, durable, and reusable. It includes specifications for object aggregation, run-time environments, data sharing, and sequencing. CORDRA, the Content Object Repository, Discovery, and Resolution Architecture is a newer reference model being developed jointly by ADL, the Center for National Research Initiatives, and Carnegie Mellon University. It is focused on issues of identifying ('discovering') and then finding precisely the content that is needed for instructional applications. This panel will present an overview of the ADL initiative, followed by an open discussion with the panelists.

Implementing Open-Source Solutions
Will Peratino, US Department of Labor, Courtney Cox, PowerTrain, Inc.

Using open-source software rather than traditional proprietary applications is gaining more support, but still has numerous hurdles to overcome. This presentation will look at some of the advantages to using open-source solutions, the barriers to adoption, and approaches to employ to implement open-source in an organization. Mr. Peratino will present case-studies of agencies that are employing open-source tools to re-engineer their organizational processes, freely available tools that can be downloaded and installed to enable an organization to manage and publish their knowledge on-line in multiple modalities, and demonstrate some of the successful implementations.

Coffee Break

Moving from Face-to-Face to Online Delivery

Instruction & Assessment
Betty Peel, Associate Professor, Curriculum & Instruction, Carolyn Ledford, Ed.D., Associate Professor, Curriculum & Instruction, East Carolina University

Trainers and teachers accustomed to face-to-face instruction face multiple hurdles when moving to internet-based delivery. This presentation focuses on techniques used by university faculty who have developed and taught courses online which were previously taught face-to-face. There are implications for institutions training new instructors in online instruction. Discussion will include the following:

- instructional strategies
- "testing"
- alternative assessment
- student engagement
- group interactions
- resource sharing
- technology troubles
- the pros and cons of moving to web-based delivery

Specific examples from graduate and undergraduate courses in a teacher education program will be used, with audience participation and questioning encouraged.

An Open-Content Portal for Dynamically and Rapidly Distributing Information and Communications Technology Curriculum, Lecture and Laboratory
Michael Qaissaunee,Chair, Engineering and Technology, Brookdale Community College

The National Center for Telecommunications Technologies (NCTT) collaborative has established a web-based distribution and development method for Information and Communications Technology (ICT) curriculum, lecture and laboratory content. Building on the open-source software model this portal provides a means of dynamically and rapidly distributing classroom and laboratory materials focusing on interoperability, innovation, rapid evolution and low-cost academic solutions. The method will be further demonstrated as a means of forming learning communities benefiting faculty and students through the sharing of specialized instructional materials. Presenters will demonstrate this innovative new model and compare it to traditional development, distribution and student collaboration methods.

An Overview Of Intellectual Property Law
David Boelzner, Esq., Principal, Wright, Robinson, Osthimer & Tatum

The development of multimedia and interactive technologies, like other significant technological advances, challenges the legal system in its aim of providing protections for intellectual property while at the same time encouraging creative innovation. This presentation reviews the rapidly changing areas of intellectual property law — patent, copyright, and trademark — and discusses key legal issues in each area for both users and owners of creative content. The talk covers both the scope of available protections and the concerns involved in using, and obtaining licenses to use, protected information, particularly in connection with the Internet.
Preconference Tutorials
Tuesday, August 23, 2005

A 8:30 – 12:00 Tutorial A - Advances in DVD Technology, Design, Development, and Delivery for Training

Tom Held, President and CEO, MetaMedia

Participants in this seminar will gain an understanding of how DVD is being applied to education and training. Participants will be presented with an overview of DVD technology, the various DVD formats including the soon to appear High Definition DVD formats, and examples of DVD education and training programs. The Design phase of the seminar will offer an introduction to the many DVD formats but concentrating on DVD-Video, DVD-ROM, and Web-DVD Hybrids. Compatibility issues will be identified and current applications in both education and training will be demonstrated. Examples will be shown of the use of multiple audio tracks, multiple subtitle tracks, multiple video angles, embedded interactivity, navigation options, data storage, and user interface devices. The Development phase of the seminar will include a nontechnical overview of the process of creating DVD titles including authoring, digital editing, creating the DLT, and replication options (Recordable DVD versus Glass Mastering) The Delivery phase of the seminar will include presentations of DVD applications, display systems, delivery on personal computers and DVD players, and navigation devices (infrared controllers, trackball, touchscreen, barcode scanners, mouse and keyboard control). Controlling cost and budget issues related to development and delivery will be discussed. Advances in blended WebDVD technology will be discussed and demonstrated.

Prerequisites: Technical knowledge of DVD or CD-ROM programming is not required for this seminar. Knowledge and experience with instructional design, multimedia development, and basic video production will be helpful. The target audience will be trainers, educators, and program administrators who are interested in learning more about DVD applications.

B 8:30 – 12:00 Tutorial B - Teaching Using a Virtual Classroom – A Synchronous Learning Workshop

Robert Farmer, Information Technology, Mount Saint Vincent University

Participants will review the components and features available in a virtual classroom, including VoIP, privilege controls, polling, whiteboard, application sharing, among others. Tips, tricks, and best practices will be discussed as they relate to the synchronous learning environment. Participants will have the opportunity to utilize a virtual classroom (Elluminate Live!) as a student, an instructor, and as a system administrator.

Note: Participants will be required to have a laptop computer with wireless Internet capability.

C 8:30 – 12:00 Tutorial C - Building Adult Learning Communities in Cyberspace

Judith Parker, Adjunct Assistant Professor, Teachers College, Columbia University

Often elearning is considered a convenient information delivery system, but it is much more than just a lecture hall; it is also a seminar room for collaboration and discussion. This tutorial will begin with a tour of Adlearnville, a virtual adult learning community, and visits to the library of resources, the consulting firm of experts, and varying venues where the use of technology is grounded in adult learning principles to develop a learning community. This tutorial will include personal experiences of community building using tools and techniques such as videoconferencing, Blackboard software features such as discussion forums and chat rooms, web cams, etc., demonstrations, discussion groups and workshop segments. Participants are welcome to email issues, questions, and examples for discussion.

D 8:30 – 12:00 Tutorial D - Designing Blended Instruction, Choosing the Right Tools

Marie-Pierre Huguet, Course Developer, EWP, Rensselaer Polytechnic Institute, Sehnaz Baltaci, Ph D student, Educational Theory and Practice, SUNY Albany

This tutorial focuses on the elements of instructional design that drive the development of effective blended instruction and on the variety of tools and strategies that can be used to design, develop, and evaluate them. The participants will be lead through a series of mini presentations, discussions, and hands-on activities that will enable them to ultimately develop their own successful blended instruction.
Preconfernece Tutorials  
Tuesday, August 23, 2005

1:30 - 5:00  **Tutorial E - SCORM: What it is, how it works, when to use it.**

Mary Haskett, President, HCI Training, Steven Haskett, Chief Technology Officer, HCI Training

The Sharable Content Object Reference Model (SCORM) aims to foster creation of reusable learning content as instructional objects within a common technical framework for computer and Web-based learning. Developed under the auspices of the DoD's ADL (Advanced Distributed Learning) initiative, the Sharable Content Object Reference Model (SCORM) is the enabler for how we will use technologies to create the future learning environment. SCORM holds the promise to support learning (education, training, and performance enhancement) that is better, faster, and less expensive, anytime and anywhere it is needed. It is the set of specifications and guidelines that facilitates development of interoperable, reusable, and accessible learning courseware and content. SCORM is a suite of technical standards that enable web-based learning systems to find, import, share, reuse, and export learning content in a standardized way. Most web content consists of simple hyperlinks from one page to another. In the SCORM world, the Learning Management System (LMS) is smart and knows what is to be delivered to learner, when he/she has mastered a skill or competency, and can branch to the right content when needed (e.g., for remediation). This tutorial will give the participants a more in depth understanding of SCORM, how it utilizes Learning Management Systems and learning content authoring tools, and will describe content structure in packaging, or the intended behavior of content after it is imported into an LMS. It will address where SCORM is today and what pieces still need to be developed to complete SCORM as it has been envisioned.

1:30 - 5:00  **Tutorial F - Playing the Learning Game**

Frances Wirth, whizID Instructional Design

The key to effective teaching is to involve the learner. Used judiciously, games and interactive exercises allow learners to practice and apply concepts, review course content, and help them remember and use training content. This tutorial will explore how games can be used to reinforce learning, and will introduce you to a variety of easy-to-use and inexpensive software tools for creating crossword puzzles, word searches, hangman, gameshow scenarios, and other games and puzzles to enliven both classroom and online courses.

1:30 - 5:00  **Tutorial G - Publish To The Web. No Programming Required!**

Courtney Cox, PowerTrain, Inc., Will Peratino, US Department of Labor

This tutorial will teach attendees how to use freely available open-source, government-developed tools that require NO programming skills to publish content and collaborate real-time online. If you can type in Word, you can publish and share your knowledge in the following modalities:

- Web sites and content repositories
- On-line interactive coach
- Community of practice
- Community of interest on-line portal
- PDA accessible workflow job aids
- On-Line learning (no LMS required)

Demonstrations will address each of the above modalities with interactive examples and instructions on how to use each. Attendees will receive a CD with supporting documentation, and links to download the tools.

1:30 - 5:00  **Tutorial H - Using Macromedia Captivate**

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

Macromedia Captivate can automatically capture onscreen actions and create demonstrations, interactive simulations and training assessments without the need to learn a programming language. This tutorial session will demonstrate the software in a variety of applications. Participants will learn how to use Captivate to create interactive training, how-to tutorials, printed documentation and even self-contained product demonstrations. Adding captions, narrations and interactive exercises will also be demonstrated. Exporting exercise results in SCORM and AICC compliant format will also be discussed. Features to create 508 compliant files will be demonstrated. Copies of samples created by the presenter will be distributed to all attendees.
General Information

Meeting Location
Sheraton National Hotel
900 South Orme Street
Arlington, VA 22204
Phone: 703-521-1900
Fax: 703-521-2122

Registration
For early registration rates your registration form with payment must be postmarked by Aug 10, 2005, or faxed to us by that date with credit card information included. All registrations requiring invoicing will be billed at the higher (post-Aug 10th rate). All foreign checks must be paid in US dollars. Cancellations received by Aug 10th 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. Checks should be made payable and mailed to Learning Technology Institute®, 50 Culpeper St., Warrenton, VA 20186.

Hotel Accommodations
A limited number of rooms have been set aside at the Sheraton National Hotel at the discounted rate of $119 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 July 19, 2005. To receive the special conference rate, call reservations at 703-521-1900 and indicate that you are with the SALT® group with reservation number SALT05.

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 $510.

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

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

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

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

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

Inquiries
Inquiries concerning this conference should be addressed to the Society for Applied Learning Technology®, 50 Culpeper Street, Warrenton, Virginia 20186, (540) 347-0055 or fax at (540) 349-3169. You may also find useful information on the SALT® Home Page at www.salt.org

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

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

Cancellation Policy
Cancellations received by August 10, 2005 will be refunded by check 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.
Interactive Technologies 2005 Conference on Training, Education & Job Performance Improvement
August 24-26, 2005

For early registration rates your registration form with payment must be postmarked by Aug 10, 2005, or faxed to us by that date with credit card information included. All registrations requiring invoicing will be billed at the higher (post-Aug 10th rate). All foreign checks must be paid in US dollars. Cancellations received by Aug 10th 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.

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☐ I am unable to attend, but would like to continue to receive information on Society programs.

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Preconference Tutorials * Tuesday, August 23rd:

☐ A. 8:30 am Advances in DVD Technology Design, Development, and Delivery for Training $175
☐ B. 8:30 am Teaching Using a Virtual Classroom - A Synchronous Learning Workshop $175
☐ C. 8:30 am Building Adult Learning Communities in Cyberspace $175
☐ D. 8:30 am Designing Blended Instruction, Choosing the Right Tools $175
☐ E. 1:30 pm SCORM: What it is, how it works, when to use it $175
☐ F. 1:30 pm Playing the Learning Game $175
☐ G. 1:30 pm Publish To The Web. No Programming Required! $175
☐ H. 1:30 pm Using Macromedia Captivate $175

Total Amount Due: ____________________________

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