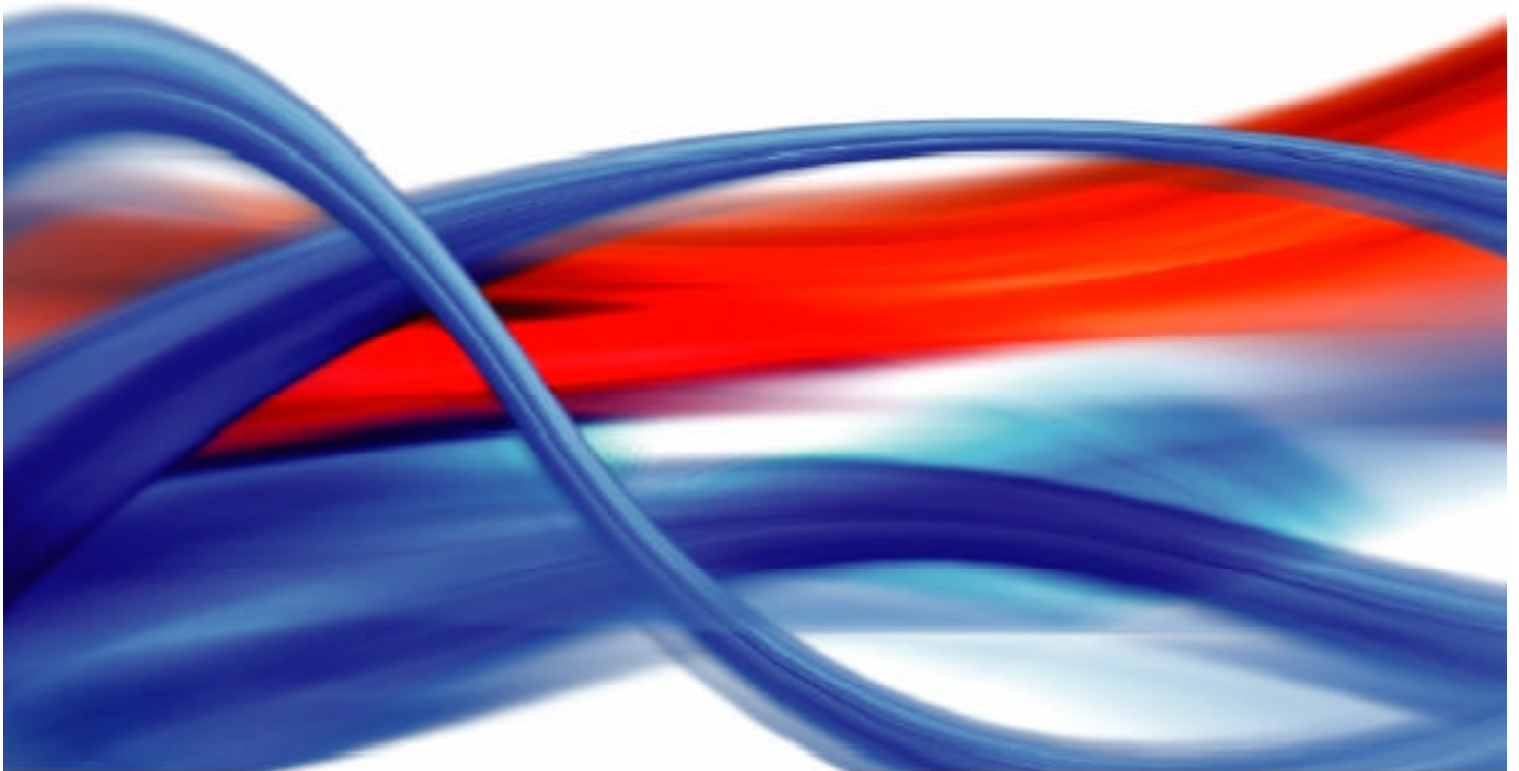


INVITATION TO ATTEND

August 22-24, 2007
Sheraton Crystal City Hotel
Arlington, Virginia

2007 Interactive Technologies Conference



Conference Sponsored by
Society for Applied Learning Technology®
SALT®

Conference & Exhibits managed by
Learning Technology Institute®
LTI®

www.salt.org

Table of Contents

Conference Sponsorship	3
Preconference Tutorials	4
About the Conference	5
General Information	6
Technical Sessions Overview	7 - 8
Session Descriptions	9 - 23
Registration Form	24

Registration Hours

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

Exhibit Hours

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

Registration Fees

Pre-Conference Tutorials (Tuesday, August 21)

Half Day Tutorial - \$175

Full Day Tutorial - \$350

Member Full Conference Registration (August 22-24)

Paid by May 23, 2007 - \$600

Paid by Aug 8, 2007 - \$650

Paid After Aug 8, 2007 - \$700

To Be Invoiced - \$700

Non-Member Full Conference Registration (August 22-24)

Paid by May 23, 2007 - \$650

Paid by Aug 8, 2007 - \$700

Paid After Aug 8, 2007 - \$750

To Be Invoiced - \$750

SALT® Member/Non-Member Partial Registration

One Day Registration - \$350

Two Day Registration - \$510

SALT® Membership - \$55

Map of Session Locations

Sheraton Crystal City Hotel, 1800 Jefferson Davis Highway, Arlington, Virginia 22202

Hotel Reservations: (888) 627-8209 (To receive room discount, reference the August SALT® Conference)

SALT® Registration Desk 2nd Floor Atrium/Foyer

Pre Conference Tutorials Crystal 2, 3, & 4

Exhibit Hall Ballroom A & Atrium/Foyer

WEDNESDAY

Track

1 - Gaming & Simulation	Crystal 5
2 - Training	Crystal 6
3 - Design	Crystal 3
4 - Mobile Computing	Ballroom B
5 - E-Learning	Ballroom C

THURSDAY

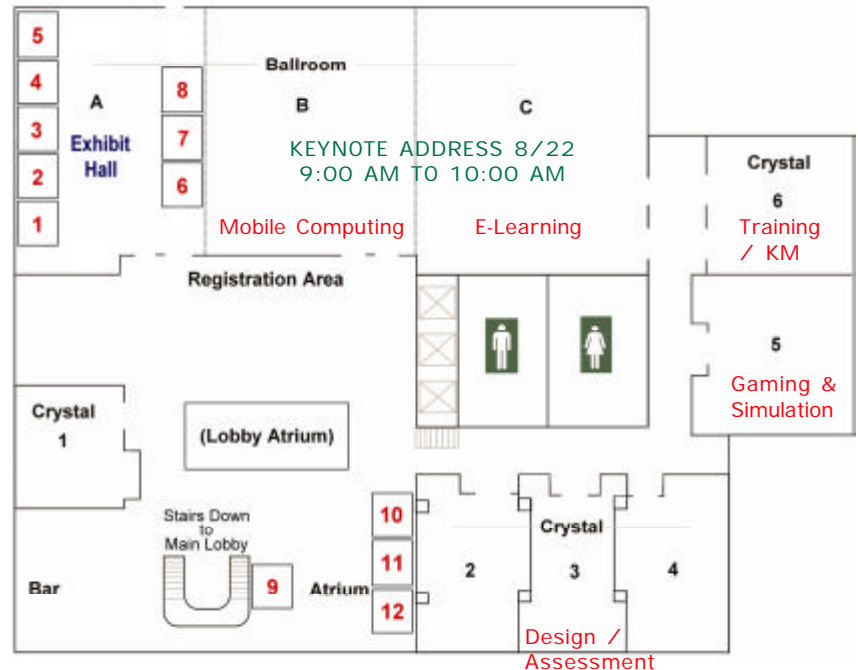
Track

1 - Gaming & Simulation	Crystal 5
2 - Knowledge Management	Crystal 6
3 - Assessment	Crystal 3
4 - Mobile Computing	Ballroom B
5 - E-Learning	Ballroom C

FRIDAY

Track

1 - Gaming & Simulation	Crystal 5
2 - Knowledge Management	Crystal 6
3 - Design	Crystal 3
4 - Mobile Computing	Ballroom B
5 - E-Learning	Ballroom C



Notes

Preconference Tutorials - Tuesday, August 21, 2007

A 8:30 – 12:00 **An eLearning Course Curriculum Wizard (Building an Instructor-Led “High-Tech High-Touch” LMS-delivered Course)**
Shalin Hai-Jew, Ed.D., Instructional Designer, Office of Mediated Education, *Kansas State University*

This tutorial identifies the steps for creating an instructor-led eLearning course for higher ed. Combining educational theory and modern technologies, this session will address efforts in the following areas project scope, learner analysis, course contents, learning outcomes, learning sequences and scheduling, applied pedagogical theory for eLearning, technology selection (especially for multimedia builds), project checkpoint definition, course structuring and sequencing, core work development (assignments, assessments) and scaffolding, interactivity design (asynchronous and synchronous), instructor telepresence, course alpha and beta-testing, local resource exploitation, a course update plan, and considerations for going live. Participants should bring initial course ideas and plans for some development work.

B 8:30 – 12:00 **Online Courses and Blended/Hybrid Instruction Choosing the Right Tools**
Marie-Pierre Huguet, Course Developer, *Rensselaer Polytechnic Institute*

New technologies emerge and old technologies constantly mature. Staying abreast of the latest changes and knowing how to integrate them in instructionally sound and cost effective ways can be challenging. This tutorial focuses on the elements of instructional design that drive the development of effective online and blended (hybrid) instruction and more specifically on the variety of tools and strategies that can be used to design, develop, and evaluate them. The participants will be led through a series of mini presentations, discussions, and hands-on activities that will enable them to select the technologies that work best for them and their institutions to ultimately develop their own, successful online course or blended experience. The tools and technologies discussed during this workshop include: Teaching and learning tools (learning management systems, synchronous and asynchronous tools, gaming devices, podcasting, blogs and wikis); Design tools (ID models, design brief, storyboarding); Development tools (media creation, HTML editors, accessibility tools); and Evaluation tools (process, matrix, formative and summative].

C 8:30 – 12:00 **Mobile e-Learning (design, author, publish and track): Hands-On Workshop**
Bob Sanregret, Chief Executive Officer, *Hot Lava Software*

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

D 1:30 – 5:00 **Creating Interactive eLearning using Flash**
Phil Cowcill, Coordinator, Interactive Multimedia, School of Communication Arts, *Canadore College*

This hands-on session will help extend the participant's knowledge on using Flash to create interactive eLearning objects. The participant will be given simple templates in which they can use to incorporate their material. Participants will also be shown how to convert Windows or QuickTime video to Flash video that can be setup to stream. The streaming Flash video does not require any special server configuration or any coding. Prerequisites: The participants are required to have a basic knowledge of Flash. Each participant will be expected to know how to add key frames, add layers, import media into the library and be familiar with Property Inspector. Some knowledge of ActionScript is beneficial but not necessary. Each participant will receive a CD with all the sample files, an electronic version of the workbook and additional resources. Participants are also required to bring their own laptop with Flash 8 Professional on their system. If you do not have this you can use the free 30 day trial version of Flash for this workshop.

E 1:30 – 5:00 **Podcasting for Teachers**
Mark Frydenberg, Sr Lecturer Software Specialist, Computer Information Systems, *Bentley College*

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

F 1:30 – 5:00 **Blended Technologies: DVD, Web-DVD, Podcasting, M-Learning, Blu-Ray, and Beyond**
Tom Held, President & CEO, *MetaMedia*

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

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

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

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

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

About the SALT® Conference

The SALT® 2007 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 Academia, Government, Industry and The Military who will be sharing their knowledge and experience. Attendees will hear real-world and practical examples of how your peers came to recognize the challenges facing them and then identified the technology-based solutions to address them. These solutions include:

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

Who Attends the SALT® Conference

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

Corporate and Industrial Trainers

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

Government and Military Professional

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

Educators

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

- University and community college professionals
- Education/Training facilitators
- Hardware and software systems developers
- Consultants
- Training and Job Performance Support Professionals
- Technology-based systems manufacturers & integrators
- Human resource development managers
- Corporate training managers
- Publishers and distributors of educational software
- Instruction design professionals
- Instructional systems professionals
- Training systems designers and developers
- Military and Homeland Security systems training professionals
- Multimedia developers and distributors

With over 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.

General Information

Meeting Location

Sheraton Crystal City Hotel
1800 Jefferson Davis Highway
Arlington, VA 22202
Reservations: 888-627-9209
Hotel Information: 703-486-1111
Fax: 703-769-3970

Registration

For early registration rates your registration form **with payment** must be postmarked by Aug 8, 2007, or faxed to us by that date with credit card information included. All registrations requiring invoicing will be billed at the higher (SALT Members \$700 and Non-Members \$750). All foreign checks must be paid in US dollars. Cancellations received by Aug 8, 2007 will be refunded after the conference less a \$50 processing fee. In the event of cancellation we also accept attendee substitutions, or your fee may be applied to the next **SALT®** conference. **Checks should be made payable Learning Technology Institute.**

Hotel Accommodations

A limited number of rooms have been set aside at the Sheraton Crystal City Hotel at the discounted rate of **\$169 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 21, 2007. To receive the special conference rate, call reservations at 888-627-9209 and indicate that you are with the **SALT®** conference group in August 2007.

ADDITIONAL HOTEL INFORMATION

If you are not able to get the reservations you want at the Sheraton Crystal City Hotel, we have a block of rooms at the same rate of \$169 at the **Radisson Hotel**, which is 1.5 blocks away from the Sheraton. Reservations may be made directly with the Radisson hotel by calling (703) 920-8600 or 1-800-333-3333. To receive the special room rate, please indicate you are with SALT/Interactive Technologies Conference.


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

Program Changes

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

Program Updates

Program updates will be sent to all conference registrants via email. To ensure receipt of this information, it is essential that you include your email address when registering for the conference. It is also essential that if your e-mail system supports a white list, to add salt.org to it. For the latest conference information visit **SALT®**'s web site at www.salt.org

Inquiries

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

Conference Sponsorship

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

Conference Proceedings

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

Cancellation Policy

Cancellations received by August 8, 2007 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. If cancellations are received after August 8, 2007, the registration will be applied to the next **SALT®** conference.

Technical Sessions Overview

Wed 22nd	Gaming & Simulation	Training
9:00		
	Keynote Address - Luciano Iorizzo, Executive Director, US Army Training Support Center	
10:30	Using Gaming Simulation for Cross-Cultural Leadership Training at Air War College (AWC) - James Carlin	Rapid Development At Apple (Quickly And Effectively Delivering Training To A Worldwide Sales Force) - LeRoy Dennison, Russ White
11:15	Blended Learning/Training Using 3-D Modeling and Collaborative Software - William Stembler	Mobile Learning: It's real, it's here, it's working - Tom Held
1:30	Gaming, Simulation and the Importance of Reaching the Affective Domain - David Versaw	Strategic Training Competency-based Training + Agile Learning 100% Mastery - Miriam Masullo, Ph.D., Bruce Moyer, Linda Tsantis
2:15	Incorporating Joint Immersive Learning Simulations Into Joint National Training - E. L. Perry, Ph.D.	Rapid Analysis: Before you Begin, Know the ANSWER - Benjamin Hughes
3:30	The Training Effectiveness of Virtual Simulations: Impact on learning and ROI - Sandy P. Mihal, Ph.D. - Donald L. Goff, Ph.D.	Adapting IRS Classroom Training Content for Web-based Training - Chris Ammon, Amy Gareis
4:15	- Ouanessa Boubstil	Training the CUSTOMER and the SUPPLIER - Jay Billings, Ph.D.
Thu 23rd	Gaming & Simulation	Knowledge Management
8:30	Gadgets, Games and Gizmos for Learning: Transferring Knowledge to the Gamers - Karl Kapp, Ed.D	LMS Development To Combat Changing Threat - Don Gemenhardt
9:15	Virtual Standardized Patients for Training Health Professionals to Deal with Biological Agent Exposures - Dale Olsen, Ph.D., Debbie Sticha	Department of Labor Enterprise-wide Solution Selection Process - Michael Gerwitz, Michael K. Malehorn
10:30	Improving Live Fire Combat Training with Virtual Targetry - Christopher Chambers	Implementing a LMS: Best Practices - Allyn Decker
11:15	Developing a Native American Tribal Gaming Case Study (as an RLO) - Shalin Hai-Jew, Ed.D.	Addressing the Concerns of Faculty Adopting Learning Management Systems (LMSs) - Donna Petherbridge, Ed.D., Brad Mehlenbacher
1:30	Teach Me What I Don't Know - Exercise Management in Simulation (XMS) - Matthew Sadinsky	Selecting and Implementing an Enterprise Learning Management System - Mickey Donnelly, Ph.D., Nancy Hill
2:15	Simulations Utilizing Problem Based Learning and Knowledge Capture - Frank Sanchez	Knowledge Transfer – Content Capture for Knowledge Transformation - Peter Rizza
3:30	Game and Virtual Environments to Support Business and Technology Education - Jerald Feinstein, Ph.D.	Knowledge Management and Learning: panel discussion by experts in the area knowledge management for learning, performance support and verification Peter Rizza, PHR, David Armistead, Karl Kapp, Ed.D, Matthew Sadinsky
4:15	Nintendo Goes to School: Harvesting the Power of Games in a Teacher Education Program - Cathy Leogrande	
Fri 24th	Gaming & Simulation	Knowledge Management
8:30	Multiplayer Online Learning Game (MMMOLG) for Improving STEM Proficiency - Jayfus Doswell, Ph.D.	Selecting the Right Technology for Your Business: LCMS vs. LMS - Mike Buoy
9:15	Virtual Reality Fear of Heights Simulation - John Cook	VirtualOnDemand® Training - John Sciandra
10:30	Efficacy of Simulation-based Training for First Responders - Sean Martin	System-Level Approach to Learning Management - Balaji Ramadoss, W. Michael Reid, Danielle Landis
11:15	Enhancing Team Learning during Simulation-Based Training - Gregory Aist, Ph.D.	Deploying a Learning Management System (LMS) for workforce Training & Development - Valerie Whitcomb

For more detailed descriptions of speaker presentations, visit the SALT web site at www.salt.org

Technical Sessions Overview

	Design	Mobile Computing & PDAs	E-Learning
Wed 22nd			
9:00	Keynote Address - Luciano Lorizzo, Executive Director, US Army Training Support Center		
10:30	Sound-Field Amplification Applied Universal Design - Trudy Abramson	Mobile Phone Learning - Robert Gadd	Case Study – e-Learning Solution for Remote Locations - David Lauber
11:15	A Case Study in More Effective Integration of Technology into Curriculum Design - Antis, Clark	Ensuring Your Sales Force Can Train While Disconnected - Chad Carrington	Content Development for eLearning - Michael Jernigan
1:30	The Impact of Imbalance on Instructional Design and Customer Relations - Elizabeth E. Wright, Ed.D.	Learning Technology: The Gorilla of Affordability - Mike Gillies, Heather A. Katz, Ph.D.	Integrating Simulations and Games with E-Learning Courseware - Daniel Cooper, Ph.D.
2:15	Effective ISD for mLearning - Heather A. Katz, Ph.D., Michelle Echevarria, Joyce Bond	An Empirical Assessment of a New Tool for Students and Teachers - Douglas McConatha, Matt Praul	Podcasting and Wikis Reducing Common eLearning Barriers - Celeste Spencer, Natalie Laderas
3:30	Instructional Strategies focusing not on a score but on Mastery! - Timothy Adams	The future of mobile learning: panel discussion by experts in the area of mobile learning - Bob Sanregret, Heather A. Katz, Ph.D., Leslie Harper, Mike Gillies, David Clemons, Douglas McConatha, Aaron J. Ripin, Karl Giese, TSgt	How Is Your E Learning? A Comprehensive Program Evaluation Is The Key - Khan, Granato
4:15	Collaborative Design of Immersive Simulations - Genevieve Wood		Untitled - Alison Greenhouse
Thu 23rd	Assessment	Mobile Computing & PDAs	E-Learning
8:30	Scenario-based Performance Assessment - Baughman, Wiese, Yabut, Sidman	Mobile Content - Fact or Fiction - David Clemons	Generation Why? Designing Training and Learning to Engage the New Workforce - James Guilkey, Ph.D., J. Dexter Fletcher, LeRoy Dennison, Mickey Donnelly, Ph.D.
9:15	Individual and Team Assessment Using Multimedia Communication Technologies - Charles Wilson	Mobile Learning: An Instructional Designer's Journey into the New World - Aaron J. Ripin	Case Study – e-Learning Solution for Company-wide Implementation - David Lauber
10:30	A Corporate Competency and Performance Management System - Julie Streets	Mlearning: Recent Advancements & Why You Should Care - Jody Glidden	KZO e-learning Platform - Jeff Fissel
11:15	Assessment and Assurance of Learning - Chittenden, Kraushaar, Shirland, Rohr	Solutions for Distance Data Delivery (DDD) Mobile Networks Integration - David Still	Emergency Preparedness and E-Learning - Janice Hinson, Ed.D., Kimberly LaPrairie, Gene Carroll
1:30	Training Needs of Federal Employees: The Merit Principles Survey 2005 - John Ford	Podcasting as a Tool for Learning - Mark Frydenberg	Developing, Implementing and Expanding Adoption of Elearning in a Global Company - Paula Sanderson
2:15	Individual Assessment in Project and Team-based Learning - Meghan Kennedy, Jake Walkenhorst	Podcasting From The Classroom: College Students Discover Their Voices - Lee Mondshein	When Things Go Horribly Wrong - How to Save Your e-Learning Project - Joseph Ganci
3:30	Taking Advantage of Modern Analysis Techniques for ROI and Optimization - Boyce Byerly, Ph.D.	Mobile Design From Theory to Reality - Donna Safko	Dynamic Video Streaming Enhances Learning - Rich Mavrogeanes
4:15	Involving Everyone And Embarrassing No One - Barry Harper	Ultra-Mobile Computers as Dedicated Mobile Learning Devices - Richard Schilke	
Fri 24th	Design	Mobile Computing & PDAs	E-Learning
8:30	Design of Web and Computer Based Instruction and Security Issues - Archie Garner, Carl Knabe	Online Collaborative Learning Projects via a Wiki - Robert Farmer	Impacting Learning Opportunities with Technology - Andrew Lokie
9:15	Redesigning Instruction for the Web-based World - Making the Right Choices - Marie-Pierre Huguet	myLearning Mobile: Accenture Education's Journey into Mobile Learning - Dana Koch, Greg Overley	Blending EPSS & Face-to-Face Follow Up for Improved Performance - McKlin, Duffy, Wilson
10:30	ADDIE and Rapid Prototype Design - Margie Meacham, Dianna Smith, Ph.D., Jenna Miley	Personal Interactivity in Teaching/Learning - Porte, Guevara, Urrea, Rosa, Donohue	Online Social Networking Communities: Issues for Educators - Antoinette Bruciati, Ph.D.
11:15	Bloom's Taxonomy in Instructional Design for Distance Education, Terrence Redding, Ph.D.	Rugged Mobile Computer Technology - Maria Lizano-DiMare, Ph.D.	Implementing Accessibility into e-Learning - Harriette Spiegel

For more detailed descriptions of speaker presentations, visit the SALT web site at www.salt.org

Wednesday

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

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

9:10 – 10:00 **Keynote Address**

Luciano Iorizzo, Executive Director, *US Army Training Support Center*

The United States Army Training and Doctrine Command appointed Mr. Iorizzo as Executive Director to assume duties of Commander, Army Training Support Center on November 21, 2005. He leads Army Executive Agency roles for activities such as the Sustainable Range Program, Standards in Training Commission, Training Aids, Devices, Simulators, Simulations, Graphic Training Aids, and other programs. His current focus is to enable an agile, adaptive force, comfortable with uncertainty, by shaping training strategies, programs and the supporting workforce. Prior to his tenure with the Army Training Support Center, Mr. Iorizzo served as the Director, Training Development, United States Army Intelligence Center and as Technical Advisor for the Director, United States Army Armor School. Mr. Iorizzo is an accomplished author in the field of distributed learning, published through Jossey-Bass, the Society for Applied Learning Technology, the Interservice/Industry Training, Simulation and Education Conference, and the Army Science Board.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Using Gaming Simulation for Cross-Cultural Leadership Training at Air War College (AWC)**

James Carlin, Chief of Technology, *Air War College, US Air Force*

The Department of Defense has made cultural awareness training for military and civilian personnel deploying to international locations a special interest item. Historically, AWC courses have provided some cultural training but are not application-based. This presentation discusses and demonstrates how computer simulation based on multiple-branching decision-tree structure is used at AWC to provide cross-cultural leadership training for senior leaders to improve individual and organizational effectiveness.

11:15 – 12:00 **U.S. Army Virtual Mobile Training Team: Blended Learning/Training Using 3-D Modeling and Collaborative Software**

William Stembler, Division Manager, *Tidewater Operations, C² Technologies, Inc.*

The United States Army wanted to test the feasibility of integrating multiple technologies, creating interactive multimedia instruction employing those technologies, deploying this courseware to soldiers in the Continental United States (CONUS) and in Iraq, and do so in ninety calendar days. This task presented challenges for the government and the contractor, including contractual, technical, and bureaucratic. Ninety calendar days only offers sixty six working days to put firm fixed price contracts in place with multiple vendors, initiate work, and integrate the desired collaborative work environment with a 3D interactive tool set. This presentation will describe the end product, a Virtual Mobile Training Team for Striker Battle Damage Assessment, Repair and Recovery.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Gaming, Simulation and the Importance of Reaching the Affective Domain**

David Versaw, Chief Financial Officer, *WILL Interactive, Inc.*

This interactive session will explore the increasing importance of reaching the affective learning domain and how engaging gaming and simulation are racing to catch up with the widening generational learning gap. Today's "Net Generation," a generation of youth that grew up in an age of video games and the internet, learn in a much different way than their parents did. This generation is quickly flowing into the workforce and military. Studies show that traditional educational methodologies that focused primarily on cognitive learning are progressively missing the mark with this audience.

2:15 – 3:00 **Incorporating Joint Immersive Learning Simulations Into Joint National Training**

E. L. Perry, Ph.D., *Northrop Grumman*

This session will share how the proven concept of virtual experience immersive learning simulation (VEILS) is being extended into the world of joint military training. Both the software design and the individual VEILS simulations are described for this new effort. Independent evaluation studies conducted by Boston University, Walter Reed Army Institute of Research and the Army Research Laboratory have shown that VEILS games achieve previously unobtainable levels of retention and performance improvement by immersing learners in a totally engaging and realistic virtual experience. This project will demonstrate how that capability is being used in the joint national training environment to overcome the erosion of critical lessons learned between training exercises.

3:00 – 3:30 **Coffee Break**

3:30 – 5:00 **The Training Effectiveness of Virtual Simulations: Impact on learning and ROI**

Sandy P. Mihal, Ph.D., Post-Doctoral Fellow, *Security Studies Laboratory, University of Maryland University College, Ouanessa Boubail, Director, Security Studies Laboratory, University College, University of Maryland, Donald L. Goff, Ph.D., Executive Director, Security Studies Laboratory, University of Maryland University College*

How effective is virtual simulation training? What performance metrics are appropriate for measuring the training effectiveness of virtual simulations? What is the value proposition of simulation training? To answer these questions, the presenters use an adaptation of a simulation in an online distance learning environment to provide experience in making critical infrastructure vulnerability assessments. This session will provide a participatory demonstration of the simulation exercise. A survey instrument was devised for the purpose of assessing the effectiveness of the exercise. The areas explored are cognitive gains, ROI and student satisfaction. Conclusions and recommendations to overcome the technical, pedagogical, and financial challenges encountered are also provided.

Thursday

8:30 – 9:10 **Gadgets, Games and Gizmos for Learning: Transferring Knowledge to the Gamers**

Karl Kapp, Ed.D, Professor, Instructional Technology, *Bloomsburg University*

This presentation defines the “gamer generation” and explains how these incoming, techno-savvy learners will turn traditional in-person and online training programs upside down. Discover what drives and motivates gamers and how to design instruction to appeal to the gamer’s ethos. This session covers iPods for teaching machine maintenance, simple games for teaching acronyms and concepts, and full-blown simulations for teaching Spanish. The presentation highlights the use of Massively Multi-learner Online Learning Environments (MMOLES) to convey knowledge in a 3D environment. Presentation is based on presenter’s book, *Gadgets, Games and Gizmos for Learning Transferring Know-How from the Boomers to the Gamers*.

9:15 – 10:00 **Virtual Standardized Patients for Training Health Professionals to Deal with Biological Agent Exposures**

Dale Olsen, Ph.D., President & CEO, *SIMmersion LLC*, Debbie Sticha, Script Engineer, *SIMmersion LLC*

To overcome the limitations of live and standardized patients as experiential learning tools, SIMmersion LLC and the National Capital Area Medical Simulation Center developed a training module that facilitates conversations between learners and a virtual standardized patient. A simulation was designed to prepare the medical community to recognize and manage bioterrorist attacks and to train learners to differentiate the symptoms of smallpox, viral hemorrhagic fever, and other conditions. A phased research study is underway to test the efficacy of repeated simulation practice. We hypothesize that interactive learning will prove more effective and durable than simple review of key clinical information.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Improving Live Fire Combat Training with Virtual Targetry**

Christopher Chambers, Director, America’s Army Live Fire Program, Office of Economic and Manpower Analysis, *Gamechambers, Inc.*

In order to drastically improve U.S Army Live-Fire Urban Combat training, the Army Game Project Office is implementing the Live-fire Virtual Targetry Program using adaptations of America’s Army video game code and unique hardware. Core to the program are projections of game-based human avatars, replacing current static or pop-up paper/metal targets. Thermal detection cameras provide the ability to detect the thermal signature of bullets hitting the target surface, and translating that strike into America’s Army scenarios. Consequently, virtual targets are fully engage-able with a variety of combat ammunition, are infinitely dynamic, and can be controlled in real-time by instructors. Interactive game scenarios greatly increase Soldier performance in cognitive and physical skills. By presenting a variety of realistic combatants and non-combatants, Soldiers learn to better assess situations before engaging targets. Once targets are engaged, Soldiers improve their shooting skills on dynamic virtual human targets that react realistically to bullet strikes. The program is soon to integrate the capability for combat teams to conduct force-on-force live-fire exercises, by translating physical positions of Soldiers into game avatars for engagement by an OPFOR, and providing force feedback devices for live-fire generated hits.

11:15 – 12:00 **Developing a Native American Tribal Gaming Case Study (as an RLO)**

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

This presentation will review the development and deployment of a three-part Native American Tribal Gaming learning case study (using the economics, socio-cultural and political frames) for an eLearning environment. The research literature overall design strategies for case study durability, cultural neutrality, versioning localization customization, and alpha and beta testing methods will be discussed. The presenters will probe the development of the cases, role plays, assignments, digital artifacts (flashcards, slideshows, photo essays, games, timelines, interactive maps, and others), instructor notes, and online case facilitation methods. Learn more about this “third strand” of using homegrown Native American case studies as part of The Enduring Legacies Project.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Teach Me What I Don’t Know - Exercise Management in Simulation (XMS)**

Matthew Sadinsky, President and CEO, *System Operations Success, Intl.*

Much work has focused on the dimensions of Andragogy (Adult Learning) related to the assumptions and framework for the most effective predictors and parameters of adult learning. This presentation carries this work forward based on multi-modal training thousands of system operators in the Energy Industry since 2002. SOS Intl will report on their work integrating a learning levels approach to Simulation based on the Blume – Gagne taxonomy with Klein’s work in recognition primed decision-making. Using specific scenarios and gates of completion with post incident review are the most appropriate means of targeting simulation when students can first experience the “Huh, what am I missing” captured in a dynamic Exercise Management System (XMS).

2:15 – 3:00 **Simulations Utilizing Problem Based Learning and Knowledge Capture**

Frank Sanchez, Process Engineering Group Leader, RR7-304, Intel

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

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Game and Virtual Environments to Support Business and Technology Education**

Jerald Feinstein, Ph.D., School of Business Information Systems & Technology Management, *George Washington University*

Distance Education within universities and corporations around the world is evolving into the best practice for delivering knowledge at the right time, in the right places. With the old e-learning evolving into new models of distributed and collaborative learning, there is a critical need for new environments involving games, virtual laboratories, and a host of other environments to support these new paradigms. We have evaluated a number of models at a number of universities and have collected data that tends to show order of magnitude increases in student achievement when games, virtual laboratories, and related environments are involved. The results of our work will be presented and shared in this presentation.

4:15 – 5:00 **Nintendo Goes to School: Harvesting the Power of Games in a Teacher Education Program**

Cathy Leogrande, Associate Professor, Education, *Le Moyne College*

Researchers such as Marc Prensky and James Gee have provided evidence of the learning value inherent in today's video games. Yet, most parents and teachers still ignore and/or deny games' positive impact, dismissing them as mere entertainment. This presentation provides findings from a graduate course in which secondary teachers were each provided with a Nintendo DS player, and a variety of games. By playing games from a variety of genres for a sustained period, teachers discovered how to apply critical game design elements to non-game based instruction and various content areas, including math, science and foreign language.

Friday

8:30 – 9:10 **Multiplayer Online Learning Game (MMMOLG) for Improving STEM Proficiency**

Jayfus Doswell, Ph.D., Chair, *The Juxtopia Group, Inc.*

A Massively Multiplayer Online Game (MMOG) is a computer video game which is capable of supporting hundreds or thousands of players simultaneously, and is played on the Internet. The most popular type of MMOG, and the sub-genre that did much to pioneer the category, is the massively multiplayer online role-playing game (MMORPG) such as *World of Warcraft* and *Everquest*. The Juxtopia Group and the University of Baltimore School of Information Arts and Technologies have conducted "Serious Games" research under their Advanced Learning Games and Simulation (ALGS) initiative. They will present learning technology research on "Epoch", a Massively Multiplayer Online Learning Game (MMMOLG) title. In Epoch, middle and high school age children travel on historical virtual adventures to solve exciting challenges by applying science, technology, engineering, and math (STEM) concepts that are learned in the classroom and in informal learning environments. In Epoch, children receive personalized instruction from artificial intelligent instructors and their skill level is consistently evaluated in order to achieve defined learning performance goals.

9:15 – 10:00 **Virtual Reality Fear of Heights Simulation**

John Cook, student, *The Art Institute of Pittsburgh*

The Fear of Heights simulation is a group project designed for patients at the University of Pittsburgh Medical Center (UPMC). This is being created by a group of students at the Art Institute of Pittsburgh, in the Game art and Design Program. The goal of this project was to create a realistic environment where patients can immerse themselves and achieve certain goals. These goals are designed around conquering the fear of heights.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Efficacy of Simulation-based Training for First Responders**

Sean Martin, *Visual Purple*

This presentation will provide insight into the efficacy of simulation-based training for Emergency First Responders. In addition to discussing some broad learning technique advantages of simulation, the presenter also provides a structure for evaluating the economic impact of online simulation based training. While presently addressing the First Responder community (local police, fire, EMT, hazmat, public health, etc.) the issues discussed are relevant to most training populations.

11:15 – 12:00 **Enhancing Team Learning during Simulation-Based Training**

Gregory Aist, Ph.D., Assistant Research Professor, Computer Science and Engineering, *Arizona State University*

Practicing for physical team activities, such as sports or military situations, can be effectively and efficiently provided with simulation-based training. This presentation will explore the extent to which simulation-based training offers cost advantages over its physical counterpart, and scenario advantages over events difficult to practice in real life. Simulations also have the ability, unmatched in physical training, to explore alternative actions by re-entering the simulation at various time points, re-playing certain parts, and comparing and contrasting possible unfolding events of the training situation based on student choices. The presenters will discuss these capabilities of simulations and the costs and benefits involved.

Wednesday

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

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

9:10 – 10:00 **Keynote Address**

Luciano Iorizzo, Executive Director, *US Army, Training Support Center*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Rapid Development At Apple (Quickly And Effectively Delivering Training To A Worldwide Sales Force)**

LeRoy Dennison, Technical Training Manager, Apple Global Sales Training, *Apple, Inc.*, Russ White, Framework Architect, Apple Global Sales Training, *Apple Computer*

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

11:15 – 12:00 **Mobile Learning: It's real, it's here, it's working**

Tom Held, President & CEO, *MetaMedia*

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

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Strategic Training Competency-based Training + Agile Learning 100% Mastery**

Miriam Masullo, Ph.D., Co-Founder, President and CEO, *inViVo Vision*, Linda Tsantis, Professor, Johns Hopkins University, Bruce Moyer, Manager of Client-Partner Relationships, *Haverstick Government Solutions, Inc.*

We present a conceptual model for an integrated, continuous, training and assessment environment, designed to achieve one hundred percent mastery, which is competency-based and grounded on the principles of agile learning. The goal is to be able to determine when and if one hundred percent mastery of a skill is attained. We suggest that the two fundamental issues to consider are 1) the competency-based approach to training is significantly different from traditional pedagogical models, and 2) a continuous assessment model is required to determine competency. The training model is coupled to an assessment model that includes in addition to the training model we propose a combination of mediating component, guided practice and independent observations continue over time.

2:15 – 3:00 **Rapid Analysis: Before you Begin, Know the ANSWER**

Benjamin Hughes, Lead Consultant, *Allen Communication Learning Services*

The success of any large training project depends first on what you know before you begin. Directors, managers, and anyone responsible for leading a training initiative must quickly analyze the needs to be met, what approaches comprise the best blended solution for your unique situation, and what actions to take to produce results fast. In this session, you'll learn how to start off any project right by knowing the ANSWER: Audience - Needs - Successes - Weaknesses - Existing Content and Expertise - Return on Investment

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Adapting IRS Classroom Training Content for Web-based Training**

Chris Ammon, Director of Interactive Media & Design, *Mind & Media*, Amy Gareis, Account Manager, *Mind & Media*

This presentation will review with their client their previous training arrangement, provide details of client's request to adapt the existing content to web-based e-learning. The presenter will then discuss the approach taken toward research and analysis—reviewing existing content and developing the approach for adapting that content for online delivery using appropriate instructional design techniques, storyboarding, content development, prototyping, programming, testing, and survey development. The presenter will also provide details of specific features the client found most valuable and discuss the challenges of getting from prototype to final deliverable within budget.

4:15 – 5:00 **Training the CUSTOMER and the SUPPLIER**

Jay Billings, Ph.D., Co-Founder, *Defense Systems Management Corporation*

In an environment of very rapid technological change, very rapid procedural change and very rapid organizational change, the link between the customer and the supplier is strained. Both parties have difficulty communicating. Neither party is able to share or appreciate the other's point of view or priorities. This presentation will review a program of joint training where the customers learn how to express requirements and to characterize their expectations and the suppliers learn how to tailor their response to the customer's needs in an efficient and businesslike manner. The measurable outcomes of this training are quicker cycle time, reduced waste and better customer relations.

Thursday

8:30 – 9:10 **LMS Development To Combat Changing Threat**
Don Gemenhardt, Director DSUOff. of Program Dev. and Ops,
DSU, *RTI International*

A leading issue in virtual training tools is the dynamic ability to change data when needed. The creation of a Learning Management System tied to operational need becomes a dynamic tool increasing effectiveness of training and disseminating the information to the field fast, gaining the benefit of real time knowledge. This presentation will describe how RTI and the FBI - Hazardous Device School are developing the basic virtual tools which should lead to a dynamic extension of the school house to all bomb technicians, ultimately creating a process of analyzing threat data, then changing the training to counter it, and then immediately implementing the new training procedure through the LMS.

9:15 – 10:00 **Department of Labor Enterprise-wide Solution Selection Process**

Michael Gerwitz, e-Training Project Manager, US Department of Labor, Michael K. Malehorn, Senior Manager, eLearning Infrastructure, *SI International, Inc.*

The US Department of Labor (DOL) was recognized by the Office of Personal Management under the President's Management Agenda eGov E-Training for its enterprise-wide solution selection process (LMSLCMS). DOL's Agency driven approach successfully resulted in formulating the 126 requirements for building their Statement of Objective that produced its RFP. DOL partnered with the ADL Co-lab as a neutral venue for the vendor demonstrations. DOL was the first department to engage the ADL Co-lab in this manner. This presentation will review the DOL enterprise-wide solution selection process (LMSLCMS).

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Implementing a LMS: Best Practices**

Allyn Decker, VP/Training Director, *Lake City University*
Successfully implementing a learning management system (LMS) requires planning, proper execution, and ongoing maintenance. This presentation will review the Best Practices for implementing an LMS, including consideration of the cost, the functions and features you really need, your end-users and the best vendor/product fit. The presenter will also address ongoing issues such as ensuring that content is relevant, accurate and current. Additionally, the presenter will discuss strategies to create greater buy-in and credibility within the organization

11:15 – 12:00 **Addressing the Concerns of Faculty Adopting Learning Management Systems (LMSs)**

Donna Petherbridge, Ed.D., Director for Instructional Services, Distance Education & Learning Technology Applications, *North Carolina State University*, Brad Mehlenbacher, Associate Professor, Adult & Higher Education, *North Carolina State University*

With the increasing availability of LMSs on campuses, greater numbers of higher education faculty members may feel compelled to integrate LMS tools into their instructional activities. While the successful adoption of LMSs depends on developing faculty member skills in this area, other considerations must be addressed. Based on a study investigating the concerns of faculty adopting LMSs at a large research institution, this presentation will discuss support needs expressed by the faculty, as well as factors that may influence faculty concerns. Recommendations for both

technology support staff and administrators in successfully facilitating LMS use by faculty will be presented.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Selecting and Implementing an Enterprise Learning Management System**

Mickey Donnelly, Ph.D., Director, Employee Development, MD Anderson Cancer Center, Nancy Hill, Manager, Enterprise Learning, HR Employee Development, MD Anderson Cancer Center

In February 2006, the MD Anderson Cancer Center launched an enterprise LMS, the culmination of 3 years of discussion and business analysis and 1 year of implementation activities. This session will present a summary of key activities and experiences at each stage of the journey, from establishing a business case to selecting the system, to creating post-implementation governance processes. Templates, tools, and lessons learned will be included, as well as utilization rates, 1 year post-GoLive.

2:15 – 3:00 **Knowledge Transfer – Content Capture for Knowledge Transformation**

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

This presentation will describe how the process of Content Capture can be organized to facilitate rapid Knowledge Transformations. Content classes and components will be defined, along with their respective transformations. In addition characteristics of systems that support both content capture and knowledge transformation will be discussed. Representative examples will be provided.

3:00 – 3:30 **Coffee Break**

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

Peter Rizza, President, Princeton Center for Education Services, Inc., Karl Kapp, Ed.D, Professor, Instructional Technology, Bloomsburg University, Matthew Sadinsky, President and CEO, System Operations Success, Intl., David Armistead, Vice President, Sales and Business Development, Comartis USA

Knowledge Management has many forms and has evolved into a full set of systems in support of training and performance. Since the field is so varied and broad, it will be helpful to get an inside look at Knowledge Management from the perspective of leaders in the field. Where is Knowledge Management headed? How does Learning Management relate to Knowledge Management? Do you need an LMS, LCMS, or something else? How does content get transferred from the Knowledge Producers to the Knowledge Consumers? What new technologies are influencing Knowledge Management? The panel of Knowledge Management specialists from consulting firms, software providers, regulated industry development companies, academic institutions, and knowledge transfer practitioners will discuss and comment on these and other questions generated from the audience.

Friday

8:30 – 9:10 **Selecting the Right Technology for Your**

Business: LCMS vs. LMS

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

This presentation will shed light on the specific learning challenges addressed by LMS and LCMS platforms that serve as the backbone of companies' learning initiative. Specifically, the distinctions between both solutions and the appropriate environment to implement them in will be analyzed to give attendees a better idea of which solution is best for their enterprise. Furthermore, this presentation will also include a discussion on the steps needed to integrate an LMS and LCMS into a company's existing learning system.

9:15 – 10:00 **VirtualOnDemand® Training**

John Sciandra, Founder and President, NACON Consulting LLC

VirtualOnDemand® is a classroom that uses Virtual Machines and Virtual Networking Technology to provide students with access to hands on training over the internet. This briefing will present the basic concepts and a set of requirements that any Virtual Machine based classroom should meet. There will also be a discussion of some of the problems the industry must overcome, ROI metrics and what the future will bring. During this presentation an actual customer case study will be presented.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **System-Level Approach to Learning**

Management

Balaji Ramadoss, Coordinator, Education and Training, University of South Florida, *Florida Center for Public Health Preparedness*, W. Michael Reid, Center Director, College of Public Health, University of South Florida, *Florida Center for Public Health Preparedness*, Danielle Landis, Deputy Director, College of Public Health, University of South Florida, *Florida Center for Public Health Preparedness*

Training solutions are comprised of design, development and implementation phases which can be further broken down to include needs assessment, technology, learning management system (LMS), etc. Organizations isolate these aspects and treat them as individual entities. The result of such isolation is incompatible processes and systems. This presentation proposes a system-level approach to learning management. This approach enables a set of integrated processes, working together, to provide a training solution. A system-level approach facilitates a macro vision thus resulting in a robust learning management solution that integrates processes from start to finish.

11:15 – 12:00 **Deploying a Learning Management System (LMS) for workforce Training & Development**

Valerie Whitcomb, Senior Account Manager, *Arnold & Porter LLP*

The presenter will review her recent experience in selecting, purchasing, and implementing a knowledge and learning management system (LMS) for employees at Arnold & Porter LLP. The management team developed over 30 procedures and skills training modules which are now tracked using the online system. This system provides both a platform for online course delivery and reports learning outcomes of blended and traditional training as well. The primary objective in deploying the LMS was to disseminate our best practices to all offices nationwide. The "business kit" at the home office includes several key components: Sets of clearly defined procedures for each department which are used as a basis for training and

required skills for each employee depending on job requirements. These procedures and skills are taught to employees through on-the-job training and classroom-style group programs. Every module includes a training checklist, a demonstration of proficiency, and a written test. Certificates are awarded for all modules. The training program is used to hold employees strictly accountable for performance. Managers are required to communicate clearly, in writing, what is expected of each employee so there is no discrepancy between our approved processes and procedures, and performance expectations.

Wednesday

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

Luciano Iorizzo, Executive Director, US Army, Training Support Center

10:00 – 10:30 Coffee Break

10:30 – 11:10 Sound-Field Amplification Applied Universal Design

Trudy Abramson, Professor, Computing Technology in Education, Grad School of Computer & Information Sciences, Nova Southeastern University

According to the Assistive Technology Act of 1998 of the United States Congress, the term universal design embraces products and services that are usable by people with the widest possible range of functional capabilities. Sound-field amplification (SFA) systems, targeted to school systems in which hearing-disabled children are mainstreamed into the classroom, exemplify the principle for which the term was created. This session will present the technology, discuss published research, and suggest new, beneficial applications. The most exciting aspects of SFA are enhanced learning and listening for people of all ages.

11:15 – 12:00 A Case Study in More Effective Integration of Technology into Curriculum Design

Robert Antis, Ph.D., Associate Professor, Joint Advanced Warfighting School, Joint Forces Staff College, Claudia Clark, Ed.D., Director of Academics, Expeditionary Warfare Training Group, Atlantic

Despite the increasingly complex training and education requirements of many organizations and schools, the Instructional Systems Design (ISD) process used by most curriculum developers has not kept pace. Too often, technology is not even considered for some class or subject, while in other cases, the design of the class is driven by available technology as opposed to the desired outcomes. This case study describes an initiative to incorporate an organized and methodical process for holistically considering all possible technological contributions to teaching and learning into the current ISD model. Specifically, it will offer suggestions for expanding the Design and Develop steps in order to ensure that desired learning outcomes, student considerations, and potential technology contributions are all carefully examined in the final development of new curriculum.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Is Your Project Out of Balance? The Impact of Imbalance on Instructional Design and Customer Relations

Elizabeth E. Wright, Ed.D., WW Manager Learning Profession, Program Manager Expertise Taxonomy, IBM Learning CHQ

Having just the right resource to meet just the right need at the right time, place, and cost in just the right climate is a balancing act that you have to get right in order for your instructional design to be effectively implemented and for the customer to be satisfied. No matter how superb the design, your project will be compromised if you do not have the all the right resources available and if the organizational climate for the project is substandard, for your organization as well as the customer's. This presentation will focus on 10 expertise management strategies that IBM has implemented to ensure that optimal project teams can be assembled to deliver the promises of a particular instructional design. The most

important of which is the IBM Expertise Taxonomy that drives a common vocabulary, structure and way of thinking about resources (supply) and work (demand). We will also present two case studies, both with a common design: one in which imbalance led to project decay and another in which balance led to project prosperity. In addition, we will present a methodology for forecasting potential project decay or prosperity based on the concept of balance.

2:15 – 3:00 Effective ISD for mLearning: Hands-on ISD and Content Development for Mobile Devices

Heather A. Katz, Ph.D., Vice President, Learning Solutions, Computer Technology Services, Inc., Michelle Echevarria, CTS, Inc., Joyce Bond, CTS, Inc.

Designing and developing content for mobile devices requires an advanced skill set that allows one to think "outside the box." Challenges and solutions are discussed in this session that will facilitate the participants to apply effective ISD and media solutions to design and develop a mLearning module. Participants will examine potential use cases to exploit the unique learning opportunities provided by mobile technologies, identify and specify the circumstances under which it is appropriate and strategically advantageous to deliver content via specific mobile devices, and learn how to design and develop a mLearning module.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Instructional Strategies focusing not on a score but on Mastery!

Timothy Adams, Chief Learning Officer & Co-Founder, Knowledge Factor

Are you on the right track to designing systems that truly measure performance outcomes? Did you know that there are reliability issues in instructional strategies because they fail to measure an individual's knowledge with any accuracy. There is a trend that indicates training is only delivering 55% mastery while learners still have 15% misinformation - this translates into mistakes. This session will discuss instructional strategies that are focused on what we call the 5515 rule (the false negatives and false positives in metrics) that is not about an individual score but rather on a path to mastery!

4:15 – 5:00 Collaborative Design of Immersive Simulations

Genevieve Wood, Concurrent Technologies Corporation

This session discusses the customizable simulation features of the Immersive Learning Environment, a distributed collective training environment developed for the U.S. Northern Command's (USNORTHCOM) mission planning and rehearsal requirements. Team players are assigned roles and perform collaborative exercises using information injected or accessed from a variety of sources. This type of online collaboration is readily applicable to geographically diverse leadership development exercises in government and business environments in addition to broad military applications. The system employs an Electronic Instructional Systems Design (e-ISD) approach in a collaborative web environment. The e-ISD workflow provides visual cues, including automatic notifications, to track the project progress. Content conversion, creation, and review tools are hosted for immediate use.

Friday

8:30 – 9:10 **Design of Web and Computer Based Instruction and Security Issues**

Archie Garner, Information Assurance Analyst/Trainer, SAIC, Carl Knabe, Senior Information Assurance Analyst Trainer, SAIC

The Department of Defense has locked down most of their computers. This lockdown imposes limitations on Browser mobile code use, because some categories of mobile code pose a significant threat to information systems. One effect of this policy is that certain media players no longer function. Utilizing Adobe Macromedia as case study, this paper will discuss functionality failures resulting from the combination of Department of Defense security policies and Macromedia multi-tier security registration of applications that contain active content. This presentation will explore the consequences of computer lock-down for developers of media rich training and solutions to address associated problems.

9:15 – 10:00 **Redesigning Instruction for the Web-based World - Making the Right Choices**

Marie-Pierre Huguét, Course Developer, Rensselaer Polytechnic Institute

LMS, podcasting, wikis, synchronous tools, whiteboard, blogs, ... in the whirlwind world of the emerging and established technologies, how do you stay abreast of the latest changes? How do you know which tools to select and use without falling prey to the latest fad? And more importantly, how do you integrate them to create instructionally sound and cost effective instruction? While providing answers to these questions, this presentation will outline the recommended process and guide the participants through its main stages. Each stage will be defined, outlined, illustrated, and referenced. This will enable the participants to leave the presentation with rational, model, guidance, and resources that will allow them to make the right choices as they redesign instruction for the Web-based world.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **ADDIE and Rapid Prototype Design**

Margie Meacham, Manager, American Express Learning Network, American Express, Dianna Smith, Ph.D., Training, Healthcare, Jenna Miley, Professor, Bainbridge College

This presentation will explore the application of the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model in rapid prototyping environments, while it addresses the advantages and disadvantages of ADDIE, based on information in the professional and academic literature. A circular, iterative approach to ADDIE has been successfully piloted at a major financial services organization. The pilot data will include measurements of success, including reduced design cycle time, reduced time to competency, and reduced training delivery time. The presenters will discuss applications in corporate training and higher-level education environments. Suggestions and tools for implementation will be included.

11:15 – 12:00 **Bloom's Taxonomy in Instructional Design for Distance Education**

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

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

Thursday

8:30 – 9:10 **Scenario-based Performance Assessment for Dynamic Environments (SPADE)**

Katie Baughman, 12 Gill Street, *Aptima, Inc.*, Emily Wiese, Human Factors Engineer, 12 Gill Street, *Aptima, Inc.*, Lt. Dulcinea Yabut, Air force Research Laboratory, *US Air Force*, Jason Sidman, Ph.D., Team Lead, Instructional Technology & Design, 12 Gill Street, *Aptima, Inc.*

For Air Weapons Controllers (AWCs), maintaining high levels of proficiency is a critical and challenging task because of the complexity of the domain. AWCs are primarily responsible for enhancing the situational awareness of fighter pilots. Opportunities for practicing skills for maintaining situational awareness are often limited by requirements for full crews of human teammates, qualified instructors, and access to full-up simulation platforms. To meet these challenges Aptima and the Air Force Research Laboratory (AFRL) are developing Scenario-based Performance Assessment for Dynamic Environments (SPADE), a vignette-based tool for training and assessing AWC performance before and after a formal training exercise.

9:15 – 10:00 **Individual and Team Assessment Using Multimedia Communication Technologies**

Charles Wilson, MCT Division Director, Multimedia Communication Technologies, *AEPCO, Inc*

The presentation will cover the technology and a capability assessment of a current development project to employ audio and video streaming and voice recognition technology to automate the assessment of team performance in a military tactical environment and to provide rapid feedback to team members following a training event. The presenter will discuss the project objectives, explain the underlying technology, and demonstrate the current capability.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Naval Surface Warfare Center Port Hueneme Division: A Corporate Competency and Performance Management System**

Julie Streets, Port Hueneme Division, *Naval Surface Warfare Center*

This presentation will review the Naval Surface Warfare Center's web-based Competency Management Program (CDP), which supports needs assessment, performance management, workforce shaping and development. To facilitate workforce development and needs assessment, the CDP guides the employee through a development planning experience that links corporate strategic objectives and organizational goals, ties them to described competency objectives, and prompts an employee to select from multiple learning strategies to achieve these competencies. The CDP enables positive performance management via virtual dialogue, as well as face-to-face meetings between supervisors and employees throughout the development planning process and its execution. Other features include a mechanism to deploy employees based on their match to job-related competencies. Through an accomplishment report, the CDP gathers ROI data the organization can use to calculate learning effectiveness and its transfer to the job.

11:15 – 12:00 **Assessment and Assurance of Learning**

Nicole Chittenden, Assistant Dean, School of Business Administration, University of Vermont, Robert Rohr, Information Technology Professional Senior, School of Business Administration, The University of Vermont, Larry Shirland, Ph.D., Professor and Associate Dean for UG Programs, School of Business Administration, The University of Vermont, James Kraushaar, Ph.D., Associate Professor, School of Business Administration, The University of Vermont

Schools and colleges face challenges in outcomes assessment and assurance of learning to ensure continuous improvement and quality assurance in curriculum delivery. We discuss the integrated approach taken by one public university to develop metrics for assessing outcomes. Both indirect and direct measures are discussed. We focus on a mix of over-the-counter products and homegrown software applications for Continuous Quality Improvement and assessment.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Training Needs of Federal Employees: The Merit Principles Survey 2005**

John Ford, Research Psychologist, Office of Policy and Evaluation, *US Merit Systems Protection Board*

The context of this research is a survey of 36,926 Federal employees conducted during Fall 2005. In addition to several dozen Likert items, this web-based survey included three open-ended questions about participants' training needs and strategies for improving both their individual performance and the performance of their employing organizations. This presentation summarizes the perceived training and performance support needs of Federal employees, outlines their expectations about Government funding of training, and reports their expectations about the efficacy of different training methods. Lessons learned about the use of open-ended questions and content analysis in large-scale needs assessment will also be discussed.

2:15 – 3:00 **Individual Assessment in Project and Team-based Learning**

Meghan Kennedy, Faculty Development and Instructional Design Coord, *Neumont University*, Jake Walkenhorst, *Neumont University*

Assessment is one of the most difficult aspects of effective course development. Project and team-based learning provides additional difficulties regarding how to individually assess group learning. This presentation will explore approaches to assessment strategies in project and team-based learning environments. Specifically, the following items must be considered and implemented in an assessment strategy, (1) adequate support, (2) individual accountability, and (3) clear project and course competencies. Implementing these measures of individual achievement are vital to tracking learning in addition to completing effective projects.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Taking Advantage of Modern Analysis**

Techniques for ROI and Optimization

Boyce Byerly, Chief Technical Officer, *Capital Analytics*

Most training measurement techniques developed decades ago, when data resided in file cabinets, and the computers needed to visualize and make sense of it didn't exist yet. Now, move beyond surveys to clear, effective presentations where data is unlocked using modern graphic and analysis capacities, even if your statistical expertise ends at using spreadsheets. This presentation will inspire and inform the audience on how to select suitable projects and the right metrics, organize and analyze the data, and produce clear graphics. These techniques not only convincingly demonstrate impact, but allow forward-looking decision making and optimization.

4:15 – 5:00 **Involving Everyone And Embarrassing No One.**

Barry Harper, CEO, Business Development Centre, *Nvolve Limited*

Getting information and feedback quickly and easily from participants is an essential ingredient to ensure that training sessions are truly effective. There's a simple and innovative tool that you can use interactively with your PowerPoint slides that allows you to do just that. The trainer creates and inserts interactive PowerPoint question slides into a normal PowerPoint presentation. During the slide show participants respond to these interactive slides using wireless, credit card size keypads. These responses are then instantly analyzed and presented back to the group in the form of a chart for discussion or debate. Using the interactive devices allows trainees to be involved, responsive and HONEST— without risking potential embarrassment. Discuss case studies where this technique has been effective and experience it for yourself during this session.

Wednesday

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

Luciano Iorizzo, Executive Director, US Army, Training Support Center

10:00 – 10:30 Coffee Break

10:30 – 11:10 Mobile Phone Learning

Robert Gadd, President, OnPoint Digital, Inc.

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

11:15 – 12:00 Maximize Your Sales Force Selling Time: Ensuring Your Sales Force Can Train While Disconnected

Chad Carrington, Manager, Intel Learning Network, Sales and Marketing Operations, Intel Corp.

One of the many challenges for a sales force is the balance between ramping up on company products, while selling the same products. In the technology industry, the rate of change is rapid and accommodating training during irregular times is a core necessity for a world class sales organization. Mobile computing provides a means to successfully enable a sales force to get the training they need while both connected and disconnected from the internet. In this case study, see how Intel, with the use of their own mobile training system, enables just in time training for a mobile sales force.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Learning Technology: The Gorilla of Affordability

Mike Gillies, President, Naois Corporation, Heather A. Katz, Ph.D., Vice President, Learning Solutions, Computer Technology Services, Inc.

This presentation will discuss the affordability of learning technologies for both individuals and schools, and present a hypothetical cost benefit analysis of content delivery alternatives, including a mobile learning technology delivery model. The cost benefit analysis will incorporate a discussion of learning theories that may be integrated into the mobile learning technology model and the instructional system design elements to be considered, as well as a multi-variate based model to quantify subjective considerations.

2:15 – 3:00 Mobile Learning in the Classroom: An Empirical Assessment of a New Tool for Students and Teachers

Douglas McConatha, Professor, Department of Sociology, West Chester University of Pennsylvania, Matt Praul, Research Assistant, Sociology, West Chester University of Pennsylvania

Mobile Learning, or M-learning as it is often called, is a relatively new tool in the pedagogical arsenal to assist students and teachers as they navigate the options available in the expanding distance learning world. M-Learning is defined as "the delivery of training by means of mobile devices such as Mobile Phones, PDAs and digital audio players, as well as digital cameras and voice recorders, pen scanners" and other mobile devices. M-learners typically view lessons in small, manageable formats that can be undertaken when laptop or fixed station computers are unavailable. It is currently being

used in a variety of educational, governmental and industrial settings. This presentation assesses some of the possible methods, challenges and future potential of using this approach in a college classroom.

3:00 – 3:30 Coffee Break

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

Bob Sanregret, Chief Executive Officer, Hot Lava Software, Heather A. Katz, Ph.D., Vice President, Learning Solutions, Computer Technology Services, Inc., Leslie Harper, Instructional Technologist, J.W. Alvey Elementary School, Mike Gillies, President, Naois Corporation, David Clemons, President, Mobile Media, LearnKey Inc., Douglas McConatha, Professor, Sociology, West Chester University of Pennsylvania Aaron J. Ripin, Director of Global Learning Solutions, Moving Knowledge, Inc., Karl J. Giese, TSgt, Technical Sergeant, USAF, NCOIC, Curriculum Support Branch, Defense Medical Readiness Training Institute DMTRI

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

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

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

Thursday

8:30 – 9:10 Mobile Content - Fact or Fiction

David Clemons, President, Mobile Media, LearnKey Inc.

2 billion mobile users and growing faster than any communication device. See tools build mobile content live in session within five minutes.

9:15 – 10:00 Mobile Learning: An Instructional Designer's Journey into the New World

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

The Mobile Learning era has arrived. This session will explore the present and future of mobile learning from an instructional design viewpoint. Participants will see how Cisco, EPA, Westchester University and other leading companies, government agencies and universities are using handheld wireless devices for performance support and training delivery. We will concentrate on Instructional Design, but also discuss development tools, LMS integration, technology standards, and applications in the context of real-world examples. This session will address • How is Instructional Design for mobile learning different from other learning mediums? • Which learning theories and models work best for mobile delivery? • How do mobile learning components integrate into a larger curriculum or blended learning plan? • What tools will help me design instructional content for mobile devices?

10:00 – 10:30 Coffee Break

10:30 – 11:10 **Mlearning: Recent Advancements & Why You Should Care**

Jody Glidden, Executive VP, *Chalk*

With the number of mobile devices predicted to surpass the number of conventional computers for web access in the near future and with bandwidth for mobile devices predicted to increase dramatically in the short term, mobile learning appears certain to become an important part of training in the future. Wireless email is the tip of the iceberg for companies looking to leverage today's powerful handheld devices to deliver training anytime – anywhere, including location-based learning, device-embedded learning and handheld decision support. The possibilities are staggering, and it's much easier than you think. eLearning evangelist Jody Glidden will shed some light.

11:15 – 12:00 **Solutions for Distance Data Delivery (DDD) Mobile Networks Integration**

David Still, President, *EDUCONS Canada*

The presenter will explore alternative solutions and systems for the delivery and management of mobile streaming AV and web integrated environments. Demonstration of on-line, dot, MOBI, portable learning and entertainment content will be displayed. A simple approach to LMS & LCMS network integration for mobile content delivery of education and training courses' content will be presented.

1:30-2:10 **Podcasting as a Tool for Learning**

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

As portable media players increase, many educators use podcasting as a tool for making lectures available online. This session will present software tools for podcasting, and discuss how to incorporate podcasting as a learning tool. The presenter will share examples of how, in one information technology course at a business college, the students, rather than the teacher, created podcasts based on the course lectures. Students not only demonstrated mastery of the course material, but also of their ability to use software tools to create multimedia presentations for podcasting.

2:15 – 3:00 **Podcasting From The Classroom: College Students Discover Their Voices**

Lee Mondshein, Professor, Mathematics and Computer Science, *Bridgewater State College*

College curricula commonly develop students' speaking capabilities via talks in front of the class, possibly using audio recordings for performance feedback. This detailed presentation describes how goal-driven design of a speaking-intensive course has broken entirely new ground, while taking special advantage of student-produced podcasts. The driving principle is "Speak to be heard, by learning how to listen." Poised performance is cultivated as the by-product of deep and varied engagement with subject, self, and audience. Speaking "live" is interleaved with speaking via one's podcasts, heard outside and inside the classroom. Students witness themselves and their audiences in a variety of new ways. Incrementally, they develop the capacity for engaged speaking, and discover their own voices.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Mobile Design From Theory to Reality**

Donna Safko, Owner, *Mudpuddle Creations*

Small screens, assorted browsers and real-life learning environments create new challenges for those interested in creating modules for mobile devices. How do you choose the right copy and graphics? Why can't you just resize your existing e-Learning content? What type of lessons maximize mobile's advantages? When should you start implementing m-Learning? This session will offer approaches to content design that effectively uses and works on mobile devices.

4:15 – 5:00 **Ultra-Mobile Computers as Dedicated Mobile Learning Devices**

Richard Schilke, Senior Instructional Designer, *FCCJ*

Initiated by the Microsoft Origami project, the ultra-mobile computer market is quickly expanding. These new portable devices bring unprecedented power and versatility to the mobile learning discussion. Larger than traditional PDAs, yet much smaller than notebook computers, these devices put tethered and untethered learning options within reach of education and training providers. This presentation looks at current development in ultra-mobile computers, comparing the various first generation models, and their effectiveness as mobile learning devices. The presentation further identifies one project using a Linux-based device to deliver untethered, for-credit, courses to the U.S. Army, and lessons learned associated with the project.

Friday

8:30 – 9:10 **Online Collaborative Learning Projects via a Wiki**

Robert Farmer, Professor, Information Technology, *Mount Saint Vincent University*

Allowing students to create and design content online, quickly and easily within a Wiki is only one level. Having several students interact with each other's content stimulates their learning and creates an active learning environment. Come see and hear the outcomes of two different Wiki based collaborative learning activities. The first, a collaborative learning project as a component within a first year face-to-face IT course and the second, the complete immersion of a senior level IT course using a Wiki as their central means of collaboration.

9:15 – 10:00 **myLearning Mobile: Accenture Education's Journey into Mobile Learning**

Dana Alan Koch, Learning Strategist, *Accenture*, Greg Overley, Solution Planner, *Accenture*

For many executives their mobile device has become an invaluable tool to help them manage email, voice mail and schedule. Accenture Education is developing "myLearning Mobile" to enable our executives to use their Blackberry or Windows Mobile device for learning. Our focus is on corporate compliance training with a goal of leveraging our executives' naturally occurring down time to complete training by providing a mobile alternative to an online course. Accenture Education's compelling story of our foray into mobile learning includes a phased approach to navigate mobile challenges of content design, user interaction, technical considerations, and LMS integration.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Personal Interactivity in Teaching/Learning – Tablet PCs, Clickers and PDAs in the Classroom**

Loreto Porte, Ed.D., Director of Instructional Technology, *Hostos Community College*, Carlos Guevara, Media Specialist, Instructional Technology, *Hostos Community College*, Elkin Urrea, Multimedia Specialist, Instructional Technology, *Hostos Community College*, George Rosa, Multimedia Specialist, Instructional Technology, *Hostos Community College*, Kathleen Donohue, Professor of Nursing, Allied Health Department, *Hostos Community College*

New levels of personal use and classroom interaction are being attained by three powerful devices. With Tablet PCs the live components of lessons are captured and made available to students. Instructors handwrite notes, draw, and highlight their presentations, and make them more intuitively dynamic.

Clickers interactively enhance classroom productivity in taking attendance, administering tests, performing assessments or conducting a quick review. The PDA combines extraordinary processing power, mobility and interactivity for practice and assessment in areas like Compass Math test preparation, oral pathology and nursing drug applications. This presentation will describe how, together, these devices are expanding the possibilities of classroom and mobile learning.

11:15 – 12:00 **Rugged Mobile Computer Technology**

Maria Lizano-DiMare, Ph.D., Education, *Sacred Heart University*

This presentation will define different categories of “ruggedness” when relating to mobile devices including ruggedized handhelds and PDAs, small slates, tablet PCs, rugged notebooks, rugged vehicle mounts and other features that user will want to protect. A model survey exploring user needs will be presented. This presentation will also demystify the “ruggedness” vernacular, pinpoint major vendors and provide uses of different devices in the work force.

Wednesday

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

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

9:10 – 10:00 **Keynote Address**

Luciano Iorizzo, Executive Director, *US Army, Training Support Center*

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Case Study – e-Learning Solution for Remote Locations**

David Lauber, e-Learning, *Valero Energy Corporation*

The challenge for the presenter: implementing the SAP workflow at 200 remote locations and replacing initial live classroom training with CBT and simulation programs that could be delivered via CD and web track; completion of training programs and utilize CBT in lieu of live support. This session will describe the solution which involved generating 11 SAP modules using Adobe Captivate, Flash and Premiere. Modules consisted of full video instruction system simulation and a task exam in which completion was tracked via the LMS. In combination with streamlining processes, overall training costs were reduced by 75% (travel and focus) and support was reduced by 50% in comparisons to previous implementations.

11:15 – 12:00 **Content Development for eLearning**

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

This presentation will focus on the Instruction Design process for developing content to be presented in an online environment. Topics to be discussed include • What makes learning effective for adults • Characteristics of adult learners • The phases of instructional design • Differences in the ID process for instructor-led and online course development, • Technical and other issues to keep in mind when creating training for online delivery • Definition of key terms and concepts needed to understand and discuss development of training materials for online delivery.

1:30-2:10 **Integrating Simulations and Games with E-Learning Courseware Functional (and Dysfunctional) Design Strategies**

Daniel Cooper, Ph.D., Director, Performance & Instruction Dept., Training, Simulation, and Performance Improvement Division, *Southwest Research Institute*

Advances in software tools have recently made the development of simulations and games easier and more affordable. At the same time, learners and funders of new training programs are increasingly eager to see simulations and games incorporated into e-learning programs. However, the cost and time required to develop immersive simulations and engaging games are sometimes wasted, because these new training methods are not effectively integrated with related e-learning courseware. This paper identifies design strategies that produce effective, affordable integrated curricula (and a few that do not).

2:15 – 3:00 **Podcasting and Wikis Reducing Common eLearning Barriers**

Celeste Spencer, Training Account Manager, Org Effectiveness, *Intel Corp.*, Natalie Laderas, Training Developer and Coordinator, End User Training, *Intel Corp.*

This presentation will discuss examples of how a training team designed and applied wiki usage to collaborate and communicate during a project. Emphasis will be on how to leverage the features and the 'informal' nature of wikis to both

the training team and subject matter expert's advantage. This presentation will also recount how an instructional designer utilized podcasting to leverage U.S. based management and technical leadership expertise. Experiences and key learnings of senior leaders were captured and provided in a 'pull' format to employees in 2 international sites. Emphasis will be on the benefits of collecting leadership expertise and broadcasting it to a wider audience allowing the listeners an opportunity to learn from leaders regardless of their physical location.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **How Is Your E Learning? A Comprehensive Program Evaluation Is The Key.**

Badrul Khan, Ph.D., Senior Learning Consultant, *Federal Leadership Institute*, Laura Granato, Ph.D., Director, *The Granato Group*

E-Learning is no longer a "new" initiative for many organizations. Already heavily invested in the development and deployment of online programs, many believe now is the time to find out how e-learning is really working and make decisions about improvement and capacity building. Because e-learning is fairly new to the corporate environment, literature on program evaluation is naturally skimpy. Few fully developed programs have arrived at a stage where summative evaluation is possible. This presentation will review The Federal Leadership's approach for evaluating and assessing e-learning's program performance.

4:15 – 5:00 **To Be Announced**

Alison Greenhouse, Managing Principal, Human Capital Management, Business Consulting Services, *IBM*

Thursday

8:30 – 10:00 **Generation Why? Designing Training and Learning to Engage the New Workforce**

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

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

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 Case Study – e-Learning Solution for Company-wide Implementation

David Lauber, e-Learning, *Valero Energy Corporation*

Issue: Assist with the implementation of a company-wide e-mail retention policy and software generate CBT that will replace a portion of the live training class assist with buy-in of program and create follow-up refresher training prior to go-live date.

Solution: Generated flash announcement (flash video) file structure CBT (video instruction) follow-up refresher simulation (Captivate simulation) and go-live announcement (flash video)

Result: Live training was reduced by 4 hours (previous 6 hours total) roll-out schedule was reduced by one week per site (previously 2 weeks per location for 18 locations) support was reduced significantly in comparison to alpha and beta groups

11:15 – 12:00 KZO e-learning Platform

Jeff Fissel, President, *KZO Government Group*

KZO Networks has developed a unique open-source Flash video technology with the capability to webcast live and record presentations and events as “chapters” for simultaneous posting and subsequent viewing as video-on-demand. The software provides a wizard for the presenter to pre-segment the presentation into short digestible video objects which are tagged in real time. Concurrent with the presentation or event, the software uploads the chaptered video onto the e-Learning platform hosted by KZO Networks. Enormous amounts of valuable programming can be inexpensively produced and archived into a searchable digital repository for subsequent “anyplace, anytime” learning.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Emergency Preparedness and E-Learning: Recommendations for Readiness

Janice Hinson, Ed.D., Professor, Educational Theory, Policy, and Practice, *Louisiana State University*, Kimberly LaPrairie, Research Assistant, Educational Theory, Policy, and Practice, *Louisiana State University*, Gene Carroll, Multimedia Technical Director, Institute for Biosecurity, *St. Louis University*

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

2:15 – 3:00 Developing, Implementing and Expanding Adoption of Elearning in a Global Company

Paula Sanderson, Director, Online Education, *Philips Medical Systems*

Royal Philips Electronics, Netherlands, is a global leader in healthcare, lifestyle, and technology. Philips employs 126,000 employees in over 60 countries worldwide. This creates huge challenges in education and training not only for employees but also for customers. Addressing this need, Philips Medical Systems developed an online learning environment. The presentation focus is the design, functionality, and implementation strategy of the LMS and LCMS. Functional requirements for growth and expansion of the platform will be highlighted with emphasis on SCORM compliance. The

operational and cost recovery strategy for content development, educational collaborating, and licensing of the platform will be discussed.

3:00 – 3:30 Coffee Break

3:30 – 4:10 When Things Go Horribly Wrong - How to Save Your e-Learning Project

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

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

4:15 – 5:00 Dynamic Video Streaming Enhances Learning

Rich Mavrogeanes, Founder and CTO, *VBrick Systems, Inc.*

Although the learning and training process varies by individual and topic, professionals in corporate, education, and government fields share a common requirement to provide immediate access to information. Many organizations are using video over Internet Protocol (IP) networks to increase communications across multiple sites, enhance training economically, and deliver webcasts to increase communications to staff and other constituents. The session will outline best practices for leveraging existing IP networks to enhance traditionally training programs with dynamic webcasting, video on demand, as well as live and recorded streaming video

Friday

8:30 – 9:10 Impacting Learning Opportunities with Technology

Andrew Lokie, Director, Educational Technology Center, *Missouri State University*

This presentation will review a process that evolved since the “A New Approach For Course Delivery At Missouri State University” session, presented at the 2005 SALT conference. The Educational Technology Center became involved in comparing various methodologies for course delivery, which resulted in a new approach for converting a general education capstone course, “Ocean Resources,” into a distance education course using a CD-ROM and Internet format. We'll review the instructional design strategy, production development, and capability of the customized Flash-based program used for project development and content management. We'll discuss how the pedagogical approach developed in the “Ocean Resources” project was applied for an on-campus class using a blended learning format where course material is presented via electronic delivery and class time is used for discussion-oriented exercises reinforcing and applying this material. We'll review the development, production, and implementation processes, along with student performance assessment and pedagogical philosophy involved to deliver an upper-division criminology course, “Crime, Class, Race and Justice.”

9:15 – 10:00 **Just Enough and Just In Time: Blending EPSS and Face-to-Face Follow Up for Improved Performance**

Tom McKlin, Director of Research, Evaluation & Knowledge Mgt, Center for Education Integrating Science, Mathematics, and Computing, *Georgia Tech*, Ann Duffy, Director of Policy, Policy, *Georgia's Leadership Inst. for School Improvement*, Georgia Wilson, Performance Consultant, *Georgia's Leadership Institute for School Improvement*

How do you provide scaffolding and ongoing support to 200 trained leadership performance coaches spread across a large, geographically dispersed state? Leadership Preparation Performance Coaching™, a Georgia's Leadership Institute for School Improvement (GLISI) initiative that is funded through a \$740,000 Wachovia grant across 4 years, has taken a blended approach - providing face-to-face Community of Learning and Achievement follow-up, as well as an electronic performance support system (The Success Center™). With the Success Center, coaches can set their huge binders of learning materials aside and can access guidance through the 5-phase coaching process (Pre-Coaching, Planning, Doing, Checking and Acting) as well as performance tips and tools 24-7 for just in time delivery of what they need when they need it in the field. The Success Center is in Phase One now, but we have plans in place to transition to Phase Two where coaches can engage in web-based Communities of Practice to share what works and what doesn't and engage in on-line learning conversations for continuous improvement. Join this session to hear about our work in progress, learn how this initiative is connected to a larger Wallace-funded systemic change effort addressing Leader Quality and Supply, and to share your insights with us!

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Online Social Networking Communities: Issues for Educators**

Antoinette Bruciati, Ph.D., Program Director for Education Technology, Education, *Sacred Heart University*

Online social networking communities enable individuals to communicate through the use of websites containing personal information, photos, music, and/or blogs. As the number and popularity of social networking sites have grown, so have concerns about Internet safety and information privacy. Issues presented by these communities are associated with what students are publishing and with whom they are communicating. This presentation will describe these communities, discuss the risks, and provide guidance for educators.

11:15 – 12:00 **Implementing Accessibility into e-Learning**

Harriette Spiegel, Graduate Student, Instructional Technology, *University of Tennessee Knoxville*

The challenges facing instructional designers of e-Learning include the consideration of as many learner characteristics as possible and the creation of effective instructional materials to deliver the content. Since the development of the computer for instruction, these particular challenges have acquired an added dimension that is characterized by issues of Accessibility, including Web Accessibility. Web Accessibility is the access to computer-based content (including e-Learning) by all learners, including those with disabilities. This presentation will describe solutions to the challenges facing instructional designers in creating accessible and effective learner-centeredness in their instructional materials.

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8:30 am - 12:00 Noon Tutorials A - C

- A.** An eLearning Course Curriculum Wizard
- B.** Online Courses and Blended/Hybrid Instruction
- C.** Mobile e-Learning (design, author, publish and track): Hands-On Workshop

1:30 pm - 5:00 pm Tutorials D - F

- D.** Creating Interactive eLearning using Flash
- E.** Podcasting for Teachers
- F.** Blended Technologies: DVD, Web-DVD, Podcasting

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