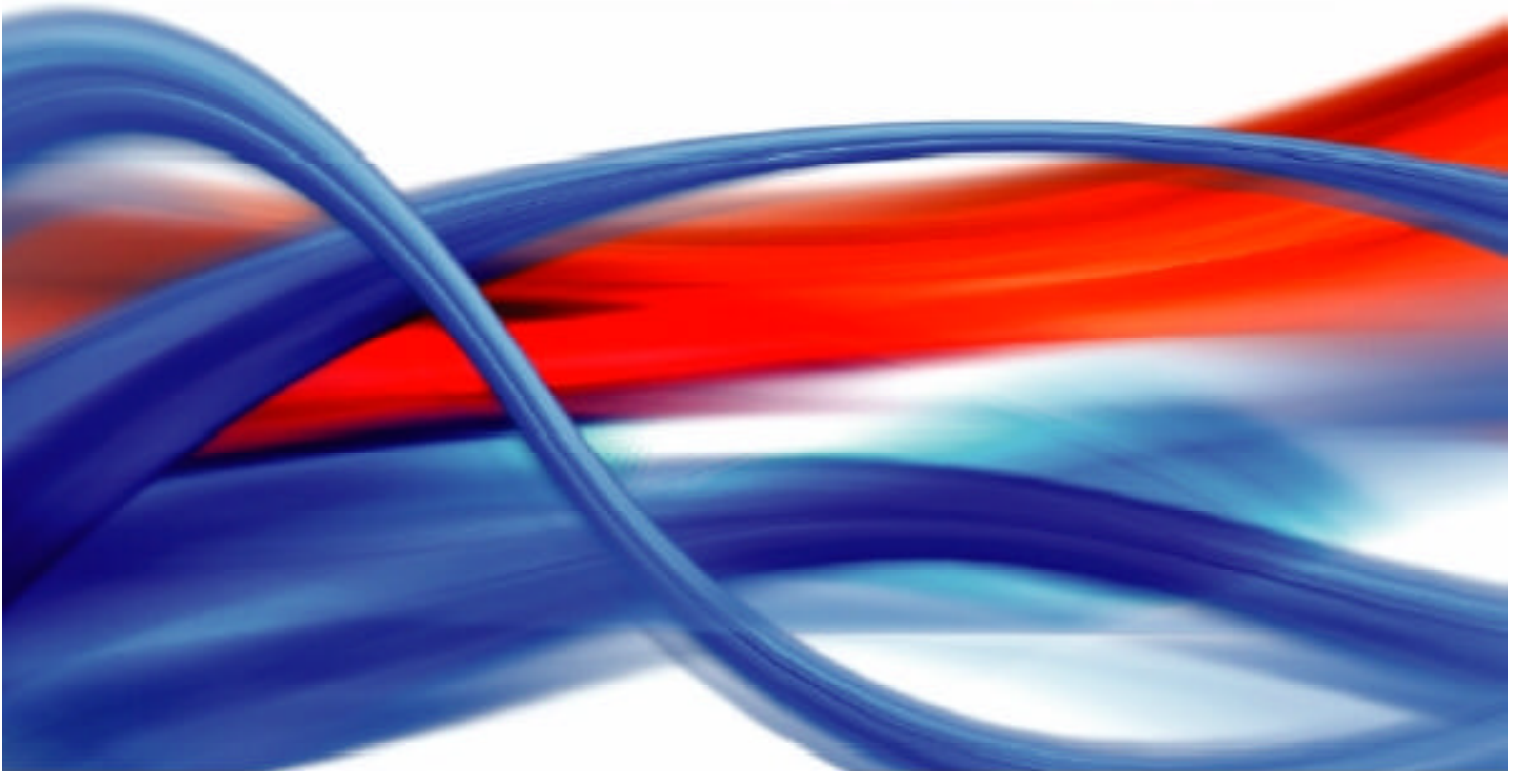


Conference Program

August 20-22, 2008
Sheraton Crystal City Hotel
Arlington, Virginia

2008 Interactive Technologies Conference



Conference Sponsored by
Society for Applied Learning Technology®
SALT®

Conference & Exhibits managed by
Learning Technology Institute®
LTI®

WWW.SALT.ORG

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Registration Hours

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

Exhibit Hours

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

Map of Session Locations

TUESDAY (AUG 19) - PRE-CONFERENCE TUTORIALS

8:30 am - 12:00 pm Tutorials

B. Mobile e-Learning	Crystal 4
C. Blended Technologies	Crystal 6
D. Designing E-learning	Crystal 5

1:30 pm - 5:00 pm Tutorials

E. Not All LCMS' Are Created Equal	Crystal 6
F. Develop eLearning Activities: Simple Flash Coding ..	Crystal 5
G. Web 2.0 Tools For Education & Training	Crystal 4
Users Group on Portability of Training Records	Crystal 3

WEDNESDAY (AUG 20) - CONFERENCE

KEYNOTE ADDRESS - 9:00 am to 10:00 am	Ballroom B & C
1 - Gaming & Simulation	Crystal 5
2 - Networks and Online Communities	Ballroom B
3 - Design	Crystal 4
4 - Training	Crystal 6
5 - E-Learning	Ballroom C

THURSDAY (AUG 21) - CONFERENCE

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

FRIDAY (AUG 22) - CONFERENCE

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

Registration Fees

Pre-Conference Tutorials (Tuesday, August 19)

Half Day Tutorial - \$195
Full Day Tutorial - \$390

Member Full Conference Registration (August 20-22)

Paid by May 21, 2008 - \$650
Paid by Aug 6, 2008 - \$700
Paid After Aug 6, 2008 - \$750
To Be Invoiced - \$750

Non-Member Full Conference Registration (August 20-22)

Paid by May 21, 2008 - \$700
Paid by Aug 6, 2008 - \$750
Paid After Aug 6, 2008 - \$800
To Be Invoiced - \$800

SALT® Member/Non-Member Partial Registration

One Day Registration - \$350
Two Day Registration - \$550
SALT® Membership - \$55

Networking Reception

WEDNESDAY (AUG 20) - 5:00 PM TO 6:30 PM

Sign Up by August 1st

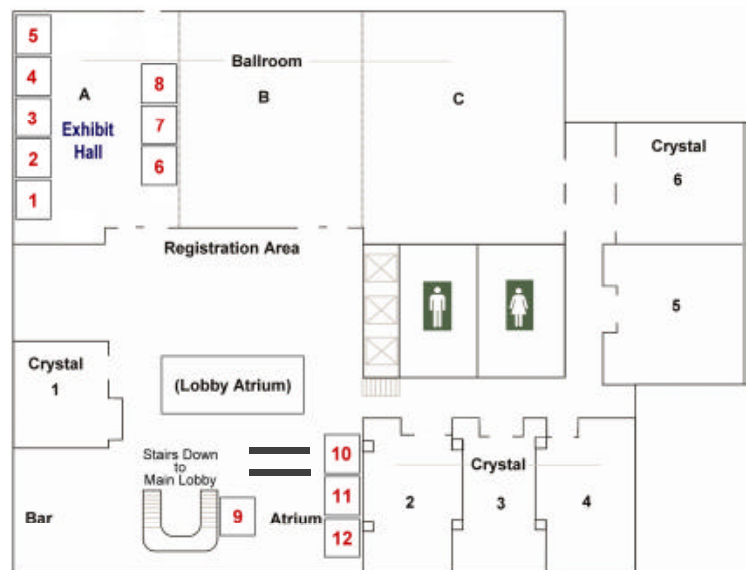
The Society for Applied Learning Technology® (SALT®) is sponsoring this reception for all conference participants. There will be a cash bar and complementary hors d'oeuvres. The reception will be located in the exhibit hall. To help us plan appropriately, please email Carrie Janssen at carrie@lti.org or call (540) 347-0055 to sign up to attend this reception.

Users Group Workshop

TUESDAY (AUG 19) - 1:00 PM TO 3:00 PM

Workshop on Portability of Training Records

There is no fee to participate in this second exploratory workshop to discuss the usefulness and viability of achieving student records portability. John Sciandra from NACON Consulting, LLC will be the Moderator of the workshop.



Shirish Nadkarni



Shirish Nadkarni is a successful entrepreneur who is passionate about building great consumer services. Nadkarni is CEO of Livemocha, an online language learning hub based in the Seattle area. Launched in September 2007, Livemocha has quickly become the largest global online community and addresses a \$100 billion worldwide language learning market fueled by rapid globalization, immigration and travel. Livemocha is a free, first-of-its-kind web based language learning solution that integrates dynamic online instructional content with a global social network of over 750,000 native language speakers.

Prior to founding Livemocha, Shirish was founder and CEO of TeamOn Systems, an innovative developer of wireless e-mail technologies. At TeamOn Systems, Shirish led a team that built a unique consumer wireless e-mail platform that is in use today by over millions of BlackBerry users. TeamOn Systems was acquired by RIM in 2002 for its innovative work which formed the basis for RIM's highly successful launch into the consumer space as the *BlackBerry Internet E-mail* service.

Prior to RIM and TeamOn Systems, Shirish was a senior executive at MSN where he successfully drove the product and business strategy that catapulted MSN.com from ninth place to among the Web's top three portal sites. While at MSN, he personally orchestrated the acquisition of Hotmail and partnership with Inktomi Corporation to jump start Microsoft's entry into the two largest internet application categories - E-mail and Search respectively. Shirish holds an MBA from Harvard Business School and a BSE from the University of Michigan, Ann Arbor.

B 8:30-12:00 **Mobile e-Learning: (design, author, publish and track): Hands-On Workshop**
Tristan Evans, President,
Perago Learning Solutions, Inc.

This tutorial will focus on all aspects of mobile e-learning from designing to tracking. Participants will use the latest in tools and solutions to design, create, publish and deploy mobile learning to phones and PDAs. This tutorial will review content development approaches for delivery to a remote workforce. Utilization of Learning Mobile Author to generate J2ME (java) for cell phones, exe files for Windows Mobile, prc files for Palm OS and deploy content to a WAP server. 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.

Hands-On Exercises (Bring Your Own Laptop):

- 1) Design a mobile learning module using a mobile learning instructional design process.
- 2) Create a mobile learning test and publish to a mobile device (J2ME, Windows Mobile, Blackberry, Treo, Motorola).
- 3) Create and publish mobile learning for cell phone use live over the web.
- 4) Use mobile learning and mobile surveys from a mobile phone and track the results.
- 5) Add images, Flash, FlashLite, Audio and Video to your mobile learning project and re-publish.

Each attendee will take with them Hot Lava Software mobile learning design and authoring tools that they can then use after the conference.

C 8:30-12:00 **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.

D 8:30-12:00 **Designing E-learning - Effective Tools and Technologies**
Marie-Pierre Hugué, Senior Course Developer,
Rensselaer Polytechnic Institute

From Wikis to avatars, from podcasts to Web conferencing, from M-learning to blogs, E-learning is fast adapting to ever-changing technology trends. 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? This hands-on tutorial focuses on the elements of instructional design that drive the development of effective E-learning and more specifically on the variety of tools and strategies that can be used to design, develop, and evaluate them. The participants will be lead through a series of mini presentations, discussions, and hands-on activities that will enable them to select the technologies that work best for them and their institutions to ultimately develop their own, successful E-learning 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, virtual worlds, 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, ...)

E 1:30-5:00 **Not All LCMS' Are Created Equal**
Kevin Jennings, Product Evangelist, *OutStart*

Unlike familiar LMS technology, LCMS's are more of a mystery. What are the business drivers behind choosing an LCMS solution? What are the differences between, and benefits of, page based and asset based LCMS solutions? With knowledge, dramatic results can be achieved using LCMS technology.

The session will provide insights into the top five things to think about when considering an LCMS solution: • Increasing the efficiency of the content development and deployment process and leveraging skilled resources across more and more content programs • Storing and managing content from a single repository to increase efficiency, content quality, and consistency • Delivering regulatory content online with strict control over content versions and historical account of changes over time • Reducing training time with more personalized content, such as prescriptive learning programs • Delivering learning with just-in-time content, and organizing content into smaller pieces to enable search and delivery as needed.

In this session, you will learn: • The business drivers behind selecting an LCMS • How not all LCMSs are created equal • What to look for in an LCMS • The difference between an asset-based and a page-based LCMS • What makes a page based solution right for you • What makes an asset based solution right for you.

1:30-5:00 **Develop eLearning Activities using Simple Flash Coding**

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

This is a hands-on course that will help extend the participant's knowledge on using Flash to create interactive eLearning objects. The participant will be given simple templates which they can use to incorporate their material. The activities will range from Drag 'n' Drop, multiple choice quiz, fill in the blank and media control. Participants will also be shown how to convert Windows or QuickTime video to Flash video that can be set up to stream. The streaming Flash video does not require any special server configuration or any coding. Prerequisites: Each person needs to bring their own laptop with Flash CS3 installed (the 30 day trial version will also meet the need). A basic knowledge of Flash will be helpful. 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.

1:30-5:00 **Web 2.0 Tools for Education and Training**

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

Recent years have seen a shift in how people use the World Wide Web. It evolved from a tool for disseminating information and conducting business to a platform facilitating new ways of information sharing, collaboration, and communication in a digital age. A new vocabulary has emerged as Flickr, YouTube, digg, Google, Blogger, Twitter, Wikipedia, FaceBook and MySpace have come to characterize the genre of interactive applications collectively known as Web 2.0. In this hands-on session, participants will use several web 2.0 tools and discuss their relevance for training and educational applications.

About the SALT® Conference

The SALT® 2008 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:

- Gaming & Simulation Applications
- Application Service Provider (ASPs)
- Training Technologies
- Learning Management Systems (LMS)
- Learning Content Management Systems (LCMS)
- E-learning Solutions
- Social Networks
- 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: 703-486-1111

Registration

For earlybird registration rates, your registration submission with payment must be completed by May 21, 2008, or faxed to us by that date with credit card information included. For early registration rates, your registration submission with payment must be completed by August 6, 2008, or faxed to us by that date with credit card information included. All registrations made after August 6th OR requiring Invoicing will be billed at the higher (SALT Members \$750 and Non-Members \$800). All foreign checks must be paid in US dollars.

One-Day/Two Day Registration

For those who prefer to attend only one or two days, there is a one-day registration fee of \$350 and a two-day fee of \$550.

Hotel Accommodations

A limited number of rooms have been set aside at the Sheraton Crystal City Hotel at the discounted rate of \$169.00 single/double. Room rates are subject to availability, so please make your reservations as early as possible. Special room rates may not be available after July 19, 2008. To receive the special conference rate, call reservations at the Sheraton at (703) 486-1111 and indicate that you are with the SALT® conference.

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 Reagan National Airport, which is 1.5 blocks away from the Sheraton Crystal City Hotel. Reservations may be made directly with the Radisson Hotel by calling (703) 920-8600. To receive the special room rate, please indicate you are with the SALT/Interactive Technologies Conference.

Registration Desk Hours During the Conference

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

Program Topic Organization

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

Employment Bulletin Board

A bulletin board will be available for posting of employment information or resumes. If interested, please contact Carrie Janssen at carrie@lti.org or call (540) 347-0055.



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.

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.

Cancellation Policy

Cancellations received by Aug 6, 2008 will be refunded after the conference less a \$50 processing fee. In the event of cancellation we also accept attendee substitutions, or your fee may be applied to the next SALT® conference. **No Refunds After August 6, 2008.**

Local Attractions (miles/kilometers)

- ♦ Ford's Theater (3.0 /4.828)
- ♦ The Smithsonian Museums (2.0 /3.219)
- ♦ Washington, DC (1.0 /1.609)
- ♦ Washington National Cathedral (10.0 /16.093)
- ♦ The Holocaust Museum (3.0 /4.828)
- ♦ Crystal City Shops (0.06 /0.1)
- ♦ John F. Kennedy Center for the Performing Arts (5.0 /8.047)
- ♦ US Capitol (3.0 /4.828)
- ♦ Arlington National Cemetery (3.0 /4.828)
- ♦ The White House (3.0 /4.828)
- ♦ Corcoran Gallery of Art (3.0 /4.828)
- ♦ Jefferson Memorial (5.0 /8.047)
- ♦ Tidal Basin Peddle Boats (1.0 /1.609)
- ♦ Mount Vernon Estate (17.99 /28.968)

Technical Sessions Overview

Wed 20th	Gaming & Simulation	Networks & Online Communities
9:00	Keynote Address - Shirish Nadkarni - 9:00 am to 10:00 am	
10:30	Building Expert Knowledge through Simulated Decision Making Exercises - Matthew Sadinsky	The effect of wiki on college students' learning and sense of learning community - Ying Xie, Ph.D.
11:15	Real-Time Strategy Game for Surge Response Planning: Pandemic X - Bob Waddington	Web 2.0 Social Learning - Cindy Rockwell
1:30	Interactive Simulation and Haptic Training - William Cornelius, Douglas Robertson	Online Communities - Not a Myth! - Jean Swenk, Ph.D.
2:15	Everything You Know About Simulation is Wrong: Exploring the Myths and Misconceptions of Simulations in Learning - Rich Mesch	Social Networking: Connecting Instructional Designers - Mahnaz Moallem
3:30	Can games be used to teach cultural understanding? - Jennifer McNamara	"Extra! Extra! Read/Write all about it!"—Journalism and the Impact of Social Networking Architecture - Emory Craig
4:15	The Effects of Embodied Feedback on Learning in a Virtual World Training Simulation - Robb Lindgren, Emmanuel Fournier, José Carlos Lopez	Driving Informal Learning with Communities of Practice - Eric Sauve
Thur 21st	Gaming & Simulation	Mobile Computing
8:30	Preparing Corporate America for Serious Games - Barbara Sealund, Carlene Peterson	The Pains and Gains of Introducing Mobile Learning in Higher Education - Ann Boland
9:15	A Web-based Lean Simulation Game Using PHP+MySQL - Hung-da Wan, Saumya Tamma	Hitting a Moving Target: Serving the Mobile Learner - Bob Lee
10:30	Gaming and Simulation for Decision-Making Training - David Versaw	Mobile Learning 3-D "Decisions, Development, Delivery" - Tom Held
11:15	Enhancing Learning in Augmented or Virtual Environments - Michael Singer, Ph.D., Amanda Howey	Podcasting Made Easy - Les Pang
1:30	Using Video Games, Simulations and Bio-feedback to Improve Soldier Performance - Sondra Nilson	Reaching a Wider Audience: Repurposing Computer-based Instruction for Podcast - Jim Helein
2:15	Interactive Gaming Technologies and Air Force Technical Training - Christopher Curtis, Jill Ritter, Krystal Thomas	Design and development of a mobile multimedia based training research and evaluation tool. - Roger Chapman
3:30	Game On!: Transforming Online Learning, One Game at a Time - Andrew Kimball	Video in Mobile Learning - Ann Boland
4:15	Modeling "Mashup" for Dynamic System Development - Christine Hoyland	Using the Technologies of Generation Y Students to Facilitate Teaching and Learning - Henry Findlay
Fri 22nd	Distance Learning	Mobile Computing
8:30	Waco Regional Airport: A Case Study Model for Collegiate Distant Learning - William Rankin	Sports Bytes Delivers STEM Content to Mobile Phones Worldwide - Heather Katz, Ph.D.
9:15	Ubiquitous Connectivity - Synchronous Delivery - Barry McConatha, Brent Fox	Smartphone Multi-touch Interfaces to Increase Personal Effectiveness - Nabeel Ahmad
10:30	Developing USAF Leadership Skills via Distance Education and Simulation - Bob Shook, Adam Nelson	Learning Simulation Goes Mobile - James Allen
11:15	Quick Tricks for Accessibility - Patrick Ryan, Martha Dixon	Ring! Ring! Your Learners Are On The Phone! - Dick Carlson

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

Technical Sessions Overview

Wed 20th	Design	Training	E-Learning
9:00	Keynote Address - Shirish Nadkarni - 9:00 am to 10:00 am		
10:30	How Apple partnered with a 3rd party publisher - LeRoy Dennison	Computer based training for automotive assembly operators - Lennart Malmköld	Pharm-Tech Inter-Agency Blended learning Collaboration - Jeanne Tuttle
11:15	Time-Sensitive Learning Solutions within the Intelligence Community - Heather Spink, Daniel Fox	Web 2.0 Tools for Trainers - Mark Frydenberg	Taking Adobe Captivate to the Next Level - Joseph Ganci
1:30	Behaviorist or Constructivist? The Two Faces of Instructional Design - Marie-Pierre Huguet, Frank Wright	PIRL The Next Generation Training Process - John Hirschbuhl, Anthony Sterns	Simultaneous Development of eLearning solutions and an EPSS at HP - Linda Gutierrez Marsh
2:15	Designing Training and Learning to Engage the New Workforce - James Guilkey, Ph.D	The Transition to SCORM - A Case Study - Bonnie Baresford, Gordon Mackenzie	The Disembodied Book: Teaching and Learning in the Age of Kindle - Kathleen Lant
3:30	Designing Meaningful E Learning with Web 2.0 - Badrul Khan, Laura Granato, Ph.D	The Art of Telling a Story: Once Upon a Training - Raymond Houck, Daniel Bliton	Adding Value to E-Learning with Blogs, Wikis and Podcasts - Trudy Abramson, Jennifer Bigus, Brenda J. Stutsky, Avril Christine Best, Marilyn V. Olander, Sandra Lebron-Lozada, J. Richard Kiper
4:15	Designing for Learning in a Hybrid MMOG - Rachel Joyce, Peter Smith	Performance Support for Large-Scale Web-based Applications - Rosalie Hopkins	
Thur 21st	Knowledge Management	Training	E-Learning
8:30	Millennial Learning: Making The Business Case For On Demand Learning - Curtis Odom	Unlocking the DNA of the Adaptable Workforce - Holly Payton	Using a Learning Content Management System to Get Through a Recession - Stuart Grossman
9:15	The collision of knowledge management and training - Kevin Jennings	Blended Learning and Compliance Training - Michael Jernigan	Robotic Avatars Introduce Asynchronous Training to Second Life - Alex Heiphetz, Sveta Liberman
10:30	Moving beyond knowledge "reuse" to knowledge "transformations" - Peter Rizza, Bryan L. Chapman	Challenging the Institutionalization of Training: Competence and the Value Chain - Heideman, Pratt	Thinking strategically: Maximizing the audience you reach with elearning solutions - Mark Siegel
11:15	Rapidly Implementing Enterprise-wide Knowledge Management Systems - Billy Biggs	The Impact of Augmented Reality Training on Performance - Randy Mayberry	Using Moodle for Customer-Facing eLearning in a Corporate Environment - Scott Severn
1:30	What Web 2.0 Means for the 'new' Knowledge Management of Tomorrow - Grant Ricketts	Are You Mastering Your Analytics, Or Are They Mastering You? - Tim Adams	eLearning Capsul - Jayant Kapatker
2:15	Building the Perfect Beast - The Knowledge Management Solution - Marc Zolar	Technology's Role in Supporting Administrative Leadership Candidates - Antoinette Bruciati	Blended Learning Solutions for New Employees and New Supervisors - Daniel McDonald, Karen Scarlett
3:30	Linking Together Learning and Talent Management Technology and Practice - Sean Conrad	Implementing Learning Technologies Within Your Organization: Identifying and Overcoming the Challenges - James Guilkey, Ph.D, Grant Ricketts, J. Dexter Fletcher, Ph.D., LeRoy Dennison	Bridging The Divide: High Technology In Low-resource Settings - James BonTempo
4:15	LMS Interoperability for the Uninitiated: SCORM, AICC, IMS and IEEE - Debra Reynolds		The eRural Landscape: Spanning the Distance with eLearning - Jane Carol Manner, Diane Rodriguez
Fri 22nd	Knowledge Management	Design	E-Learning
8:30	Going Enterprise with Blackboard - Dvora Sheremeta	Design of a DL Classroom to Facilitate Technical Graduate Education - John Reisner	Leveraging web 2.0 tools to Engage Students - Nantana Wongtanasirikul, Kim Monti
9:15	Trends in Learning Management - Justin Hearn	Large-scale curriculum: Managing the Beast - Wendy Weeks, Frederick Stafford, James Hadley	Synchronous and Asynchronous Course Elements and Their Impact on Faculty Workload - Scheuermann
10:30	Moving to an Enterprise Learning Management System - Brooke Adams	Leveraging Foundational and Emergent Learning Theory - Shelley Henson Johnson	Transforming the way learners learn... - Tim Adams
11:15	From Prototype to LMS: The Challenge of Adapting Content - Rae Hanson, Simone Basilio	Using Advanced Web Applications to Improve the Performance of CMV Safety Inspectors - Tanner, Tarr	Focused Environmental Practice Training Utilizing Rapid Learning Objects - Ben Thompson, Ph.D.

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

Wednesday - Gaming & Simulation

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

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

9:10 – 10:00 **Keynote Address**

10:00 – 10:30 **Coffee Break**

Session Chair: Matthew Sadinsky, President and CEO, *System Operations Success Intl*

10:30 – 11:10 **Building Expert Knowledge through Simulated Decision Making Exercises**

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

While North American Electrical industry regulators now have the power to levy million dollars per incident fines and mandate that annual and post-incident training include emergency operation drills on their own systems, there has not been a framework for effective use of simulation in training. This presentation integrates work on building expert knowledge with research in decision-making processes to report on developments in simulation exercise design used in online simulations in the energy industry. This research will report how North American energy organizations are now mitigating the reliability risks associated with the aging workforce and lack of skilled workers by building expert knowledge using simulation in their overall training programs.

11:15 – 12:00 **Real-Time Strategy Game for Surge**

Response Planning: Pandemic X

Bob Waddington, COO, *SimQuest LLC*

It is critical for hospital personnel to practice developing/deploying plans prior to surge situations such as a pandemic influenza outbreak. Using real-world models and other validated content, a PC-based real-time strategy game is being developed that allows hospital administrators/supervisors to prepare for and respond to pandemic influenza. Designed to track users' strategic planning/decision-making when presented with simulated events, this simulation-based planning/training tool for infectious disease outbreak will allow practice of mitigation strategies at the local hospital level, which will likely reduce the spread of disease and will be the foundation for games for other surge situations such as terrorist attacks.

12:00 – 1:30 **Lunch Break**

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

William Cornelius, CEO, *mySmartSimulations, Inc.*, Douglas Robertson, Director of Sales, Sales & Marketing, *mySmartSimulation, Inc.*

Companies in many industries are struggling with designing custom training solutions for their products, procedures and corporate soft skills methodology. Finding solutions that are affordable and engaging have historically been very difficult to implement. This presentation will review two case studies that demonstrate a very interactive training strategy that has made an immediate impact. Both these companies are seeing a reduction in training costs, increased retention on training material, shift in the overall training culture and data analytics to address future training needs.

2:15 – 3:00 **Everything You Know about Simulation is Wrong: Exploring the Myths and Misconceptions of Simulations in Learning**

Rich Mesch, Director, Performance Simulation, *Performance Development Group*

"Simulation" has become a buzzword in the learning space, and as a result, a great deal of confusing and contradictory

information has flooded communication channels. Organizations attempting to implement simulation solutions have difficulty determining what types of problems simulations can help solve, and what are characteristics of effective simulations.

This session will examine myths and misconceptions about simulation, discuss appropriate uses of simulation for different types of problems, and touch on effective simulation design approaches. It will help attendees identify appropriate uses for different types of simulation and begin developing an effective simulation strategy.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Can games be used to teach cultural understanding?**

Jennifer McNamara, Director of Strategic Partnerships, *Break-Away Games*

In international defense and corporate work environments, cultural understanding is critical to achieving successful outcomes. Our defense organizations are faced with progressively more irregular environments marked by asymmetric warfare. In many cases our forces operate with local populations divided along ethnic, religious and ideological dimensions. The more global our economy grows the more our corporate sales, production and business development activities must meet cultural diversity standards. This presentation will discuss the use of gaming technology to teach cultural understanding and train individuals to operate within these complex environments. Example games will be demonstrated and future research challenges will be discussed.

4:15 – 5:00 **The Effects of Embodied Feedback on Learning in a Virtual World Training Simulation**

Robb Lindgren, *Stanford University*, Emmanuel Fournier, Executive Partner, *Helyos Partners*, José Carlos Lopez, Virtual Training System Project Leader, *Indigo*

This presentation describes an international collaborative effort to investigate how different ways of providing feedback within a virtual world training simulation affects learning and performance. Using an innovative new training platform called VTS (Virtual Training Simulator) created by the European-based company Indigo, research is being conducted on whether users of the simulator benefit from receiving feedback that is consistent with their natural perceptual processes —embodied feedback —compared to more traditional text-based feedback. To make this comparison, the presenters recruited numerous students from a community college in California to use the simulation while receiving either embodied or text-based feedback. Results will be discussed in terms of differences in the subjects' learning, retention, and performance.

Thursday - Gaming & Simulation

Session Chair: David Versaw, CFO, *WILL Interactive, Inc.*

8:30 – 9:10 **Preparing Corporate America for Serious Games**

Barbara Sealund, President and CEO, *Sealund & Associates*, Carlene Peterson, Project Manager, Public Safety Grants & Contracts, *St. Petersburg College*

Preparing Corporate America for Serious Games is serious business. A multi-step approach may be required for many conservative thinking organizations. See how companies have deployed serious games to meet learning objectives within an existing curriculum – games flexible enough to be used for discovery learning, team bonding, and assessment. Examine strategies and techniques for engaging corporate decision-

makers, overcoming resistance to games training, and obtaining their commitment to games for important issues that require high learner retention.

9:15 – 10:00 A Web-based Lean Simulation Game Using PHP+MySQL

Hung-da Wan, Assistant Professor, Mechanical Engineering, *University of Texas at San Antonio*, Saumya Tamma, Graduate Research Assistant, Mechanical Engineering, *University of Texas at San Antonio*

Implementing lean concepts becomes imperative for most organizations. Various simulation games are developed to convey the unique lean thinking early in the training stage. Being a critical component of lean training, the conventional hands-on simulation games often require additional efforts, such as setups and bookkeeping, and cannot be performed with fewer-than-minimum participants on site. This session discusses a web-based lean simulation game to enhance the applicability and minimize non-value-added activities. Using PHP+MySQL, virtual tasks are developed to accommodate various numbers of participants to be trained through Internet. The program conducts the training and records performance metrics automatically.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Gaming and Simulation for Decision-Making Training

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

For years, the United States Military has utilized the power of serious games to make our soldiers shoot, fly safer and act quickly in tactical situations. But our military is a complicated microcosm of our society, plagued recently by sexual harassment, ethical concerns over actions of soldiers, and now increased rates of depression, PTSD and suicide. From the negative stigma that surrounds a soldier seeking mental health help, to continued concerns over the actions of contingency contractors and those deployed in Iraq and Afghanistan, the military has also turned to serious games to combat these complicated issues. Interactive programs being developed aim to teach how to think - by going through the decision making process, rather than the traditional model of telling you what to think in certain situations. Examples of new behavior modification immersive virtual experience games that go far beyond the traditional first person shooters and tactical applications will be shown to demonstrate the power of this emerging technology.

11:15 – 12:00 Enhancing Learning in Augmented or Virtual Environments

Michael Singer, Ph.D., *US Army Research Institute*, Amanda Howey, Research Fellow, *Consortium of Universities of the Washington Area*

The "enhancement" of Augmented or Virtual Environments (AVE) for learning requires a clear understanding of task characteristics and learning requirements, before adding alterations to improve learning. A conceptual structure for enhancing AVE-based learning requires the review of research on instructional enhancements of simulation-based training; encompassing instructional features, dynamic graphics, and supportive instructional or measurement systems. The major premise is that the long history of simulation-based training can guide and inform the use of new technologies for life-long learning. This session will provide an organizing overview of issues that have been investigated, indications of current applications, and profitable future research.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Using Video Games, Simulations and Bio-feedback to Improve Soldier Performance

Sondra Nilson, Director, *Digital Consulting Services*

This presentation will review the Army Center for Enhanced Performance (ACEP) program, which is an innovative program launched in 2006 to train soldiers to achieve "peak performance", particularly while functioning under the extreme stresses of combat. The program incorporates a blend of new technologies including video games, bio- and neuro-feedback, and applied sports psychology. Use of game technology and simulation at ACEP provides real-time training, testing, and feedback on the soldier's physiological, mental and emotional factors. Realistic combat scenarios for the "visualization & imagery" stage are based on America's Army game platform with laser-based weapon interactions. Scenarios provide combat "stressors" to increase the cognitive and emotional loads of trainees, and test newly acquired skills. Soldiers completing the training are capable of applying their peak performance skills to better accomplish combat tasks.

2:15 – 3:00 Interactive Gaming Technologies and Air Force Technical Training

Christopher Curtis, Senior Computer Engineer, Air Force Research Laboratory, *US Air Force*, Jill Ritter, AFRLRHAL, *Department of Defense*, Krystal Thomas, Industrial Engineer, *United States Air Force Research Laboratory*

Force reductions, high operational tempos, and consolidations of career fields are prompting the United States Air Force to seek more efficient and effective ways to train the technical workforce in order to assure mission readiness. Interactive technologies used in today's computer gaming environments could prove to be an effective means to deliver training. However, the lack of empirical knowledge documenting measurable performance improvements using these technologies hampers training system acquisition decisions. This presentation looks at existing empirical studies in using gaming technologies for training and presents some of the on-going research in the Air Force Research Laboratory Human Effectiveness Directorate to acquire empirical knowledge of the technology's effectiveness and limitations.

3:00 – 3:30 Coffee Break

3:30 – 4:10 Game On!: Transforming Online Learning, One Game at a Time

Andrew Kimball, CEO, *Qube Learning*

Last year, corporate America spent more than \$125 Billion on training. Research coming out of Duke, UCLA, Washington University, UCSD, suggests that 96% of this money may have been wasted! Solving this problem requires thinking in 3 learning dimensions (Content, Activities, and Motivation) to transform information into knowledge that gets retained, understood, and applied successfully on the job. This session will demonstrate how many Global 1000 organizations are using Web 2.0 game-development tools to rapidly transform one-dimensional workshops, sales conferences, web-presentations, and online learning into more 3-dimensional learning competitions that receive rave reviews from participants and generate 10x greater retention.

4:15 – 5:00 Modeling "Mashup" for Dynamic System Development

Christine Hoyland, F23 - JFCOM, *NAVSEA Dam Neck*

Consumer mashups combine data elements from multiple sources, presented using a simple graphical interface – such as Google Maps. When company database information is infused, and the organizational business processes of the organi-

zation provide the structure, you have what is known as a business mashup – more specifically, it would take the form of adding restaurant information to the map. Just by applying the mashup philosophy to a generic process and adding some basic modeling techniques, it is possible to realize extraordinary cost-saving potential. This presentation investigates a system configuration management example, and produces stunning, visual results without using expensive, modeling software.

Friday - Distance Learning

Session Chair:

8:30 – 9:10 Waco Regional Airport: A Case Study Model for Collegiate Distant Learning

William Rankin, Chair, Aviation, *University of Central Missouri*

Distant learning case studies help students prepare for real-world problems, situations and crises by providing an approximation of various professional environments. Thus, through the examination of specific cases using computer-based distant learning, students are given the opportunity to work issues through the trials, tribulations, experiences, and research findings of others. An obvious advantage to this mode of distance learning instruction is that it allows students the exposure to settings and contexts that they might not otherwise experience. One way to study airport issues is through the use of strategic planning case studies. This presentation outlines a strategic planning case study that could be used to study Waco Regional Airport. This case study is suggested as a real-world model for the development of future airport case studies to be used in the collegiate aviation distant learning environment.

9:15 – 10:00 Ubiquitous Connectivity - Synchronous Delivery

Barry McConatha, Manager, Information Technology, *Harrison School of Pharmacy*, Brent Fox, Assistant to the Dean for Educational Technology, *Harrison School of Pharmacy*

This presentation will review the Auburn University pharmacy program, which delivers synchronous course delivery, live online during office hours and supplemental instruction for a distant campus via video conferencing. Additional tools, such as StarBak INV for live and on-demand content delivery, and TurningPoint audience response system, enhance connectivity. All student areas have installed conferencing appliances capable of content delivery over a dedicated network. The satellite program was fast-tracked by the governor and design and implementation occurred in nine months. Collaboration among vendors was key to the success of the program. Scheduling and management issues will also be discussed.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Developing USAF Leadership Skills via Distance Education and Simulation

Bob Shook, Senior Design Consultant, Human Capital, *Vangent*, Adam Nelson, Senior Design Consultant, Human Capital, *Vangent*

Vangent and the US Air Force have developed a master's degree curriculum in Applied Leadership, delivered via self-paced distance education. The instructional design optimizes learning and provides for real world application and authentic assessment, within substantial situational constraints. Qualitative simulations put learners in realistic leadership situations they will face on the job. As in the real world, learners can seek information and consult others before acting or making decisions, and can confirm and reinforce their understanding of approaches, theories, and other supporting knowledge. Both

situational performance and supporting knowledge are assessed and elaborative feedback supports and enhances learning.

11:15 – 12:00 Quick Tricks for Accessibility

Patrick Ryan, Assistant Director, Distance Learning, *Erie Community College*, Martha Dixon, Director, Distance Learning, *Erie Community College*

Distance Learning and Accessibility need to go hand in hand in the 21st century. There are multiple disabilities that can impact an individual's ability to learn in an online environment. Each of these disabilities requires a different solution. The solution for a student with a visual impairment is not the same as the one you would use for the student with a hearing impairment or for the individual with a learning disability. This session will discuss the guidelines outlined in Section 508 of the Rehabilitation Act and provide some tips for solid course design that will produce courses that are accessible to most disabled students.

Wednesday - Networks & Online Communities

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

10:00 – 10:30 Coffee Break

Session Chair: Frank Hart, *Demarest Associates*,

10:30 – 11:10 Social Networks and Cooperative Learning

Ying Xie, Instructional Designer, *George Mason University*

Wiki can engage students in interactive activities neo-millennial students need. By contributing to one discourse, students interact with each other intensively to build the structure and flow of the discourse. According to social-constructivism, such activities encourage immense meaning-negotiation among students, thus enhance learning. However, findings about the effects of wiki were largely anecdotal. This study used an empirical design to investigate the effect of wiki on college students' learning and sense of learning community. Forty-seven students participated. Treatment group students kept wiki for two months. Results showed difference in students' learning performance and sense of support of this learning community.

11:15 – 12:00 Web 2.0 Social Learning

Cindy Rockwell, Chief Executive Officer, *CustomerVision*

Web 2.0 Social Learning harnesses the power of the community for real-time knowledge and collaboration utilizing new technologies such as wikis, blogs, RSS, mashups and "Communities of Practice". Case studies from non-profits to Fortune 100 companies will be showcased.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Online Communities - Not a Myth!

Jean Swenk, Ph.D., *Capistrano Connections Academy*

Hear how a virtual public school can meet the learning needs and build community among students of all ages (K-16 education) through synchronous groupware and asynchronous discussions combined with printed materials, hands-on activities, and real-time/"own-time" online lessons for maximum individualization and flexibility. In this session, learn how the Connections Academy Learning Management System and electronic presentation tools are used including LiveLesson™, the synchronous groupware tool – which is based on Breeze as adapted for learners of all ages, the use of threaded discussions and how these discussions can be integrated into K-12 virtual learn-

ing, and how both synchronous and asynchronous interaction fit into the Personalized Learning Plan process that Connections Academy uses to individualize the student learning experience. Focus will be on K-12 and postsecondary education as well.

2:15 – 3:00 Social Networking: Connecting Instructional Designers

Mahnaz Moallem, Professor & Instructional Technology Project Leader, NSF Academy, *NSF and UNCW*

In early fall 2007, we started a social networking site to connect students, faculty, and alumni of Instructional Technology Master's program in our institution using "Ning" Web 2.0 and collaborative technologies. Just within a few weeks our social network brought together all of our alumni, faculty and students and started to grow and to become a major part of our academic program. This presentation will demonstrate how this social network was built and what the results of this evolving community are. The presentation will also offer the results of our search on the different ways social networks are currently being used in education. Such review along with our own experiences will provide an interesting insight into the variety of ways that social networks are being put to productive educational use.

3:00 – 3:30 Coffee Break

3:30 – 4:10 "Extra! Extra! Read/Write all about it!"— Journalism and the Impact of Social Networking Architecture

Emory Craig, Director of Academic Computing, *The College of New Rochelle*

With the release of a new report for 2008 by the Project for Excellence in Journalism (from the Pew Research Center), traditional news organizations are confronted by unprecedented challenges that are reshaping their business model and may determine their future viability. From wikis and blogs to the reader commentaries on user-submitted videos, journalism is increasingly incorporating evolving communities of readers empowered by social networking architecture that fosters communication and collaboration around topics of common interest. But the challenges faced here also raise questions regarding the underlying dynamics of collaborative communities, including their attention economy model, the opportunities and limits of self-governance, and the issue of noncommercial sustainability. As an older model of communication simultaneously ossifies and adapts to a changing environment, the new model grounded in social networking will need to address critical issues of authority, expertise and credibility within the context of user-written and selected content.

4:15 – 5:00 Driving Informal Learning with Communities of Practice

Eric Sauve, *Tomoye Corporation*

Enterprises of all sizes are trying to find a way to adapt the power of collaborative and social networking based learning within the context of their business. This is particularly true when it comes to peer-based knowledge and learning, where the workers are truly subject matter experts as they are on the frontlines of the organization each and every day. The consumer approach to social networking where everything is driven at a grassroots level to let 1000 flowers bloom is not necessarily desirable or always applicable within the enterprise. This session will discuss how organizations have been able to break down these conceptions and adapt social networking and Web 2.0 to drive informal learning with communities of practice and deliver very tangible results.

Thursday - Mobile Computing

Session Chair:

8:30-9:10 The Pains and Gains of Introducing Mobile Learning in Higher Education

Ann Boland, Partner, *OHE Associates*

There is a distant rumble of thunder in academia and the pedagogical world called Mobile Learning. It is on the horizon and inevitable, but many in the academic community are unsure how to go about introducing it on campus. In this session, the speaker will share with you the "pains and gains" of the early adopters of Mobile-Learning within the academic community. Attendees will learn in this session how to reduce the pain of getting started with Mobile Learning, and about strategies in getting started using small steps to gain acceptance on campus over time.

9:15 – 10:00 "Hitting a Moving Target: Serving the Mobile Learner"

Bob Lee, Director, Training Solutions, *WebEx Communications - a division of Cisco*

This presentation will discuss the needs of mobile learners, explain the challenges we face in reaching them, and explore the tools and techniques that will enable us to deliver rich, collaborative learning solutions to them. In particular, this session will detail the need of mobile learners for on-demand, just-in-time information and how a mixture of real-time, collaborative tools and packaged content can meet this need.

10:00 – 10:30 Coffee Break

10:30 – 11:10 Mobile Learning 3-D "Decisions, Development, Delivery"

Tom Held, President & CEO, *MetaMedia*

This presentation will discuss some of the options available for mobile learning development and delivery. A case study describing how the decisions were made to implement associate training for the hotel industry using the Sony PSP (Play Station Portable) will be discussed. The first versions of this training initiative for hotel associates is currently being used at 250 Springhill Suites hotels." The decision making process that resulted in the Sony PSP as the delivery system of choice will be described and examples of the current training will be demonstrated. Examples of mobile delivery using video podcasting and portable DVD players will also be discussed and demonstrated.

11:15 – 12:00 Podcasting Made Easy

Les Pang, Professor, Information and Technology Systems, *University of Maryland University College*

Podcasting has been proven to be an effective way to distribute content to a mobile world. In the context of education, podcasts have been used for lesson delivery, student-developed presentations, information sharing, archiving lessons for absent students, and distribution of assignments. However, the development of podcasts for classroom use offers technical challenges to often non-technical educators. This non-technical presentation presents several successful approaches to effectively create podcasts quickly and easily.

12:00 – 1:30 Lunch Break

1:30 – 2:10 **Reaching a Wider Audience: Repurposing Computer-based Instruction for Podcast**

Jim Helein, Program Manager, *Windwalker Corporation*

This presentation will describe the conversion of the FDIC's financial literacy program, Money Smart, from classroom modules to a highly interactive CBI. The solution delivered via multiple formats and languages is helping the FDIC fulfill their mission of bringing Money Smart to 1 million "unbanked" or "underbanked" users. To complete its mission, the FDIC will face new instructional design challenges in converting the CBI, a multimedia-rich interactive program, into a downloadable audio-only format. The presenters will discuss the challenge of reorganizing and re-chunking the content for the auditory learning style, rewriting material to make visual concepts suitable for listening only, and creating a presentation format that attracts a younger generation of users, engaging their interest while not alienating more traditional training audiences; all of this while still meeting the learning objectives of the original instructor led materials.

2:15 – 3:00 **Design and development of a mobile multimedia based training research and evaluation tool.**

Roger Chapman, President, *Collaborative Work Systems (CWS), Inc.*

This presentation describes the design and development of an ultra-mobile based prototype, AWARE, supporting geographical situation awareness (GSA) assessment and after action review (AAR) during field training exercises. A paper-based GSA assessment methodology, GRADE, has been developed by the Naval Postgraduate School (NPS). AWARE presents a digitized GRADE to not only assess the accuracy of situation awareness, but also diagnose breakdowns in GSA and provide feedback during exercise AAR. The ultimate goal of the AWARE project is to create a customizable tool for designing, conducting, analyzing and presenting the results of research involving GSA during field training exercises.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Mobile Computing**

Ann Boland, Partner, *OHE Associates*

You can now download video as part of mobile learning modules. But, is it worth the effort? In this session, we will

- Examine the benefits of drawbacks of video in mobile learning
- Review the file formats that work and sort of work
- Discuss what is practical for file size and how you can achieve it
- See how easy it is to add video to mobile learning modules
- Experience mobile learning modules with video in them

*Be sure to bring your web enabled cell phone to the session so you can download the modules! Never done that before? We'll show you how.

4:15 – 5:00 **Using the Technologies of Generation Y Students to Facilitate Teaching and Learning**

Henry Findlay, Professor & Acting Director, Continuing Education Program, *Tuskegee University*

For the Generation Y students, (those born after 1980), the traditional ways of teaching and learning may be out-dated. Today's young people respond differently to how we teach. To understand Generation Y students, we must first understand the times that shaped them. For example, Generation Y has never known life without cell phones, iPods, pagers, fax machines, the Internet, email and voice mail, chat rooms, etc. When they come to the classroom, they expect an environment that mirrors their own. Lessons learned from using the gadgets that generation Y students bring to the classroom will be

shared and how these technologies are used to enhance teaching and learning across disciplines.

Friday - Mobile Computing

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

8:30 – 9:10 **Smartphone Multi-touch Interfaces to Increase Personal Effectiveness**

Heather Katz, Senior Instructional Designer, *Hot Lava Software*

This session will discuss the design, development, marketing, delivery, and tracking of the Sports Bytes modules as well as discuss lessons learned and future Sports Bytes initiatives. We believe that this replicable model demonstrates the sheer scale possible with education via mobile phones that can inspire governments, foundations, educational institutions, and others to deliver education to everyone using mobile technology.

9:15 – 10:00 **Smartphone Multi-touch Interfaces to Increase Personal Effectiveness**

Nabeel Ahmad, Teachers College, *Columbia University*

With the proliferation of smartphones entering the consumer and enterprise markets, we are beginning to see a variety of changes in the way users interact with systems and information. It is important to understand how these changes are beginning to define the landscape of more natural user interactions, namely with the use of multi-touch interfaces. This presentation explores the theoretical framework and practical applications of smartphone multi-touch interfaces that can be created to help increase personal effectiveness and reduce training time as a performance support tool.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Learning Simulation Goes Mobile**

James Allen, Senior Consultant, *Humentum Corporation*

Just as we are seeing a wider use of immersive learning simulations in classroom and online environments, a new simulation environment is opening up to learning professionals – mobile devices. Simulation designers will be able to add more value to their clients or organizations with knowledge of how to adapt their design methodologies for mobile delivery. But what are the limitations of this new mobile environment, and in what ways can simulation design be adapted to address these challenges and leverage this new opportunity? e-Learning simulation scenarios that have been adapted for mobile delivery will be used to illustrate differences side-by-side.

11:15 – 12:00 **Ring! Ring! Your Learners Are On The Phone!**

Dick Carlson, Owner, *TechHerding.com*

The mobile platform is becoming a very large and effective method of providing just in time and "anywhere" learning. But the issues with different form factors, delivery models and learner access can create poor acceptance or outright failure of the project.

Participants will learn:

- ...how mobile learning is being employed in actual projects.
- ...keys to success -- design, development and deployment -- of a mobile solution.
- ...how to modify content to fit the limited bandwidth and screen real estate on mobile devices.
- ...where to get further resources and tools.

Wednesday - Design

9:00 – 9:10 Introduction and Welcome

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

9:10 – 10:00 Keynote Address

10:00 – 10:30 Coffee Break

Session Chair: J. Dexter Fletcher, Ph.D., Member Research Staff, *Institute for Defense Analysis*

10:30 – 11:10 How Apple partnered with a 3rd party publisher to meet our Development Needs

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

Attend this session to learn how Apple Inc. has successfully "outsourced" development of technical training certification courseware, while still maintaining control of the overall process to meet their very detailed design specifications and quality standards.

11:15 – 12:00 Fusing the Spiral Lifecycle Model with Rapid Development Approaches to Design, Refine, and Deliver Time-Sensitive Learning Solutions within the Intelligence Community

Heather Spink, *US Department of Defense*, Daniel Fox, *Booz Allen Hamilton*

While the concept of cyclical evaluation seems inherent to the ISD methodology, in practice it's either implemented only after training has been fully realized (without modifications based on results), or in the majority of cases, not performed at all. The pragmatic reason: time and costs. This session provides a case study into how the spiral lifecycle model coupled with a rapid development approach was successfully employed to develop and deliver time-sensitive, mission critical training to analysts within the intelligence community, while refining the courseware throughout each build cycle. The presentation will explore the benefits and risks intrinsic to the spiral lifecycle as it pertains to the learning paradigm, and tried and tested mitigation strategies.

12:00 – 1:30 Lunch Break

1:30 – 2:10 Behaviorist or Constructivist? The Two Faces of Instructional Design

Marie-Pierre Hugué, Senior Course Developer, *Rensselaer Polytechnic Institute*, Frank Wright, Director of the Undergraduate Program, Lally School of Management and Technology, *Rensselaer Polytechnic Institute*

How can instructors design powerful, innovative, and effective Web-based environments that can be integrated in a face-to-face class or stand alone to support a distance course? This presentation answers the question from the perspective of a four-year long project that led a faculty from using an institutional, unimaginative template to designing a fully customized, award-winning course that truly reflects his teaching style and philosophy, supports the institution's mission statement and the course objectives, and accounts for the wide variety of student learning styles. Blending discussion and demonstration, we will first propose a brief historical perspective illustrated by four dramatically different designs each the product of a distinct instructional design approach. The presenters will then outline a model that will guide the participants through the main stages leading from a behaviorist to a constructivist approach to instructional design. Each stage will be defined, outlined, illustrated and referenced, enabling the participants to leave the session with rational, model, guidance, and resources that will

foster their potential transition from behaviorist to constructivist instructional design.

2:15 – 3:00 Generation Why? Designing Training and Learning to Engage the New Workforce

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

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

3:00 – 3:30 Coffee Break

3:30 – 4:10 Designing Meaningful E Learning with Web 2.0

Badrul Khan, Chief Learning Officer, *The Granato Group* Laura Granato, Ph.D., President, *The Granato Group*

In the technology-savvy world, there will always be a tendency to look for newer versions of emerging technologies. This is not a bad thing! It does not mean that everything we accomplished with previous versions of technologies is obsolete. Every bit of help we get in improving learning environment with the use of emerging technologies adds to our knowledge base of learning with technology. New technologies come and go, but the contributions they make to support meaningful learning remain the key. In this presentation, we will present A Framework for E Learning which examines the capabilities of various attributes of Web 2.0 technologies conducive to learning.

4:15 – 5:00 Designing for Learning in a Hybrid MMOG

Rachel Joyce, Research Associate, Institute for Simulation and Training, *University of Central Florida*, Peter Smith, Research Associate, Institute for Simulation and Training, *University of Central Florida*

Through National Science Foundation funding, UCF's RETRO Lab at the Institute of Simulation and Training is developing a Massively Multiplayer Online Game (MMOG), Lunar Quest, to educate students in physics and to provide an environment for experiencing being a physicist on a moon colony. To achieve this, the RETRO Lab has innovated a strategy of combining conventional MMOG game play for social and group learning with Flash Mini-Games delivering individualized physics content training in an approachable wrapper. This presentation will look at the benefits of adopting this design strategy taking advantage of the strengths of both, while simultaneously minimizing their drawbacks.

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

8:30 – 9:10 Millennial Learning: Making The Business Case For On Demand Learning

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

Half of today's workforce is made up of Generation X and Millennial Generation workers. Organizations must compete harder to attract talent, and work harder to retain it. This changing workforce demographic has direct implications for learning and training. The good news is that there are technologies and knowledge management strategies already in place to effectively train Generation X and Millennial workers. This session will discuss making the business case for this brand of knowledge management and the secrets for tailoring these approaches to convince your workers that you understand their needs and are committed to their growth and success.

9:15 – 10:00 Not all training is formal ... the collision of knowledge management and training

John Alonso, Founder and Chief Technology Officer, Research Department, *OutStart*

All of us know instinctively that we learn to perform at our jobs, not just by the training we receive, but by the large amount of information that we gather and access. We learn from experts, we learn from documents, we learn from discussion, we learn by accessing information. Individuals get better at their jobs by collaborating with peers and leveraging the knowledge that exists in their community. This session will explore how the worlds of traditional training can be augmented by the worlds of knowledge management. This presentation will include a discussion of tools, and models that can help organizations better support formal learning initiatives as well as enable their people to perform their jobs. We will spend time exploring what options are available and learn how others are using them for benefit.

10:00 – 10:30 Coffee Break

10:30 – 11:10 ROI=Transformations: Moving beyond knowledge "reuse" to knowledge "transformations"

Peter Rizza, President, *Princeton Center for Education Services, Inc.*, Bryan L. Chapman, Chief Learning Strategist, *Chapman Alliance LLC*

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.

11:15 – 12:00 Changing Traditional Project Management Culture to Rapidly Implement Enterprise-wide Knowledge Management Systems

Billy Biggs, Assistant Director, *General Physics Corporation*

More and more eLearning projects are being simply defined by schedule. "How fast can you implement?" seems to be the most common question among organizations evaluating enterprise wide Learning Management Systems. To address this requirement, the Project Management methodologies must be considered to meet tight schedule requirements. More specifically, scope must be heavily considered, as implementations are quickly becoming a project measured in weeks vs. months. However, most organizations cannot adjust their business culture quick enough to ensure project success.

Traditional Project Management methodologies and frameworks must be modified to meet a schedule that supports tens of thousands of users (if not hundreds of thousands) in a matter of weeks vs. months. As a result, there are significant areas of the Project Management framework that need more attention than others. Project Management scope is probably the most common area of consideration in a rapid LMS implementation. A "phased" implementation approach is becoming the most common (and most successful) deployment strategy. Integration your revised project management framework with a phased scope implementation is a sure way to ensure project success.

This session will provide attendees tips and recommendations for changing conventional project management strategy to ensure a successful LMS deployment. While scope will be the primary area addressed, attendees will gain a better understanding of what a successful rapid implementation project management plan encompasses.

12:00 – 1:30 Lunch Break

1:30 – 2:10 What Web 2.0 Means for the 'new' Knowledge Management of Tomorrow

Grant Ricketts, *Learning Governance*

Web 2.0 technologies are changing our existing views and practices around knowledge management. They allow people to be more collaborative and participative, enabling instant knowledge sharing and exchange on a real time basis. This is a different picture from more traditional views of KM that placed emphasis on knowledge capture, storing and archiving. This presentation highlights how changes in the work-scape, partly fostered by these new technologies will impact the roles and responsibilities for learning and performance leaders:

- How Web 2.0 technologies are redefining the role of learning, performance and knowledge managers?
- How enabling mass participation and contribution will impact the supply of knowledge assets to manage and distribute?
- What new 'best practices' and processes are being used in leading organizations today?
- What two or three steps can practitioners take today to be more prepared?

2:15 – 3:00 Building the Perfect Beast – The Knowledge Management Solution

Marc Zolar, *Senior ISD Learning Consultant, Karta Technologies, Inc.*

The impact of knowledge management on an organization's bottom line and ability to achieve its strategic goals is tremendous. As this awareness continues to increase, organizations of all sizes are making significant investments in knowledge management systems and processes. This presentation will

explore critical questions and present strategies in two areas vital for success in undertaking a knowledge management initiative:

Part 1: The Knowledge Management Needs Assessment: A systematic approach to defining the characteristics of your knowledge management challenge.

Part 2: Buy, Build, Outsource or Freeware?: The challenges are complex and the solutions are varied. One size doesn't fit all.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Linking Together Learning and Talent Management Technology and Practice in the High Performance Workplace**

Sean Conrad, Senior Product Analyst, *Halogen Software Inc.*

Early LMS technology was created to solve the administrative burdens of training departments – departments that were seldom part of HR – and almost never linked to employee performance or corporate performance. The end result were complex systems with very little demonstrable ROI. With the advent of new technology, there's an increasing push to link together LMS and talent management systems to create a complete lifecycle where each employee's performance, goals, development and training are aligned. This vendor-neutral presentation will provide a look at the evolution of related systems and a look forward as to where this technology is headed.

4:15 – 5:00 **LMS Interoperability for the Uninitiated: SCORM, AICC, IMS and IEEE**

Debra Reynolds, Instructional Developer Editor, *CIBER, Inc.*

You're an experienced training developer (or not). You've seen these acronyms, but now your interest is piqued or you need to mate these concepts with your skills to remain competitive (or you have to make proposal input!). What do these acronyms mean? How are they related? Do they overlap? How might they affect the project? How do they affect the product? What are some downsides and upsides for the project? For stakeholders? For learners? This session will provide an understanding by shadowing a search for answers. Bring away references, case study synopses, lessons learned.

Friday - Knowledge Management

Session Chair: Antoinette Bruciati, Ph.D., Coordinator for Educational Technology, Education, *Sacred Heart University*

8:30 – 9:10 **Going Enterprise with Blackboard**

Dvora Sheremeta, *US Army Training Support Center*

In September 2006, TRADOC launched an Enterprise instance of the Blackboard content management system as part of the Army Learning Management System (ALMS). The Enterprise Blackboard system utilizes a domain structure that allows Army schools and organizations to maintain control over their courses and content while centralizing system technical support at the Enterprise level. This session will describe the structure of the Army Learning Enterprise Blackboard system, how it supports resident and blended learning at over 27 Army schools and organizations through the use of domains, and lessons learned from implementing an Enterprise Blackboard system.

9:15 – 10:00 **Trends in Learning Management**

Justin Hearn, *GeoMetrix Data Systems, Inc.*

This presentation will discuss current industry trends and the future of learning management systems. GeoMetrix will demonstrate technologies that are critical to successful organization-

al learning management deployments and new technologies that will influence learning in years to come.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Moving the Masses: A Transition Tale of Moving a University from a Basic Learning Management System to an Enterprise Learning Management System**

Brooke Adams, Learning Management System Administrator, Learning Support Services (LSS), *George Mason University*

Come listen to a tale about moving faculty, staff and students from Blackboard Learning System CE 4.1 to CE6. You will hear the good, the bad and the ugly of moving faculty to an integrated system. This session will cover the importance of training support staff and informing key university stakeholders. Learn how George Mason prepared for the transition and how we plan on supporting the university rollout. "Moving the Masses" will be an informative/interactive presentation for system administrators, individuals supporting users and those ready to transition to a new system.

11:15 – 12:00 **From Prototype to Learning Management System: The Challenge of Adapting Content**

Rae Hanson, Research Associate, Information Architect, Institute for Simulation & Training, *University of Central Florida*, Simone Basilio, Research Associate, Institute for Simulation & Training, *University of Central Florida*

With the abundance of online management systems available, selecting the one best suited to your project is of extreme importance. Developers must juggle a wide range of factors from ease of use to audience to the desired organization of content. By going behind the scenes of the process instructional designers and developers from University of Central Florida's (UCF) Institute for Simulation and Training (IST) followed when developing the Florida Department of Transportation Motor Carrier Compliance Office's (FMCCO) Safety Inspector Training and Certification Program, this session looks at the challenges faced when adapting a HTML-based prototype to a Learning Management System.

Wednesday - Training

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

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

9:10 – 10:00 **Keynote Address**

10:00 – 10:30 **Coffee Break**

Session Chair: John Hirschbuhl, Ph.D., Chief Scientist, College of Education, *Computer Knowledge International (CKI)*

10:30 – 11:10 **Computer based training for automotive assembly operators – a potential way to improve quality output?**

Lennart Malmsköld, ME Engineer, Advanced Manufacturing Technology, TMTF, *SAAB Automobile*

This presentation reviews a case study evaluating how desktop-based training can support operator performance in an automotive assembly plant. The study was accomplished by using a computer based training tool with gaming features and focus in training was in assembly sequences and quality aspects. Operator performance was compared between a computer based trained test group and a similar reference group of operators. Both quantitative measures as well as interviews were used.

11:15 – 12:00 **Web 2.0 Tools for Trainers**

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

Recent years have seen a shift in how people use the World Wide Web. It evolved from a tool for disseminating information and conducting business to a platform facilitating new ways of information sharing, collaboration, and communication in a digital age. A new vocabulary has emerged as Flickr, YouTube, digg, Google, Blogger, Twitter, WikiPedia, FaceBook and MySpace have come to characterize the genre of interactive applications collectively known as Web 2.0. In this presentation, participants will learn about several Web 2.0 applications, their underlying technologies, and how to apply them in a training / educational work setting.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **PIRL The Next Generation Training Process**

John Hirschbuhl, Ph.D., Chief Scientist, College of Education, *Computer Knowledge International (CKI)*, Anthony Sterns, Ph.D., Vice President of Research, *Creative Action LLC*

This presentation will define the process used to design, deliver, and assess learner performance and satisfaction in a web based learning environment. The project required resources of two organizations in order to provide all the skill sets needed to deliver the Prison Information Resource Library. This library was used to train corrections officers to better manage older prisoners. The process was used in several prisons. The results are promising. Part of the research component dealt with the sequencing of media in learning modules and its effect on learning and satisfaction. Other findings dealt with the components of technological solutions needed to produce the learning environment.

2:15 – 3:00 **The Transition to SCORM - A Case Study**

Bonnie Baresford, Account Director-Retail Performance Solutions, *BBDO Detroit*, Gordon Mackenzie, eLearning Systems Manager, *BBDO Detroit*

Are you debating whether or not to move to SCORM? Wondering if the benefits are real? Concerned about entering uncharted waters? Hoping someone has paved the way? Over the past five years, Chrysler Academy (provider of training solutions for over 100,000 auto dealership employees) made the transition from a proprietary web-based courseware delivery system to a 100% SCORM 2004 conformant system. In this session we will share our story.

- Understand the challenges of moving to SCORM (and how to overcome them)
- Discuss the actual benefits achieved
- Highlight "Lessons Learned"

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **The Art of Telling a Story: Once Upon a Training**

Raymond Houck, Learning Manager, Learning and Development, *Booz Allen Hamilton* Daniel Bliton, Manager, Learning Systems, *Booz Allen Hamilton*

It was a dark and gloomy afternoon, and Booz Allen's Learning and Development team was hard at work designing learning that would portray the essence of the firm's 90 years of rich heritage and culture. What better way to do this than through stories - exciting stories that reveal who we are, build an affinity for Booz Allen, and ignite a passion for our mission to deliver results that endure for our clients. Join us to "see and hear" these engaging storytelling methods that have transformed Booz Allen's programs from good to world-class. Discover how you too can harness the power of storytelling to

enrich your clients' new and existing learning programs. Learn how a storytelling approach can help with communication. Join a discussion on how storytelling strategies can channel and drive your communications and learning activities to increase audience retention and make your message stick. Explore new opportunities for using stories that already exist in the firm and your client's organization.

4:15 – 5:00 **Performance Support for Large-Scale Web-based Applications**

Rosalie Hopkins, CEO, *Bianco Hopkins & Associates, Inc.*

The broad use of web-based applications has caused many organizations to redefine who their users are. Employees, customers, and vendors commonly access the same portal, but for very different reasons. This presentation examines how real-time, web-based performance support systems (or, as Gloria Gery termed them, Electronic Performance Support Systems), can provide effective online support to a variety of web-based users.

Thursday - Training

Session Chair: Bill Walton, Founder, *ITC Learning*

8:30 – 9:10 **Unlocking the DNA of the Adaptable Workforce**

Holly Payton, Associate Partner, Human Capital Management, *IBM*

Executives today face a host of pressures, including volatile markets, global competition, and the emergence of new business models. These pressures are forcing organizations to be more responsive, focused, nimble and resilient. IBM asked over 400 HR executives in 40 countries how they address these pressures. One thing was clear: success is dependent on the ability of the workforce to adapt to change. Accomplishing this requires the learning function to go beyond learning and focus on workforce performance. This session shares the results of IBM's new Global Human Capital Study, entitled *Unlocking the DNA of the Adaptable Workforce*.

9:15 – 10:00 **Blended Learning and Compliance Training**

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

As is true for most international corporations, Microsoft faces many challenges while trying to insure a consistent baseline of compliance and legal training for all of our employees worldwide. This is especially true when faced with the worldwide training requirements for our corporate mandatory topics such as Standards of Business Conduct and Anti-Corruption. In this presentation, some of our processes, plans, and models for blending online and instructor-led training to meet the requirement to train thousands of employees worldwide will be presented. The development process and considerations for putting the trainings together will be the focus of this presentation.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Challenging the Institutionalization of Training: Competence and the Value Chain**

James Heideman, *Motorcycle Safety Foundation*, Thom Pratt, President, *CraneMorley*

Training is often part of industry's response to the question of how to improve employee performance. The hope is that this will result in attainment of the business objectives: greater customer satisfaction, owner retention, profitability, etc. When training becomes an institutionalized element of the business, and focus rests on the training activity, decisions can easily

become driven by the economics of developing and implementing training. Thus it becomes difficult to establish a direct link between the training activity and attainment of business objectives, and so training is viewed as a cost of doing business. In such an institutional model of training, no one can demonstrate training works, but no one is willing to stop doing it. So, training continues to be offered in hopes that at some point in the future, the skills and knowledge acquired by employees will pay off, and employees will be able to solve problems and improve job performance, so that business objectives will be attained. We've identified four real problems with the institutional approach, since even with a good needs assessment:

1. Training may not be timely.
2. Training is often an inefficient means of improving performance.
3. Training may be ineffective; some people may not need it since they may already know the content.
4. Training is costly –when people are taken from the job environment, there is lost productivity and expenses.

11:15 – 12:00 **The Impact of Augmented Reality Training on Performance**

Randy Mayberry, HQ AETCA3ZM, *US Air Force*

The Loadmaster is the cargo handling and rigging expert on the C-130 Hercules aircraft used by the United States Air Force. Current training takes place in a Fuselage Trainer (FuT) where Loadmaster students practice scenarios for loading and unloading an aircraft, followed by actual aircraft sorties. Augmented reality (AR) training adds a virtual component to the FuT. Using a prototype Head Mounted Display, the AR device is attached to the Loadmaster's helmet to reproduce environmental conditions. Three training scenarios – fire, engine start and airdrop – were developed and tested in the FuT to provide a basis to evaluate the benefits of adding AR to instructor-supervised training for the mastery of normal and emergency procedures. This presentation will demonstrate the technology, describe the prototype implementation, and examine the potentials of augmented reality in performance-specific training.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Metrics Matter When Measuring And Managing Learning - Are You Mastering Your Analytics, Or Are They Mastering You?**

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

One of the biggest challenges organizations face today is an inability to accurately measure competencies in the talent pool. Regardless of how you measure outcomes, executives measure it everyday using terms like "revenue", "productivity", "losses" and "efficiencies". Those metrics tell the real story. Do your numbers tell the same story? This session will discuss innovative approaches and on-going research around competency models including the development of a competency model for the healthcare industry. Participants will discover firsthand the problems using current measurement techniques. They will also learn how to develop accurate measurement methodologies and effective analytics that can align competencies to business outcomes.

2:15 – 3:00 **Technology's Role in Supporting the Professional Growth of Administrative Leadership Candidates**

Antoinette Bruciati, Ph.D., Coordinator for Educational Technology, Education, *Sacred Heart University*

Research on school effectiveness has revealed that the use of data is central to the school improvement process. The need for professional development training enabling teachers to

integrate computer technology into the teaching and learning process has existed for over a decade. However, state boards of education do not currently mandate technology training for those enrolled in administrative leadership programs. This investigation examined the perceptions and current technological literacy of individuals enrolled in a university-level administrative leadership program. Research focused on the context of computer use for gathering, analyzing, and reporting school-based data that facilitate decision-making and continuous school improvement.

3:00 – 3:30 **Coffee Break**

3:30 – 5:00 **Implementing Learning Technologies Within Your Organization: Identifying and Overcoming the Challenges**

James Guilkey, Ph.D., President, *S4 NetQuest*, Grant Ricketts, *Learning Governance*, J. Dexter Fletcher, Ph.D., Member Research Staff, *Institute for Defense Analysis*, LeRoy Dennison, Sr. Manager, Technical Training, *Apple Inc.*

This panel presentation will provide an interactive forum that is designed specifically for the attendee. Rather than having panelists determine the topics, you the audience will decide the topics that will drive the forum's focus. Through the use of wireless, handheld survey devices, you will be able to share your most critical needs and learn the most critical needs of your colleagues. Once the issues have been identified and prioritized, a panel of industry experts will share their knowledge and experiences to address your most pressing needs. All audience responses will be displayed and discussed in real time. As a result, the audience will walk away with real-time knowledge of attendee demographics, major issues in the technology-based learning, what others are doing in this field, and so much more. Please come and be a part of this new and innovative discussion forum where the focus is on YOU.

Friday - Design

Session Chair: James Terry, President, *Able IT, LLC*

8:30 – 9:10 **Design of a DL Classroom to Facilitate Technical Graduate Education**

John Reisner, Director, Extension Services, ENW - Academic Affairs, *Air Force Institute of Technology*

Creating a graduate-level distance learning program in engineering requires overcoming certain challenges, such as an inherently great number of complex mathematical formulae, faculty who are given incentives to expend far more energy on research than instruction, and teaching concepts at the higher levels of Bloom's taxonomy in a virtual environment. These challenges are not unique to graduate-level engineering programs, but they are certainly exacerbated in that environment. In order to meet these challenges, The AFIT has constructed a DL classroom recording studio – designed to minimize the onus on the instructors, while maximizing the quality for the student. The studios were designed after thoughtfully analyzing our recording practices, along with much trial-and-error. This session will review lessons learned which can provide valuable insight to those seeking to use in-class recordings as part of a DL curriculum.

9:15 – 10:00 **Large-scale curriculum: Managing the Beast**

Wendy Weeks, Instructional Designer, *Boeing*, Frederick Stafford, Systems Engineering Support Analyst, *Boeing*, James Hadley, Instructional Designer, *Boeing*

This presentation involves examining how to manage the vast amounts of information created in a large-scale front-end anal-

ysis (FEA) and curriculum design effort. Based on the new Navy P-8A Poseidon aircraft, the presentation looks at lessons learned over a four-year period doing front-end analysis. With nine roles to train, over 1,900 tasks, and nearly 6,000 learning objectives, the team has identified tools, processes and standards that help keep designers from drowning in information and maintain systematic approaches to developing training.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Leveraging Foundational and Emergent Learning Theory to Facilitate the Transfer of Complex Learning in the Finance Industry**

Shelley Henson Johnson, VP Training and Instructional Design, *The Aegenis Group*

Chief among challenges for learners in the Finance Industry are the complexity and fluid nature of the content, time constraints, and the evolving nature of technology. Blending emergent technology with influential and solid learning theory can help learners overcome these obstacles. A unique approach to instructional design in this environment includes stages that emphasize understanding the learner, identifying salient components of instruction, formulating relevant assessment tasks, generating the content and then tracking learner engagement and retention. When content developed this way is blended with emergent technologies that provide social learning support for learners, there is optimal opportunity for legitimate knowledge transfer.

11:15 – 12:00 **Using Advanced Web Applications to Improve the Performance of CMV Safety Inspectors**

Scott Tanner, Research Associate (Instructional Designer), Institute for Simulation and Training, *University of Central Florida*, Ronald Tarr, Program Manager, Institute for Simulation and Training, *University of Central Florida*

This session will discuss the results of a research initiative being conducted by the Florida Department of Transportation's (FDOT) Motor Carrier Compliance Office (MCCO), with assistance from the University of Central Florida's (UCF) Institute for Simulation and Training (IST). Due to challenges with highway safety and a young, more technologically-oriented workforce, a blend of web-based applications with non-traditional adult learning was developed to enhance the on-the-job performance of Commercial Motor Vehicle (CMV) safety inspectors.

Wednesday - E-Learning

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

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

9:10 – 10:00 **Keynote Address**

10:00 – 10:30 **Coffee Break**

Session Chair: Joseph Ganci, President & CEO, *Dazzle Technologies Corp.*

10:30 – 11:10 **Pharm-Tech Inter-Agency Blended learning Collaboration: Performance Support, Scenarios, Problem Solving and a Re-usable Learning Object Strategy**

Jeanne Tuttle, Pharmacist Program Specialist, *Pharmacy Benefits Management*

This presentation will review the VITAL Collaborative Training Network formed by the Department of Veteran's Affairs (VA) in collaboration with the Army, Navy, Air Force and Coast Guard to create and implement sharable blended healthcare e-learning, and more specifically, the Pharm-Tech project. The goals of the Pharm-Tech project are to (1) Collaboratively create

pharmacy technician training that can be shared by federal, public and private healthcare agencies by creating Registries and a Content Object Repository; (2) Promote highly interactive blended learning including simulation, case studies and performance support that are based on sound instructional design theory and best practices; and (3) Develop SCORM conformant training that is compatible with partner LMS's.

11:15 – 12:00 **Taking Adobe Captivate to the Next Level.**

Joseph Ganci, President, *Dazzle Technologies Corporation*

Captivate is easy-to-use, but it often is not used to its full potential. Its many features are not always well known, and, as a result, that leads to underpowered e-Learning.

In this session you will learn the tips and tricks the experts use for creating superb e-Learning using Adobe Captivate. A great combination of ease-of-use and power, Captivate nevertheless has many features that are often underused, and that can be quite handy for enhancing the lessons and simulations you create, faster and more easily. You won't know what these tips are unless you come see for yourself! You'll also have an opportunity to ask questions and receive knowledgeable answers. You will learn how to maximize the investment you've made in Captivate, and use all its features to create the best e-Learning possible. Take your productivity to the next level, and make the results shine!

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **Simultaneous Development of eLearning solutions and an EPSS at HP**

Linda Gutierrez Marsh, Technology Consultant, Center of Expertise for Technical Development, *Hewlett-Packard Company*

This session discusses how HP's Learning & Development organization developed the Services Media Library (SML), an electronic performance support system (EPSS) of video and animated procedures that show how to repair system components. The SML media is used in enterprise learning roll-outs, as an EPSS for service and support personnel, and as a customer self-repair tool. The SML was recently adopted by the business after HP Services and Learning & Development demonstrated evidence of its ROI to senior management. The session will provide a demo of the SML (<http://www.hp.com/go/sml>), discuss the underlying technology, and describe the development process to ensure that the media is instructionally sound, can be incorporated in WBTs and the EPSS, and addresses the needs of different audiences.

2:15 – 3:00 **The Disembodied Book: Teaching and Learning in the Age of Kindle**

Kathleen Lant, Professor, English Dept., *Cal State East Bay*

Electronic texts have allowed us to liberate ourselves from the expense, the limitations, and the waste of printing. While we have considered how storing, moving, purchasing books may be made easier, better, less expensive, more ecological in congenial e-formats, we have not asked how teaching works, reading them, and thinking about them might be altered by placing them in the disembodied container of an electronic reader. Interpretation, analysis, exegesis—whatever you call it and whatever critical strategies you permit yourself to use—is shaped for good or ill by the package the "text" arrives in. This session will consider how the use of one such convergence device—the Kindle—has reshaped the presenter's teaching and her students' learning as well as the act of reading itself.

3:00 – 3:30 **Coffee Break**

3:30 – 5:00 **Adding Value to E-Learning with Blogs, Wikis and Podcasts**

Gertrude (Trudy) Abramson, Ed.D., Professor, Computing Technology in Education, Grad School of Computer & Information Sciences, *Nova Southeastern University*, Jennifer Bigus, Adjunct Professor of Computer Science, *Franklin University*, Brenda J. Stutsky, R.N., B.N., M.Sc.N., Director of Nursing Education, *Health Sciences Centre*, Avril Christine Best, Supervisor of the Educational Computing Team, *St. George's University, Grenada*, Marilyn V. Olander, Ph.D., *University of Phoenix*, Sandra Lebron-Lozada, Instructional Design Coordinator, Instructional Technology and Curriculum Innovation Center, *Houston Community College-Southeast College* J. Richard (Rick) Kiper, Special Agent, *Federal Bureau of Investigation*

Assuming that communication and collaboration improve learning, Web 2.0 tools are necessary 21st century learning objects. People in different physical space and/or time can work together without experiencing the feelings of isolation long identified with distance education. Beyond the hype and the glamour, is the need to focus upon the greater goals of measurable learning and mastery. This presentation will share pilot experiences with blogs, wikis and podcasts built into lessons from the perspectives of the teachers and the adult e-learners. Prototype products created with free software will be demonstrated. Questions will be entertained and group participation will be encouraged.

Thursday- E-Learning

Session Chair: Sharon Wright, Systems Trainer, Training & Education, *TeleCommunication Systems*

8:30 – 9:10 **Using a Learning Content Management System to Get Through a Recession**

Stuart Grossman, Vice President of Client Services, *XYLEME Inc.*

Could a recession finally end poor practices prevalent in creating learning programs? Many learning organizations are starting to feel the pinch of recession. This session examines true costs for creating blended learning materials. For example, 34 hours of work are needed to create ONE HOUR of instructor-led training (ILT). Shockingly, it takes an additional 33 hours simply to convert PowerPoint slides from this same training into e-learning. These figures can kill a training organization's timelines and credibility. Creating every new training demand from scratch turns corporate training into a cost center. Cost centers are the low hanging fruit of budget cuts. This session helps prevent training organizations from getting into this position by exploring how to implement efficient content reusability programs, thus allowing for obvious and permanent cost-cutting results.

9:15 – 10:00 **Robotic Avatars Introduce Asynchronous Training to Second Life**

Alex Heiphetz, President, Solutions for Training, *Delta L Training*, Sveta Liberman, VP, Technology, *AHG, Inc.*

Necessity to conduct training in a synchronous mode with instructor leading the training at all times used to limit the basic appeal of e-learning in Second Life. Indeed, in e-learning we expect trainees to be able to learn and practice on their own and instructor to serve as a figure of authority and a safety net. With the introduction of specialized e-learning smart robots Second Life training can be switched to asynchronous mode. Smart robots look and act like regular avatars controlled by real people, but in fact are operated by computer

software. Every time a trainee logs in to complete assigned task or to perform self-training, the system logs the process for future assessment by trainee and instructor. Detailed reports on specific tasks and progress reports are available. Since robotic avatar software and associated data are located on a regular corporate network, outside Second Life, data security is drastically improved. Up to date necessity to keep sensitive information on outside servers and necessity to train in real time only were the major blocks in wider SL usage. Introduction of robotic avatars and technology allowing using databases on companies' networks makes Second Life more corporate-training friendly and clears the way for secure use of Second Life training simulations in corporate environment.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Thinking strategically: Maximizing the audience you reach with eLearning solutions**

Mark Siegel, Principal, *MSA Solutions*

The planning and process of creating successful eLearning programs more and more focuses not just on using the right tools or combination of applications to meet an immediate training or knowledge transfer need, but also demonstrating how the solution will generate long-term value to the organization. For project directors and business managers this translates into showing the value of the solution or system being proposed, how it will reach the broadest audience and have sustainable value, and the cost savings that will be realized from its implementation. This session will review the strategic thinking and practical decision-making involved in mapping out, designing and implementing an instructional systems strategy that looks at each of these and other key design, delivery, and business considerations. The session will use a recent development effort in the financial services market that addressed these critical questions as well as other examples from the life sciences and education fields that highlight related themes.

11:15 – 12:00 **Using Moodle for Customer-Facing eLearning in a Corporate Environment**

Scott Severn, Manager, Educational Technology, Educational Services, *Kronos Incorporated*

Kronos Incorporated implemented Moodle as the course management system for its subscription based eLearning offering. After overcoming many technical hurdles, this customer-facing offering has become wildly successful, and is continuously growing. This presentation will discuss the overall project, with an emphasis on the technical challenges and how they were overcome.

12:00 – 1:30 **Lunch Break**

1:30 – 2:10 **eLearning Capsule**

Jayant Kapatker, President and CEO, *STAM Multimedia Inc.*

The growing popularity of internet and the increasing costs of traditional classroom training have been the primary drivers of eLearning. The focus is to understand the various advantages of web based training over the traditional classroom training. Some of the key reasons for the growing popularity of web based training and the limitations of classroom training will be identified. A case study will be provided of the presenters' real time experience to elicit the comparison between WBT and classroom training. This presentation will discuss various trends in the eLearning industry. An exhaustive insight is provided on the various content development, content delivery and content standardization mechanisms.

2:15 – 3:00 **Blended Learning Solutions for New Employees and New Supervisors at the Centers for Disease Control and Prevention**

Daniel McDonald, Ph.D., *Centers for Disease Control and Prevention*
Karen Scarlett-Adams, MPA, *Centers for Disease Control and Prevention*

This presentation describes the Centers for Disease Control and Prevention's (CDC) efforts at improving training accessibility for a global workforce that includes approximately 9,000 federal employees. The presenters provide an overview of two recently completed blended learning initiatives that include a SCORM 1.2 (Shareable Content Object Reference Model)-conformant online training component implemented through a globally accessible learning management system and an instructor-led training held in Atlanta, Georgia. Specific concerns related to training new employees and new supervisors will also be discussed within the context of blended learning solutions.

3:00 – 3:30 **Coffee Break**

3:30 – 4:10 **Bridging The Divide: High Technology In Low-resource Settings**

James BonTempo, Learning Technology Advisor, Global Learning, *Jhpiego*

Under the President's Emergency Plan for AIDS Relief, and in collaboration with the Centers for Disease Control and Prevention in Ethiopia, JHPIEGO has launched e-learning initiatives at three universities: Addis Ababa, Gondar and Jimma. Initial needs assessments at each site identified a spectrum of technological and human resource-related challenges, from slow and unreliable Internet connectivity to insufficient IT-support competency. In response, JHPIEGO has implemented a comprehensive solution that involves a distributed, disconnected Learning Management System, coupled with targeted, site-specific interventions aimed at strengthening technological infrastructure and user competency. This presentation will describe JHPIEGO's experience implementing e-learning in three Ethiopian universities, focusing on the identification of challenges and the design and implementation of solutions.

4:15 – 5:00 **The eRural Landscape: Spanning the Distance with eLearning**

Jane Carol Manner, Associate Professor, College of Education, *East Carolina University*, Diane Rodriguez, Ph.D., Associate Professor, Department of Curriculum & Instruction, *East Carolina University*

Rural teachers are often at a disadvantage with respect to professional development for several reasons. Because of their locations, they are often very distant from institutions offering advanced coursework. In these cases, time and distance militate against meaningful participation in face to face courses. Although many universities will provide courses at remote sites, teachers in rural schools represent small numbers over a wide area, so it is often difficult for them to generate the "critical mass" necessary to fund such a satellite option. However, eLearning can provide both appropriate professional development and a nexus with other rural professionals that meet the needs of this frequently overlooked population. This presentation will describe the special needs of the rural graduate student and the strategies being employed by PROJECT LEAP to respond.

Friday - E-Learning

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

8:30 – 9:10 **Leveraging web 2.0 tools to Engage Students**

Nantana Wongtanasirikul, Instructional Designer, Extended Learning Institute (ELI), *Northern Virginia Community College*, Kim Monti, Instructional Designer, Extended Learning Institute, *Northern Virginia Community College*

Distance learning has been offered through the Extended Learning Institute (ELI) at Northern Virginia Community College since the mid 1970s. Over the past 30 years, available technologies have evolved substantially to enable educators and instructional designers to create robust learning experiences for learners. Until the late 1990s, ELI's distance learning program was a correspondence model, and the available technologies did not support the creation of interactive and collaborative learning communities. With the adoption of Internet-based instruction, however, the available media and technological tools, combined with strong instructor facilitation, create the possibility for incorporating course design that promotes the development of a community of inquiry. This presentation will examine some of the strategies that have been implemented in the ELI online learning program to encourage interaction and collaboration to build learning communities as part of its expectations of what students will participate in as part of a full distance learning experience.

9:15 – 10:00 **Report on a Longitudinal Study – 2004 to 2008: Synchronous and Asynchronous Course Elements and Their Impact on Faculty Workload**

Michael Scheuermann, Director - Online Learning, Information Resources & Technology, *Drexel University*

Course management systems bring exciting capabilities but some feel that as a result the faculty workload tends to increase. This report-out on this longitudinal study demonstrates, with corresponding data, that some strategies can help in balancing quality and workload. Asynchronous tools are the features of choice, but, incorporating synchronous elements might bring about unanticipated responses, outcomes, and opportunities. This presentation will highlight several myths on synchronous course elements - share them, discuss them, and, ultimately, dispel them.

10:00 – 10:30 **Coffee Break**

10:30 – 11:10 **Transforming the way learners learn –an innovative approach based on measuring confidence in learning!**

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

Organizations are challenged with ensuring that learning is taking place with some accuracy. The methods used to evaluate learning allow individuals to be certified in knowledge they don't really have. But because they have successfully guessed their way through the process, performance issues become a risk.

Through research and the development of a technology and methodology that links confidence and knowledge in a very innovative way; organizations can effectively identify and address issues in learning. This session will demonstrate through on-going research how organizations have been able to make significant improvement in learning outcomes and the way learners learn.

**11:15 – 12:00 Focused Environmental Practice Training
Utilizing Rapid Learning Objects**

Ben Thompson, *EM-Assist*

Several Department of Defense installations are tailoring Environmental Management Systems (EMS) training to the specific job functions of their audience by utilizing very short e-learning courses, called rapid learning objects (RLO's) in combination with Learning Management Systems (LMSs). These RLOs are based on approved standard operating procedures for the specific installation and are readily converted into alternate forms of media such as informational posters. This model provides an extremely efficient content authoring and delivery model for training while enhancing the ability to effectively manage environmental compliance programs.

Program Changes

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

Date: 8/20/2008

Track: Gaming & Simulation

Time: 2:15-3:00

FORMERLY: Revitalizing a Village: Computer Simulation Training for Managers

Marcella Orndorff, Systems Engineer Staff, Lockheed Martin, Simulations, Training and Support

This session will demonstrate a prototype computer-simulated management training program and propose an implementation plan. Participants will be able to practice their critical thinking skills within the novel environment of a medieval setting, removing many of the preconceived mindsets already established in today's protocols. This will allow for creativity that might otherwise be overlooked or disregarded while responding to common managerial challenges. After a disaster in the county of Earl, managers will be tasked with the revitalization of a village. Using in-game after-action review, participants will be able to review their specific decisions and the resultant consequences.

NOW: Everything You Know about Simulation is Wrong: Exploring the Myths and Misconceptions of Simulations in Learning

Rich Mesch, Director, Performance Simulation, Performance Development Group

"Simulation" has become a buzzword in the learning space, and as a result, a great deal of confusing and contradictory information has flooded communication channels. Organizations attempting to implement simulation solutions have difficulty determining what types of problems simulations can help solve, and what are characteristics of effective simulations.

This session will examine myths and misconceptions about simulation, discuss appropriate uses of simulation for different types of problems, and touch on effective simulation design approaches. It will help attendees identify appropriate uses for different types of simulation and begin developing an effective simulation strategy.

Date: 8/20/2008

Track: Training

Time: 2:15-3:00

FORMERLY: Border Patrol trains Without Risk of Injury.

Rigoberto Cepeda, Supervisory Border Patrol Agent, Border Patrol Academy

Newton's third law of physics states that for every action there is an equal and opposite reaction. Assaults against Border Patrol Agents are at record levels due to violent smuggling tactics. In order to create a safe and controlled training environment and to maintain consistency within the Border Patrol, a series of web-based branching video scenarios were created. The innovative game based interactions use flash animation and multiple types of knowledge checks to achieve an interactive training program which evaluates Interns knowledge of laws and decision making abilities on operations and tactics of the Border Patrol. Join us in apprehending a group of illegal alien drug smugglers in our safe web based interactive courseware.

NOW: The Transition to SCORM - A Case Study

Bonnie Beresford, Account Director-Retail Performance Solutions, BBDO Detroit

Are you debating whether or not to move to SCORM? Wondering if the benefits are real? Concerned about entering uncharted waters? Hoping someone has paved the way? Over the past five years, Chrysler Academy (provider of training solutions for over 100,000 auto dealership employees) made the transition from a proprietary web-based courseware delivery system to a 100% SCORM 2004 conformant system. In this session we will share our story.

Date: 8/20/2008

Track: E-Learning

Time: 11:15-12:00

FORMERLY: US Border Patrol Goes to Online Blended Learning Strategy.

Mark Bazill, Supervisory Border Patrol Agent, US Border Patrol

How do you train 10,000 new Border Patrol Agents, who work rotating shifts 365 days a year and are located in the most remote parts of the United States? The solution: an innovative blended-learning Post Academy Training Program that includes both online and classroom training. The online training uses audio, video, and flash animation to deliver the required materials in both an educational and enjoyable manner. New Agents must complete seven units, each consisting of three days of online training over a three week period. During the fourth week, classroom training and online testing is given in a central location. In this session, we demonstrate the training, discuss solutions to the challenges of an expanding work force and discuss the approach we took to accomplish this within the parameters set by the President and Congress.

NOW: Taking Adobe Captivate to the Next Level

Joseph Ganci, President & CEO, Dazzle Technologies Corp.

Captivate is easy-to-use, but it often is not used to its full potential. Its many features are not always well known, and, as a result, that leads to underpowered e-Learning. In this session you will learn the tips and tricks the experts use for creating superb e-Learning using Adobe Captivate. A great combination of ease-of-use and power, Captivate nevertheless has many features that are often underused, and that can be quite handy for enhancing the lessons and simulations you create, faster and more easily. You won't know what these tips are unless you come see for yourself! You'll also have an opportunity to ask questions and receive knowledgeable answers. You will learn how to maximize the investment you've made in Captivate, and use all its features to create the best e-Learning possible. Take your productivity to the next level, and make the results shine!

In this session, you will learn: How to record narration correctly; How to easily deliver in multiple languages; How to use "slidelets" for increased productivity and elegance; How to create irregular-shape rollover areas; How to add accessibility with no pain; How to use the gallery folder to full effect; Development techniques for increased maintainability; and How to use the branching view to full effect.

Date: 8/21/2008

Track: Mobile Computing

Time: 3:30-4:10

FORMERLY: Implementations of Digital Ink: A review of literature

Angela van Barneveld, , Concordia University

Educators have been exploring the uses of digital ink with greater intensity in the last 4 years or so for a variety of purposes. A handful of software tools have been designed to support the collaborative, interactive, and increased engagement in learning that technologies such as Tablet PCs and PDAs afford. This presentation summarizes findings from a review of the research literature related to the implementations of pen-based computing/digital ink in a learning setting. In addition to identifying contexts of use (who, what, where, when, why), we discuss the empirical findings related to effectiveness (perceived and otherwise), impacts to design and delivery, gaps in the current literature, and opportunities for future research.

NOW: Video in Mobile Learning

Ann Boland, Partner, OHE Associates

You can now download video as part of mobile learning modules. But, is it worth the effort? In this session, we will

- Examine the benefits of drawbacks of video in mobile learning
- Review the file formats that work and sort of work
- Discuss what is practical for file size and how you can achieve it
- See how easy it is to add video to mobile learning modules
- Experience mobile learning modules with video in them

*Be sure to bring your web enabled cell phone to the session so you can download the modules! Never done that before? We'll show you how.

Date: 8/21/2008

Track: Knowledge Management

Time: 2:15-3:00

FORMERLY: Experience Analysis of Two Management Support Systems at NASA: Instruction with One, Construction of the Other

Jeff Rybak, Ph.D., , National Aeronautics and Space Administration

This presentation discusses a roadmap for optimizing a NASA engine development project's required knowledge management system via a training model, and the subsequent creation of a separate management support system for a different NASA project altogether. Two slightly related scenarios are discussed. The "training model as optimizer" scenario focuses on a team coping with a programmatic mandate to use a customized yet somewhat unpopular KM system; the "creation of a management support system" scenario addresses the solution to helping manage a technical refocus of a nationwide project. Large geographical distribution and fundamental project management discipline are key elements.

NOW: Building the Perfect Beast – The Knowledge Management Solution

Marc Zolar, Senior ISD Learning Consultant, Karta Technologies, Inc.

The impact of knowledge management on an organization's bottom line and ability to achieve its strategic goals is tremendous. As this awareness continues to increase, organizations of all sizes are making significant investments in knowledge management systems and processes. This presentation will explore critical questions and present strategies in two areas vital for success in undertaking a knowledge management initiative: Part 1: The Knowledge Management Needs Assessment: A systematic approach to defining the characteristics of your knowledge management challenge. Part 2: Buy, Build, Outsource or Freeware?: The challenges are complex and the solutions are varied. One size doesn't fit all.

Date: 8/22/2008

Track: E-Learning

Time: 10:30-11:10

FORMERLY: Training Academic Instructors using Distance Learning Technologies:

Gil Taran, Carnegie Mellon University

Academic institutions offering distance-learning programs often rely on adjunct faculty to teach core and elective courses within their curriculum. Training these instructors at a distance is a practical challenge requiring programs to develop a well-designed process, to establish assessment criteria for training activities and to define measures for maintaining instructors' teaching quality. This presentation will review one such process, at Carnegie Mellon University's Masters in software engineering, implemented over the past ten years and to discuss its design, the challenges faced, the faculty's experiences and their lessons learned.

NOW: Transforming the way learners learn –an innovative approach based on measuring confidence in learning!

Tim Adams, Co-Founder & Chief Learning Architect, Knowledge Factor

Organizations are challenged with ensuring that learning is taking place with some accuracy. The methods used to evaluate learning allow individuals to be certified in knowledge they don't really have. But because they have successfully guessed their way through the process, performance issues become a risk. Through research and the development of a technology and methodology that links confidence and knowledge in a very innovative way; organizations can effectively identify and address issues in learning. This session will demonstrate through on-going research how organizations have been able to make significant improvement in learning outcomes and the way learners learn.

Date: 8/22/2008

Track: Mobile Computing

Time: 11:15-12:00

FORMERLY: Mobile Assessments of Student Teachers by Teachers: Streamlining the User Experience

Donald Curtis, Web Programmer Database Analyst, University of Toledo

Leaps in technology are only as valuable as people can make use of them. Mobile devices have made it possible to quickly, accurately, and uniformly assess student teachers in the field, but has enough thought gone into making the process easy and time-saving enough to win-over even the most skeptical Luddites? The University of Toledo's Electronic Assessment System successfully escaped the confines of the university network and leapt into classrooms across the city, state, and even overseas, thanks to a thoughtful user interface and simple, straightforward processes that minimize frustration and expose the emerging technology's added value.

NOW: Ring! Ring! Your Learners Are On The Phone!

Dick Carlson, Owner, TechHerding.com

The mobile platform is becoming a very large and effective method of providing just in time and "anywhere" learning. But the issues with different form factors, delivery models and learner access can create poor acceptance or outright failure of the project. Participants will learn: how mobile learning is being employed in actual projects; keys to success -- design, development and deployment -- of a mobile solution; how to modify content to fit the limited bandwidth and screen realstate on mobile devices; and where to get further resources and tools.

Date: 8/22/2008

Track: Knowledge Management

Time: 9:15-10:00

FORMERLY: Competence-Based Learning Management

Vladimir Goodkovsky, University of Virginia

Known (Content) Learning Management Systems provide learners with a traditional one-size-fits-all content of academic kind, which is not necessary focused on later jobs. The presentation discusses an innovative Competence-Based Learning Management system, which starts from job analysis, specifying job tasks, their standard performance and required competencies, which altogether form a backbone of a following curriculum development. The learning activities/assessments of such curriculum simulate job tasks and develop the same competencies. Moreover, explicitly defined competencies are assessed and form a learner profile revealing personal gaps and enabling precise personal selecting learning activities and assessments for the most effective dynamically adaptive management.

NOW: Trends in Learning Management

Justin Hearn, GeoMetrix Data Systems, Inc.

Justin Hearn, President of GeoMetrix Data Systems Inc., will discuss current industry trends and the future of learning management systems. GeoMetrix will demonstrate technologies that are critical to successful organizational learning management deployments and new technologies that will influence learning in years to come.