

*A Conference for Faculty in All Academic Disciplines to Share in the
Scholarship of Teaching and Research in E-Learning*

**Friday & Saturday
September 29 – September 30, 2006
Charles H. Jones Building**

MACON STATE COLLEGE



Southeastern Scholarship Conference on E-Learning (SSCEL)

Schedule at a Glance:

Friday, September 29, 2006

8:00 a.m.	Registration/Check in – Lobby of the Charles H. Jones Building
9:00 a.m. – 10:00 a.m.	Concurrent Sessions I – Charles H. Jones Building
10:15 a.m. – 11:15 a.m.	Concurrent Sessions II – Charles H. Jones Building
11:30 p.m. – 1:00 p.m.	Keynote Presentation & Lunch – Student Life Building Cafeteria
1:15 p.m. – 2:15 p.m.	Concurrent Sessions III – Charles H. Jones Building
2:30 p.m. – 3:00 p.m.	Concurrent Half Hour Sessions IV – Charles H. Jones Building
3:10 p.m. – 3:40 p.m.	Concurrent Half Hour Sessions V – Charles H. Jones Building
3:40 p.m. – 4:00 p.m.	Snack Break – Lobby of the Charles H. Jones Building
4:00 p.m. – 5:00 p.m.	Concurrent Sessions VI – Charles H. Jones Building
6:15 p.m. – 7:00 p.m.	E-Poster Session/Wine & Cheese – Lobby of the Student Life Building
7:00 p.m.	Dinner – Student Life Building Cafeteria

Saturday, September 30, 2006

8:30 a.m.	Registration/Check in – Lobby of the Charles H. Jones Building
9:00 a.m. – 10:00 a.m.	Concurrent Sessions VII – Charles H. Jones Building
10:15 a.m. – 11:15 a.m.	Concurrent Sessions VIII – Charles H. Jones Building
11:30 a.m. – 12:30 p.m.	Concurrent Sessions IX – Charles H. Jones Building

Note:

All conference participants are welcome to check e-mail in the Library

Friday, September 29, 2006

8:00am Registration (Lobby of Charles H. Jones Building)

9:00am CONCURRENT SESSIONS in Charles H. Jones Building

<p style="text-align: center;">CONCURRENT SESSIONS I Friday, September 29 9:00am – 10:00am Charles H. Jones Building</p>
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1. Online Teaching: Ideas for Successful Learning and Engagement

Ms. Linda Mullins and Ms. Debora Constable

Georgia Perimeter College

Moderator: Milton Ivery

Room 102

"Tell me and I'll forget. Show me and I'll remember. Involve me and I'll understand" – Confucius

Our vision has not only been to teach, but also to convey a learning atmosphere that is personal and enjoyable. We have added features "to go the extra mile", helping our students to not only pass the class, but to retain the information. Our class management and style had increased the success of our students, with an average online retention of 75% - 80%. Our method can be applied to all disciplines.

2. Camtasia, Video, and Capture Devices

Dr. Luck Watford and Dr. Charles Johnson

South Georgia College

Moderator: Whitney Elmore

Room 123

The use of Camtasia and how it interfaces with various hardware devices will be explored. Additionally, there will be a treatment of streaming video, with applications in and out of the classroom setting. The presentation of each topic will be of the show-and-tell format, in that each process will be demonstrated from the creation to the final product. There will be no direct hands-on.

3. Casting a Wide Net: Podcasting, Vodcasting, and Webcasting – Using 21st Century Technologies to Reach 21st Century Learners

Mr. Tim Vick

Macon State College

Moderator: Patti Impink

Room 187

This presentation will provide information about the ease of use and low-cost methods and how faculty can take advantage of these new technologies. The presenter will provide demonstrations of podcasts, vodcasts, and webcasts. The presenter will also recommend hardware and software needed to produce material for publishing and will discuss copyright and fair use issues along with the need for password protection for digital course content. A question and answer period will follow the presentation.

4. Enhance Teaching and Learning with Free Internet Tools

Dr. Lorraine Schmertzing, Dr. Richard Schmertzing, and Mr. Cliff Landis

Valdosta State University

Moderator: Laura Wood

Room 188

Four categories of free technology tools will be demonstrated in this session. Multiple resources related to collaborating, communicating, marketing, and researching will be distributed along with suggestions made by Georgia teachers for creative ways to incorporate the tools in teaching and learning environments. The tools to be presented were tried, tested, and compared by education specialist students in an online class on leadership in technology.

5. Kennesaw State University's transition from WebCT Campus Edition to WebCT Vista

Dr. Jorge Perez and Ms. Lisa Manning

Kennesaw State University

Moderator: Don Brown

Room 211

Institutions in the University System of Georgia recently began a statewide transition from WebCT Campus Edition (CE) to WebCT Vista. The mandated conversion calls for two centrally located Vista servers to serve all institutions in the system. The Vista training of support personnel and instructors is not, however, centrally coordinated. This presentation outlines the Vista transition plan adopted by Kennesaw State University, focusing on training and support initiatives undertaken. We will close the presentation with a condensed version of a training lecture entitled *WebCT Vista: Some problems, tips, and a little HTML* that was delivered in the Vista Faculty Leader workshops.

6. Calibrated Peer Reviews: Internet-Based Instructional Tool with No Grading Required!

Dr. Aprillya Lanz

Clayton State University

Moderator: Barbara Jolley

Room 212

The Calibrated Peer Review (CPR) is an online-based instructional tool that enables instructors to assign writing assignment with minimal grading process. Coursework that is assigned using CPR allow students to write short essays on chosen topics in a course, review their peer essays, and give feedback. CPR was first developed as an instructional tool for lower-division chemistry courses at UCLA. Since then, it has been widely used nationwide by more than 125 institutions and 225 instructors of many different fields. It is currently offered without cost to the academic community by UCLA. In this workshop, participants will experience first-hand how a CPR assignment works by completing an actual CPR assignment used in a Math Modeling course at Clayton State University.

7. Managing Intellectual Property for Distance Learning

Ms. Liz Johnson

Board of Regents of the University System of Georgia

Moderator: Nick Young

Room 277

Managing permissions for hundreds of pieces of intellectual property from external sources for use in distance learning courses can be daunting. For economic and logistical reasons, it may be necessary to limit them. This presentation describes a way to do this without compromising instructional integrity.

CONCURRENT SESSIONS II
Friday, September 29
10:15am – 11:15am
Charles H. Jones Building

8. Increasing Accessibility, Interest and Understanding: The Application of Multimedia Elements in Distance and Face to Face Courses.

Mr. Deniz Z. Altin and Ms. Polly A. Bouker

Georgia Perimeter College

Moderator:Linda Cooper

Room 102

Distance learning faculty must find ways to incorporate alternative forms of content to their students they might not otherwise use in their face to face classes. Here we present a method of alternative content that can be used in both face to face and distance learning courses to meet the needs of students with variations in learning style preference and those with accessibility issues due to disability. This presentation will discuss the importance of employing course content in multimedia formats followed with a viewing of an example of multimedia course content and a demonstration of Windows Movie Maker software.

9. Podcasting Classroom Content

Dr. Charles Johnson and Dr. Luck Watford

South Georgia College

Moderator:Peyton Glore

Room 123

In this presentation the steps needed to Podcast classroom content over the Internet will be presented. Students have been using the iPod and other portable MP3 players for listening to music, audio books, and now class lectures. Students can download lectures in MP3 format automatically. I will demonstrate how to record lectures, convert audio files, and create Podcast lectures in a minimal amount of time.

10. <EMMA> goes Mainstream

Dr. Nelson Hilton, Dr. Ron Balthazor, and Dr. Christy Desmet

University of Georgia

Moderator:Judith Schmitt

Room 187

The workshop will offer a short introduction to <emma>--the University of Georgia's "electronic markup and management application" which is open-source, web-based client-server suite, whereby students author, revise, and submit marked-up compositions, and instructors and peers respond to, comment on, and evaluate those submissions. <emma> enables the collection, modification, distribution, and archiving of those drafts and final compositions; it controls various access to them; and it allows their availability for corpora-based research and assessment.

11. Using the Web Effectively

Mr. Jean-Jacques Medastin

Clayton State University

Moderator: Hetty Jardine

Room 211

Teaching is hindered by a number of necessary side-tasks. Some, though necessary, seem to take away from the time we should spend preparing for our classes and mentoring our students. The number one hindrance to teaching is grading. Grading takes time, but explaining grades to students takes even longer. Another hindrance to teaching is class size. The larger the class the harder it is for any instructor to attend to every student's mentoring needs. To alleviate these problems I have decided to utilize the web as much as I can not only to convey pertinent information to my students but also to avoid having to repeat myself over and over with different students. I utilized my Information Technology skills to design an automated grading system. This system allows me to cut my grading nightmare by more than 50%. In addition, since the system allows the students to view their grades online at any given time during the semester, I do not have a lot of explaining to do. They are given a grading rubric in advance to help them figure out on their own why they get a certain grade. Simply put, the students are in charge. They get to monitor their own progress. They become more motivated. I have also designed a self-attendance recording web-based application whereas the student is responsible to record his or her attendance upon entering class using a password that the system generates randomly for every class period. Students who fail to sign in are considered absent. Once again, the ball is their hands.

12. Podcasting and Podcatching

Dr. Andy Brovey

Valdosta State University

Moderator: Tina Ashdord

Room 188

This presentation offers a gentle introduction to podcasting – the process of creating podcast content for others, and podcatching – the more popular and accessible process of finding and subscribing to podcasts created by others. During our time together we'll create a quick podcast on this topic, using the abstract for content.

13. Respondus 101

Mr. Neil Griffin

Bainbridge College

Moderator: Steve Davis

Room 212

This workshop will cover the basics of using Respondus, an assessment management system that works with WebCT, Blackboard, eCollege, Angel, and other online course management systems. Participants will learn how to create basic assessments with Respondus, and upload them to their online course.

14. Beyond ADDIE: Managing the Politics of Planning Technology-Related Faculty Development Programs

Ms. Diane Chubb

University of Georgia

Moderator: Ron Clay

Room 277

The ADDIE model is the predominate framework used in developing training courses for faculty teaching online courses. Although the ADDIE model provides the instructor with a useful template to guide the decision-making process, it does not address how politics shape the design and development of faculty training programs. Yet, it is often the political factors which matters most in an educational program. This presentation will discuss the political aspects of designing technology-related faculty development programs based on the Cervero and Wilson critical theory model. Through discussions and role play, participants will have the opportunity to apply a political analysis to a training scenario using the tools of negotiation.

11:30am Keynote Presentation & Lunch (Student Life Building Cafeteria)

What Do Our Net Generation Students Expect From Us? **Dr. Joel Hartman**

Whether we call them the "Net Generation," "Millennials," or simply "our students," today's 18 to 22-year-olds have one thing in common: they all grew up with and became users of advanced technologies at a much earlier age than did most higher education administrators. Their use of technology is a defining part of their lives. Today's Net Generation students bring with them a new set of beliefs, expectations, and abilities that are both exciting and challenging. As we make substantial investments in media-rich classrooms, wireless networks, portals, and online courses do we really understand what our students need and expect? Are they, through their selection and use of personal technologies, drifting away from the institutional technology mainstream?

About Dr. Hartman . . .

Joel L. Hartman is Vice Provost for Information Technologies and Resources at the University of Central Florida in Orlando. As the university's CIO, he has overall responsibility for library, computing, networking, telecommunications, media services, and distributed learning activities. Hartman was employed by Bradley University from 1967 to 1995, holding several information technology management positions, including CIO.

Hartman has been an active author and presenter at industry conferences. He previously served as treasurer and 2003 Chair of the EDUCAUSE Board of Directors, and currently serves as chair of the EDUCAUSE Learning Initiative (ELI) Advisory Committee. He also serves on the Florida Digital Divide Council, the Microsoft Higher Education Advisory Group, is secretary of the Seminars on Academic Computing Coordinating Board, and Vice Chair of the Board of Directors of Florida Lambda Rail.

Hartman has been an information technology consultant to both public and private sector organizations, and has been active in the development of statewide education and research networks in Illinois and Florida. He has served and held offices on numerous state, regional, and national IT committees in areas including public broadcasting, distributed learning, and networking.

Hartman graduated from the University of Illinois, Urbana-Champaign, with bachelor's and master's degrees in Journalism and Communications, and received his doctorate from the University of Central Florida.

CONCURRENT SESSIONS III
Friday, September 29
1:15pm – 2:15pm
Charles H. Jones Building

15. GeorgiaVIEW: Selected Online Programs Overview & Vista 4 Features Preview

Harold Powers

Georgia State University

Moderator:David dePosada

Room 102

The University System of Georgia (USG) offers many exciting online programs and opportunities (such as eCore, WebBSIT, etc.), as well as adoptable course templates. This presentation will explain how these programs work and how interested faculty or their students can become involved.

The update from WebCT Vista 2 to Vista 3 included many under-the-hood, backend changes to the technical architecture of the Vista application. The changes from Vista 3 to Vista 4 focus more on additional user features, including graphical user interface enhancements, designed to streamline and simplify functional aspects of the WebCT Vista application. Many of these changes resulted from Feature Requests submitted by USG Vista users.

This presentation will include the tentative timeline for USGOs transition to WebCT Vista 4, and will demonstrate how ePortfolio will interact with this upcoming version of the Vista application.

16. Distance Learning: How to Engage Students and Reduce Attrition Rates

Ms. Lorraine Angelino and Dr. Deborah Natvig

Lander University

Moderator:Valerie Beaman-Hackle

Room 123

Attrition is a major issue in higher education. An approach to reducing attrition rates is to engage students early and often, using different methods customized to the class content and the student's pre-existing knowledge. Do you need help engaging your online students? This session will consist of (1) a presentation on the current literature and how to get students engaged in online learning, (2) building a framework for online courses using the Health Care Management Certificate program at Lander University as a model, and (3) open discussion.

17. Using Online Case Studies to Enhance Student Learning

Dr. Laila Richman

Macon State College

Moderator:Terry Sanders

Room 187

Case studies are quickly becoming a prominent means by which to increase content knowledge and engage students in hands-on, problem-based learning activities. While the majority of the research is on paper-based cases, it is logical to assume the benefits of paper cases can be translated to an online platform. The extant research shows online instruction is just as effective as face-to-face instruction with no significant differences in learner outcomes. Using this premise, it can be argued that online case studies are just as effective as their paper counterparts. The use of online case studies can enhance online instruction.

18. PowerPoint Transformed: From Static to Dynamic with Tablet Technology

Dr. Lyndasu Crowe and Mr. Robert Wynegar

Darton College

Moderator: Wendy Kallina

Room 188

This hands-on presentation will give participants a chance to explore tablet technology and PowerPoint slide inking. The training module developed for Darton College's 2006 funded "HP Technology for Teaching Leadership Grant" will be used.

19. Connect with Every Student using Interwrite PRS and Prentice Hall

Mrs. April Lemons, Mr. Adam Jay, and Ms. Kelly Bell

Prentice Hall

Moderator: Tina Asford

Room 211

Do you want to connect with every student? Of course you do....Create an exciting and interactive classroom with a Student Response System.

Prentice Hall is pleased to announce the newest addition to the InterWrite PRS family, InterWrite PRS RF, which gives instructors a powerful assessment tool to teach, connect and assess every student.

InterWrite PRS is currently used in over 600 universities and colleges around the world. It allows instructors to instantly gauge student comprehension, easily deliver quizzes and assessments electronically, take attendance, generate student assessment results and much more!

InterWrite PRS RF is the most Robust student response system available—With InterWrite PRS RF, students' responses can include positive and negative numbers, decimal points, fractions, multiple correct answers, answer series, and even short answer.

From the smallest of classrooms to lecture halls with up to 2,000 students, Prentice Hall has the content and InterWrite PRS RF has the capabilities to transform your lectures into interactive dialogues.

20. The Distance Between Us--The Power of an Image: An Interactive, Hands-on Workshop

Ms. Holly Smith

Armstrong Atlantic State University

Moderator: Donna Balding

Room 212

When 1994 Pulitzer Prize-winning photographer Kevin Carter committed suicide, our traditional students were not yet ten years old. They do not remember the shocking image of a starving child crawling toward a UN feeding station during the famine in Sudan. A dozen years have passed, and Sudan is in the news again due to the genocide of black Sudanese at Darfur. Carter's photograph and the journalist's code of ethics serve as the basis for this interactive, hands-on workshop that combines traditional teaching methods with the Vista Discussion Board to foster critical thinking skills, teach consensus building, and enhance writing skills.

21. A Review of Current Thoughts in Communicating Online

Mr. Rodger Oren

Macon State College

Moderator: Ron Clay

Room 277

A review of current work on communicating in the virtual environment will be presented. The presenter will ask for participants' views regarding the strengths and weaknesses of the research. In addition, a solicitation of the audience's experience in this environment will round out the interactive session.

CONCURRENT HALF HOUR SESSIONS IV

Friday, September 29

2:30pm – 3:00pm

Charles H. Jones Building

22. The Effects of Computer Skills on College Freshmen's Writing

Dr. Wes Davis

Dalton State College

Moderator: Nancy Bunker

Room 102

This paper presents educational implications of an experimental study on the gains in overall writing quality for college freshman's essays. The findings suggested that the 45 students in the experimental group, who wrote six of their eight essays on the computer, made statistically significant gains and outcomes in writing quality over the 43 students in the control group, who handwrote all eight of their essays. The experimental students' writing benefited from their professor's feedback while he intervened during their planning and composing processes on the computer. These students learned valuable word processing skills for effective communication on any type of writing task.

23. Scholarly Research: Only a Link Away

Ms. Felicia Haywood and Ms. Robin Grant

Macon State College

Moderator: Robert Kelly

Room 123

Students who take online courses still need access to library resources. Many library resources today can now be accessed remotely. Ideally, online students should also have access via their course sites. This presentation gives an overview of library research tools available online at Macon State College, with particular emphasis on subject guides that have been developed for individual classes. Presenters will examine possibilities for making scholarly research and library resources available to online students as a part of their classes—simply by adding a link in the online course site. Since most academic libraries have remote resources, other colleges should be able to apply these examples.

24. Is Online Right for You?: Turning the Question Around

Dr. David Sidore

Macon State College

Moderator: Malav Shah

Room 187

Many of us ask students considering online courses to evaluate whether an online class is right for them. In addition to correcting misconceptions about the time, motivation and discipline necessary to successfully completing an online course, we also ask students to assess whether they learn from reading textbooks and webpages without the benefit of in-class discussion. The same warnings about time, commitment, and teaching solely through texts apply to faculty as well. This paper examines the pedagogic implications of teaching online and how recent rethinkings of media literacy can help us reimagine the preparation and evaluation of online classes.

25. Results of a National Survey on Convergent Services in Higher Education

Dr. E. Michael Staman

Macon State College

Moderator: Mike Staman

Room 188

We define convergent services on campus as the integration of services and infrastructure over IP at all levels. The definition refers to the integration of devices and services that work on multiple infrastructures and deliver services on multiple platforms. There are three levels to convergence – infrastructure, appliances, and services. All work together, and the goal is access to and delivery of any services via any appliance, to and from anywhere and over any medium be it wired IP, wireless IP, or mobile cellular devices. The results of a 2006 survey and several longitudinal implications will be presented in this session – including a suggestion that we are witnessing an evolutionary rather than revolutionary phenomenon.

26. Developing Active Learning Activities for Computer Programming and Machine Vision Courses

Dr. Chi Thai

University of Georgia

Moderator: P.K. Ebert

Room 211

This is a project for developing instructional technologies and materials for in- and outside- of-classroom activities to promote student learning. In-class activities included student-teacher interactions mediated via NetSupport Manager, student hypermedia note-taking via Silicon Chalk, algorithms development and quizzes correction using Tablet PCs. Outside-of-class activities included reviewing narrated Flash movies for concept animations, homework solution design hints and for pre-recorded narrated guidance during phases of a semester project using autonomous robots. The development of a web-enabled Machine Vision Laboratory accessible 24/7 is also described. This facility had been used to teach Java Programming, Systems Simulation and Applied Machine Vision courses.

27. Multimedia in an Online Course

Dr. Nanette Sayles and Ms. Charlotte McCuen

Macon State College

Moderator: Charlotte McCuen

Room 212

This presentation will demonstrate various methods of introducing multimedia into the online course. Examples include audio, video, interactive games and simulation exercises.

28. Building Next Generation of Online Education with Adaptive Learning Technology

Dr. Nishikant Sonwalkar

IDL Systems

Moderator: Gary Rogers

Room 277

On-line education today suffers seriously from the lack of dynamic individualizations of content based materials for different learning styles. The static learning systems with a “one-size-fits-all” approach are ineffective and in some cases detrimental to the on-line learning process. The behaviorist, cognitive, and constructivist theories have influenced the pedagogy, related to individual learning styles. The educational scientists debate these theories vigorously. While the debate is extremely important for the educational paradigm shift, a framework that enables adaptive learning is needed. This accommodates both neural and cognitive processes seeking meaningful incorporation of technology in education. The adaptive systems are an outgrowth of connectionist (neural networks and fuzzy logic) model that follows user behaviors either by a supervised training routine or by autonomous agents that organize their behavior based on continuous user interactions. The educational adaptive learning systems are the intelligent systems that continuously organize content based on the observation of the learning preferences of an individual, resulting in the best learning performance. Dr. Sonwalkar will elaborate on the conceptual framework for the educational adaptive systems and demonstrate the technological implementation that is currently revolutionizing online learning.

CONCURRENT HALF HOUR SESSIONS V

Friday, September 29

3:10pm – 3:40pm

Charles H. Jones Building

29. Can I "Make" my Students Learn?

Mrs. Janet Orr

Georgia Perimeter College

Moderator:Kelli Cheng

Room 123

If I require my online students to take quizzes, will I see an improvement in successful completion of my online course? While being resistant to the idea of “making” students learn, the presenter conducted a small study of two semesters of the same online course. The only difference between teaching methods for the two semesters was the handling of quizzes. In one semester the quizzes were available and recommended for self-assessment. In the second semester, the students were required (as part of the course grade) to take a quiz for each chapter. Differences in successful completion of the unit tests and final examination will be presented. Discussion will be solicited on whether this method reduces long-term personal development of study skills.

30. Experiences with iPod- and PDA-"casting" for Mobile Instruction Delivery

Dr. Kenneth Hoganson

Kennesaw State University

Moderator:Kim Pickens

Room 187

This paper presents the results of experiments carried out over two semesters that produced instructional material in “castable” format for iPods and PDAs. The program involved is a non-traditional graduate computer science program emphasizing “applied computer science” that also includes integrated distance-learning technology. Existing lecture recording and web-streaming technologies were upgraded to also produce “castable” versions of the lectures for downloading and viewing on mobile devices. Observed student use and survey responses were used to evaluate the pedagogical value of these lecture formats.

The Master of Science with a major in Applied Computer Science (MSACS) at Kennesaw State University integrates the use of distance technology as an optional way to attend lectures, in order to accommodate working professionals with substantial business, travel, and family commitments. All lectures may be viewed on campus in a conventional classroom upgraded with distance technology, and are streamed over the internet live, and are recorded for later review and study.

31. Online Anatomy and Physiology Laboratories: Replacing the Microscope?

Dr. David O'Drobinak

Valdosta State University

Moderator:Eric Sun

Room 188

The development of two online laboratories has changed the way that microscope intensive laboratories are being taught in Anatomy and Physiology. Time spent familiarizing students with proper microscope and slide use limits the amount of material that can be covered. Two online laboratories were created to present histology (cells and tissues) and hematology (blood) content without the limitations of the microscope. Students view accurate, high quality, labeled microscopic images with tissue descriptions at their own pace with unlimited access. Additionally, virtual “wet” labs were created for the determination of “patients” red (hematocrit) and differential white blood cell counts.

32. Guidelines for Conducting Effective Online Discussions

Dr. Bob Harbort

Southern Polytechnic State University

Moderator: Habib Maagoul

Room 211

This presentation will cover aspects of setting up and moderating threaded online discussions as part of university-level coursework. The presenter was a paid discussion moderator on the McGraw-Hill BIX forums for fifteen years, and has brought that experience to bear in setting up and conducting a number of successful online discussion classes. Coverage includes setting up appropriate topics, establishing non-threatening guidelines for student participation, encouraging more than minimal participation, and using phased introduction of new material to keep discussions moving.

33. ESA 21: Environmental Science Activities for the 21st Century

Dr. Matthew Laposata

Kennesaw State University

Moderator: Jim McNeil

Room 277

Faculty from Kennesaw State University, Bowling Green State University, University of Southern Mississippi, and Community College of Baltimore County has developed a series of digital course activities/laboratory exercises for undergraduate courses in Environmental Science. The activities integrate “wet lab” and computer-based exercises (interactive simulations, virtual tours, environmental calculators) to allow students to quantify and analyze their personal contributions to regional and global environmental impacts. This presentation will describe the project, showcase its activities, and present assessment results from its use in college environmental science courses. Special emphasis will be placed on the activities’ role in increasing civic engagement in students and in the technological issues associated with delivering online activities to large numbers of students. The activities are viewed at <http://esa21.kennesaw.edu>.

3:40pm SNACK BREAK (Lobby of the Charles H. Jones Building)

4:00pm CONCURRENT SESSIONS RESUME in Charles H. Jones Bldg.

CONCURRENT SESSIONS VI
Friday, September 29
4:00pm – 5:00pm
Charles H. Jones Building

34. Using PowerPoint to Animate Presentations

Dr. James Harris

Georgia Southern University

Moderator:Sandy Skarsaune

Room 102

One of the advantages of PowerPoint is that it has the ability to use animation to illustrate dynamic elements of topics that cannot be easily shown using a conventional chalkboard. In this presentation it will be shown how PowerPoint animation can be effectively used to illustrate technical concepts in a computer science data structures course. It will also be shown how PowerPoint animations can be used to present technical material in a fast and effective manner. These techniques can be used for a variety of topics, both technical and non-technical.

35. Why Pay When You Can Get It For Free? Freeware on the Web

Dr. Barry J. Monk and Dr. Blanche Presley

Macon State College

Moderator:Barry Monk

Room 123

In this presentation we will share a number of open source and freeware resources that we have found for use both within the classroom and for developing supplementary materials. Although these resources are primarily used in our mathematics classes, many of them could be applied to other disciplines.

36. Integrating Technology into Teaching and Learning

Dr. Lorenzo Pitts

DeKalb Technical College

Moderator:John Trimboli

Room 187

This fast-paced hands-on workshop will demonstrate the impact of a new web-based educational multi-media software technology (www.educo-int.com) on school performance, attrition, and persistence of non-traditional students. For the purposes of this workshop, non-traditional students are those who upon entering post-secondary education seeking a degree are, in fact, less likely than traditional students to attain a degree or remain enrolled after five years.

37. International Blended Learning Environments: What Does it Take to be Successful? Technology Tools Instructional Strategies Formative Evaluation

Dr. Jiri Stelzer, Dr. Gul Sonmez, Ms. Lenka Chytilova, Dr. Lorraine Schmertzing, and Dr. Richard Schmertzing

Valdosta State University, Abant Izzet Baysal UniversityBolu, and Palacky University

Moderator:Habib Maagoul

Room 188

Universities in Turkey, the Czech Republic, and the United States collaborated to teach Health and Wellness to students in all three countries using both synchronous and asynchronous tools. Video conferencing, online discussions, and a common text were foundational to the course structure. Special guests from NASA Live joined the class from Virginia and WebCT Vista was used as the course management shell. Lessons learned from the experience will be shared in the session as well as details on the equipment and student responses regarding the learning environment.

38. The Internet Scavenger Hunt: Can this Versatile Tool Enhance Your Online Course?

Ms. Anne Moshtael and Ms. Sherry Sims

Macon State College

Moderator: Sherry Sims

Room 211

Two Nursing Faculty members at Macon State College demonstrate the “Internet Scavenger Hunt”, an online learner-centered activity. Capitalizing on the appeal of the “Treasure Hunt,” the Internet Scavenger Hunt can be used: (1) to orient students to the online classroom, by linking participants to various components of the web course (Discussion area, E-mail, Tests, Grade book); (2) to expose course-related Web resources from which students can be required to locate specific information or perform an online interactive tutorial, discuss an issue presented or analyze a scenario. This hands on workshop will demonstrate how the Internet Scavenger Hunt is designed and used to assist workshop participants to create a “Hunt” for their courses.

39. Assessing Online Discussion Forum Participation

Mr. Matthew Shaul

Kennesaw State University

Moderator: Gaston Brouwer

Room 277

Although discussion forums remain popular for online learning, difficulties persist in assessing student work within forums. Linking grades to a number-of-posts metric or deadlines is a simple but insufficient measure of quality. Conversely, complex rubrics mapped to grids attempt to capture quality, style, impact and involvement, but are burdensome and time-consuming for the instructor.

I propose a web-based, easily configurable system designed to mine the latent and manifest data held within the forums’ underlying database. Instructors weight various assessment elements prior to the system mining the database, thus providing the assessment parameters. Data mining and calculation do the rest.

E-Poster/Wine & Cheese Sessions

Friday, September 29

6:15pm – 7:00 pm

Student Life Building Lobby

EP1. A Contextualized Reading Website That Won't Drive You Loco

Mrs. Stephanie Langston

Georgia Perimeter College

Stephanie Langston of Georgia Perimeter College shares her online contextualized reading project of “El Loco de Sevilla,” from the well-known *Don Quijote de la Mancha*, by Miguel de Cervantes. The reading selection is truly interactive with hyperlinks to synonyms of new vocabulary words and to clarifications of verb tenses. The text (with character pictures) is color-coded for improved dialogue flow. Students navigate an interactive map of Seville to gain perspective on the setting. They watch a video clip that illustrates a difficult grammar point woven throughout the reading selection, and do pre- and post-reading activities to further enhance comprehension.

EP2. eNutrition: Path to healthier Eating Habits

Dr. Charles Cannon

Columbia College Chicago

The significance of nutrition in health and disease cannot be underestimated as it plays a definite role in four of the ten leading causes of illness and death in the United States. Nutrition awareness can help all make healthier food choices. With the growing consciousness of health and fitness, it becomes essential that we have constant feedback on intake of nutrients in food substances consumed. Once students get over the fear of the online experience they demonstrate a renewed interest in practicing better food intake habits. They engage in analyses of intake over ten 24-hour periods during the course by employing a nutrient analysis tool produced by the University of Illinois at Champaign-Urbana. Student work will be shared (postings on discussion forum, intake logs, NAT Reports, Personal Nutritional Profiles, and course evaluations) in addition to the course website for Summer term 2006.

EP3. Network Sniffing via Freeware

Dr. Gary Rogers and Mrs. Alicia David

Macon State College

This session will provide interested parties with a view of how they may accurately look at, or “sniff” all the information on their computer network via the use of freeware software tools. As an example, if your network seems to be slow, all you need to do is activate/ open one of these freeware products and you can, in quick order, discover what the network problem is.

There are several easy-to-use free or nearly-free software products available. The presenters will introduce the audience to these applications and how they may add significant value to any network. The presenters will specifically address the following areas: Product name and vendor; Platform characteristics (Windows, Linux, etc.); Price, if any; ease of use factors; Basic operation; strengths and weaknesses; and interoperability issues with other software.

EP4. Instructional Video Clippits

Dr. Barry J. Monk and Dr. Mary Dwyer Wolfe

Macon State College

This poster demonstrates how short instructional videos can be generated using relatively inexpensive hardware and software. The videos demonstrated here are used both as the primary method for delivering content in online courses and as material supplementing face-to-face courses.

EP5. Using Music Technology to Enhance Elementary and Secondary Education

Dr. PK Ebert

Macon State College

The use of music technology in public schools ranges from learning history through rap—to learning arithmetic with music notation software-to developing problem-solving skills with music videos. "You want ME to use music in MY classroom?" I hear you ask; and I am responding with a resounding "Yes!". This e-poster will review some of the many successes reported, from public schools around the country, in using music technology to enhance and facilitate elementary and secondary education. You will come away wishing you were still in school!

DINNER
Friday, September 29
7:00 PM
Student Life Building Cafeteria

Full Page Ad

Saturday, September 30, 2006

8:30am Registration (Lobby of Charles H. Jones Building)

9:00am CONCURRENT SESSIONS in Charles H. Jones Building

<p style="text-align: center;">CONCURRENT SESSIONS VII Saturday, September 30 9:00am – 10:00am Charles H. Jones Building</p>
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40. Program Evaluation of Physics using WebCT as the Testing Center

Dr. Kae Gershon

Georgia Perimeter College

Moderator: Jim McNeil

Room 102

At Georgia Perimeter College we have successfully used the WebCT platform to implement the Physics program review testing process for the 2005-2006 academic year. This involved several steps working with the WebCT webmaster at GPC and development of a testing site. Initially we encountered resistance to this testing method, but the success has been remarkable. Details of the problems in setting up the site, implementation, and results will be discussed.

41. Use Spatial Data to Spice Up Your Course Content

Dr. Ron Clay

Macon State College

Moderator: Ron Clay

Room 123

That “a picture is worth a thousand words” has proven true for all of us. The same can be said for spatial data; a little bit can go a long way toward giving students ownership and thus interest in subject matter. The use of Geographic Information Systems for all manner of geospatial analysis is increasing dramatically, worldwide. In fact, GPS and GIS have practically become household words. Global positioning capability is now being provided through cell phones, automobiles, and modestly priced sportsman’s GPS units. Additionally, web-based utilities are now available which allow the layperson to make use of the spatial information which is becoming increasingly available. With a bit of imagination, spatial data can be used to add interest to many curricula.

42. Searching Hi(Tech) and Lo(Tech) for the Parabola

Dr. Blanche Presley

Macon State College

Moderator:Lily Wang

Room 211

Participants in this workshop will first generate a parabola using a paper-folding technique with patty paper. It is both simple and impressive to see the parabola “appear unexpectedly”. This activity can be used to introduce conic sections to students who are familiar with the distance definition of a parabola and some elementary notions about triangle congruence. Constructing the physical model will be followed by simulating the same steps using Geometer’s Sketchpad. If participants are not proficient with this software, a demonstration model will be provided. Other explorations will include finding the point of tangency, asymptotes, the focus and directrix. This activity would be most appropriate for college algebra or math education classes.

43. Using Group Projects in an Online Environment

Ms. Debora Constable

Georgia Perimeter College

Moderator:Donna Balding

Room 212

Are you teaching an online class? Do you want to add more variety to your class? Do you want to challenge your students? Well, adding a group project to your online class will provide you with one more tool to test how well your students are learning the material covered during the semester. It is a challenging and engaging way to help your students not only apply what they have learned, but also learn the fine art of participation and communication.

44. Billboard Wild Adventures: Managing and Capturing Online Discussion Groups

Dr. Jane Zahner

Valdosta State University

Moderator:Patti Impink

Room 277

You assign your students to participate in online discussions—now what? The volume of messages and disorganization of topics can become overwhelming for both instructor and student. This presentation will give management tips, message design strategies, and, best of all, a method that requires the STUDENT to make sense of it all!

CONCURRENT SESSIONS VIII

Saturday, September 30

10:15am – 11:15am

Charles H. Jones Building

45. Developing Effective Online Discourse

Dr. Dee McKinney

Macon State College and Georgia Perimeter College

Moderator:Steve Davis

Room 102

The presenter will discuss her approaches to fostering synchronous and asynchronous online discourse with concrete approaches to creating extended and interrelated discussion and writing activities. Along with ideas for effective preparation, the instructor will offer methods to create a dynamic online community with responses and tips for shaping student interactions. Discussion and writing activities foster deeper comprehension of course materials in online, hybrid, and computer-enhanced classes.

46. The Utilization of WebCT Vista Survey Tool for Course Evaluations in a Nursing Education Program

Mrs. Elizabeth Tripp and Ms. Rebecca J. Mathews

Macon State College

Moderator: Beth Tripp

Room 123

Nursing courses require multiple evaluations of achievement of course objectives, clinical sites, preceptors, textbooks, and learning activities. Manual documentation of these evaluations has presented a logistical challenge. The turn around time for compiling quantitative and qualitative results of these manual evaluations makes timely course improvements extremely difficult. Utilization of WebCT Vista Survey Tool for evaluations provides data for timely course improvements. The Assessment Reports function allows immediate compilation of the data from the surveys. This information is then available for faculty to use in improving subsequent courses and evaluating curriculum.

47. What the blog are you blogging about? Alternative uses in Online Learning Environments

Mrs. Liz Riley and Mr. Peyton Glore

Macon State College

Moderator: Susan Harrington

Room 187

The term “blogging” has become a buzzword for primary school children, politicians, and even preachers. As educators we have found blogging to be a useful tool to disseminate information and manage work in the online and face-to-face classroom. In this presentation we will discuss, compare, and demonstrate some popular blogging tools. We will provide examples of how even less technically proficient individuals can use blogs in the classroom. Lastly, we will share our ideas about and experiences with blogging.

48. The Case for Online Technology in the Music Curriculum

Dr. PK Ebert and Mr. Bob Dixon

Macon State College

Moderator: P.K. Ebert

Room 211

“A marriage of music and technology?” I hear you ask. “Strange bedfellows, if you ask me!” Yet, technology is changing the way music is taught and performed in schools throughout the country. Schools with decidedly different missions and constituencies (such as New York University, Radford, Case Western Reserve, Ball State, Indiana, Illinois, Colorado, Yale, Oklahoma, Alabama, Texas—and many more) are embracing technology as a welcome addition to music curricula.

“Why this sudden interest in music technology?” Technology captures the imagination of students and provides motivation for learning. And this is not a sudden or recent phenomenon. College students in the 21st Century have grown up surrounded by technology. Today’s students bring with them a fascination for computer games and electronic musical instruments. For some students, the computer is regarded as a trusted friend.

“What tools could I use in my classes?” The most common technological tools available to music educators are computers and electronic keyboards. Computers are ideal teaching tools for the music curriculum. Software publishers offer a wide range of programs covering every aspect of music, from musicology to marching band half-time shows. Electronic keyboards offer many possibilities as learning tools and performance instruments in the music classroom. In an interactive hands-on format, students can use an electronic keyboard to learn about sound, composition, improvisation, and recording.

“What research will be presented during the SSEL session?” The author is particularly interested in developing and fine-tuning online music instruction. An experiment to be conducted during June 2006 will gather formative data on the effects of distance on music instruction. During the SSEL session, this data will be shared along with general information on existing online music instruction programs at other colleges and universities. The goals of the session are to: define and understand target populations for technological instruction in music; identify parameters for programs to meet the needs of these populations; identify and discuss

marketing strategies for introducing music technology programs; and to understand the potential for technological instruction in music in Middle Georgia.

49. Creating a Course Web Site Using a Free, Open Source Tool

Dr. Nancy Luke

Armstrong Atlantic State University

Moderator: John Patillo

Room 212

This workshop will cover how to build a course website using Nvu, a free software product. Participants in this workshop will be shown how to create a homepage, add links to documents and other web resources, insert images, and link between course web pages. Attendees will need to be comfortable working in a Windows environment and have extensive experience with opening, formatting, and saving documents. Participants are encouraged to bring on a thumb or flash drive their own course materials to the workshop otherwise “sample” materials will be provided.

50. Learning Objects Repositories: Sharing digital Resources to Enhance Teaching & Learning

Ms. Marie Lasseter

University System of Georgia

Moderator: Sherry Sims

Room 277

The USG LOR is a centralized learning object repository that enables University System of Georgia faculty and instructional support staff to search for, identify, and acquire instructional resources for use in online and face-to-face course development. It currently provides thousands of learning objects that were originally part of the eCore courses. Advanced Learning Technologies staff is exploring the use of HarvestRoad Hive, a learning object repository that would increase the potential for reuse of existing resources as well as provide a means for growing the resources through submission and sharing of content by faculty and staff within the System. Participants will learn about current learning object repository projects and how to use learning objects to reduce the time and costs associated with online course development.

CONCURRENT SESSIONS IX

Saturday, September 30

11:30am – 12:30pm

Charles H. Jones Building

51. Accessibility and E-Learning

Ms. Wanda Eanes

Macon State College

Moderator: Wanda Eanes

Room 102

What is Section 508? It refers to a law concerning accessibility of electronic media for people with disabilities. Now, the real question is what are the implications of this law for E-Learning? Since we use a variety of different systems to support our online classes, what portion of the responsibility for compliance rests on us, and how much rests on WebCT, BlackBoard or who ever provides your online system? Are there ways to check to see if our online materials are compliant?

In this session we will discuss Section 508 and its implications for E-Learning. We will also look at tools to check the compliance of our materials and URLs that provide support and information for those attempting to become compliant as time permits.

52. Student Retention in Online and Traditional Course Settings: Motivation and Interaction between Setting and Gender

Dr. Dianna Spence

North Georgia College and State University

Moderator: Carol Treible

Room 123

What factors mediate student retention? Do these factors differ for online courses, and if so, how? The presenter shares results of quantitative and qualitative studies that address these questions. This research identifies two principal findings regarding online student retention and success. First is the apparent interaction between student gender and course setting (online vs. traditional) in predicting student retention. Second is the importance of the student's self-efficacy for self-regulation in predicting both retention and engagement with online courseware. Findings and possible interventions are discussed.

53. Digital 3D Projection for Anatomy & Physiology

Mr. Darryn Ostrander, Ms. Tarrah Mirus, and Mr. Andrew Lenard

Darton College

Moderator: Kim Pickens

Room 187

Darton College is moving 3D movies from theater novelty to classroom instruction. Off-the shelf technology can now produce 3D images that project from the screen and provide students with a better visual representation than flat 2D images in textbooks. The presenters demonstrate technologies for creating and viewing 3D images in the classroom. Issues and best practices for developing 3D content will be discussed. Any educator or multimedia developer who has a need to show spatial relationships such as anatomic or geometric illustrations will benefit from this session.

54. Visual Rhetoric, Metamedia, and Literacy: Implications for Education

Dr. Marian Parker

Troy University

Moderator: Steve Davis

Room 188

The instruction we intend to deliver and the knowledge our students come away with may be entirely different things. Comprehension is evolving along with technology, and this presentation will explore the possibility that the instruction we delivered five years ago will probably not yield the same interpretation today. And it might not be attributable to students' intelligence. Research suggests that our processes for learning are keeping better pace with technology than our processes for teaching.

55. Pedagogical Uses of Alternate and Fictional Personae in Online Environments

Dr. Bob Harbort and Dr. Nancy-Laurel Pettersen

Southern Polytechnic State University

Moderator: Blanche Presley

Room 277

In this presentation the authors will introduce a number of fictitious cybercitizens, from Miss Dibble the picky English teacher to Dud Snopes the perennial slacker student, and explain how they are useful teaching aids in college-level classes. We will also explore the ethics and the ethnography of using fictitious personae in relating to real students in ways that reinforce learning and encourage active participation in online and classroom activities.

56. Adventures in Video Creation Using *Camtasia*: From Production to Application

Dr. Mary D. Wolfe

Macon State College

Moderator: Mary D. Wolfe

Room 211

This session focuses on the creation of videos using the screen recording application Camtasia. Included will be a presentation of the creation process, editing, tweaking, adjusting the audio, and how to export the videos to multiple formats. This session will conclude with a demonstration of how these types of videos are being used in online courses and as supplementary materials for traditional face-to-face classes.

12:30pm CONFERENCE ENDS

HALF PAGE AD

Conference Coordinating Committee:

Chair, Barry J. Monk, Ph.D. (Natural Science & Math)

Steve Davis, M.Ed. (Natural Science & Math)

David de Posada, Ph.D. (Humanities)

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