

Agenda

Time	Activity/Title	Location
8:00am-9:00am	Registration, Continental Breakfast, and Electronic Poster Session	Conservatory and Pre-Assembly
9:00am-11:15am Plenary Sessions		
9:00am-9:05am	Welcome	Assembly Hall
9:05am-9:15am	IPSE Awards Presentation	Assembly Hall
9:15am-10:15am	Keynote Presentation: e-Learning: Education for the 21st Century Dr. Burks Oakley, Assistant VP for Academic Affairs and Director, U of I Online, University of Illinois	Assembly Hall
10:15am-10:30am	Break	Conservatory
10:30am-11:15am	What's All the Fuss about Accessibility? Robin Jones, Project Director, Great Lakes ADA and Accessible IT Center, University of Illinois at Chicago	Assembly Hall
11:20am-12 noon Breakout Sessions I		
	Best Practices I: Developing Accessible Web-based Course Materials Robin Jones, University of Illinois at Chicago	Meeting Room 1A
	Best Practices II: Facilitating Online Learning by Overcoming the Obstacles Kathie Wentworth, Tri-State University	Meeting Room 1B
	Technology Tools: Tabula Rasa - Teaching and Learning as Multimedia Authoring Jason Brotherton, Ball State University	Meeting Room 2A
	Gold Sponsor Presentation: Virtual Education Space: Moving K-12 Education in Massachusetts Towards a Smart Enterprise Model Matthew Maennling, Virtual Education Space	Meeting Room 2B
	Technology Tools: Managing Video and Other Digital Assets with Virage Ed Stockey and George Khazal, Indiana Higher Education Telecommunication System	Conference Room 1
12 noon-1:30pm Lunch and Electronic Poster Session		
	Lunch	Assembly Hall
	Poster Session (see page 8 for details)	Pre-Assembly

1:30pm-2:10pm		Breakout Sessions II	
Best Practices I: Designing Online Classes to Discourage Dishonesty	Meeting Room 1A	Barbara Christe, Indiana University-Purdue University Indianapolis	
Best Practices II: Assessment in Cyberspace: Strategies for Success with Online Testing to Improve Student Learning	Meeting Room 1B	Kevin Valadares and Jon Reidford, University of Southern Indiana	
Technology Tools: Calibrated Peer Review™ and Learning Outcomes Assessment	Meeting Room 2A	Patricia Carlson and Fred Berry, Rose-Hulman Institute of Technology	
Gold Sponsor Presentation: The Possibility Network: An Initiative to Connect Adults to Lifelong Learning Opportunities. LaVerne L. Ludden, Ed.D., The Possibility Network and David Wright, Learning Assistant Technologies, Inc.	Meeting Room 2B		
Faculty Development: Experiential Faculty Development Workshops: The Course Transformation Academy	Conference Room 1	David Peter, Indiana State University	
2:15pm-2:55pm		Breakout Sessions III	
Best Practices I: How to Encourage Online Learning Communities	Meeting Room 1A	Hank Kelly, Indiana Wesleyan University	
Best Practices II: Development of a Web-Enhanced Nursing Course to Teach periOperative Nursing (Surgical Nursing)	Meeting Room 1B	Marchusa Huff and Heather Eaton, Indiana University-Purdue University Indianapolis	
Technology Tools: A Study of a Dynamic Digital Interface for Multidisciplinary Case Simulations	Meeting Room 2A	Dwight Hymans, Kay Hodson-Carlton, Linda Siktberg, Josh Bokelman, and Worapan Nijjarunkul, Ball State University	
Bronze Sponsor Presentation: An Award Winning Online Mathematics Curriculum	Meeting Room 2B	Danny B. Clark, Academic Systems	
Faculty Development: Faculty Instructional Technology Workshops at DePauw University: Projects, Partnerships and Pedagogy	Conference Room 1	Carol L. Smith and Julianne M. Miranda, DePauw University	
2:55pm-3:10		Break	
		Conservatory	

3:10pm-3:50pm

Breakout Sessions IV

Best Practices I: **Using the Internet to Facilitate Inquiry-based Learning** Meeting Room 1A

Christopher Luke, Ball State University

Best Practices II: **“Lean Forward” Learning: Strategies for Structuring an Effective Online Course** Meeting Room 1B

Samantha Birk, Indiana University-Purdue University Fort Wayne

Technology Tools: **Gaming in PowerPoint: Effective or PowerPointless?** Meeting Room 2A

Cathy Carlson, Indiana University-Purdue University Fort Wayne

Faculty Development: **Using the Virtual Instructional Designer (VID) to Enhance Online Teaching** Meeting Room 2B

Christine MacDonald, Ph.D. and Faye M. Bradshaw, Indiana State University

3:50pm-4:15pm

Plenary Wrap-Up

Wrap-Up and Closing Remarks Assembly Hall

Dave King, Indiana Higher Education Telecommunication System

Session Descriptions

Keynote Presentation: e-Learning: Education for the 21st Century

Dr. Burks Oakley, Assistant Vice President for Academic Affairs and Director, U of I Online, University of Illinois
Room: Assembly Hall

Many college faculty today are adding Internet components to their traditional classroom-based courses in order to provide learners with increased access both to information and to people. These courses typically have online learning materials, such as audio-enhanced lecture presentations, simulations, virtual laboratories, and interactive tutorials available via the World Wide Web. Some also have online homework assignments that are computer-graded in real time, offering rapid and timely feedback to students. Asynchronous conferencing via the Web facilitates communication between students and faculty and among students, and has been found to build community, promote peer-peer learning, and enable increased team-based activities. Overall, when properly implemented, Internet-based learning environments tend to be more engaging and student-centered than traditional lecture-based courses.

Oakley's presentation will include an online demonstration and survey of the many pedagogical approaches used in e-learning courses. Some of the courses in this demo use Internet-based technologies to supplement lecture-based courses taken by on-campus students, while other courses are delivered totally online, do not have any face-to-face class meetings, and are taken by students far from campus. Oakley also will discuss the larger issues of professional development, faculty incentives, faculty workload, ownership of intellectual property, and academic freedom in the area of e-learning.

See the following Web sites for additional information:

U of I Online:
<http://www.online.uillinois.edu/>

Oakley's Homepage:
<http://www.online.uillinois.edu/oakley/>

Illinois Online Network:
<http://www.ion.illinois.edu/>

Illinois Virtual Campus:
<http://www.ivic.illinois.edu/>

What's All the Fuss about Accessibility?

Robin Jones, Project Director, Great Lakes ADA and Accessible IT Center, University of Illinois at Chicago
Room: Assembly Hall

Accessible Information Technology-What is it? Why is it important? This session will provide the framework for the issues surrounding the development and use of Web based instructional tools and the considerations needed to ensure individuals with disabilities have equal access. Individuals will "experience" the Web from the viewpoint of someone with a visual and/or auditory impairment and be exposed to the array of issues that must be considered when developing and utilizing Web-based information.

Breakout Sessions I: 11:20am-12 noon

Developing Accessible Web-based Course Materials

Robin Jones, University of Illinois at Chicago
Room: Meeting Room 1A

This session will expand upon the plenary session and provide additional information regarding the accessibility of Web-based course management programs. Resources and "best practices" will be presented. Participants will have an opportunity to discuss their concerns regarding the incorporation of accessibility requirements and the challenges faced in academic environments.

Facilitating Online Learning by Overcoming the Obstacles

Kathie Wentworth, Tri-State University
Room: Meeting Room 1B

There are four main obstacles that need to be overcome for students to be successful online learners: communication problems, fear of technology-or not, procrastination, and student frustration. This presentation will look at each of these obstacles and make recommendations for overcoming them based on the experience of teaching a student success course online.

Tabula Rasa - Teaching and Learning as Multimedia Authoring

Jason Brotherton, Ball State University
Room: Meeting Room 2A

This talk will present evaluation results and lessons learned from use of our automated note-taking classroom over the past 4 years. After a demonstration of the classroom and its impact on students and teachers, we will introduce future plans for building its successor (Tabula Rasa) at Ball State.

Gold Sponsor Presentation: Virtual Education Space: Moving K-12 Education in Massachusetts towards a Smart Enterprise Model

Matthew Maennling, Virtual Education Space
Room: Meeting Room 2B

Virtual Education Space (VES) is the Massachusetts Department of Education's set of online tools and services that support K-12 teachers, students and administrators. The presenter will discuss:

1. How Massachusetts built a centralized Web-based infrastructure that lead to dramatic cost savings in procurement and information dissemination
2. How VES is a model for the decentralized education enterprise, breaking down communication barriers between geographically disparate schools and districts
3. The need for the education enterprise to move along the stages of information maturity from mere centralization of data to pre-emptive, just-in-time and role-based information delivery and beyond.

In conclusion, the presenter will draw parallels between the challenges facing K-12 and higher education as we move towards open, standards-based education enterprise architectures.

Managing Video and Other Digital Assets with Virage

Ed Stockey and George Khazal, IHETS
Room: Conference Room 1

Virage is a suite of high-end tools for processing, indexing, storing, and publishing video files. Virage *MediaSync*, for example, synchronizes PowerPoint slides with video lectures for later playback. Powerful indexing functions make it possible for instructors and students to easily locate and play archived video files (or specific segments within the files) by searching for words in the audio track or close caption text. These and other educational applications of Virage will be discussed and demonstrated by IHETS Product Research and Development staff.

Breakout Sessions II: 1:30pm-2:10pm

Designing Online Classes to Discourage Dishonesty

Barbara Christe, Indiana University-Purdue University Indianapolis
Room: Meeting Room 1A

Strategies that will be presented are numerous and will include the design of assessment tools, deadline establishment, individual accountability, and use of university policies for expectation clarification. These ideas have been derived from more than thirty asynchronous online course offerings and experiences with student behaviors in those classes.

Assessment in Cyberspace: Strategies for Success with Online Testing to Improve Student Learning

Kevin Valadares and Jon Reidford, University of Southern Indiana
Room: Meeting Room 1B

Multiple uses of online testing greatly enhance student participation with and learning of the course material. Strategies for effective faculty, student, and technical staff interaction are presented in addition to distinguishing online testing as a primary method of social interaction for increasing learning.

Calibrated Peer Review™ and Learning Outcomes Assessment

Patricia Carlson and Fred Berry, Rose-Hulman Institute of Technology
Room: Meeting Room 2A

Developed by the Division of Molecular Sciences at UCLA, CPR® is a "learning environment" providing an electronic, asynchronous, discipline-independent platform for creating, implementing, and evaluating writing assignments. The intrinsic data collected make CPR an excellent tool for measuring learning outcomes, a feature particularly useful for programmatic or institution accreditation activities.

Gold Sponsor Presentation: The Possibility Network: An Initiative to Connect Adults to Lifelong Learning Opportunities

LaVerne L. Ludden, Ed.D., The Possibility Network and David Wright, Learning Assistant Technologies, Inc.
Room: Meeting Room 2B

The Possibility Network is a newly established partnership of universities, trade schools, professional training organizations, museums, and libraries created by Indiana Wesleyan University under a major Lilly Endowment grant. The Possibility Network is aimed at developing a 21st Century workforce in Indiana. It does this by providing adult learners and their employers with a unique software tool, a group of personal learning consultants, and a consumer-oriented distribution network. The session will describe the project and present lessons learned in creating this innovative statewide partnership.

Experiential Faculty Development Workshops: The Course Transformation Academy

David Peter, Indiana State University
Room: Conference Room 1

The Course Transformation Academy introduces faculty to online teaching and learning. Through individual reflection, guided practice, facilitated demonstration, and individual work sessions, faculty members create an online course. The CTA provides an online learning experience for the faculty members while serving as a model for effective online instruction.

Breakout Sessions III: 2:15pm-2:55pm

How to Encourage Online Learning Communities

Hank Kelly, Indiana Wesleyan University
Room: Meeting Room 1A

Attendees will learn that online learning communities can be achieved and that their formation is beneficial to the learning process. Convinced that learning communities are important, attendees will learn practical course design techniques and philosophical or attitudinal approaches to create the right environment for their formation.

Development of a Web-Enhanced Nursing Course to Teach periOperative Nursing (Surgical Nursing)

Marchusa Huff and Heather Eaton, Indiana University-Purdue University Indianapolis
Room: Meeting Room 1B

This course addressed the need to attract young nurses to the profession by utilizing new teaching technology and a medium for increasing knowledge of the role of the preoperative nurse. The presentation describes development and implementation of a successful Web enhanced perioperative-nursing course used in an undergraduate nursing program and the distance education offering for registered nurses increasing interest in becoming operating room nurses. The learner centered didactic component of the course and a summary of the competency assessment for clinical will be presented. Nursing educators are struggling with approaches to teach content more effectively in less time. Utilizing a course management system Oncourse at Indiana University provides infrastructure that gives easy access for undergraduate students and adult learners in continuing education courses. Digital images, video streaming, animation and text data are the technology that worked. The presentation includes examples of technology products and how incorporated to teach a specific nursing skill and concepts.

The Indiana Higher Education and Technology System (IHETS) and Ameritech Fellows Faculty Program Grants supported this original project.

A Study of a Dynamic Digital Interface for Multidisciplinary Case Simulations

Dwight Hymans, Kay Hodson-Carlton, Linda Siktberg, Josh Bokelman, and Worapan Nijjarunkul, Ball State University
Room: Meeting Room 2A

This presentation will demonstrate an online digitally enhanced simulation used to investigate whether this type of teaching tool is superior to text-based case studies. The simulations utilize cutting-edge software to organize digitized multimedia content, databases and other elements into realistic learning modules that attempt to mimic the real world.

Bronze Sponsor Presentation: An Award Winning Online Mathematics Curriculum

Danny B. Clark, Academic Systems
Room: Meeting Room 2B

This self-paced learner-centered model involves offering Pre Algebra, Elementary Algebra, Intermediate Algebra and College Algebra in one classroom of twenty-five students and twenty-seven computers. Students are motivated to complete as many as three courses in one semester while having only paid tuition for a single course. Most recently, St. Petersburg Junior College (SPJC) has moved the interactive learning model of instruction over to the Internet as an online, distance learning course. The course takes the interactive content that SPJC has been using for over four years and shells the content from a course delivery platform, such as Blackboard or WebCT. The platform provides the tools for communication, document insertions and evaluation. Both the interactive content and the platform are ready made, saving time and money for the instructor and institution. The Florida Association of Community Colleges FACC has selected the SPJC's Self-Paced Mathematics Using Mediated Learning program as the 1999 Florida Exemplary Instructional Program of the Year.

Faculty Instructional Technology Workshops at DePauw University: Projects, Partnerships and Pedagogy

Carol L. Smith and Julianne M. Miranda, DePauw University
Room: Conference Room 1

DePauw University's Faculty Instructional Technology Support program offers an annual weeklong project-based technology workshop, which combines technical training, instructional consulting, and structured time for faculty participants to complete their projects. In this presentation, we will discuss the workshop, highlight outcomes, reflect on successes and learning moments, and describe our partnerships with other colleges to regenerate the model in multi-campus collaborations.

Breakout Sessions IV: 3:10pm-3:50pm

Using the Internet to Facilitate Inquiry-based Learning

Christopher Luke, Ball State University
Room: Meeting Room 1A

Researchers and practitioners in a number of diverse disciplines have sought to improve instruction by incorporating inquiry-based approaches involving problem solving, case studies, and individual or group projects. These types of activities facilitate the acquisition of content knowledge, the development of critical thinking skills, and collaboration through the exploration and solution of problems that are both complex and authentic. This session will provide a brief theoretical overview of inquiry-based learning and explore a concrete example from a fourth semester university Spanish class.

“Lean Forward” Learning: Strategies for Structuring an Effective Online Course

Samantha Birk, Indiana University-Purdue University Fort Wayne

Room: Meeting Room 1B

As faculty embrace technology to support their teaching, face-to-face instructional strategies are frequently re-appropriated and mapped onto an online environment. This presentation will look at how two, intercampus faculty have worked collaboratively to rethink the pace, structure and the dynamic potentials of the Web to support the pedagogical strategies of an online art appreciation course and transform student learning into a “lean forward” experience for their students.

Gaming in PowerPoint: Effective or PowerPointless?

Cathy Carlson, Indiana University-Purdue University Fort Wayne

Room: Meeting Room 2A

This session provides an overview of the literature pertaining to instructional games using technology as a creative strategy for adult education. Instruction will be given on how to create quizzes using PowerPoint's nonlinear presentation format. Different styles will be reviewed with examples. Directions and resources will be shared.

Using the Virtual Instructional Designer (VID) to Enhance Online Teaching

Christine MacDonald, Ph.D. and Faye M. Bradshaw, Indiana State University

Room: Meeting Room 2B

The Virtual Instructional Designer (VID) is a Web-based tool and resource that provides instructional design assistance for faculty designing online course. This presentation will feature a demonstration of how the VID was utilized to design a Developmental Psychology course. Learn how the VID can help you design effective learning experiences.

Electronic Poster Presentations

Using a Variety of Approaches To Teach Introduction to Animal Sciences

Mickey Latour, Purdue University

Introduction to Virtual Animal Sciences 101 is designed to teach the fundamentals of animal agriculture through a series of course modules. Modules are arranged with specified goals, where students do a variety of activities (utilize interactive Web pages, QuickTime video clips, digital images, etc.) along with completion of module questions. However, two modules are completely different for students must take information learned in the core modules and then complete two different written interviews. These written assignments are significantly the most rewarding aspect for students.

Tips and Stress Reducers for Students and Instructors in Web-based Distance Education

Amanda C. Solesky, Indiana State University

Many courses are being offered in Web-based distance education formats, including continuing education courses. However, students often lack awareness of what a distance education course entails, and basic technology skills necessary to function in the class. As a result, a Self-Survey and a Basic Skills Tutorial were developed to assist students and instructors in learning through the Web.

Evaluation of Course Modules for Professional Continuing Education

Martha Raske, Michelle Alvarez, and Kelly Alexander, University of Southern Indiana

This presentation shows two Web-based instructional modules delivered as continuing education courses for clinical and school social workers. The poster includes sample lessons from each module as well as methods used to evaluate learning outcomes and student satisfaction. Study findings and recommendations for future continuing education offerings are included.

Development of Web-based Asynchronous Learning Modules in Biomedical Engineering

Thomas J. Webster, Karen M. Haberstroh, and Steven R. Dunlop, Purdue University

This session features asynchronous Web-based learning modules in biomedical engineering (BME). These interactive tools are currently being used to i) increase the interest of junior/high school students in BME, ii) provide training for industry employees in BME, and iii) educate college students in fundamental BME principles.

MERLOT for Education: Using the Best Grapes

Kay Hodson-Carlton, Ball State University and Kathryn Ross, Indiana University Kokomo

This poster presentation will illustrate the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) and the use of learning objects found on this site for teaching in undergraduate and graduate programs. Demonstration of the site will be shown with examples of available learning objects from a variety of disciplines.

The Cost of Liberty is Less than the Price of Repression

Melanie R. Fagert, Indiana State University

Designers of course management software (WebCT, CourseInfo, JonesKnowledge.com, etc.) have made great strides in the past decade. However, educators and students can still be repressed by this often expensive software. Meanwhile, with some liberty and creativity, educators can deliver online courses that are accessible and economical.

Using Dynamic HTML for Online Interactivity

Bill Helling, Indiana University-Purdue University Indianapolis

Why rely only on such proprietary software solutions as Macromedia's Flash to make an interesting Web presentation that requires a plug-in to use? With DHTML (Dynamic HTML), it is possible to create, using nothing more than a simple text editor, engaging and fast interactivity that is viewable in any standards-compliant browser.

Online Faculty Development: Teaching in Support of Student Success

Terri Tarr Combs, Ph.D., and Rhett McDaniel, Indiana University-Purdue University Indianapolis

To offer faculty development on an as-needed basis, the IUPUI Office for Professional Development has created six online modules designed to provide faculty with basic information about effective teaching strategies. The six module topics are: Understanding Learning Theory, Course Design, Classroom Management, Active Learning, Inclusive Teaching, and Assessment Strategies.

Using PDAs to Assist Students in Assessing the Safety of Homes of the Elderly

Penny Moyers and Christy Troxell, University of Indianapolis

Rehabilitation professionals assess clients through standardized assessments. Point-of-care is migrating from hospitals to communities. An emerging solution for electronic data entry is the PDA. Through a joint university project, professionals and students developed and compared a PDA version of a home safety assessment for older adults with the paper-and-pencil version.

Managing Video and Other Digital Assets with Virage

Ed Stockey and George Khazal, IHETS

Virage is a suite of high-end tools for processing, indexing, storing, and publishing video files. Virage *MediaSync*, for example, synchronizes PowerPoint slides with video lectures for later playback. Powerful indexing functions make it possible for instructors and students to easily locate and play archived video files (or specific segments within the files) by searching for words in the audio track or close caption text. These and other educational applications of Virage will be discussed and demonstrated by IHETS Product Research and Development staff.

Gold Sponsor, Computer Associates: Enterprise Information Portals to Support eTeaching

Coby Litvinski and Dena Lovell, Computer Associates

This session will provide a description and demonstration of Computer Associate's CleverPath Portal and how the enterprise information portals can support eTeaching initiatives through collaboration, digital asset library, and information integration in a secured, easy to use environment.

Gold Sponsor, The Possibility Network: An Initiative to Connect Adults to Lifelong Learning Opportunities

LaVerne L. Ludden, Ed.D., The Possibility Network and David Wright, Learning Assistant Technologies, Inc.

The Possibility Network is a newly established partnership of universities, trade schools, professional training organizations, museums, and libraries created by Indiana Wesleyan University under a major Lilly Endowment grant. The Possibility Network is aimed at developing a 21st Century workforce in Indiana. It does this by providing adult learners and their employers with a unique software tool, a group of personal learning consultants, and a consumer-oriented distribution network. The session will describe the project and present lessons learned in creating this innovative statewide partnership.

Bronze Sponsor, Academic Systems: Incorporating an Award Winning Mathematics Program with Distance Learning

Danny B. Clark, Academic Systems

Faculty will learn how St. Petersburg College has adopted the interactive learning model in online, distance learning courses. Courses with rich interactive content are delivered from a course delivery platform such as Web CT. The Florida Association of Community Colleges has selected the Self-Paced Mathematics program as the 1999 Florida Exemplary Instructional Program of the Year.

Bronze Sponsor, Crosstec/NetOp: NetOp School for Computer Classrooms

Andy Houpt, Crosstec/NetOp, Educational Partners, Inc.

NetOp School enables a teacher or corporate instructor to increase student time-on-task by being able to monitor their PC activity while they work. Teachers can also enhance classroom interactivity with NetOp by broadcasting live demo screens to participants; mark up the featured screen to highlight a lesson; create monitored chat rooms or allow students to send you private questions via an instant message button located on student PC. NetOp School provides many other useful tools to help instructors multi-task their efforts including the ability to send coursework and files to all student PCs, remote control students for one-on-one instruction, shut down or restart PCs, broadcast and control multimedia files and view your classroom in several different ways.

ANGEL (A New Global Environment for Learning), Course Management and Collaboration System by CyberLearning Labs, Inc.

Pam Niccum, CyberLearningLabs

An overview of the features and functionality of ANGEL by CyberLearning Labs, Inc. ANGEL is a Web-based course management, collaboration and portal system for educators seeking to develop and deliver distance-learning courses on the Web as well as Web enabling traditional, face-to-face courses. ANGEL is principally used in higher education, however there are many successful K-12 deployments and commercial applications.

eLearning Solutions from Thomson Learning

Peggy Lips, Thomson Learning

The Thomson eLearning Solutions group delivers state-of-the-art, tailored learning solutions for academic institutions. With a wealth of related expertise, our Regional Account Managers effectively serve as a valuable resource to your staff. We understand your focus and examine your goals in order to assess your institution's unique needs. Based on this analysis, we recommend a comprehensive solution tailored to address current and future requirements. Implementation, support, and deployment services are also available.