

The University of North Carolina

# TEACHING & LEARNING

WITH

# Technology

CONFERENCE

## **BUILDING CONNECTIONS**

Hilton North Raleigh  
March 21-23, 2007

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The UNIVERSITY of NORTH CAROLINA  
A 16-campus university

# WELCOME LETTER

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**MARCH 21, 2007**

## **DEAR CONFERENCE PARTICIPANT:**

Welcome to the 2007 Teaching and Learning with Technology Conference, an annual event that highlights the many ways technology is effectively used on UNC campuses to enhance student learning and to foster student performance.

The program focuses on building connections and spotlights important topics such as online quality, course redesign, learning objects and repositories, and open-source applications. All told, you can select from more than 130 presentations.

This year, we will again publish a *Conference Proceedings* (all presenters are encouraged to submit material for the proceedings by April 13). Also, please note that all conference workshops will be held in the nearby Marriott Courtyard hotel; a shuttle bus will transport workshop attendees to and from the Hilton North Raleigh.

The UNC Distance Learning Forum will hold its spring meeting during the preconference activities on Wednesday morning and the UNC TLT Instructional Professionals Interest Group will also hold a preconference session on Wednesday morning.

Once again, we are pleased to have exceptional plenary speakers. You will hear Dr. Toru Iiyoshi, director of the Knowledge Media Laboratory at The Carnegie Foundation for the Advancement of Teaching, speak about accelerating educational innovation and transformation through learning communities and knowledge networks. In addition, Dr. Marilyn Lombardi, senior strategist, Office of Information Technology at Duke University and Scholar-in-Residence for the EDUCAUSE Learning Initiative, will discuss the open-source Croquet 3D development environment.

The UNC TLT Collaborative (TLTC) is grateful for the continuing assistance of the UNC Faculty Assembly in staging the conference. Also, we sincerely appreciate the important support of our conference sponsors Alphanumeric, Apple, Blackboard, Elluminate, Horizon Wimba, The Learning Edge, Learning Objects, MCNC, Optimized Learning, Presidium Learning, Remote Learner, Saba-Centra, Sonic Foundry, Sun Microsystems, TaskStream, Thomson Learning, Turnitin, and Unicon.

Your comments on last year's event helped us shape and define the 2007 program. Please complete an evaluation form at the end of each session you attend. In addition, please visit our web site (<http://conference.unctl.org/>) after the conference and share your recommendations on ways to strengthen the overall program.

On behalf of the TLTC and the Faculty Assembly, I welcome you again to this year's conference. Thank you for joining us.



Frank Prochaska  
Executive Director  
UNC TLT Collaborative

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The proliferation of computers, cell phones, wireless laptops, Blackberries, and iPods, as well as the enabling software, is testament to our communal desire to be connected—connected in communities of friends, communities of common interest, communities of peers.

In education, the promise of this technology is to provide more meaningful learning connections and allow more fully the interaction among diverse students in disparate locations.

Building Connections—creating webs of relationships to facilitate and enhance teaching and learning—is the theme of the 2007 conference.

This conference will explore the advantages of meaningful connections, as well as the facilitation and scope of connections necessary to develop innovative and supportive learning environments and experiences.

Learn more about the 2007 TLT Conference theme on page 7.

# GENERAL CONFERENCE INFORMATION

## FINDING YOUR WAY

A map showing the hotel's meeting space can be found on the back cover of this program.

### Registration/Check-In

The registration and information desk is located in the Grand Ballroom Prefunction area and will be open as follows:

- Wednesday, 8:00 a.m. to 6:00 p.m.
- Thursday, 8:00 a.m. to 6:00 p.m.
- Friday, 8:00 a.m. to 12:00 noon

### Meals and Refreshments

Refreshments, lunches, and receptions will be available inside Grand Ballroom 3–5.

### Posters and Sponsor Displays

On Wednesday and Thursday, conference participants will be able to view poster presentations in the Grand Ballroom Prefunction area. Sponsor displays will be in Grand Ballroom 3–5. Be sure to visit both the poster and sponsor displays, as they are important elements of the educational experience of the conference.

### Workshops

Hands-on workshops will be held Wednesday and Thursday at the Marriott Courtyard Raleigh North, which is approximately five minutes away from the Hilton by car. For your convenience, transportation will be provided. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis. For further information, including directions to the Marriott and the workshop schedule, refer to pages 20–22.

## INTERNET ACCESS AND ADDITIONAL SUPPORT SERVICES

### For Conference Participants

In the Boardroom, conference participants will find six computers with Windows XP Professional/Office XP and internet access, along with six Ethernet cables that can be used with personal laptops. In addition, wireless access is available throughout the conference space and in the hotel's public spaces. The following amenities are available in the Hilton Business Center: two computers, laptop connections, high-speed copier, printer, fax machine, and shipping services. Participants are welcome to gather for impromptu meetings in the Presidential Room when this space is not being used for other functions. Seating is also available in the hotel lobby.

### For Presenters

In the Oakwood Room, presenters will find a computer with Windows XP Professional/Office XP, a printer, and internet access. This room will be available at the following times:

- Wednesday, 7:00 a.m. to 9:00 p.m.
- Thursday, 7:00 a.m. to 9:00 p.m.
- Friday, 7:00 a.m. to 12:00 noon

See above for information about additional amenities available in the Hilton Business Center. An Office Depot is located approximately one mile north of the Hilton, and a Staples can be found about one mile south of the Hilton.

## MISCELLANEOUS

### Contacting Conference Participants

Anyone trying to reach a conference participant should call 919-872-2323 and ask for the UNC TLT Conference registration and information desk. Please note that conference staff will not interrupt sessions to deliver messages unless there is an emergency situation. Participants should check the message board in the registration area on a regular basis throughout the conference.

### Slide Presentations and Other Handouts

While they last, extra copies of the slide presentations and other handouts will be available in the registration area. Participants will also be able to find conference presentations, handouts, and web links on the TLT Conference web site (<http://conference.unctl.org/>) after the conference.

### Name Badges

Participants are requested to wear their name badges at all conference functions. Your name badge is your ticket for lunches and receptions. Please assist the conference and hotel staff and other participants by displaying your badge in a prominent place. Entry to any conference function may be denied to anyone not wearing a name badge.

### Session Evaluations

Session evaluations will be handed out at the beginning of each session or will be located on a table near the presentation room entrance. Please take a few minutes after every session to complete the form and drop it in the evaluation box as you leave the room. You may also turn in evaluation forms at the registration and information desk.

### Conference Evaluation

The conference evaluation form will be available on the TLT Conference web site (<http://conference.unctl.org/>) after the conference. Please take the time to complete this form online, as your feedback is valuable in determining future conference agendas.

### Conference Proceedings

Proceedings will be published following the conference. All presenters are encouraged to submit material, making the proceedings truly a capstone of the conference experience. Complete information, including proceedings guidelines and style guide, can be found on the TLT Conference web site (<http://conference.unctl.org/>).

### Hotel Information

Each day check-in begins at 3:00 p.m. and the check-out time is 12:00 noon. Parking is provided free of charge. If you have any questions, please contact the front desk.

### Cellular Phones and Pagers

Please remember to turn off your cellular phone and/or pager while attending all sessions.

**THIS IS A NO SMOKING CONFERENCE.  
THANK YOU FOR NOT SMOKING.**

# CONFERENCE HIGHLIGHTS

## VISIONARY VIEWPOINTS

In Wednesday's plenary presentation, Dr. Toru Iiyoshi, director of the Knowledge Media Laboratory at The Carnegie Foundation for the Advancement of Teaching, will speak about accelerating educational innovation and transformation through learning communities and knowledge networks. More information is available on page 18.

Dr. Marilyn Lombardi, senior strategist, Office of Information Technology at Duke University and Scholar-in-Residence for the EDUCAUSE Learning Initiative, will discuss during Friday's plenary session the open-source Croquet 3D development environment. Learn more about this presentation on page 19.

## SPECIAL THANKS TO OUR SPONSORS

The UNC Teaching and Learning with Technology Conference, brought to you by the UNC TLT Collaborative and the UNC Faculty Assembly, appreciates the generous contributions of corporate sponsors Alphanumeric, Apple, Blackboard, Elluminate, Horizon Wimba, The Learning Edge, Learning Objects, MCNC, Optimized Learning, Presidium Learning, Remote Learner, Saba-Centra, Sonic Foundry, Sun Microsystems, TaskStream, Thomson Learning, Turnitin, and Unicon. Sponsor information is provided on pages 9-17.

## PRESENTATIONS, DISCUSSIONS, WORKSHOPS, AND MORE

All together, the conference features approximately 150 sessions, providing a breadth of opportunities to gather and share information on teaching, learning, and technology issues.

**Concurrent sessions** include formal presentations, panel discussions, roundtable discussions, and demonstrations. Focusing on key TLT topics, these sessions may emphasize scholarly research, encourage information sharing, and/or showcase innovative activity using examples drawn from UNC campuses.

**Poster presentations** provide the opportunity for participants to review ideas and results in a leisurely way, and include a designated time to interact with the presenters to learn more. To view the details of these Wednesday and Thursday afternoon sessions, see pages 40-41 and 66-69.

**Workshops** conducted at the Marriott Courtyard Raleigh North (a short drive from the Hilton; transportation is provided) offer opportunities to boost practical skills and knowledge. Information about the workshops program is available beginning on page 20.

## SIGNATURE INITIATIVES FROM THE UNC TLT COLLABORATIVE

The UNC Teaching and Learning with Technology Collaborative is a leading University resource on the ways in which instructional technology is shaping UNC's present and future learning environments. You'll have the opportunity to participate in several of the organization's signature initiatives at this year's conference. Further information can be found on the TLTC's web site (<http://www.unctl.org/>).

**The UNC Online Quality Workgroup** was formed to advise UNC General Administration's *The University of North Carolina Online* initiative on issues of quality associated with online learning. The workgroup consists of members from each UNC campus and is currently focused on gathering information about the services, systems, and processes that campuses have in place to address quality online learning experiences. Both a meeting of the workgroup and a session with general information about this ongoing work will be held during the conference. More information can be found on pages 50 and 69.

**The UNC Digital Object Repository Project** is a pilot project that has been in the planning phase this year as a joint effort involving the Faculty Assembly, the TLTC, and the North Carolina Community College System. This project will give interested faculty and staff members the opportunity to use a sophisticated university-wide content management system to share research, teaching, training, and other materials across all sixteen campuses. To join the conversation, be sure to attend the session listed on page 59.

**The Blackboard Shared Hosting Project** addresses one of the opportunities identified in the Fall 2006 PACE report. Currently, ten campuses in the University of North Carolina system use the Blackboard Learning System as their enterprise course management system, and each of these systems and support for them is completely independent. This project works to build a scalable, shared hosting solution for Blackboard Learning System in close collaboration with participating campuses. Learn more at the session shown on page 39.

**The UNC Vista Consortium** is a five-campus consortium sharing a single implementation of Blackboard Vista (formerly WebCT Vista), thereby realizing significant cost savings for their campuses. To hear how this consortium works, go to the panel presentation described on page 62.

**The UNC Course Redesign Initiative** provides support for UNC campuses that are redesigning courses using methods and models promoted by the National Center for Academic Transformation. The center advocates applying information technology in specific ways within the instructional process to increase student success and reduce costs for institutions. The redesigned courses will emphasize the use of active learning

to maximize student engagement in classrooms and online. A related meeting will be held during the conference — details are on page 58.

**The UNC Open Source** initiative provides campuses with information, access, and training on open source instructional applications such as Sakai, Moodle, and the OSP e-portfolio software. In addition, the TLTC is working with East Carolina University to support ECU's research effort to have faculty across the UNC system teach courses in various proprietary and open source applications, and compare faculty responses as well as preferences in a common evaluation rubric. The session listed on page 71 will present additional information.

**The Synchronous Learning Management System Task Force** was charged with reviewing and evaluating four leading synchronous LMS products during the 2005–2006 academic year. In Fall 2006 the full report of these efforts was published and made available online at <http://www.unctl.org/initiatives/slms/index.htm>.

For campuses interested in continuing their explorations beyond the SLMS Task Force evaluation, Saba-Centra has extended the trial opportunity by offering an unlimited-seat evaluation of Centra 7.5 through August 2007. Information on setting up a campus trial of Elluminate, Horizon Wimba Live Classroom, or Acrobat Connect Professional can also be located at <http://www.unctl.org/initiatives/slms/index.htm>. Information on the Centra Trial will be provided in the session described on page 64.

**The UNC Professional Development Portal** catalogs over 2,500 professional development resources submitted by and for UNC faculty, administrators, librarians, and staff. Find out how to make this tool work for you — and learn how you can help this project grow — by speaking with a TLTC staff member.

**The UNC TLT Training Compendium** allows campuses to learn from each other by sharing self-paced tutorials, workshop syllabi, instructional videos, course handouts, and other resources on a range of teaching and learning with technology topics. The TLTC staff can assist you in taking advantage of this resource.

## UNC DISTANCE LEARNING FORUM MEETING

The UNC Distance Learning Forum is holding its semi-annual meeting in conjunction with our conference on Wednesday morning from 9:00 to 10:30. Created in 1998, the forum provides an opportunity for distance learning professionals to exchange ideas, learn about innovations in distance learning pedagogy and technology, explore collaborative possibilities, and discuss policy issues with Dr. James Sadler, Associate Vice President for Academic Planning.

## FEATURED CONFERENCE SESSIONS

In addition to the Wednesday and Friday plenary sessions, described on pages 18-19, a number of sessions focusing on key projects and hot topics have been designated as featured.

*Formal presentation:*

### **Information Technology Within UNC: What's on the Horizon**

Wednesday, 1:40 p.m. to 2:30 p.m., Capital Ballroom E-G

**Robyn Render**, Vice President for Information Resources and CIO, Information Resources, UNC General Administration

*Formal presentation:*

### **Overview of UNC's e-Learning Strategy**

Wednesday, 2:40 p.m. to 3:10 p.m., Grand Ballroom 2

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

**Alan Mabe**, Vice President, Academic Planning, UNC General Administration

**Frank Prochaska**, Executive Director, UNC TLT Collaborative, UNC General Administration

*Formal presentation:*

### **The University of North Carolina Online Initiative**

Wednesday, 4:30 p.m. to 5:20 p.m., Grand Ballroom 2

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

*Formal presentation:*

### **Enrollment, Retention, and Learning Initiative: A Course Enhancement Process**

Wednesday, 5:30 p.m. to 6:00 p.m., Capital Ballroom D

**Mark Sivy**, Associate Director, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Lorraine Stanton**, Manager of e-Learning Support, Faculty Center for Teaching and e-Learning, UNC Charlotte

*Formal presentation:*

### **MySpace or Yours? Building Connections Between Student Computing Culture and Academic Computing Competencies**

Thursday, 9:00 a.m. to 9:50 a.m., Capital Ballroom F

**Bob King**, Faculty, Undergraduate Academic Programs, North Carolina School of the Arts

# CONFERENCE HIGHLIGHTS CONTINUED

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*Formal presentation:*

## **Self-Assessing the Efficacy of Online Teaching and Course Design**

Thursday, 11:40 a.m. to 12:30 p.m., Capital Ballroom A-B

**John LeBaron**, Distinguished Professor, Coulter Faculty Center, Western Carolina University

**Carol Bennett**, Education Consultant, Communication Skills, Western Region Education Service Alliance

**Dixie McGinty**, Associate Professor, Educational Leadership and Foundations, Western Carolina University

*Formal presentation:*

## **Assessment-Driven Models for Implementation and Adoption of Emerging Technologies**

Thursday, 1:40 p.m. to 2:30 p.m., Capital Ballroom G

**Yvonne Belanger**, Head, Program Evaluation, Center for Instructional Technology, Duke University

**Samantha Earp**, Head, Instructional Media & Language Technology Sv, Center for Instructional Technology, Duke University

*Formal presentation:*

## **The UNC Online Quality Initiative**

Thursday, 4:30 p.m. to 5:20 p.m., Dogwood

**Laura Rogers**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

*Panel discussion:*

## **The University of North Carolina Online Initiative: A “Consumer Reports” for Students?**

Friday, 10:10 a.m. to 11:00 a.m., Capital Ballroom D

**Linda Carl**, Assoc. Dir. for Distance Ed. and e-Learning Policy, The Friday Center for Continuing Education, UNC Chapel Hill

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

**Lori Mathis**, Information & Technology Coordinator, UNC TLT Collaborative, UNC General Administration

**Laura Rogers**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

# CONFERENCE **THEME**

## **BUILDING CONNECTIONS IS THE 2007 CONFERENCE THEME**

The proliferation of computers, cell phones, wireless laptops, Blackberries, and iPods, as well as the enabling software, is testament to our communal desire to be connected—connected in communities of friends, communities of common interest, communities of peers. In education, the promise of this technology is to provide more meaningful learning connections and allow more fully the interaction among diverse students in disparate locations. ***Building Connections—creating webs of relationships to facilitate and enhance teaching and learning—is the theme of the 2007 conference.*** This conference will explore the advantages of meaningful connections, as well as the facilitation and scope of connections necessary to develop innovative and supportive learning environments and experiences.

The **Advantage** of *Building Connections* is apparent in the realization that education is more than a delivery system for facts. Our interactions and collaborations lead to:

- enhanced learning
- communities of interest and practice
- support of innovation
- linking meaningful opportunities and creative solutions to the challenges of education
- establishing a voice through technology

The **Facilitation** of *Building Connections* describes the practices of establishing and maintaining the structures and processes of building connections to enhance the learning process. Synergistic relationships develop through:

- administrative leadership
- collaborative support mechanisms
- innovative communication processes
- multiple interaction modes
- creative deployment of technology
- blending instruction and library technologies

The **Scope** of *Building Connections* transcends geographic area beginning with the intimate, near at hand, and expanding throughout the world:

- classrooms, libraries, and institutions — students, faculty, administrators, support staff, campus organizations
- community — K-12 schools, local organizations, service learning

- regionally — universities, community colleges, trans-institutional organizations, independent learning groups
- globally — international student base, research collaboration, conservation of resources

*Building Connections* — focusing on the many types of relationships and collaborations that contribute to using technology effectively in the service of teaching and learning.

## **TRACK DESCRIPTIONS**

Five tracks were identified for this year's conference. These tracks designate sessions of interest in the selected areas and are not a comprehensive list of conference topics. Sessions may or may not have a track designation.

**The TLT Pedagogy/Assessment Track** explores exemplary and effective practices in TLT pedagogy, including design, tools, and methods of TLT assessment and evaluation.

**The Libraries Track** addresses topics of interest to librarians, including legal issues, library/faculty collaboration, and library instruction online.

**The e-Learning / Distance Education Track** examines current issues in online and distance instruction, effective practice in delivering online courses and programs, instructional systems design, support of faculty and students, and student recruitment and retention.

**The Instructional / Information Technology Track** provides information about instructional design, instructional technology, development and deployment of instruction, development of resources to support technology-rich learning, and hardware and software support.

**The TLT Tools Track** investigates developments in software and/or hardware pertaining to TLT, multimedia, emerging technologies, and specific tools and applications such as handhelds and learning management systems.

## **2007 PROGRAM COMMITTEE**

### **Co-chairs**

Yogendra Kakad, UNC Charlotte  
Maurice Mitchell, UNC Pembroke

### **Subcommittee chairs**

Laura Cruz, Western Carolina University  
John Myers, UNC Asheville  
Lisa Williams, UNC Wilmington  
Kathy Kyzer, UNC Chapel Hill  
Frank Prochaska, UNC TLT Collaborative  
Ray Purdom, UNC Greensboro  
James Sadler, UNC General Administration

### **Additional program committee members**

Carolyn Anderson, Winston-Salem State University  
Faith Dabney, UNC TLT Collaborative  
Lisa Fiedor, North Carolina State University  
David Howard, North Carolina State University  
Betty Ladner, UNC Charlotte  
Kimberly McGhee, North Carolina Central University  
Hilarie Nickerson, UNC TLT Collaborative  
Laura Rogers, UNC TLT Collaborative  
Geri Vital, North Carolina Central University

### **Additional subcommittee members**

Pat Brown, Western Carolina University  
Linda Carl, UNC Chapel Hill  
Alisa Chapman, UNC General Administration  
John Connelly, East Carolina University  
Elizabeth Evans, UNC Chapel Hill  
Christopher Field, UNC Wilmington  
Gwendolyn Godard, North Carolina A&T State University  
Yolanda Hollingsworth, East Carolina University  
Tamika McCollough, North Carolina A&T State University  
Monica Price, North Carolina State University  
Michelle Soler, UNC Greensboro  
Traci Settlemyre, Western Carolina University

### **Additional reviewers**

Kimberly Deloatch, UNC Chapel Hill  
Michael Dixon, East Carolina University  
Julie Dornberger, Winston-Salem State University  
Deborah Flippens, Elizabeth City State University  
Charles Green, UNC Chapel Hill  
Jane Harris, UNC Greensboro  
Beverly King, UNC Pembroke  
Tracie Lewis, North Carolina A&T State University  
Mahnaz Moallem, UNC Wilmington  
Barbara Renner, UNC Chapel Hill  
Cynthia Saylor, UNC Pembroke  
Debbie Thompson, UNC Pembroke  
Chris Weaver, East Carolina University  
Michael Worthington, Elizabeth City State University

# MEET OUR SPONSORS

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**Alphanumeric Systems, Inc.**

3801 Wake Forest Road  
Raleigh, NC 27609  
919-781-7575  
<http://www.alphanumeric.com/>

**ALPHANUMERIC SYSTEMS, INC.** is a leading provider of technology solutions in the Southeast. We are the only integrator in the Southeast that is both a Novell Platinum partner and a Microsoft Managed Gold Partner. Alphanumeric offers solutions in secure identity management, voice over IP, messaging and collaboration, virtualization, IT managed services, and configuration and deployment. Alphanumeric Systems specializes in the needs of the higher education community. We believe our experience delivering technology solutions to colleges and universities throughout the Carolinas gives us the skills and knowledge necessary to best meet your needs. For examples of how Alphanumeric and our strategic partners have been able to deliver best-of-breed solutions to our college and university clients, please see <http://www.alphanumeric.com/>.



**Apple Inc.**

4711 Hope Valley Rd #401  
Durham, NC 27707  
919-489-1788  
<http://www.apple.com/education/hed/>

**APPLE** ignited the personal computer revolution in the 1970s with the Apple II and reinvented the personal computer in the 1980s with the Macintosh. Today, Apple continues to lead the industry in innovation with its award-winning desktop and notebook computers, OS X operating system, and iLife and professional applications. Apple is also spearheading the digital music revolution with its iPod portable music players and iTunes online store.

*Formal presentation:*

**Shifting the Time and Place of Learning Spaces**

Friday, 10:10 a.m. to 11:00 a.m., Capital Ballroom E-G  
**Francis Shepherd**, Senior Systems Engineer, US Education, Apple, Inc.  
**Barry Adams**, Director of Strategic Alliances, Apple, Inc.

As portable devices become pervasive, methods for synchronizing digital media assets such as podcast feeds, electronic files, and rich media between user environments become conceptually very interesting. With educational content distributed and accessible through web syndication, learning environments expand into spaces beyond traditional classrooms and reflect the multitasked lifestyles of students and faculty. For example, iTunes has evolved from a simple-to-use music device interface into a unique content management and distribution engine that allows the transformation of time and place in support of alternative learning initiatives. This session will explore how academic content delivery can be enhanced through iPod integration with online platforms like Apple's iTunes University to support flexible learning styles.

## MEET OUR **SPONSORS** CONTINUED



### **Blackboard Inc.**

1899 L Street NW, 11th Floor

Washington, DC 20036

202-463-4860

<http://www.blackboard.com/>

**BLACKBOARD INC.** (NASDAQ: BBBB) is a leading provider of enterprise software applications and related services to the education industry. Founded in 1997, Blackboard enables educational innovations everywhere by connecting people and technology. Millions of people use Blackboard every day at academic institutions around the globe, including colleges, universities, K-12 schools, and other education providers, as well as textbook publishers and student-focused merchants that serve education providers and their students. Blackboard is headquartered in Washington, D.C., with offices in North America, Europe, Australia, and Asia.

*Formal presentation:*

### **Blackboard Product Road Map**

Track: TLT Tools

Thursday, 11:40 a.m. to 12:30 p.m., Capital Ballroom E

**John Dennett**, Strategic Solutions Engineer, Services, Blackboard, Inc.

This presentation will cover recent releases, Blackboard's product plans for 2007, and a look into a bright future combining the best of WebCT, the original Blackboard solution, and more. Blackboard's future focuses on Web 2.0 constructs, social learning, extended interoperability, and an updated user experience.

*Formal presentation:*

### **Blackboard Scholar: Social Networking Within Blackboard**

Track: TLT Tools

Friday, 11:10 a.m. to 12:00 p.m., Capital Ballroom D

**Karen Gage**, Vice President, Blackboard Beyond Initiative, Blackboard, Inc.

The Internet has transformed and continues to influence teaching and learning. The potential is vast, but so is the sheer amount of information sources out there and the range of quality of these resources. Finding, evaluating, and managing resources for ourselves, let alone finding a way to enable students to do the same for themselves and their studies, has created a new set of challenges for today's educators. These include keeping track of resources you've found, vetted, and deemed good quality; organizing and building course-based resources and organizing these resources within courses by topic; and organizing resources around a classification or tagging system used in a discipline and making this structure available to students to guide their use of resources. Blackboard Scholar is a powerful, new web service that addresses these needs. It is a free social bookmarking service customized for education and integrated with all of the Blackboard Learning System products. This presentation will show how faculty can address the above challenges for themselves and for their students.



**Centra from Saba**

430 Bedford St.  
Lexington, MA 02420  
781-869-4165  
<http://www.saba.com/>

**CENTRA FROM SABA** provides effective e-learning and online collaboration solutions for:

- University Graduate Programs
- University Undergraduate Programs
- K–12 Programs
- Partners

With Centra's virtual classes and content management capabilities, you can use the Internet to offer highly interactive, online classes and degree programs that draw new students—such as doctors, business executives, and remote students—who aren't able to attend classes on campus due to professional or geographical constraints. Centra Live from Saba's easy-to-use interface has a broad array of features that make live, group-oriented learning effective on the Web.



**Elluminate, Inc.**

6301 NW 5th Way, Suite 3600  
Fort Lauderdale, FL 33309  
954-229-2622  
<http://www.lluminate.com/>

**ELLUMINATE, INC.** provides award-winning, best-in-class e-learning and web collaboration solutions that help academic institutions improve the learning experience. Elluminate enables schools to add live interaction to asynchronous distance learning programs and extend the boundaries of the traditional classroom. Designed specifically for educators, Elluminate's moderator-led, rich collaboration environment can duplicate any learning activity, from lectures and debates to small group discussions and presentations. Thousands of students and educators worldwide have experienced the Elluminate difference—technology that empowers learning and deepens understanding. Elluminate is changing the way educators think about the learning process—across campus, throughout the nation, and around the globe.

## MEET OUR **SPONSORS** CONTINUED

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### **Horizon Wimba**

520 8th Ave. Suite 2300

New York, NY 10018

212-533-1775

<http://www.horizonwimba.com/>

**HORIZON WIMBA** develops web-based collaboration software for online distance education, language learning, and live interactive communications. Horizon Wimba develops collaborative software applications addressing the diverse needs of the emerging online education market. Its software enables institutions to take advantage of the multitude of advances in the Internet and internet-based technologies while also enhancing their course management systems. The company's virtual classroom solution enables educators to teach and meet live online; its vocal collaboration technologies add oral content directly into course content, web pages and assessments; its content authoring software allows users to quickly and easily convert Microsoft Word documents into web pages; and its test-generation and homework management tools allow faculty to create test, quiz, and exam questions. With simplicity and power, Horizon Wimba adds new dimensions to online, accessible education, enriching the learning experience for both students and instructors.

*Formal presentation:*

### **Say Hello to Pronto! How Horizon Wimba Can Revolutionize**

Thursday, 4:30 p.m. to 5:20 p.m., Capital Ballroom E

**Jesse Girardi**, Regional Sales Manager, Horizon Wimba

Some of your students use Blackboard and WebCT to communicate. Some use AOL Instant Messenger. Some use Yahoo! Some use the phone. What if there was one solution that combined WebCT, instant messaging, and vocal communications? Now there is. Say hello to Pronto! Pronto is Horizon Wimba's brand new instant messaging and voice chat tool that allows students using Blackboard and WebCT to meet live online at any time to discuss their coursework. After all, not all learning can be scheduled. While Pronto offers similar features as other instant messaging tools, such as AIM and Yahoo! Instant Messenger, Pronto stands out because it integrates with course management systems, automatically populating students' buddy lists each semester with the names of students in their classes and organizations. With Pronto, students simply log on to their computers and instantly see who's online from their classes and clubs. They can then spontaneously ask questions or make comments. This presentation will particularly benefit those already teaching an online course who wish to add meaningful and engaging online interactions.



### **The Learning Edge North America**

245 First Street Riverview II

Cambridge, MA 02142

416-570-6895

<http://www.equella.com/>

The digital repository incorporated in **EQUELLA** simplifies the process of discovering digital learning resources (DLRs) stored within your institution. You may not know what's out there, but our powerful search options will locate, classify, and retrieve your DLRs easily and effectively. The EQUELLA Copyright and Digital Rights Management functionality guarantees that owners are recognized for their contributions and encourages others to do the same. The EQUELLA Activity Assembler offers flexible content authoring and simplifies the assembly of DLRs. By discovering and classifying new resources and grouping these resources into learning subject matter, educators open up new learning possibilities and challenge traditional boundaries. EQUELLA incorporates new technology to enhance the power of DLRs. EQUELLA, the next generation of The Learning Edge Learning Content Management System, enables you to explore new boundaries, classify new objects, and enhance the teaching and learning experience for your institution.

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*Formal presentation:*

**Stop Searching, Start Finding**

Track: TLT Tools

Thursday, 2:40 p.m. to 3:10 p.m., Capital Ballroom E

**Peter Van Tienen**, Vice President, Business Development, North America, The Learning Edge North America

Come see how our digital repository can support your learning, sharing, collaborating, teaching, and institutional goals. Our built-in authoring environment can enable you to create rich learning content and author content for delivery inside your own course management system. Our platform can integrate with multiple course management systems at the same time, enabling the same content to be accessed across multiple delivery platforms. See how we can ensure your content is protected with our digital rights management and protect your institution with built-in copyright controls.



**Learning Objects, Inc.**

1801 18th Street NW, Suite 10

Washington, DC 20009

202-265-3276

<http://www.learningobjects.com/>

**LEARNING OBJECTS** brings social software to the learning environment. Our applications integrate blogs, wikis, podcasts, and other innovative functionality right into your Blackboard Learning System. Using the Campus Pack suite, instructors easily engage learners with assignments that foster collaboration and encourage reflection, making online learning a dynamic experience. More than 200 institutions worldwide use Learning Objects products.

*Formal presentation:*

**Engaging Students with Social Learning Tools: Tales from the Classroom**

Track: TLT Tools

Thursday, 10:50 a.m. to 11:20 a.m., Capital Ballroom E

**Zahra Safavian**, Product Manager, Product Development, Learning Objects, Inc.

This presentation will describe how blogs and wikis are being used in courses and in campus communities. Real-life examples will illustrate that using these technologies in straightforward, intuitive ways can meaningfully increase student engagement and enhance instructor effectiveness. The examples suggest a few key lessons for instructors as they integrate social learning tools into their courses. The presentation will be supported by screenshots and by a brief demonstration of the blog and wiki tools in Learning Objects' Campus Pack software suite. Instructional designers, instructors, and managers and administrators with responsibility for campus course management systems will find the session useful. Participants with all levels of experience with blogs and wikis are welcome.

## MEET OUR **SPONSORS** CONTINUED



### **MCNC**

PO Box 12889, 3021 Cornwallis Road  
Research Triangle Park, NC 27709-2889  
919-248-1900  
<http://www.mcnc.org/>

Since 1985, **MCNC** has developed and operated the North Carolina Research and Education Network (NCREN) in collaboration with the University of North Carolina's 16 campuses. The fiber-optic, private network is dedicated to research and education, providing a statewide network backbone to foster innovation. NCREN provides high-speed Internet, video, audio, and data network services for North Carolina public universities, Duke University, Wake Forest University, other private universities and community colleges, state government, and non profit institutions. NCREN also provides access to national research networks. MCNC, founded in 1980 to be a catalyst for technology-based economic development throughout North Carolina, is located in North Carolina's Research Triangle Park.



### **Sonic Foundry**

222 W. Washington Ave  
Madison, WI 53703  
877-783-7987  
<http://www.sonicfoundry.com/>

Mediasite™ by **SONIC FOUNDRY** is a web communication and content management system that automatically and inexpensively webcasts lectures and presentations. Trusted by Fortune 500 companies, education institutions, and government agencies, Mediasite transforms how knowledge workers receive vital information for online training, corporate communication, distance learning, and professional advancement. At the push of one button, Mediasite unobtrusively records presenters and instantly Webcasts their audio, video, and visual aids with no time-consuming or costly production. Learners then access the information live or on-demand. Only Mediasite lets you create affordable multimedia webcasts and gives you the tools to manage and secure those presentations.



OPTIMIZED LEARNING INC.



### **Optimized Learning / Unicon**

1305 E. Millbrook Rd.  
Raleigh, NC 27609  
919-326-2937  
<http://www.optimizedlearn.com/>  
<http://www.unicon.net/>

**OPTIMIZED LEARNING INC. (OLi)** assists and supports schools in every aspect of transitioning to open source tools. OLi enables schools of all sizes to experiment, get involved, and move towards a successful implementation of an open source solution. OLi handles the installation, configuration, and branding of selected open source solutions for large consortiums as well as small pilot programs at colleges and universities across the country. School web sites can be customized with the school's logo and artwork to deliver an e-learning environment with a tailored look and feel specific to the school or department. This seamless process makes getting started with an open source solution painless for the school and its IT department.

OLi services include:

- Pre-implementation planning
- Training
- Hosting
- Ongoing support

A few of OLi's North Carolina clients include:

- UNC
- UNC Teaching and Learning with Technology Collaborative
- Wake Technical Community College
- Central Piedmont Community College

For more information, see the OLi Web site at <http://www.optimizedlearn.com/>.

OLi is a strategic partner and a preferred hosting provider for **UNICON**. Unicon is the leading provider of open-source enterprise portals, applications, and integration technology for higher education institutions worldwide. The company actively contributes and supports the uPortal open source Web portal initiative and Sakai community source Collaboration and Learning Environment. Through its collective knowledge, best practices, and domain expertise, Unicon enhances and unlocks the potential of the online campus. More information is available at <http://www.unicon.net/>.

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*Formal presentation:*

**OLi Hosts Sakai Leaders' Roundtable Forum**

Track: TLT Tools

Thursday, 9:00 a.m. to 9:50 a.m., Capital Ballroom E

**W. Butch Porter**, Chief Executive Officer, Optimized Learning, Inc.

Optimized Learning, Inc. (OLi) is proud to bring both educational and commercial leaders to the TLT Conference. Vivie Sinou (Foothill College dean of Learning Technology and Innovations for the California Community College Consortium ETUDES project and a Sakai Board Member) will be joined by John Blakely (CEO of Unicon, Inc., and an OpenEAI Board Member) to provide a strategic overview of Sakai and other open-source solutions. Butch Porter, CEO of OLi will lead a lively discussion highlighting the exciting possibilities that Sakai and open-source solutions bring to the educational community. OLi is working with both Foothill College and Unicon to develop and implement strategies that allow schools of all sizes to pilot and move into production various open-source solutions. These solutions include course management systems, portal solutions, open-source e-mail, and hosting services.

*Formal presentation:*

**The UNCTLT Collaborative Provides Sakai for All UNC Campuses**

Thursday, 10:00 a.m. to 10:30 a.m., Capital Ballroom E

**W. Butch Porter**, Chief Executive Officer, Optimized Learning, Inc.

**Mark Eversden**, Vice President, Professional Services, Unicon Inc.

Take a tour of a Sakai application led by instructors from North Carolina. See how Sakai is being made available to all UNC faculty systemwide through a hosted TLTC Sakai site. A college instructor will lead a walk through the present Sakai program and will be available to answer specific questions about design, benefits, implementation, and possibilities. Joining the presentation will be the implementation partners of Optimized Learning, Inc. (OLi) and Unicon, Inc. These companies will be joined by Tom Grega of Thomson Publishing. See how the TLTC site, as well as tools being developed by publishers, can assist you in getting your courses up and running and populated with content. A demonstration of both Sakai and Thomson's Sakai integration tools will be highlighted. There will also be a review of the commercial support that OLi and Unicon make available to their clients.



**Presidium Learning**

1810 Samuel Morse Drive

Reston, VA 20190

<http://www.presidiumlearning.com/>

**PRESIDIUM LEARNING** specializes in providing strategic solutions in the areas of contact center, help desk, and user experience management. We are the industry leader in providing 24/7 support and our clients maintain industry-leading completion, retention, and satisfaction rates. We are the only provider of privately branded multi-channel customer support environments for higher education.

## MEET OUR **SPONSORS** CONTINUED

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### **Remote-Learner.net LLC**

1569 Jefferson Hwy. Suite 103  
Fishersville, VA 22938  
540-943-7831  
<http://remote-learner.net/>

**REMOTE-LEARNER.NET** provides authorized Moodle open source LMS services for K–20 academic organizations including hosting, training, support contracts, and core development. Our company has delivered educational technologies services continuously since 1982. We have developed a stack of open source online learning technologies that integrate with Moodle including school web portal software (Drupal), document management and e-portfolio (Alfresco), and web service connection with most SIS software.



### **Sun Microsystems**

5300 Riata Park Ct.  
Austin, TX 78727  
512-275-3728  
<http://www.sun.com/edu/>

A singular vision—"The Network Is The Computer"—guides **SUN** in the development of technologies that power the world's most important markets. Sun's philosophy of sharing innovation and building communities is at the forefront of the next wave of computing: the Participation Age. Sun can be found on the Web at <http://sun.com/edu/>.



### **TaskStream**

248 W. 35th Street  
New York, NY 10001  
800-311-5656  
<http://www.taskstream.com/>

**TASKSTREAM** is the leader in web-based electronic portfolios, performance assessment, and standards-based instructional design for colleges and universities. TaskStream "Tools of Engagement" (<http://www.taskstream.com/>) provides a universal toolset for outcomes assessment and reporting, web publication of electronic portfolios, and resource management. TaskStream can be adapted and customized to achieve critical outcomes for individual educators or departmental and collegewide programs.

*Formal presentation:*

#### **Electronic Portfolios for Demonstrating Learning Achievement**

Track: TLT Tools

Wednesday, 5:30 p.m. to 6:00 p.m., Capital Ballroom E-G

**Benjamin Coulter**, Manager, System Implementations, TaskStream, LLC

TaskStream is the leader in delivering on-demand tools and support for standards-based instruction, competency assessment, and electronic portfolios. Learn how to easily and affordably implement a web-based solution to demonstrate standards-driven, learned competencies. TaskStream equips learners and content providers with a flexible and affordable system for efficiently achieving diverse outcomes. This session will demonstrate TaskStream's tools to create student portfolios and reports that can be used to show programmatic success in support of accreditation.



**Thomson Learning**

10 David Drive  
Belmont, CA 94002  
650-637-7594  
<http://www.thomson.com/solutions/learning/>

**THOMSON** is among the world's largest providers of educational content and is constantly changing the way products and services are developed and delivered to meet every educational need, now and in the future. We have created a business that helps our customers find solutions to their needs, learn the material required for their courses or careers, and finally measure success through testing or certification. Thomson has created business models that address both faculty and institutional goals.



**Turnitin**

1624 Franklin Street, 7th floor  
Oakland, CA 94612  
510-287-9720  
<http://www.turnitin.com/>

**TURNITIN** is a web-based system that identifies papers containing unoriginal material and helps to stop student plagiarism. Turnitin also offers a suite of web-based class management tools, including Peer Review for student collaboration, GradeMark for paper markup, and GradeBook for managing grades and assignments.



**TORU IIYOSHI**  
Senior Scholar  
Director, Knowledge Media Laboratory  
The Carnegie Foundation for the Advancement of Teaching

Wednesday, March 21, 2007  
11:30 a.m. to 12:30 p.m.  
Capital Ballroom E-G

## **ACCELERATING EDUCATIONAL INNOVATION AND TRANSFORMATION THROUGH LEARNING COMMUNITIES AND KNOWLEDGE NETWORKS**

In our rapidly changing world where teaching and learning content is constantly being updated and expanded, it is becoming increasingly important to keep inventing and refining pedagogies and to learn from and build upon each other's successful transformation efforts. By openly sharing educational tools and resources and practical knowledge of effective teaching and learning, we can anticipate three dramatic improvements over time: increased quality of tools and resources, more effective use, and greater individual and collective pedagogical knowledge. Ideally, all will occur simultaneously, combining local classroom innovations and learned lessons through global knowledge sharing. This keynote address explores what it takes for us to achieve these critical goals by connecting people, resources, and knowledge across disciplines, institutions, and projects, and what cultural and institutional change is necessary to promote this organic and systemic endeavor in a sustainable way.

*Toru Iiyoshi is a senior scholar at The Carnegie Foundation for the Advancement of Teaching where he serves as the director of the Knowledge Media Laboratory. At the Foundation, he leads research and development efforts that take advantage of emerging technologies to enable educational institutions, programs, and faculty to transform the knowledge implicit in effective practice into ideas, theories, and resources that can be shared widely to advance teaching and student learning. Iiyoshi also works with various national and international initiatives and organizations in an advisory role to provide vision and leadership in the development and diffusion of innovative uses of technology in education. He is currently co-editing the Carnegie Foundation book *Opening Up Education* (MIT Press), working with over two dozen accomplished leaders in the areas of open educational technology, open educational resources, and the scholarship of teaching and learning. As a learning scientist and educational technology researcher, Iiyoshi received the Outstanding Practice Award in Instructional Development and the Robert M. Gagne Award for Research in Instructional Design from the Association for Educational Communications and Technology. He holds a B.A. and a M.Ed. in educational technology from International Christian University in Tokyo and a Ph.D. in instructional systems from Florida State University.*



**MARILYN LOMBARDI**  
Senior IT Strategist  
Office of Information Technology  
Duke University

Friday, March 23, 2007  
9:00 a.m. to 10:00 a.m.  
Capital Ballroom E-G

## **STAYING AHEAD OF THE CURVE: THE OPEN CROQUET CONSORTIUM**

We want our learning environments to be as personally involving, spontaneous, and deeply collaborative as life on campus. Many of our students seem to be finding a persistent online home within immersive 3D social worlds where they are building connections that last. To harness the learning potential of these synthetic worlds, educators need an open source 3D development framework designed from the ground up to be flexible, extensible, and scalable. This presentation will provide an overview of the open Croquet 3D development environment and introduce the Croquet Consortium. A not-for-profit alliance of academic and corporate partners, the Croquet Consortium is working to develop, implement, and support Croquet-based applications for education, research, and industry.

*Marilyn Lombardi is senior IT strategist at Duke University as well as senior research scholar in Duke's interdisciplinary Information Sciences + Information Studies Program and a John Hope Franklin Humanities Institute Fellow. In addition to these roles, Dr. Lombardi serves as a scholar-in-residence for the EDUCAUSE Learning Initiative, leading the Learning Principles and Practices division and writing the monthly ELI case study series, Innovations and Implementations. As interim director of the not-for-profit Croquet Consortium, she is forging an alliance among academic and corporate partners dedicated to developing and implementing open-source Croquet technologies for education, research, and industry. Her commitment to the Croquet Project is a natural outgrowth of her work as co-founder and chief strategist for ViOS, Inc., a venture-financed North Carolina-based media and software development company based in Cary, North Carolina. Dr. Lombardi spent the preceding fourteen years in the classroom as a tenured professor at the University of North Carolina at Greensboro. She is the author of the book *The Body and the Song: Elizabeth Bishop's Poetics*, the edited volume *Elizabeth Bishop: The Geography of Gender*, and numerous book chapters, articles, and white papers, including recent essays on the open Croquet Project published by The Institute of Electrical and Electronics Engineers (IEEE) and the EDUCAUSE Review.*

# HANDS-ON WORKSHOPS

## OVERVIEW

Free hands-on workshops will take place concurrently with other conference sessions as indicated in the following schedule:

- Wednesday, 1:40 p.m. to 3:10 p.m.
- Wednesday, 4:30 p.m. to 6:00 p.m.
- Thursday, 9:00 a.m. to 10:30 a.m.
- Thursday, 11:00 a.m. to 12:30 p.m.
- Thursday, 1:40 p.m. to 3:10 p.m.
- Thursday, 4:30 p.m. to 6:00 p.m.

**Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.**

## LOCATION OF WORKSHOPS

Hands-on workshops will be held Wednesday and Thursday at the Marriott Courtyard Raleigh North, which is approximately a five minute drive from the Hilton.

### Transportation Options

For your convenience, transportation will be provided. The coach will leave from the conference center entrance approximately 15 minutes before the workshops are scheduled to begin and immediately after the last one is finished. A sign with the exact schedule will be posted in the registration area.

Conference participants may also choose to drive themselves (walking is discouraged due to the extremely heavy traffic in this area). Directions appear below, and a handout with a map will be available in the registration area.

From the Hilton parking lot, turn right (south) onto Wake Forest Road. You will pass Bahama Breeze and Denny's on your right. Avoiding the rightmost lane, which exits onto I-440, continue south on Wake Forest Road beyond the I-440 overpass. Proceed a short distance to the light at Wake Towne Drive and turn right. Use the first driveway on the right to enter the Marriott parking lot. The total distance from the Hilton is approximately half a mile.

The address for the Marriott is 1041 Wake Towne Drive and the phone number is 919-821-3400.

### Meeting Room Information

To find the workshop rooms at the Marriott, go in the main entrance and follow the hallway on the far left side of the lobby.

## WORKSHOP DESCRIPTIONS

Additional information about the workshops below, including presenters, is available in the Session Information section beginning on page 33.

### WEDNESDAY, 1:40 P.M.

#### **Building Retentive Understanding of Biology in a Hybrid Course Featuring an Interactive Web Site & Small Class Sections**

Wednesday, 1:40 p.m. to 3:10 p.m., Marriott A

Freshman biology is currently taught in a standard lecture-based format in classrooms of approximately 200 students. Lectures, in concert with "recognition" multiple-choice exams, encourage students to memorize and regurgitate isolated facts. Students then do not develop a true understanding of the material and retain little of what was taught. We are experimenting with a hybrid format that replaces the standard lecture with a multimedia, interactive course web site. During their web site exploration students interact with learning objects to produce graphs, explore photographic images, or discover information through videos and animations. This enriched web site initiates the building of retentive understanding that is refined in small classroom sessions in which an instructor and 30 students engage in review, further problem solving, and application of concepts. Conference participants will be placed in the role of students by exploring subjects such as cell structure and community ecology via the course web site, and then engage in the related classroom exercises used by our freshmen.

#### **SLMS 201: Effective Teaching in the Live Online Classroom**

Track: TLT Tools

Wednesday, 1:40 p.m. to 3:10 p.m., Marriott B

Soon you may be making the leap to teaching live, online classes. Or, maybe you have already begun. Then this workshop is for you! Your challenge is to engage your students when you don't have the usual visual clues in a face-to-face setting. In this session, you will learn valuable tips for preparing content and activities, facilitating successful sessions, and managing the tools in your Synchronous Learning Management System (Centra, Elluminate, etc.). You will also experience activities you can take back to your online classroom.

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**WEDNESDAY, 4:30 P.M.****Image Quiz: Using Principles of Cognitive Psychology to Teach Visual Expertise**

Wednesday, 4:30 p.m. to 6:00 p.m., Marriott A

Image Quiz is a cross-platform computer program designed to efficiently create visual experts. Unlike novices, experts are able to quickly recognize patterns. This allows chess masters to recognize chess configurations and botanists to identify plants at a glimpse from a moving vehicle. Image Quiz helps students rapidly achieve this mastery by adapting techniques from cognitive psychology. It is designed to promote holistic processing, the visual processing mode used by experts. The workshop will explain the principles upon which Image Quiz is based and will give participants the opportunity to use the program to learn two species of native trees. Image Quiz can be used in any discipline that depends on visual information, including STEM disciplines such as chemistry and mathematics.

**Putting Technology in the Hands of Students to Provide Active and Deep Learning Experiences**

Wednesday, 4:30 p.m. to 6:00 p.m., Marriott B

Learn about student use of multiple inexpensive or free technologies in an active and deep learning process, the product of which were “published” multimedia presentations or interactive activities. Student learning was extended via increased engagement with the material and presentation and/or sharing of products with classmates and/or clients. Faculty and the instructional technology consultants will show multiple examples of student presentations over diverse disciplines. We will describe elements of structure, process, and assessment that we found to be effective. We will provide faculty and student reviews of the activities. Finally, we will post to the web information about the technologies, how-to handouts for instructors and students, examples of student products, and pedagogical support materials such as project assignment details and rubrics. Some of the technologies used were Timeline Creator, PowerPoint, Blackboard ePortfolio, Dreamweaver, Photoshop, and Hot Potatoes software. Students also used Inspiration (concept mapping) and video creation tools, among others.

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**THURSDAY, 9:00 A.M.****Moodle! Taking the World by ... Well ... OK, One School at a Time ... A Hands-on Introduction**

Track: TLT Tools

Thursday, 9:00 a.m. to 10:30 a.m., Marriott A

Learn why schools in North Carolina, the United States, and worldwide are setting aside the proprietary learning management systems in favor of this globally expanding, open-source learning management system (LMS). This hands-on workshop will introduce participants to Moodle—starting with course setup and customization, and moving to things like resources and activities. You’ll learn how easy it is to customize every aspect of your course and do everything from linking to files from a publisher to customizing your profile. Moodle is the leading LMS in the world. See statistics at <http://moodle.org/stats/>

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**THURSDAY, 11:00 A.M.****Social Software and You: A Basic, Hands-on, Individualized (Yet Social) Introduction**

Thursday, 11:00 a.m. to 12:30 p.m., Marriott B

This workshop is designed to introduce the conceptual, instructional, and technical dimensions of social software. In the workshop itself, participants can expect to use social software to work with 1) a contextualized, working definition of social software that focuses on the key, collage-like metaphor of “mashup,” 2) an introduction to basic social software tools including online databases (MySpace, Facebook, and personal/project wikis) and social bookmarking sites, 3) a variety of examples of how instructors are currently using social software to solve particular instructional problems and/or enhance student learning, and 4) an opportunity to frame and configure a social software solution keyed to one of their own instructional situations or problems. We will also call attention to the ways in which social software can be used in combination with standard learning management systems and the ways in which students are typically using social software in their academic and personal lives.

# HANDS-ON **WORKSHOPS** CONTINUED

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## **THURSDAY, 1:40 P.M.**

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### **Web 2.0: Now That You Know, What Are You Going to Do About It?**

Thursday, 1:40 p.m. to 3:10 p.m., Marriott B

This will be a hands-on workshop to introduce librarians and other interested faculty to blogging, RSS feeds, podcasting, and other technologies that facilitate building connections between students, librarians, and faculty. Participants will leave the session with the capability to set up and apply these multidimensional Web 2.0 tools. Participants will also learn to find and use free, open-source solutions, such as Audacity, as well as improve their knowledge of commercial tools, such as iTunes. Those librarians and teaching faculty who have heard of Web 2.0 but are unsure how to get involved will benefit most from this workshop.

## **THURSDAY, 4:30 P.M.**

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### **Enabling Ad Hoc Collaboration and Learning Environments**

Thursday, 4:30 p.m. to 6:00 p.m., Marriott B

Even traditional learning environments, such as our established physical campuses, can be enhanced to foster new learning methodologies and environments. As faculty and students begin using new hardware and IT infrastructure with novel capabilities, we create new opportunities for learning, either planned or serendipitous. Systems that are aware of faculty and student roles, areas of specialization, interest, location, schedule, etc., will soon be available to us. These elements of user context and presence are the foundational enablers of ad hoc collaboration and learning environments, and we will demonstrate prototypes based on some of the technologies and experimental systems that make it possible.



# CONFERENCE **AGENDA**

## WEDNESDAY, MARCH 21, 2007

Time	Event	Location
8:00 a.m. – 6:00 p.m.	Check-in desk is open	Grand Ballroom Prefunction
8:00 a.m. – 6:00 p.m.	Participant computer room is open	Boardroom
8:30 a.m. – 10:50 a.m.	Refreshments	Grand Ballroom 3–5
9:00 a.m. – 7:00 p.m.	Poster and exhibit viewing	Grand Ballroom 3–5 and Prefunction
9:00 a.m. – 10:30 a.m.	<b>Pre-Conference Activities (page 33)</b> UNC Distance Learning Forum/TLT Distance Education Interest Group ( <i>Roundtable</i> ) Instructional Professionals Interest Group: Focus Session ( <i>Roundtable</i> )	Grand Ballroom 1 Grand Ballroom 2
11:00 a.m. – 11:30 a.m.	<b>Opening Welcome Session (page 33)</b> Frank Prochaska, Executive Director, UNC TLT Collaborative	Capital Ballroom E-G
11:30 a.m. – 12:30 p.m.	<b>Opening Plenary (page 34)</b> <b>Accelerating Educational Innovation and Transformation Through Learning Communities and Knowledge Networks</b> Toru Iiyoshi, Senior Scholar, Director, Knowledge Media Laboratory, The Carnegie Foundation	Capital Ballroom E-G
12:40 p.m. – 1:30 p.m.	Lunch	Grand Ballroom 3–5
1:40 p.m. – 3:10 p.m.	<b>Workshops (page 34)</b> Building Retentive Understanding of Biology in a Hybrid Course Featuring an Interactive Web Site & Small Class Sections SLMS 201: Effective Teaching in the Live Online Classroom	Marriott A Marriott B
1:40 p.m. – 2:30 p.m.	<b>Concurrent Sessions I (page 35)</b> Nine Myths About Web Accessibility ( <i>Formal</i> ) Evolution of a Faculty/Instructional Designer/Librarian Course Development Partnership ( <i>Panel</i> ) Active Learning in the Library: The Library Is Not Just for Books ( <i>Demonstration</i> ) Information Technology Within UNC: What's on the Horizon ( <i>Formal, featured</i> ) Designing and Evaluating Online Critical Thinking Discussion ( <i>Formal</i> ) Faculty in Technology-Rich Contexts: Connecting Teaching, Learning, and Assessment in the Classroom ( <i>Formal</i> ) A Campus Course Continuity Plan: Preparing for the Possibilities ( <i>Roundtable</i> ) Where's the Good Stuff? A Discussion of Useful TLT Resources ( <i>Roundtable</i> ) Fayetteville State University's Focus on the Military: Remote Classrooms and Virtual Seats ( <i>Demonstration</i> )	Boxwood Grand Ballroom 2 Dogwood Capital Ballroom E-G Capital Ballroom A-B Capital Ballroom C Capital Ballroom D Sandalwood Grand Ballroom 1

## WEDNESDAY, MARCH 21, 2007 *continued*

Time	Event	Location
2:40 p.m. – 3:10 p.m.	<b>Concurrent Sessions 2 (page 38)</b> Connecting a Community of Educators: Building a New Online Journal with Open Source Software ( <i>Demonstration</i> ) Overview of UNC's e-Learning Strategy ( <i>Formal, featured</i> ) A Holistic Model of Faculty Support: A Case Study ( <i>Formal</i> ) Blackboard Shared Hosting and Services: Pilot Project Update ( <i>Formal</i> ) Results of Course Redesign at UNCG: Improved Student Learning and Much Fewer D, F, W Grades ( <i>Formal</i> ) Using Macromedia Breeze Meeting to Enhance Small-Group Learning in a Graduate-Level Online Class ( <i>Formal</i> ) Syllabus Development: Fostering Program Quality, Instructor Skill Development, and Connections to Undergraduates ( <i>Roundtable</i> ) New Online Teaching Strategies: Bringing Theory to Life for More Effective Learning ( <i>Demonstration</i> )	Dogwood Grand Ballroom 2  Boxwood Grand Ballroom I  Capital Ballroom A-B  Capital Ballroom C  Capital Ballroom D  Sandalwood
3:10 p.m. – 4:30 p.m.	Refreshments	Grand Ballroom 3–5
3:30 p.m. – 4:20 p.m.	<b>Poster Session (page 40)</b> An Engineering Instructional Array: The Ron McNair Engineering Building/Bluford Library Connection Communication Technology: Student Survey Middle School Students' Perceptions of Teacher Use of Technology and Its Impact on Learning Online Games and Information Literacy Three Click Podcasting	Grand Ballroom Prefunction
4:30 p.m. – 6:00 p.m.	<b>Workshops (page 42)</b> Image Quiz: Using Principles of Cognitive Psychology to Teach Visual Expertise Putting Technology in the Hands of Students to Provide Active and Deep Learning Experiences	Marriott A  Marriott B
4:30 p.m. – 5:20 p.m.	<b>Concurrent Sessions 3 (page 42)</b> The University of North Carolina Online Initiative ( <i>Formal, featured</i> ) Rolling Out the Red Carpet for Teen Readers: A University, Public School, and Public Library Production ( <i>Demonstration</i> ) Web 2.0: It's All About Connections ( <i>Demonstration</i> ) A Primer on Blended Learning ( <i>Formal</i> ) Learning: The Missing Link in TLT? ( <i>Formal</i> ) Visionaries and Pragmatists: Implementing Learning Mobility Technologies ( <i>Formal</i> )	Grand Ballroom 2  Grand Ballroom I  Dogwood Boxwood Capital Ballroom A-B Sandalwood

# CONFERENCE **AGENDA** CONTINUED

## WEDNESDAY, MARCH 21, 2007 *continued*

Time	Event	Location
	Centra Success: Web Conferencing for e-Learning ( <i>Panel</i> )	Capital Ballroom C
	Using Technology in Foreign Language and Culture Instruction ( <i>Panel</i> )	Capital Ballroom D
5:30 p.m. – 6:00 p.m.	<b>Concurrent Sessions 4 (page 46)</b>	
	To Reply or Not to Reply: That Is the Question ... for Collaboration ( <i>Roundtable</i> )	Boxwood
	Connecting the Dots: Perceived Barriers to Ideal Practices in Web-Based Teaching & Implications for Faculty Development ( <i>Roundtable</i> )	Capital Ballroom C
	Project ACHIEVE: Implementing Web-Science at Southern High School ( <i>Formal</i> )	Capital Ballroom A-B
	What Can Students Learn from Computer-Based Training? ( <i>Formal</i> )	Sandalwood
	Electronic Portfolios for Demonstrating Learning Achievement ( <i>Formal, sponsored by TaskStream</i> )	Capital Ballroom E-G
	Enrollment, Retention, and Learning Initiative: A Course Enhancement Process ( <i>Formal, featured</i> )	Capital Ballroom D
	What Next for Kitchen Chemistry ( <i>Formal</i> )	Grand Ballroom 2
	Promoting the Learning Experience by Applying Case-Based Learning with Computer-Mediated Instruction ( <i>Demonstration</i> )	Grand Ballroom 1
	Ultimate Survey: An Assessment Tool for Liberal Studies Learning Outcomes ( <i>Demonstration</i> )	Dogwood
6:00 p.m. – 7:00 p.m.	Reception	Grand Ballroom 3–5

## THURSDAY, MARCH 22, 2007

8:00 a.m. – 6:00 p.m.	Check-in desk is open	Grand Ballroom Prefunction
8:00 a.m. – 6:00 p.m.	Participant computer room is open	Boardroom
8:00 a.m. – 11:40 a.m.	Refreshments	Grand Ballroom 3–5
8:00 a.m. – 8:50 a.m.	<b>TLT Interest Group Meetings (page 49)</b>	Grand Ballroom 3–5
9:00 a.m. – 7:00 p.m.	Poster and exhibit viewing	Grand Ballroom 3–5 and Prefunction
9:00 a.m. – 10:30 a.m.	<b>Workshops (page 49)</b>	
	Moodle! Taking the World by ... Well ... OK, One School at a Time ... A Hands-on Introduction	Marriott A
9:00 a.m. – 9:50 a.m.	<b>Concurrent Sessions 5 (page 50)</b>	
	Reaching Students Where They Are: Interactive Resources and Media Integration from the Library's Web Site ( <i>Demonstration</i> )	Capital Ballroom D
	Online Quality Workgroup Meeting ( <i>Roundtable</i> )	Dogwood
	OLi Hosts Sakai Leaders' Roundtable Forum ( <i>Roundtable, sponsored by Optimized Learning, Inc.</i> )	Capital Ballroom E

## THURSDAY, MARCH 22, 2007

Time	Event	Location
	Developing Online Primary Source Specialists ( <i>Formal</i> )	Capital Ballroom G
	iPods and Podcasting: A How-to Guide ( <i>Formal</i> )	Capital Ballroom A-B
	MySpace or Yours? Building Connections Between Student Computing Culture and Academic Computing Competencies ( <i>Formal, featured</i> )	Capital Ballroom F
	Joint UNC/NCCCS 2+2 Online Programs Update: Working Together to Build New Programs ( <i>Panel</i> )	Capital Ballroom C
10:00 a.m. – 10:30 a.m.	<b>Concurrent Sessions 6 (page 52)</b>	
	Library and Faculty Partnerships Equals Quality Learning ( <i>Formal</i> )	Capital Ballroom A-B
	Social Interaction Tools for Online Instruction: Are They Adequate for the Wide Range of Interactions ( <i>Formal</i> )	Boxwood
	Building an e-Learning Community for Online Faculty ( <i>Formal</i> )	Capital Ballroom G
	Managing e-Learning Support with Student Assistants ( <i>Formal</i> )	Dogwood
	Memex Metadata: Augmenting Student Memory and Enhancing Learning ( <i>Formal</i> )	Capital Ballroom F
	Producing and Distributing Video Tutorials ( <i>Formal</i> )	Capital Ballroom D
	The UNC TLT Collaborative Provides Sakai for All UNC Campuses ( <i>Formal, sponsored by Optimized Learning, Inc.</i> )	Capital Ballroom E
	e-Texts ( <i>Panel</i> )	Capital Ballroom C
10:50 a.m. – 11:20 a.m.	<b>Concurrent Sessions 7 (page 54)</b>	
	Collaborative Learning Through Online Peer Review ( <i>Formal</i> )	Dogwood
	Engaging Students with Social Learning Tools: Tales from the Classroom ( <i>Formal, sponsored by Learning Objects</i> )	Capital Ballroom E
	Moodle: Do We Need an Interest Group? ( <i>Roundtable</i> )	Capital Ballroom D
	Effective, Efficient, Easy: Managing the Teaching with Technology Workload ( <i>Formal</i> )	Capital Ballroom A-B
	Improving Online Learning Through Assessment: Three Ways to Evaluate a Distance Education Program ( <i>Formal</i> )	Boxwood
	Using SALG Data to Inform Course Evaluation Revision ( <i>Formal</i> )	Capital Ballroom F
	Implementing Systemwide Online Services: Online Help Desk and SAS inSchool Curriculum Pathways ( <i>Panel</i> )	Capital Ballroom C
	Portable Solutions for the “Not-So-Smart” Classroom ( <i>Demonstration</i> )	Capital Ballroom G
11:00 a.m. – 12:30 p.m.	<b>Workshops (page 57)</b>	
	Social Software and You: A Basic, Hands-on, Individualized (Yet Social) Introduction	Marriott B
11:40 a.m. – 12:30 p.m.	<b>Concurrent Sessions 8 (page 57)</b>	
	Using the L.E.A3.D Model to Build Connections Between Academic Libraries and Distance Education Students ( <i>Formal</i> )	Capital Ballroom G
	Improving Learning Outcomes Through Course Redesign: Essentials of Planning, Preparation, and Deployment ( <i>Panel</i> )	Dogwood

# CONFERENCE **AGENDA** CONTINUED

## THURSDAY, MARCH 22, 2007 *continued*

Time	Event	Location
	Blackboard Product Road Map ( <i>Formal, sponsored by Blackboard</i> )	Capital Ballroom E
	IT Innovations Program: Reaching the Next Level of Academic Support by Building Connections: A Video Tour of Outcomes ( <i>Formal</i> )	Capital Ballroom D
	Self-Assessing the Efficacy of Online Teaching and Course Design ( <i>Formal, featured</i> )	Capital Ballroom A-B
	Social and Emotional Presence in Online Learning ( <i>Formal</i> )	Boxwood
	Update on Joint UNC/NCCCS Learning Object Repository ( <i>Panel</i> )	Capital Ballroom C
	The Many Connections Required for Successful Online Assessment of Medical Students ( <i>Demonstration</i> )	Capital Ballroom F
12:40 p.m. – 1:30 p.m.	Lunch	Grand Ballroom 3–5
1:40 p.m. – 3:10 p.m.	<b>Workshops (page 60)</b>	
	Web 2.0: Now That You Know, What Are You Going to Do About It?	Marriott B
1:40 p.m. – 2:30 p.m.	<b>Concurrent Sessions 9 (page 60)</b>	
	Assessment-Driven Models for Implementation and Adoption of Emerging Technologies ( <i>Formal, featured</i> )	Capital Ballroom G
	Effective Practices for Online Instruction ( <i>Formal</i> )	Dogwood
	Building Connections: Opportunities for Strategic Partnerships in the Asia-Pacific Region ( <i>Formal</i> )	Capital Ballroom E
	Copyright Basics and the UNC Ownership Policies ( <i>Formal</i> )	Boxwood
	Plagiarism Police or Teaching Tool?: Building Research-Based Writing Connections with Turnitin.com ( <i>Formal</i> )	Capital Ballroom A-B
	A Collaborative Reality: Multiple Campuses Share a Learning Management System ( <i>Panel</i> )	Capital Ballroom C
	You, Too, Can Build an Online Course in 20 Days ( <i>Panel</i> )	Capital Ballroom D
	Connecting to High-End Software Applications ( <i>Demonstration</i> )	Capital Ballroom F
2:40 p.m. – 3:10 p.m.	<b>Concurrent Sessions 10 (page 63)</b>	
	Is Interactive, Computer-Generated Math Homework as Effective as Traditional, Instructor-Graded Homework? ( <i>Formal</i> )	Capital Ballroom F
	Stop Searching, Start Finding ( <i>Formal, sponsored by Learning Edge</i> )	Capital Ballroom E
	The UNC Central Trial: A Learning Opportunity ( <i>Formal</i> )	Boxwood
	Academic Dishonesty in the Cyberworld: Ideas for Discouragement and Prevention ( <i>Formal</i> )	Capital Ballroom D
	Playing on a Level Field: How Discussion Boards Can Get Everyone into the Game ( <i>Formal</i> )	Capital Ballroom A-B
	Promoting Higher-Level Processing: Evidence-Based Support for Student-Created Digital Learning Objects ( <i>Formal</i> )	Capital Ballroom G
	Around the World of Learning Objects in 30 Minutes: A Tour of Discipline-Based Collections ( <i>Demonstration</i> )	Dogwood

## THURSDAY, MARCH 22, 2007 *continued*

Time	Event	Location
	Interactive Multimedia in Elementary and Advanced Language Classes ( <i>Demonstration</i> )	Capital Ballroom C
3:10 p.m. – 4:30 p.m.	Refreshments	Grand Ballroom 3–5
3:30 p.m. – 4:20 p.m.	<b>Poster Session (page 66)</b> Connecting Library Users to Library Instruction Anytime via Camtasia Crossing Age and Gender Differences: How Communication Technologies Enhance Social Communication in Learning Communities From Telephone to Blackboard Going Wiki in Technology Education Helping Faculty Bring Active Learning to Their Online Courses Improving and Expanding Student Experiences in Introductory Biology Courses with Online Learning Modules Interactive Models of Tonal Pitch Space Linking Web Accessibility Theories into Print Standards Student Perceptions of Their Online Experiences Walking in Their Shoes: Connecting (Mis)Perceptions to Faculty Development	Grand Ballroom Prefunction
4:30 p.m. – 6:00 p.m.	<b>Workshops (page 69)</b> Enabling Ad Hoc Collaboration and Learning Environments	Marriott B
4:30 p.m. – 5:20 p.m.	<b>Concurrent Sessions II (page 69)</b> The UNC Online Quality Initiative ( <i>Formal, featured</i> ) Building Interactive Connections in K-12 Outreach Through Distance Learning ( <i>Formal</i> ) Say Hello to Pronto! How Horizon Wimba Can Revolutionize ( <i>Formal, sponsored by Horizon Wimba</i> ) Surviving the Migration to Vista 4: Creating Collaborative Support Mechanisms ( <i>Formal</i> ) Collaboration and Technology in the Classroom of the Future ( <i>Panel</i> ) Considering Alternatives to Commercial Learning Management Systems ( <i>Panel</i> ) Essential Collaborations for Large Enrollment Course Redesign ( <i>Panel</i> ) What Virtual Worlds Hold for the Future of Education ( <i>Demonstration</i> )	Dogwood Boxwood Capital Ballroom E Capital Ballroom G Capital Ballroom D Capital Ballroom A-B Capital Ballroom C Capital Ballroom F

# CONFERENCE **AGENDA** CONTINUED

## THURSDAY, MARCH 22, 2007 *continued*

Time	Event	Location
5:30 p.m. – 6:00 p.m.	<b>Concurrent Sessions 12 (page 72)</b>	
	From the Ground Up: Building a Better Virtual Library with Usability Evaluation ( <i>Formal</i> )	Capital Ballroom F
	New Tricks for Old Hands: Integrating Technology Among Adjunct Instructors ( <i>Formal</i> )	Capital Ballroom A-B
	An International e-Learning Exchange Program ( <i>Formal</i> )	Boxwood
	Establishing New Connections and New Learning Opportunities: Preservice Teachers and the Writing Center ( <i>Formal</i> )	Capital Ballroom C
	Faculty Assembly Meeting ( <i>Formal</i> )	Dogwood
	Using Digital Technology to Enhance, Transform, and Teach Microscopy ( <i>Formal</i> )	Capital Ballroom D
In Search of “Objectivity”: Regional Connections with Learning Object Repositories ( <i>Demonstration</i> )	Capital Ballroom G	
6:00 p.m. – 7:00 p.m.	Reception	Grand Ballroom 3–5

## FRIDAY, MARCH 23, 2007

8:00 a.m. – 12:00 p.m.	Check-in desk is open	Grand Ballroom Prefunction
8:00 a.m. – 12:00 p.m.	Participant computer room is open	Boardroom
8:00 a.m. – 12:10 p.m.	Refreshments	Grand Ballroom 3–5
8:00 a.m. – 8:50 a.m.	<b>TLT Interest Group Meetings (page 75)</b>	Grand Ballroom 3-5
9:00 a.m. – 10:00 a.m.	<b>Plenary Session (page 75)</b>	Capital Ballroom E-G
	<b>Staying Ahead of the Curve: The Open Croquet Consortium</b> Marilyn Lombardi, Senior IT Strategist, Office of Information Technology, Duke University	
10:10 a.m. – 11:00 a.m.	<b>Concurrent Sessions 13 (page 76)</b>	
	Creating Instant Connections: Supporting Students’ Information Needs Through an Instant Messenger Reference Service ( <i>Formal</i> )	Grand Ballroom I
	Development of the Course Training Design Development Package ( <i>Formal</i> )	Dogwood
	The University of North Carolina Online Initiative: A “Consumer Reports” for Students? ( <i>Panel, featured</i> )	Capital Ballroom D
	Gateway Technology Center: A Model in Higher Ed. Collaboration Between ECU, NCSU, NC Wesleyan, and 4 Community Colleges ( <i>Demonstration</i> )	Boxwood
	Tapping Student Resources to Produce Multimedia Learning Solutions ( <i>Panel</i> )	Capital Ballroom C
Leveraging Technology in Foreign Language Instruction ( <i>Formal</i> )	Capital Ballroom A-B	

## FRIDAY, MARCH 23, 2007

Time	Event	Location
	Real Community, Real Scholarship: Using Podcasts to Engage Students and Improve Outcomes in a Service-Learning Context ( <i>Formal</i> )	Grand Ballroom 2
	Shifting the Time and Place of Learning Spaces ( <i>Formal, sponsored by Apple</i> )	Capital Ballroom E-G
11:10 a.m. – 12:00 p.m.	<b>Concurrent Sessions 14 (page 78)</b>	
	Thinking Critically About Assessing Online Learning: The Wherefore and Why? ( <i>Demonstration</i> )	Capital Ballroom E-G
	The Learning Commons: Creating and Sustaining a Student-Focused Learning Space ( <i>Demonstration</i> )	Boxwood
	Building Learning Communities at a Distance with Moodle ( <i>Formal</i> )	Dogwood
	Distance Education Capstone Session ( <i>Roundtable</i> )	Grand Ballroom I
	Blackboard Scholar: Social Networking Within Blackboard ( <i>Formal, sponsored by Blackboard</i> )	Capital Ballroom D
	The Best of Both Worlds: Combining Synchronous Audio with Asynchronous Text Discussion ( <i>Formal</i> )	Capital Ballroom A-B
	The ITS Teaching and Learning First Partners Program: Content Designed for the Digital Native ( <i>Panel</i> )	Capital Ballroom C
	Facilitating Faculty Connections: The Technology Practices Directory ( <i>Demonstration</i> )	Grand Ballroom 2
12:10 p.m. – 12:40 p.m.	<b>Closing Session and Raffle (page 81)</b>	Capital Ballroom E-G

***Participants who attend the closing session will be able to participate in a raffle for donated gift certificates and other prizes.***



# SESSION INFORMATION

## WEDNESDAY, MARCH 21

### PRE-CONFERENCE ACTIVITIES, WEDNESDAY, 9:00 A.M.

#### **UNC Distance Learning Forum/TLT Distance Education Interest Group**

Track: e-Learning / Distance Education  
Wednesday, 9:00 a.m. to 10:30 a.m.  
Grand Ballroom 1

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

This is a meeting of the UNC Distance Learning Forum and the TLT Distance Education Interest Group.

*Roundtable discussion:*

#### **Instructional Professionals Interest Group: Focus Session**

Track: TLT Pedagogy / Assessment  
Wednesday, 9:00 a.m. to 10:30 a.m.  
Grand Ballroom 2

**Chris Weaver**, Liaison for Learning Platforms, Academic Outreach, East Carolina University

**David Howard**, Senior Instructional Designer, DELTA, North Carolina State University

The purpose of this focus session is to study an instructional or technology-based learning question, with the intent to subsequently distribute outcomes to the TLT community and a selection of state agencies, as appropriate. During the session, we will carefully examine and discuss the selected problem and develop information that will be useful to all. This year's discussion will focus on defining the issues that attend quality assurance in an online course.

### OPENING WELCOME SESSION, WEDNESDAY, 11:00 A.M.

*Plenary session:*

#### **Opening Welcome Session**

Wednesday, 11:00 a.m. to 11:30 a.m.  
Capital Ballroom E-G

**Frank Prochaska**, Executive Director, UNC TLT Collaborative, UNC General Administration

Frank Prochaska, executive director of the UNC TLT Collaborative, will summarize the highlights of the conference program, with assistance from other UNC representatives.

## OPENING PLENARY, WEDNESDAY, 11:30 A.M.

Plenary session / Featured session:

### **Accelerating Educational Innovation and Transformation Through Learning Communities and Knowledge Networks**

Wednesday, 11:30 a.m. to 12:30 p.m.

Capital Ballroom E-G

**Toru Iiyoshi**, Senior Scholar, Director, Knowledge Media Laboratory, The Carnegie Foundation

In our rapidly changing world where teaching and learning content is constantly being updated and expanded, it is becoming increasingly important to keep inventing and refining pedagogies and to learn from and build upon each other's successful transformation efforts. By openly sharing educational tools, resources, and practical knowledge of effective teaching and learning, we can anticipate three dramatic improvements over time: increased quality of tools and resources, more effective use, and greater individual and collective pedagogical knowledge. Ideally, all will occur simultaneously, combining local classroom innovations and learned lessons through global knowledge sharing. This keynote address explores what it takes for us to achieve these critical goals by connecting people, resources, and knowledge across disciplines, institutions, and projects, and what cultural and institutional change is necessary to promote this organic and systemic endeavor in a sustainable way.

## WORKSHOPS, WEDNESDAY, 1:40 P.M.

Hands-on workshop:

### **Building Retentive Understanding of Biology in a Hybrid Course Featuring an Interactive Web Site & Small Class Sections**

Wednesday, 1:40 p.m. to 3:10 p.m.

Marriott A

**Betty Black**, Professor, Zoology, North Carolina State University

**Marianne Niedzlek-Feaver**, Associate Professor, Zoology, North Carolina State University

**Brenda Grubb**, Assistant Professor, Zoology, North Carolina State University

**Lisa Fiedor**, Accessibility, Usability, and Design Specialist, DELTA/Learning Technology Service, North Carolina State University

Freshman biology is currently taught in a standard lecture-based format in classrooms of approximately 200 students. Lectures, in concert with "recognition" multiple-choice exams, encourage students to memorize and regurgitate isolated facts. Students then do not develop a true understanding of the material and retain little of what was taught. We are experimenting with a hybrid format that replaces the standard lecture with a multimedia, interactive course web site. During their web site exploration students interact with learning objects to produce graphs, explore photographic images, or discover information through videos and animations. This enriched web site initiates the building of retentive understanding that is refined in small classroom sessions in which an instructor and 30 students engage in review, further problem solving, and application of concepts. Conference participants will be placed in the role of students by exploring subjects such as cell structure and community ecology via the course web site, and then engage in the related classroom exercises used by our freshmen. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

Hands-on workshop:

### **SLMS 201: Effective Teaching in the Live Online Classroom**

Track: TLT Tools

Wednesday, 1:40 p.m. to 3:10 p.m.

Marriott B

**Sam Eneman**, Instructional Technology Consultant, Faculty Center for Teaching and e-Learning, UNC Charlotte

Soon you may be making the leap to teaching live, online classes. Or, maybe you have already begun. Then this workshop is for you! Your challenge is to engage your students when you don't have the usual visual clues in a face-to-face setting. In this session, you will learn valuable tips for preparing content and activities, facilitating successful sessions, and managing the tools in your Synchronous Learning Management System (Centra, Elluminate, etc.). You will also experience activities you can take back to your online classroom. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

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**CONCURRENT SESSIONS I, WEDNESDAY, 1:40 P.M.**


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*Formal presentation:*

**Nine Myths About Web Accessibility**

Wednesday, 1:40 p.m. to 2:30 p.m.

Boxwood

**Jason Morningstar**, Accessibility Specialist,  
ITS Center for Instructional Technology,  
UNC Chapel Hill

“Making a web site accessible is complicated!” “We don’t have any blind students, so I don’t need to worry about accessibility!” “I run my pages through Bobby, so I’m covered!” “It’s not like there’s a law or anything!” These myths—and five other equally silly notions—will be dispelled during this friendly introduction to the topic. Come with your questions and war stories about web accessibility.

*Panel discussion:*

**Evolution of a Faculty/Instructional Designer/Librarian Course Development Partnership**

Track: Libraries

Wednesday, 1:40 p.m. to 2:30 p.m.

Grand Ballroom 2

**Kim Duckett**, Librarian for Digital Technologies and Learning, NCSU Libraries, North Carolina State University

**Dede Nelson**, Instructional Designer, Adult and Higher Education, North Carolina State University

**Julia Storberg-Walker**, Assistant Professor, Adult and Higher Education, North Carolina State University

This panel, comprised of a faculty member, an instructional designer, and a librarian, will discuss why they believe their collaborative efforts for course development have resulted in a more effective learning environment for students. Based on their experience, they have created a model of course development which highlights a web of relationships that can capitalize on individual expertise. The panelists will describe how their interactions changed over time as the course development progressed, and how their creativity and imagination was enhanced because of their ongoing interactions. This course development model recognizes the student as the central focus of the teaching and learning process, and feedback from the student perspective will be provided. Additionally, attendees will receive a library “checklist” of instructional resources, strategies for effective collaboration, and examples of how these partners leveraged learning technologies such as Blackboard Vista and the Elluminate synchronous classroom environment to support teaching and learning.

*Demonstration:*

**Active Learning in the Library:  
The Library Is Not Just for Books**

Track: Libraries

Wednesday, 1:40 p.m. to 2:30 p.m.

Dogwood

**Cotina Jones**, Health Science Librarian, C.G. O’Kelly Library, Winston-Salem State University

**Phyllistine Poole**, Business Reference Librarian, C.G. O’Kelly Library, Winston-Salem State University

**Julie Dornberger**, Library Instruction and Research Coordinator, C.G. O’Kelly Library, Winston-Salem State University

**Carl Leak**, Distance Services Librarian, C.G. O’Kelly Library, Winston-Salem State University

**Chris Screen**, Computer Support Tech, C.G. O’Kelly Library, Winston-Salem State University

Technology was used to develop innovative approaches in library instruction presentations. Instructional games, podcasts, and active learning templates were designed and placed in the Blackboard Course Management System. The library instruction team created interactive computer games that were designed to inform students about all aspects of the library. The purpose of implementing the games was to address our increasing enrollment by providing alternative opportunities for students to learn about the library and the research process. Podcasts were created to address the unique learning style of Millennials. Each podcast focuses on a segment of instruction such as citation styles or electronic resources. This allows students to access instruction segments that are relevant to them. Active learning templates were created and placed in Blackboard. This appealed to students’ affinity for technology. Library instruction in Blackboard is visual and requires student participation. Students can also access the course materials from off-campus.

*Formal presentation / Featured session:*

## **Information Technology Within UNC: What's on the Horizon**

Track: Instructional / Information Technology

Wednesday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom E-G

**Robyn Render**, Vice President for Information Resources and CIO, Information Resources, UNC General Administration

This session will provide an overview of current and new information technology initiatives within UNC.

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*Formal presentation:*

## **Designing and Evaluating Online Critical Thinking Discussion**

Wednesday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom A-B

**Scott Chattin**, Instructor, Philosophy/Education, Southeastern Community College

**Marvin Croy**, Associate Professor, Philosophy, UNC Charlotte

This presentation begins with overviews of four varying conceptions of critical thinking (those of Richard Paul, John McPeck, Robert Ennis, and Michael Scriven). Paul's critical thinking strategies are explored relative to organizing and evaluating online discussions. The particular application is a Philosophical Issues course (PHIL 215) taught via Blackboard at Southeastern and Lenoir community colleges. Examples of discussion threads, assignments, materials for introducing critical methods, and rubrics are presented, including techniques for assigning and grading discussion activities corresponding to Paul's conception of critical thinking. PHIL 215 is a Common Course within the North Carolina community college system. Its implementation and online delivery here was designed in consultation with faculty from UNC Charlotte's Philosophy Department. One background issue explored concerns about how different views of critical thinking characterize processes of understanding and practical judgment and whether important pedagogical differences exist between these in courses taught at the community college and university level.

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*Formal presentation:*

## **Faculty in Technology-Rich Contexts: Connecting Teaching, Learning, and Assessment in the Classroom**

Wednesday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom C

**C. Dianne Raubenheimer**, Director for Assessment, College of Engineering, North Carolina State University

**Joni Spurlin**, University Director of Assessment, University Planning and Analysis, North Carolina State University

**Stan Martin**, Director, Computing Services / Info. Technology Division, North Carolina State University

**Brad Mehlenbacher**, Associate Professor, Adult and Higher Education, North Carolina State University

At the 2006 UNC TLT Conference, we presented a vision and framework for assessing the impact of technology on student learning in face-to-face, technology-enriched classrooms. In this session, we will report the results of a study conducted by a multidisciplinary team in Spring 2006 that used this framework. Findings include how faculty use technology, the level of student engagement in technology-enriched classrooms, and student learning assessment results. Our results have important implications for classroom environments, teaching, and learning. Particularly, we will discuss how the findings are connected to 1) classroom design and technology standards, 2) technology infrastructure, 3) technology applications, 4) student expectations, 5) pedagogy and faculty development, and 6) assessment practices. The session will benefit those working in faculty development, assessment, and infrastructure implementation. Handouts and relevant resources will be made available.

*Roundtable discussion:*

**A Campus Course Continuity Plan: Preparing for the Possibilities**

Wednesday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom D

**Mark Sivy**, Associate Director, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Lorraine Stanton**, Manager of e-Learning Support, Faculty Center for Teaching and e-Learning, UNC Charlotte

There is an increased concern about the possibility of a university campus closing or otherwise not being physically accessible by faculty and students. This can result from events such as a local emergency, severe weather, or a pandemic. University business continuity plans exist, and most are being tested and updated. But what about academic continuity? Is a viable plan in place? Is it necessary? Is it feasible? The purpose of this roundtable discussion is to consider possibilities and challenges for the continuity of courses that typically have a physical meeting space that is no longer available. As a lead-in to the discussion, a brief presentation of a plan developed at UNC Charlotte will be made.

*Roundtable discussion:*

**Where's the Good Stuff? A Discussion of Useful TLT Resources**

Wednesday, 1:40 p.m. to 2:30 p.m.

Sandalwood

**Scott Watkins**, Instructional Technologist, DELTA Instructional Services, North Carolina State University

**Charlie Morris**, Technology Support Technician, DELTA Instructional Services, North Carolina State University

We are all familiar with the overwhelming amount of information on the Web that can make it hard to keep abreast of TLT news, issues, current events, and commentary. Where do other TLT professionals go to stay informed of developments in the field? What information sources do you use on a regular basis? Are there little-known blogs out there that are worth a look? In this session, we will share and discuss our favorite online TLT resources and ask you to share yours. In this context, the presenters will also share "Blern," a collaborative TLT weblog started in Fall 2005 at North Carolina State University.

*Demonstration:*

**Fayetteville State University's Focus on the Military: Remote Classrooms and Virtual Seats**

Wednesday, 1:40 p.m. to 2:30 p.m.

Grand Ballroom I

**Amber Kutny**, Media Technician, Information Technology and Telecommunications Svcs, Fayetteville State University

**Darrell Vickers**, Director FSU at Seymour Johnson Air Force Base, Distance Learning, Fayetteville State University

For over three decades Fayetteville State University (FSU) has provided higher education to the U.S. Armed Forces at Ft. Bragg, Pope AFB, and now at Seymour Johnson AFB. Voluntary education for service members has become the number one tool for the military to recruit and retain personnel. This strategy calls attention to the importance of engaging unconventional education options. Although online courses exist, they lack the face-to-face, real-time interaction between students and with the professor. The marriage of video conferencing equipment and the distance learning environment is the next plausible step in education evolution. FSU has linked campus classrooms to locations on Ft. Bragg and Seymour Johnson AFB, meeting the needs of the military for higher education. In addition, we have devised a practical solution to provide students with virtual seats in these classes. Join us as we discuss the process we have been going through including our strategy, the technology, costs, and our implementation obstacles and successes. We will conclude the presentation with live demonstrations of the variety of systems we use during a simulated call to our main campus.

Demonstration:

**Connecting a Community of Educators: Building a New Online Journal with Open Source Software**

Track: Libraries

Wednesday, 2:40 p.m. to 3:10 p.m.

Dogwood

**Katherine O'Connor**, Assistant Professor/JoCI Managing Editor, Curriculum and Instruction, East Carolina University

**Terry Atkinson**, Assistant Professor, Curriculum and Instruction, East Carolina University

**Sue Steinweg**, Assistant Professor, Curriculum and Instruction, East Carolina University

**Sharon Collins**, Project Manager, Academic Outreach, East Carolina University

**Dionna Manning**, Distance Education Coordinator, College of Education, East Carolina University

**Courtney Maness**, Graduate Assistant, Curriculum and Instruction, East Carolina University

Using Open Journal Systems (OJS), the Department of Curriculum and Instruction at East Carolina University has created a new online peer-reviewed journal, Journal of Curriculum and Instruction (JoCI). JoCI provides a forum for the dissemination of articles focused on research, practice, and issues relevant to teaching and learning in the pre-K through 12th grade environment. The journal is a potential forum for graduate students, practitioners, and university faculty to publish their work. The journal is free and available for university students and the professional education community as a source of current research and practice. The inaugural JoCI issue has a literacy theme. The free, open-source software used for the development of this journal has the potential for multiple uses in the university environment. The features of OJS and the development process of the journal will be presented. The audience will be encouraged to discuss potential uses of OJS at their universities.

Formal presentation / Featured session:

**Overview of UNC's e-Learning Strategy**

Track: e-Learning / Distance Education

Wednesday, 2:40 p.m. to 3:10 p.m.

Grand Ballroom 2

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

**Alan Mabe**, Vice President, Academic Planning, UNC General Administration

**Frank Prochaska**, Executive Director, UNC TLT Collaborative, UNC General Administration

This session will summarize UNC's systemwide strategies for addressing e-learning opportunities.

Formal presentation:

**A Holistic Model of Faculty Support: A Case Study**

Wednesday, 2:40 p.m. to 3:10 p.m.

Boxwood

**Donna Petherbridge**, Director, Instructional Services, DELTA, North Carolina State University

**David Howard**, Senior Instructional Designer, DELTA, North Carolina State University

**Stacy Smith**, Manager of Faculty Support Services, DELTA, North Carolina State University

Faculty using technology to enhance their teaching and learning (TLT) activities need access to dedicated professionals who can provide a full range of support services. This support encompasses providing just-in-time responses to faculty questions about technology and pedagogy, training faculty to use various technologies in their instruction, assisting faculty in the production of specialized learning materials, and facilitating campus-wide communities of interest where faculty and staff can discuss TLT issues. At NC State, DELTA provides these types of support to faculty in addition to supporting other initiatives that reward and recognize faculty using technology for teaching and learning. This case study will follow the journey of one faculty member moving from an initial interest in teaching and learning with technology to the creation of a fully online course, illustrating the various use of DELTA services in the process.

*Formal presentation:*

**Blackboard Shared Hosting and Services: Pilot Project Update**

Wednesday, 2:40 p.m. to 3:10 p.m.  
Grand Ballroom I

**Lori Mathis**, Information & Technology Coordinator, UNC TLT Collaborative, UNC General Administration

In the fall of 2006, the UNC PACE report recommended the consolidation of Blackboard hardware and software across the system, where possible. Since that time, the UNC TLT Collaborative has been working with Blackboard campuses to identify a group of campuses to pilot shared hosting services and define the best technical model to follow. This session will give an update on this project's progress.

*Formal presentation:*

**Results of Course Redesign at UNCG: Improved Student Learning and Much Fewer D, F, W Grades**

Wednesday, 2:40 p.m. to 3:10 p.m.  
Capital Ballroom A-B

**Ray Purdom**, Director, University Teaching and Learning Center, UNC Greensboro

From 2004 to 2006, UNCG participated in the Roadmap to Redesign (R2R) project sponsored by the National Center for Academic Transformation. The goal of this project was to demonstrate that course redesign models could be used to improve student learning and success as well as to reduce instructional costs. UNCG redesigned three pre-calculus courses and the introductory statistics course. The redesigned courses showed an improvement in final exam scores by an average of 6 percentage points with a decrease in D, F, W grades by an average of 20 percentage points. In addition, UNCG realized a cost savings of \$36 per student enrolled.

*Formal presentation:*

**Using Macromedia Breeze Meeting to Enhance Small-Group Learning in a Graduate-Level Online Class**

Wednesday, 2:40 p.m. to 3:10 p.m.  
Capital Ballroom C

**William Williamson**, Clinical Assistant Professor, Public Health Leadership, UNC Chapel Hill

In this presentation, we will investigate a preliminary attempt to use Macromedia's Breeze Meeting software to enhance learning in an online class that was previously offered in a totally asynchronous format. The students are experienced professionals returning to school for a Master of Public Health in Leadership degree delivered almost entirely online. By introducing a synchronous tool that allows students to both speak to each other and share documents on their computer screens in real time, we hope to facilitate small-group learning. Specifically, we are interested in understanding if introducing a synchronous component will enhance learning community formation, increase task efficiency, and improve the overall learning experience, thus counterbalancing some of the common limitations of an asynchronous format. Negative outcomes anticipated are real-time meetings leading to increased group conflict over scheduling issues and increased technological burden associated with using the tool. Both instructors and students will present their experiences in the class.

*Roundtable discussion:*

**Syllabus Development: Fostering Program Quality, Instructor Skill Development, and Connections to Undergraduates**

Wednesday, 2:40 p.m. to 3:10 p.m.  
Capital Ballroom D

**Jacki Fitzpatrick**, Associate Chair, Human Development and Family Studies Department, Texas Tech University

The syllabus can be a valuable tool in building connections with undergraduates. It can be used to engage students via 1) clear assignment guidelines (Parkes and Harris 2002), 2) motivational statements about the likelihood of success (e.g., Ishiyama and Hartlaub 2002), and 3) assignment partnerships with faculty (e.g., Wingfield and Black 2005). The purpose of this presentation is to share a syllabus instruction project. The project is part of a larger teaching program developed over a four-year period. The session will be of benefit to new instructors and/or their mentors. The presenter will provide an overview of the syllabus creation process as well as two handouts—a syllabus model template and a sample completed syllabus. The attendees will also be invited to discuss their experiences/questions about syllabus development. At the end of the session, attendees will have concrete examples of multiple assignment options as well as general guidelines for syllabus development.

*Demonstration:*

## **New Online Teaching Strategies: Bringing Theory to Life for More Effective Learning**

Wednesday, 2:40 p.m. to 3:10 p.m.

Sandalwood

**Robert Brown**, Dean, Division of Continual Learning, UNC Greensboro

**Nora Reynolds**, Assistant Dean, Division of Continual Learning, UNC Greensboro

**Scott Brewster**, Director of Online Development and Support, Division of Continual Learning, UNC Greensboro

In this session, we will demonstrate for instructors and course designers how online teaching strategies can transform pedagogy, bring theory to life, and improve student learning. Our example is Math 150, a precalculus course launched in Fall 2006 by UNCG to review the principles of algebra—from equations and inequalities to graphing and rational functions. The online excerpts and design guidelines we plan to share will show how written text, interactive animation, audio, and video are used to appeal to multiple learning styles. Familiar and engaging sports scenarios illustrate algebraic principles, helping students to make an easy connection between underlying theories and real-world examples that bring those theories to life. For example, a figure skater performing a spin illustrates changes in the radius of a circle, while a tennis ball traveling across a court demonstrates horizontal and vertical symmetry. Questions at the end of each scenario provide immediate feedback on student progress.

## POSTER SESSION, WEDNESDAY, 3:30 P.M.

*Poster presentation:*

### **An Engineering Instructional Array: The Ron McNair Engineering Building/ Bluford Library Connection**

Track: Libraries

Wednesday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Jacquelyn McGirt**, Reference Librarian, Bluford Library, North Carolina A&T State University

North Carolina Agricultural and Technical State University, a land-grant institution in Greensboro, has graduated the highest number of African Americans in the United States as well as a significant number of female engineers. The university has implemented a new geomatics curriculum and interdisciplinary Energy and Environmental Studies doctoral program. This poster presentation will focus on the array of unique learner-centered library resources/services that the F. D. Bluford Library is using to enhance the learning experience for undergraduate, graduate, and doctoral students and the faculty in the Department of Civil, Architectural, Agricultural, and Environmental Engineering. Services/resources, which can be applicable to promoting useful information, skills, and collaborative programs, include the following: alerting and citation management workshops, annual summer database training, Ask-A-Librarian services (e-mail, telephone, individualized instruction, and virtual assistance), collection management collaboration with an award-winning faculty, on- and off-site library instruction, and providing external research resources through Interlibrary Loan/Document Delivery.

*Poster presentation:*

### **Communication Technology: Student Survey**

Track: Libraries

Wednesday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Karen Smith-Gratto**, Associate Professor, Curriculum and Instruction, North Carolina A&T State University

**Barbra Mosley**, Adjunct Professor, Curriculum and Instruction, North Carolina A&T State University

**Alecia Jones**, Graduate Assistant, Instructional Technology, North Carolina A&T State University

Technology is changing the ways that individuals communicate and get information. Students today are continually “connected” to others via cell phone, instant messaging, and text messaging. We see students with almost permanent earplugs as they listen to music and narration on their iPods. As educators, we need to explore how students are using technology and how we might exploit those uses to enhance their educational experiences. While many of us have adapted to chatting and asynchronous discussion groups, are there things we are missing about the “connected” generation? We designed a survey in which we could explore the technology that students are using, how often they are using it, and how they are using it. In addition, we included questions about how students could see the technology being used in their educational endeavors. In order to create ways that we can exploit the technology that students are using, we need a picture of what they are using and how they envision the use in educational contexts.

Poster presentation:

**Middle School Students' Perceptions of Teacher Use of Technology and Its Impact on Learning**

Wednesday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Colleen Walker**, Assistant Professor, Elementary Education, Fayetteville State University

**Priscilla Leggett**, Professor, Elementary Education, Fayetteville State University

This poster session will present the results of a survey of middle school students and their perceptions of the effects of technology on learning basic skills and critical thinking and the effects of technology on their creativity and self-direction. This middle school is in the third year of a 3.5 million dollar technology initiative (IMPACT). The primary goal of the IMPACT program is to help teachers integrate technology into their teaching by providing the technology personnel, training, and other resources necessary to implement an outstanding media and technology program. North Carolina public schools have worked hard over the past several years to make technology accessible to students and to see that teachers integrate it well into their classrooms. Technology is a tool that enables students to explore the world, bringing a wealth of information and experiences into the classroom and potentially overcoming geographical isolation, physical barriers, and economic hardships.

Poster presentation:

**Online Games and Information Literacy**

Wednesday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Scott Rice**, Networked Information Services Librarian, University Libraries, UNC Greensboro

**Amy Harris**, First-Year Instruction Coordinator, Reference and Instructional Services, UNC Greensboro

Educational games are receiving a critical look from academia for the ways in which they can be used to enhance learning. Library instruction in information literacy can benefit from a games-based approach. An online game was created at the University of North Carolina at Greensboro to get students to be more engaged while learning information literacy concepts. The game allows one to four students to play by answering questions about information literacy topics in four different categories such as Choose Your Resource, Avoiding Plagiarism, and Searching and Using Databases. Web site evaluation exercises are also included within the game. It is hoped that students will benefit from group interaction (in multiplayer games) as well as from receiving additional information in a nontraditional format. The game will be introduced to freshman students in first-year studies classes in order to evaluate its effectiveness.

Poster presentation:

**Three Click Podcasting**

Wednesday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Chet Dilday**, Assistant Professor, Social Work, Fayetteville State University

This poster session will explore the presenter's experiences with a pilot program that used the Tegrity automatic class capture system to produce enhanced podcasts for three graduate-level classes during Fall 2006. One of the classes was also a videoconference-based distance learning class.

## WORKSHOPS, WEDNESDAY, 4:30 P.M.

*Hands-on workshop:*

### **Image Quiz: Using Principles of Cognitive Psychology to Teach Visual Expertise**

Wednesday, 4:30 p.m. to 6:00 p.m.

Marriott A

**Bruce Kirchoff**, Associate Professor, Department of Biology, UNC Greensboro

Image Quiz is a cross-platform computer program designed to efficiently create visual experts. Unlike novices, experts are able to quickly recognize patterns. This allows chess masters to recognize chess configurations and botanists to identify plants at a glimpse from a moving vehicle. Image Quiz helps students rapidly achieve this mastery by adapting techniques from cognitive psychology. It is designed to promote holistic processing, the visual processing mode used by experts. The workshop will explain the principles upon which Image Quiz is based and will give participants the opportunity to use the program to learn two species of native trees. Image Quiz can be used in any discipline that depends on visual information, including STEM disciplines such as chemistry and mathematics. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

*Hands-on workshop:*

### **Putting Technology in the Hands of Students to Provide Active and Deep Learning Experiences**

Wednesday, 4:30 p.m. to 6:00 p.m.

Marriott B

**Jane Harris**, Instructional Technology Consultant, School of Health and Human Performance, UNC Greensboro

**Pamela Kocher Brown**, Associate Professor, Exercise and Sport Science, UNC Greensboro

**Pamela Howe**, Instructional Technology Consultant, Human Environmental Sciences, UNC Greensboro

Learn about student use of multiple inexpensive or free technologies in an active and deep learning process, the product of which were “published” multimedia presentations or interactive activities. Student learning was extended via increased engagement with the material and presentation and/or sharing of products with classmates and/or clients. Faculty and the instructional technology consultants will show multiple examples of student presentations over diverse disciplines. We will describe elements of structure, process, and assessment that we found to be effective. We will provide faculty and student reviews of the activities. Finally, we will post to the web information about the technologies, how-to handouts for instructors and students, examples of student products, and pedagogical support materials such as project assignment details and rubrics. Some of the technologies used were Timeline Creator, PowerPoint, Blackboard ePortfolio, Dreamweaver, Photoshop, and Hot Potatoes software. Students also used Inspiration (concept mapping) and video creation tools, among others. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

## CONCURRENT SESSIONS 3, WEDNESDAY, 4:30 P.M.

*Formal presentation / Featured session:*

### **The University of North Carolina Online Initiative**

Track: e-Learning / Distance Education

Wednesday, 4:30 p.m. to 5:20 p.m.

Grand Ballroom 2

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

The six months prior to this presentation will have been an intensive time of preparation for launching The University of North Carolina Online portal. Numerous connections and collaborations have been required on campuses and among campuses and UNC General Administration. This presentation will review progress in creating the portal, related technology, and support services.

*Formal presentation:*

### **Blackboard Scholar: Social Networking Within Blackboard**

**Sponsored by Blackboard**

Track: TLT Tools

Wednesday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom E-G

**Karen Gage**, Vice President, Blackboard Beyond Initiative, Blackboard, Inc.

The Internet has transformed and continues to influence teaching and learning. The potential is vast, but so is the sheer amount of information sources out there and the range of quality of these resources. Finding, evaluating, and managing resources for ourselves, let alone finding a way to enable students to do the same for themselves and their studies, has created a new set of challenges for today's educators. These include keeping track of resources you've found, vetted, and deemed good quality; organizing and building course-based resources and organizing these resources within courses by topic; and organizing resources around a classification or tagging system used in a discipline and making this structure available to students to guide their use of resources. Blackboard Scholar is a powerful, new web service that addresses these needs. It is a free social bookmarking service customized for education and integrated with all of the Blackboard Learning System products. This presentation will show how faculty can address the above challenges for themselves and for their students.

*Demonstration:*

### **Rolling Out the Red Carpet for Teen Readers: A University, Public School, and Public Library Production**

Track: TLT Tools

Wednesday, 4:30 p.m. to 5:20 p.m.

Grand Ballroom I

**Cris Crissman**, Adjunct Assistant Professor, Curriculum and Instruction, North Carolina State University

Adolescents may be doing more reading and writing than ever, but instant messaging, blogging, and MySpace do not a fully literate individual make. Learn how a group of passionate literacy professionals from NCSU, a Raleigh-area high school, and a public library have connected and collaborated to produce an annual awards program that enables teen readers and graduate students to recognize the most powerful young adult books published each year. The medium is a live webcast and teens, educators, and authors around the world are invited to participate. In this session, we will share the story of the project, talk about the technology involved, and brainstorm additional service projects that enable public school students and university students to collaborate to make a real contribution to their communities—local and global. To learn more and see archives of previous webcasts, see "The Melinda Awards" on the TeenReadNC site at <http://www.ncwiseowl.org/teenreadnc/>.

*Demonstration:*

### **Web 2.0: It's All About Connections**

Track: TLT Tools

Wednesday, 4:30 p.m. to 5:20 p.m.

Dogwood

**Kenneth Mentor**, Associate Professor, Sociology and Criminal Justice, UNC Pembroke

Blogs, wikis, RSS, podcasting, videoblogs, Flickr, clouds, YouTube, folksonomy, del.icio.us, MySpace, Facebook, and social networking. These tools are examples of new services and software—collectively known as Web 2.0—that are transforming the web from a "read only" medium to one where users can publish and share content. These new tools, designed to make connections between people and ideas, have the potential to transform learners and learning. Web 2.0 is altering teaching strategies, faculty roles, and issues related to copyright and intellectual property as educators explore the potential of these tools. While not designed specifically for e-learning, each of these tools can be used to create new learning spaces. These tools also create opportunities to share and discuss innovations, leading to evaluation of teaching, innovative approaches toward learning, and sharing of effective practices. This presentation provides an overview of these tools with a focus on potential uses in education.

*Formal presentation:*

## **A Primer on Blended Learning**

Wednesday, 4:30 p.m. to 5:20 p.m.

Boxwood

**Donna Petherbridge**, Director, Instructional Services, DELTA, North Carolina State University

**Traci Temple**, Assistant Director, Instructional Development, Faculty Center for Teaching and Learning, North Carolina State University

Blended learning can be defined as a mixture of traditional classroom-based and web-based learning environments. Utilizing a blended learning approach not only meets the needs of today's students, but may provide institutions with opportunities to increase the capacity of existing learning facilities. This session will characterize blended learning, provide several models of blended learning approaches, and describe how using a blended learning approach can utilize the best practices of both classroom- and web-based environments to benefit today's learners.

*Formal presentation:*

## **Learning: The Missing Link in TLT?**

Wednesday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom A-B

**Scott Simkins**, Director, Academy for Teaching and Learning, North Carolina A&T State University

Most teaching and learning with technology (TLT) discussions focus either on instructional technology tools or the process of using those tools in teaching. Too little attention is focused on the use of technology to promote student and/or instructor learning. This session explores the potential for increasing the learning component in TLT, both for students and instructors. It will address the following questions: 1) What technologies most effectively promote student learning?, 2) How do we know?, and 3) What technologies help facilitate not only student learning but also instructor learning? Research focused on these questions is the domain of the scholarship of teaching and learning, an area of inquiry that is often absent from conversations about teaching and learning with technology. This session aims to refocus that conversation, moving learning to the forefront of TLT. In this session, we will illustrate examples of TLT-mediated strategies that make learning visible for both students and instructors. The examples will be used to build a participant-generated list of general principles for effectively using technology to promote learning in and out of the classroom.

*Formal presentation:*

## **Visionaries and Pragmatists: Implementing Learning Mobility Technologies**

Wednesday, 4:30 p.m. to 5:20 p.m.

Sandalwood

**Colleen Wiessner**, Assistant Professor of Adult Education, Adult and Higher Education, North Carolina State University

**Barry Olson**, Associate Director for University Apartments, University Housing, North Carolina State University

**Emily Robinson**, Graduate Assistant, Faculty Center for Teaching and Learning, North Carolina State University

**Akehia Cheek**, Graduate Research Assistant, Association for Black Culture Centers, North Carolina State University

This study examines the implementation of learning mobility technologies in higher education. Using data obtained from the EDUCAUSE Learning Initiative Focus Session, Mobility and Mobile Learning: The Next Phase of Anytime, Anywhere Learning, and New Learning Project methodologies, we address current trends as well as suggestions for best practice. Two perspectives emerged as important for facilitating incorporation into higher education settings: visionaries and pragmatists; those who imagine the possibilities and those who imagine how to make it happen. In an age of disconnection, considering ways to encourage active construction of knowledge and engagement at all levels of learning and campus life is essential. This research has implications not only for classroom practice but for campus involvement, online learning, and informal learning in multiple contexts. Learning mobility technologies have the potential to connect students, faculty, and administrators. The first step is connecting multiple perspectives in order to foster effective implementation efforts.

*Panel discussion:*

### **Centra Success: Web Conferencing for e-Learning**

Wednesday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom C

**Sharon Collins**, Project Manager, Academic Outreach, East Carolina University

**Michael Behm**, Assistant Professor, Technology Systems—Occupational Safety, East Carolina University

**John Southworth**, Instructional Technology Consultant, Academic Outreach, East Carolina University

**Erich Connell**, Assistant Professor, Construction Management, East Carolina University

D. Elizabeth Jesse, Assistant Professor, Family and Community Nursing, East Carolina University

**Elizabeth Hodge**, Assistant Professor, Business, Career, and Technical Education, East Carolina University

East Carolina University (ECU) wanted a way to have a synchronous learning environment for distance education students. The students needed to feel that they were connected as a community and could easily participate in the classroom experience. Academic Outreach, which houses the distance learning program at ECU, decided to use Centra as a means to create a social presence and community for students and faculty. Centra is a web conferencing software program that allows audio, video, application sharing, and text chat. Beginning with a license of 50 and now using a 250-seat license, ECU has successfully implemented Centra in the university e-learning community and created an effective group-oriented learning environment. Attend this panel session and talk to faculty that used the tool to create their course, have synchronous/live video and audio interactions with their students, and created a social network of learning.

*Panel discussion:*

### **Using Technology in Foreign Language and Culture Instruction**

Wednesday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom D

**Katherine Stephenson**, Associate Professor, Languages and Culture Studies, UNC Charlotte

**Mary Frances Castro**, Senior Lecturer in Spanish, Languages and Culture Studies, UNC Charlotte

**Martha Miller**, Professor of Spanish, Languages and Culture Studies, UNC Charlotte

**Heather McCullough**, Director, Language Resource Center, Languages and Culture Studies, UNC Charlotte

This panel presentation will showcase how instructional technology is being used in a variety of ways to teach foreign language and culture at our campus. The panelists will demonstrate faculty- and student-authored multimedia resources and voice tools used in language instruction. One faculty member uses audio interviews of Costa Ricans and images of Costa Rica for numerous kinds of listening and speaking activities. Another faculty member supervised a project by Brazilian exchange students who developed a multimedia DVD to accompany the elementary Portuguese program at our campus. The third faculty presenter uses the online voice discussion board tool, Wimba, to prepare students for oral tests in French classes. This presentation will be of interest to foreign language instructors, ESL instructors, distance educators, and instructional technologists looking for ways to enrich language teaching. Web links and a PowerPoint slide show will be provided to attendees.

## CONCURRENT SESSIONS 4, WEDNESDAY, 5:30 P.M.

*Roundtable discussion:*

### **To Reply or Not to Reply: That Is the Question . . . for Collaboration**

Track: Libraries

Wednesday, 5:30 p.m. to 6:00 p.m.

Boxwood

**Sophia Stone**, Doctoral Student, Adult and Higher Education, North Carolina State University

**Diane Chapman**, Teaching Assistant Professor, Adult and Higher Education, North Carolina State University

**Julia Storberg-Walker**, Assistant Professor, Adult and Higher Education, North Carolina State University

Researchers have proposed ways to make learning spaces conducive for discussion, and practitioners have developed strategies for evoking student participation online. In a face-to-face course, students use many criteria to decide whether or not to interact with one another. Criteria may include visual cues, physical presence, or proximity. In the online classroom, students are compelled to base their decisions on whether or not to interact without these cues. However, little is known about the decision processes used by students when they decide to respond to asynchronous communication. Using our findings from a qualitative study of two master's degree courses, we will explore how students decide to interact in online discussions, the group process criteria used, and the influence that social/personal feelings play in their decisions to respond. This roundtable discussion will contribute toward our understanding of how online learners decide to interact and engage in online discussions, and it will help educators improve the quality and depth of their online student discussions.

*Roundtable discussion:*

### **Connecting the Dots: Perceived Barriers to Ideal Practices in Web-Based Teaching & Implications for Faculty Development**

Track: e-Learning / Distance Education

Wednesday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom C

**Bessie Nkonge**, Instructional Systems Administrator/Trainer, Information Technology and Telecommunications, North Carolina A&T State University

The challenges of teaching online persist even after years of practice and refinement by faculty and their support teams. There might be a "disconnect" between what faculty need, the support structures, and the environment for online learning. The research question that guided this qualitative study was "What do faculty perceive to be the barriers to their ideal teaching practices?" This discussion will examine barriers that affect ideal practices as reported by faculty. The underlying philosophy is that if relevant support structures are implemented, the teaching/learning process will thrive. The discussion will conclude with implications of the findings on institutional policies governing training intended to address the concerns of online instructors and the practical solutions that can be delivered through workshops, symposia, and training. This discussion is suited for distance education administrators, faculty development personnel, and faculty teaching online. Participants will be able to exchange ideas on effective faculty development models.

*Formal presentation:*

### **Project ACHIEVE: Implementing Web-Science at Southern High School**

Track: Instructional / Information Technology

Wednesday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom A-B

**Gail Hollowell**, Assistant Professor, Biology, North Carolina Central University

**Tun Nyein**, Interim Dean, University College, North Carolina Central University

**Cassandra Palmer**, Project Director/Technology Coordinator, University College, North Carolina Central University

The Technology Enhanced Learning in Science (TELS) Center is a one of 15 national centers established by the National Science Foundation to improve instruction in science, mathematics, and engineering. The TELS Center provides inquiry-based learning modules that utilize technology-enhanced science curricula to convey scientific concepts to students, while researchers within the center study the pedagogy and philosophy of teaching. TELS has assembled an array of innovative technology-enhanced modules across a variety of middle school and high school science topics in biology, chemistry, earth science, life science, and physics. These modules can be easily integrated into instruction to assist teachers as they use project-based learning in their 6-12 grade classrooms. One desired outcome is that educators utilizing the TELS methodologies will help students to develop a real-world connection to science. This presentation will provide an overview of the TELS project with an emphasis on the science and technology integration.

*Formal presentation:*

**What Can Students Learn from Computer-Based Training?**

Track: Instructional / Information Technology  
 Wednesday, 5:30 p.m. to 6:00 p.m.  
 Sandalwood

**Tammala Bulger**, Lecturer, Communication Studies, UNC Wilmington

**Dana Ward**, Instructional Technology Consultant, Client Services, UNC Wilmington

Plenty, if you're a communication studies major at UNCW. Learn how a faculty member is using Blended Learning Toolkits (BLTs) to create an innovative, blended learning exercise. In addition to using BLTs, the faculty member is incorporating computer-based training courses to supplement classroom instruction in a senior-level seminar. Internship supervisors are collaborating with their interns to choose a site-appropriate, computer-based training course. UNCW's IT staff is working to aid faculty in developing assignments that aid students in building connections between coursework and their next step.

*Formal presentation:*

**Electronic Portfolios for Demonstrating Learning Achievement**

**Sponsored by TaskStream**

Track: TLT Tools  
 Wednesday, 5:30 p.m. to 6:00 p.m.  
 Capital Ballroom E-G

**Benjamin Coulter**, Manager, System Implementations, TaskStream, LLC

TaskStream is the leader in delivering on-demand tools and support for standards-based instruction, competency assessment, and electronic portfolios. Learn how to easily and affordably implement a web-based solution to demonstrate standards-driven, learned competencies. TaskStream equips learners and content providers with a flexible and affordable system for efficiently achieving diverse outcomes. This session will demonstrate TaskStream's tools to create student portfolios and reports that can be used to show programmatic success in support of accreditation.

*Formal presentation / Featured session:*

**Enrollment, Retention, and Learning Initiative: A Course Enhancement Process**

Wednesday, 5:30 p.m. to 6:00 p.m.  
 Capital Ballroom D

**Mark Sivy**, Associate Director, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Lorraine Stanton**, Manager of e-Learning Support, Faculty Center for Teaching and e-Learning, UNC Charlotte

Are you looking for consistency across multiple sections of a course being taught by multiple faculty? Is retention an issue on your campus? Are you interested in getting positive results with less effort for large enrollment courses? The UNC Charlotte Enrollment, Retention, and Learning Initiative (ERLI) is an adaptable approach to these and many other instructional situations. It makes use of collaborative efforts and leveraging of existing instructional and e-learning resources to provide favorable results at low or, most often, no cost. ERLI can provide success by defining needs, identifying available and applicable resources, selecting the appropriate team, developing a viable plan, and implementing the ensuing solution. This model can has been developed to be capable of serving as an instructional benefit in a variety of teaching environments and situations.

*Formal presentation:*

**What Next for Kitchen Chemistry**

Wednesday, 5:30 p.m. to 6:00 p.m.  
 Grand Ballroom 2

**Jimmy Reeves**, Professor and Chair, Department of Chemistry and Biochemistry, UNC Wilmington

For the past 12 semesters, UNCW and Cape Fear Community College (CFCC) have offered distance learning versions of our first semester general chemistry courses for science majors. The laboratory portion of the courses is done in the student's kitchen, and the experiments are designed to mirror those taught in the traditional setting. Our research has shown that for nontraditional students that typify distance learners, the kitchen laboratories are as effective as traditional labs. This presentation will review the approach and discuss future plans to improve and extend the model. It will also review the controversy over substituting laboratory simulations for hands-on laboratories in proposed distance learning science courses.

*Demonstration:*

## **Promoting the Learning Experience by Applying Case-Based Learning with Computer-Mediated Instruction**

Wednesday, 5:30 p.m. to 6:00 p.m.

Grand Ballroom I

**Pil-Won On**, Instructional Designer, Instructional Computing Services, Appalachian State University

**William Irwin**, Assistant Professor, Language, Reading and Exceptionalities, Appalachian State University

Evidence Based Practice (EBP) is “a process of lifelong self-directed learning in which caring for our own patients creates the need for clinically important information” (Sackett et al. 2000). Through the application of five critical steps, EBP helps practitioners systematically approach critical decision making in consideration of multiple factors. In order to train skilled practitioners, it is vital that students obtain practical experience by applying their knowledge of EBP in realistic settings. However, educational opportunities for the development of EBP skills are limited, particularly for those who are not enrolled in courses or who have job- or family-related obligations that impose time constraints. In this study, the online EBP graduate course will be introduced to show how case-based learning methods can promote the learning experience, which requires the practical application of knowledge. The presentation of the online EBP course will also demonstrate how computer-mediated, case-based instruction enhances the quality of learning.

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*Demonstration:*

## **Ultimate Survey: An Assessment Tool for Liberal Studies Learning Outcomes**

Wednesday, 5:30 p.m. to 6:00 p.m.

Dogwood

**Tracy Zontek**, Visiting Assistant Professor, Health Sciences, Western Carolina University

**Laura Chapman**, Faculty Training Specialist, Coulter Faculty Center, Western Carolina University

Assessment is a critical component of education both at an individual student level and to evaluate overall educational outcomes. Ultimate Survey (US) was used by the Liberal Studies Oversight Committee in conjunction with the institution administration, department heads, and faculty to determine compliance with goals and objectives for the wellness, oral communication, and mathematics components of the liberal studies program. Traditional methods of data collection were inefficient; US was an effective tool to gather qualitative and quantitative data about learning outcomes, serve as a springboard for recommendations, and further refine the program. Based on survey results, a feedback loop was developed to integrate recommendations for improved learning outcomes with departments and faculty. This presentation (slides provided) will demonstrate how collaborative support mechanisms and creative use of technology can positively impact student learning and create a meaningful and documented feedback loop for the assessment process.

# SESSION INFORMATION

## THURSDAY, MARCH 22

### TLT INTEREST GROUP MEETINGS, THURSDAY, 8:00 A.M.

*Roundtable discussion:*

#### **UNC TLT Interest Group Meetings**

Thursday, 8:00 a.m. to 8:50 a.m.

Grand Ballroom 3-5

**Hilarie Nickerson**, Program Coordinator, UNC  
TLT Collaborative, UNC General Administration

With the TLT interest groups, the UNC TLT Collaborative supports community building and collaborative professional development through ongoing work in selected areas of interest. Members of these groups share experiences in TLT work, generate and disseminate ideas, and build professional development resources for future use. For more information, including a list of current groups and how to join them, visit <http://www.unctl.org/> and select Interest Groups in the left navigation column. Meetings of selected TLT interest groups will be held on Thursday and Friday mornings from 8:00 to 8:50—all are welcome to attend. Also, conference participants who would like to use this time to hold a meeting on a TLT topic that is not currently supported by an existing group are welcome to contact Hilarie Nickerson of the TLTC to make arrangements. *View the description of this session in the online program for the most up-to-date list of meetings.*

### WORKSHOPS, THURSDAY, 9:00 A.M.

*Hands-on workshop:*

#### **Moodle! Taking the World by . . . Well . . . OK, One School at a Time . . . A Hands-on Introduction**

Track: TLT Tools

Thursday, 9:00 a.m. to 10:30 a.m.

Marriott A

**D.I. von Briesen**, Futures Institute, IT, Central  
Piedmont Community College

Learn why schools in North Carolina, the United States, and worldwide are setting aside the proprietary learning management systems in favor of this globally expanding, open-source learning management system (LMS). This hands-on workshop will introduce participants to Moodle—starting with course setup and customization, and moving to things like resources and activities. You'll learn how easy it is to customize every aspect of your course and do everything from linking to files from a publisher to customizing your profile. Moodle is the leading LMS in the world. See statistics at <http://moodle.org/stats/> *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

**CONCURRENT SESSIONS 5, THURSDAY, 9:00 A.M.**

*Demonstration:*

**Reaching Students Where They Are:  
Interactive Resources and Media  
Integration from the Library's Web Site**

Track: Libraries

Thursday, 9:00 a.m. to 9:50 a.m.

Capital Ballroom D

**Cynthia Saylor**, Assistant Dean for Research  
Services & Systems, Sampson-Livermore Library,  
UNC Pembroke

**Michael Alewine**, Outreach / Distance Education  
Librarian, Sampson-Livermore Library, UNC  
Pembroke

Over the past year, the Sampson-Livermore Library at UNCP has been trying to reach N-Geners through the technologies that are ubiquitous within their culture. Using podcasts, an interactive library tour map that includes video and audio clips, instant messaging, and an interactive guide to library research, librarians are introducing and engaging students with traditional resources and services in nontraditional ways for the librarians.

*Roundtable discussion:*

**Online Quality Workgroup Meeting**

Track: e-Learning / Distance Education

Thursday, 9:00 a.m. to 9:50 a.m.

Dogwood

**Laura Rogers**, Program Coordinator, UNC TLT  
Collaborative, UNC General Administration

This session is a meeting of the UNC Online Quality workgroup. The University of North Carolina General Administration is developing a plan to comprehensively promote the online courses and programs of UNC campuses. This initiative, The University of North Carolina Online, is being developed through the efforts of several workgroups including the Online Quality workgroup, which is composed of TLT Collaborative participants and other campus individuals involved with online education. This workgroup is reviewing each campus's existing criteria for ensuring quality in online courses to identify areas of shared interest in addressing quality in courses listed under The University of North Carolina Online initiative. The workgroup is also considering processes to help campus administrators and instructors identify appropriate ways to apply those criteria for quality to existing and planned online courses and programs.

*Roundtable discussion:*

**OLi Hosts Sakai Leaders'  
Roundtable Forum**

**Sponsored by Optimized Learning, Inc.**

Track: TLT Tools

Thursday, 9:00 a.m. to 9:50 a.m.

Capital Ballroom E

**W. Butch Porter**, Chief Executive Officer,  
Optimized Learning, Inc.

Optimized Learning, Inc. (OLi) is proud to bring both educational and commercial leaders to the TLT Conference. Vivie Sinou (Foothill College dean of Learning Technology and Innovations for the California Community College Consortium ETUDES project and a Sakai Board Member) will be joined by John Blakely (CEO of Unicon, Inc., and an OpenEAI Board Member) to provide a strategic overview of Sakai and other open-source solutions. Butch Porter, CEO of OLi will lead a lively discussion highlighting the exciting possibilities that Sakai and open-source solutions bring to the educational community. OLi is working with both Foothill College and Unicon to develop and implement strategies that allow schools of all sizes to pilot and move into production various open-source solutions. These solutions include course management systems, portal solutions, open-source e-mail, and hosting services.

*Formal presentation:*

**Developing Online Primary Source Specialists**

Thursday, 9:00 a.m. to 9:50 a.m.

Capital Ballroom G

**Elizabeth Coulter**, Director, WCU-AAM, Adventure of the American Mind, Western Carolina University

**Pamela Johnson**, Director, Adventure of the American Mind Online Education, Education and Research Consortium

PROPEL was designed by Adventure of the American Mind to provide a FREE professional development framework for schools and school districts to train school librarians and media coordinators to be Primary Source Specialists. PROPEL focuses on collaboration with teachers in using the Library of Congress and other online digital primary sources in the classroom. It is based on the foundational beliefs that the school media center is an essential extension of the classroom, that school librarians and media coordinators are a vital link for teachers in curriculum integration, and that teaching and learning should be inquiry-based and constructive. This session will present the framework for this specialized training and highlight the focal activities from the workshop series. Attendees will be given FREE access to the PROPEL training materials and will be eligible to win tools for teaching with primary sources.

*Formal presentation:*

**iPods and Podcasting: A How-to Guide**

Thursday, 9:00 a.m. to 9:50 a.m.

Capital Ballroom A-B

**Gregg Hecimovich**, Assistant Professor, English, East Carolina University

**Christia Thomason**, Music Cataloging Librarian, Semans Library, North Carolina School of the Arts

**Leslie Kamtman**, Music Librarian, Music Library, North Carolina School of the Arts

Part I—How to Do Digital Reserves (“The iTunes Project, or, We’re All Pod People Now”). This informative and practical session covers the metadata issues involved in overcoming the limitations of Apple’s popular iTunes software and the limitations of the iPod for use in an academic setting, the technical considerations involved in creating your audio and video database, and an overview of how streaming audio works. Part II—How to Use Podcasting (“Podcasting the Victorians”). This session demonstrates a series of assignments involving podcast lectures and focused research followed by creative performances.

*Formal presentation / Featured session:*

**MySpace or Yours? Building Connections Between Student Computing Culture and Academic Computing Competencies**

Thursday, 9:00 a.m. to 9:50 a.m.

Capital Ballroom F

**Bob King**, Faculty, Undergraduate Academic Programs, North Carolina School of the Arts

A key finding in the current literature on human learning is that it begins with, and extends from, what is already known. Yet, what students already know about computing is often ignored; the grammar of their knowledge is social (as evidenced in MySpace, Facebook, Friendster, etc.) but they are expected to engage in content-driven, solitary, and/or technical approaches to computing in their academic work. Students thus begin their learning process in academic computing by deactivating what they already know rather than building upon it. This discussion-oriented session seeks to gather those who, like me, perceive this to be a problem! How can we build bridges? How can we make good connections? Participants can expect to engage in lively discussion, with resources and discussion prompts (including videotaped interview segments with freshmen at the North Carolina School of the Arts) posted on a wiki constructed for this event.

## SESSION INFORMATION

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*Panel discussion:*

### **Joint UNC/NCCCS 2+2 Online Programs Update: Working Together to Build New Programs**

Thursday, 9:00 a.m. to 9:50 a.m.

Capital Ballroom C

**Bill Randall**, Associate Vice President, Learning Technology Systems, North Carolina Community College System

**Alisa Chapman**, Assistant Vice President, University-School Programs, UNC General Administration

**Linda Nelms**, Distance Learning Coordinator, North Carolina Community College System

The North Carolina Legislature established the UNC/NCCCS 2+2 Initiative with Senate Bill 662. This legislation was drafted to address the teacher shortage in our state through a collaborative effort by the state's higher education systems to develop appropriate and effective online resources for education majors. Staff from both systems will provide an update on how the planning, infrastructure expansion, and resource development is progressing.

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## CONCURRENT SESSIONS 6, THURSDAY, 10:00 A.M.

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*Formal presentation:*

### **Library and Faculty Partnerships Equals Quality Learning**

Track: Libraries

Thursday, 10:00 a.m. to 10:30 a.m.

Capital Ballroom A-B

**Mae Rodney**, Director of Library Services, Library, Winston-Salem State University

To ensure that campus libraries are integrated into the learning process, as they should be, staff should market library services to the entire university and show faculty how libraries can be incorporated. Partnerships between instructional departments and the library can also help to make libraries part of the learning process. Faculty must have an up-to-date image of the library in order to effectively 1) request instructional sessions, 2) order books, 3) have students read reserve articles, and 4) require students to locate journal articles and write term papers. Library staff at Winston-Salem State University created an infomercial session, presented as the New Year New Services Luncheon, to provide information about instructional services, web-based collections, electronic resources, and ordering books. The immediate result has been that all library output measures are up.

*Formal presentation:*

### **Social Interaction Tools for Online Instruction: Are They Adequate for the Wide Range of Interactions**

Track: e-Learning / Distance Education

Thursday, 10:00 a.m. to 10:30 a.m.

Boxwood

**Mahnaz Moallem**, Professor and Program Coordinator, Specialty Studies, Watson School of Education, UNC Wilmington

The importance of social interaction in learning has been clearly documented. Research also suggests that the types of interactions that would normally occur in live instruction must occur via online technologies and tools in online learning environments. Today, a number of synchronous and asynchronous communication tools make it possible to conduct social interaction and to engage in creating collaborative work in online courses. However, despite the advancement of technology, learners and facilitators still face many challenges for online social interaction in online instruction. This presentation will review and evaluate the existing communication tools for social interaction and offer suggestions for developers. It will also initiate a dialog about what tools are still needed for social constructivist and computer-supported collaborative learning.

*Formal presentation:*

**Building an e-Learning Community for Online Faculty**

Thursday, 10:00 a.m. to 10:30 a.m.

Capital Ballroom G

**Melissa Vrana**, Director of e-Learning Development, Instructional Development, Central Piedmont Community College

In order to provide on-demand professional development, build a repository of best practices, and provide support for faculty members teaching online, Central Piedmont Community College has built an e-learning community. This presentation will demonstrate the creation, marketing, and tools necessary for building a successful e-learning community for online faculty.

*Formal presentation:*

**Managing e-Learning Support with Student Assistants**

Thursday, 10:00 a.m. to 10:30 a.m.

Dogwood

**Lorraine Stanton**, Manager of e-Learning Support, Faculty Center for Teaching and e-Learning, UNC Charlotte

For over two years, UNC Charlotte’s Faculty Center for Teaching and e-Learning (FCTeL) has effectively employed student workers for tier-one student e-learning support. Our Student e-Learning Assistants (aka “SeLAs”) have become an integral part of our support model, allowing FCTeL to efficiently utilize our resources and expand our support capabilities. This session will explore how FCTeL selects, trains, and retains our student workers. We will also discuss how the SeLAs interact with and assist our full-time support staff and fit in with our overall support processes. Existing challenges and limitations will be explored, as well as future directions for the SeLA program.

*Formal presentation:*

**Memex Metadata: Augmenting Student Memory and Enhancing Learning**

Thursday, 10:00 a.m. to 10:30 a.m.

Capital Ballroom F

**Jane Greenberg**, Associate Professor, School of Information and Library Science, UNC Charlotte

**John Oberlin**, Associate VC for Information Technology Services, Planning and Technology Assessment, UNC Chapel Hill

**Abe Crystal**, Doctoral Student, School Of Information and Library Science, UNC Chapel Hill

The Memex Metadata for Student Portfolios (M2) project is using mobile technology to augment student memory and improve learning. We are exploring the use of Microsoft SenseCams, a new technology that captures images and other sensory data every 90 seconds and extends student memory. Our research is part of Microsoft’s Digital Memories program, inspired by Vannevar Bush’s conceptualization of the Memex. We are using this new technology to enrich the learning experience of undergraduate biology students studying plant taxonomy through field activities in the university arboretum and through laboratory, classroom, and collaborative environments. We have constructed a student-targeted Context Awareness Framework (CAF) that integrates with a variety of mobile technologies. Our presentation will report on 1) an usability study with biology undergraduate students using the SenseCam and MyLifeBits’ portfolio management technology and 2) an evaluation of their learning. We will also discuss the applicability of our research to other academic disciplines.

*Formal presentation:*

**Producing and Distributing Video Tutorials**

Thursday, 10:00 a.m. to 10:30 a.m.

Capital Ballroom D

**Sam Eneman**, Instructional Technology Consultant, Faculty Center for Teaching and e-Learning, UNC Charlotte

When our Faculty Center for Teaching and e-Learning needed to update some tutorials, we utilized a combination of tools—Centra, Camtasia Studio, and Flash. We then took a multimedia approach to distributing the video tutorials by incorporating them into WebCT Content Modules, posting them on our support web site, and releasing them as podcasts. Find out how we used the tools to record, edit, and deliver the tutorials.

*Formal presentation:*

## **The UNC TLT Collaborative Provides Sakai for All UNC Campuses**

**Sponsored by Optimized Learning, Inc.**

Thursday, 10:00 a.m. to 10:30 a.m.

Capital Ballroom E

**W. Butch Porter**, Chief Executive Officer, Optimized Learning, Inc.

**Mark Eversden**, Vice President, Professional Services, Unicon Inc.

Take a tour of a Sakai application led by instructors from North Carolina. See how Sakai is being made available to all UNC faculty systemwide through a hosted TLTC Sakai site. A college instructor will lead a walk through the present Sakai program and will be available to answer specific questions about design, benefits, implementation, and possibilities. Joining the presentation will be the implementation partners of Optimized Learning, Inc. (OLi) and Unicon, Inc. These companies will be joined by Tom Grega of Thomson Publishing. See how the TLTC site, as well as tools being developed by publishers, can assist you in getting your courses up and running and populated with content. A demonstration of both Sakai and Thomson's Sakai integration tools will be highlighted. There will also be a review of the commercial support that OLi and Unicon make available to their clients.

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*Panel discussion:*

## **e-Texts**

Thursday, 10:00 a.m. to 10:30 a.m.

Capital Ballroom C

**Darwin Dennison**, Professor, Health and Applied Human Sciences, UNC Wilmington

**Michael Worthington**, Lecturer, Davis School of Business and Economics, Elizabeth City State University

**Catherine Fountain**, Assistant Professor of Spanish, Foreign Languages and Literatures, Appalachian State University

**Elizabeth Deifell**, Spanish Instructor, Foreign Languages and Literatures, Appalachian State University

e-Textbooks are inexpensive, customizable, interactive digital assets. In the past, readers needed special devices to view e-books, but now ubiquitous PCs serve as viewer platforms. Economical CDs provide sufficient capacity for most e-textbooks, or networks can serve as the delivery medium. While many e-books consist simply of text, e-textbooks can include images, animation, sound, and video. In addition, e-textbooks can incorporate interactive features such as viewer searches, branching links, self-grading quizzes, or images (such as charts) that viewers can manipulate. The panel members have published e-textbooks customized for their specific programs. They will discuss the challenges of the development process, the lessons learned during the experience, the economic issues of digital materials, and the future of e-textbooks.

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## CONCURRENT SESSIONS 7, THURSDAY, 10:50 A.M.

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*Formal presentation:*

## **Collaborative Learning Through Online Peer Review**

Track: Libraries

Thursday, 10:50 a.m. to 11:20 a.m.

Dogwood

**Edward Gehringer**, Associate Professor, Electrical & Computer Engineering / Comp. Science, North Carolina State University

**Prasad Wagle**, Research Assistant, Electrical & Computer Engineering, North Carolina State University

Usually, homework assignments are done in isolation—students work alone and submit their work. All students do the same work because that simplifies creating assignments and grading them. Our approach is to assign students different work (different parts of a large project) and have them review each other's work using an online system. This gets students working together to improve each other's learning experience. In the process, they can create reusable learning objects that are useful for future offerings of the course. At last year's conference, we reported on our peer-review software and on one initial experiment. This year we will present results of several other experiments including 1) collaborative creation of documentation and help facilities for online systems, 2) in-class exercises in which students review each other's examples from lecture material, and 3) peer review of student contributions to several open-source software projects.

*Formal presentation:*

**Engaging Students with Social Learning Tools: Tales from the Classroom**

**Sponsored by Learning Objects**

Track: TLT Tools

Thursday, 10:50 a.m. to 11:20 a.m.

Capital Ballroom E

**Zahra Safavian**, Product Manager, Product Development, Learning Objects, Inc.

This presentation will describe how blogs and wikis are being used in courses and in campus communities. Real-life examples will illustrate that using these technologies in straightforward, intuitive ways can meaningfully increase student engagement and enhance instructor effectiveness. The examples suggest a few key lessons for instructors as they integrate social learning tools into their courses. The presentation will be supported by screenshots and by a brief demonstration of the blog and wiki tools in Learning Objects' Campus Pack software suite. Instructional designers, instructors, and managers and administrators with responsibility for campus course management systems will find the session useful. Participants with all levels of experience with blogs and wikis are welcome.

*Roundtable discussion:*

**Moodle: Do We Need an Interest Group?**

Track: TLT Tools

Thursday, 10:50 a.m. to 11:20 a.m.

Capital Ballroom D

**Jeff Church**, Instructional Technology Consultant, Instructional Computing Services, Appalachian State University

**Greg Simmons**, Instructional Technology Consultant, Instructional Computing Services, Appalachian State University

The purpose of this session is to assess the level of interest within the UNC TLT Collaborative in forming a dedicated Moodle interest group. We have a pilot instance running at Appalachian State University and have been working closely in collaboration with the NC Community College System to assess implementation issues surrounding the deployment of Moodle at the institutional level. We will begin by discussing the issues encountered in the implementation of the Moodle course management tool at our university, outlining the issues encountered to date from technological, administrative, and pedagogical points of view. Ultimately, we would like to assess if there is sufficient enthusiasm to form a dedicated interest group and provide an opportunity for interested UNC campuses to coordinate their efforts related to installing, running, and supporting Moodle.

*Formal presentation:*

**Effective, Efficient, Easy: Managing the Teaching with Technology Workload**

Thursday, 10:50 a.m. to 11:20 a.m.

Capital Ballroom A-B

**Linda Lisowski**, Associate Professor, Teacher Education, Elizabeth City State University

**Joseph Lisowski**, Professor of English, Language, Literature, & Communication, Elizabeth City State University

Distance Learning Courses can be excessively time intensive for faculty who read and respond daily (even hourly) to our students' individual queries and contacts. This problem is exacerbated when we teach a reading/writing-intensive course. Is it possible to use Blackboard to reduce some of the time faculty spend reading and responding to students and their work, and still maintain a close community of learners? This presentation will look at some of the design and management features of Blackboard that can help us to utilize our time most efficiently, including the use of discussion boards, group pages, and test manager. Participants who attend this session can expect to leave with specific ideas for up-front course planning and design that will save them time without sacrificing students' active, critical learning. Handouts and web links will be provided during the presentation.

*Formal presentation:*

**Improving Online Learning Through Assessment: Three Ways to Evaluate a Distance Education Program**

Thursday, 10:50 a.m. to 11:20 a.m.

Boxwood

**Michael Alewine**, Outreach / Distance Education Librarian, Sampson-Livermore Library, UNC Pembroke

**Terry Locklear**, Technical Analyst, Distance Education, UNC Pembroke

**Charles Tita**, Director, Distance Education, UNC Pembroke

This presentation will highlight three different assessments of the distance education programs at the University of North Carolina at Pembroke. Dr. Charles Tita, Director of Distance Education, will discuss faculty peer-assessment of online courses in relation to course development policy creation. Terry Locklear, Technology Support Analyst, will discuss the creation and implementation of a customer service satisfaction survey of distance education students. Michael Alewine, Outreach/Distance Education Librarian, will discuss the need for continuous assessment at the individual transaction level in order to better track student research success.

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*Formal presentation:*

**Using SALG Data to Inform Course Evaluation Revision**

Thursday, 10:50 a.m. to 11:20 a.m.

Capital Ballroom F

**Charletta Barringer-Brown**, Assistant Professor, Middle Grades, Secondary / Special Education, Fayetteville State University

Using the researcher's Computers in Education course as a case study, this session will examine how the Student Assessment of Learning Gains (SALG) data can be used productively to augment other sources of assessment data in preparing an individual faculty or university departmental self-study. Specially, the session will consider how SALG data, tracked institutionally over a period of time and benchmarked with peers, can provide insight into the effectiveness of teaching, learning, advisement, the efficacy of the general curriculum, an understanding of how students use their time, and the degree to which cocurricular and extracurricular activities enhance students' educational experiences. The presenter will also demonstrate how SALG data can be integrated with instructional data and other survey data to provide a valid picture of how, and to what degree, students are engaged and aware of their academic progress within a particular course. Session participants will learn how SALG data can be integrated constructively into a faculty or university departmental self-case-study outcomes assessment, which may emerge from the self-study.

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*Panel discussion:*

**Implementing Systemwide Online Services: Online Help Desk and SAS inSchool Curriculum Pathways**

Thursday, 10:50 a.m. to 11:20 a.m.

Capital Ballroom C

**Bill Randall**, Associate Vice President, Learning Technology Systems, North Carolina Community College System

**Linda Nelms**, Distance Learning Coordinator, North Carolina Community College System

In 2006, the North Carolina Community College System (NCCCS) received funding for two systemwide services: an online help desk, to provide technical support for online learners, and SAS inSchool Curriculum Pathways, higher education version. NCCCS staff will describe how these critical support resources were implemented across the state and comment on their effectiveness.

*Demonstration:*

### **Portable Solutions for the “Not-So-Smart” Classroom**

Thursday, 10:50 a.m. to 11:20 a.m.

Capital Ballroom G

**Anna Netterville**, Assistant Professor, Sociology,  
Fayetteville State University

Although the availability of smart classrooms to instructors in higher education exists, the funding to convert all existing rooms into smart classrooms does not. In the past, the solution to this issue has been to provide instructors with media/AV carts equipped with projectors, laptops, and VCR/DVD equipment. However, many instructors find the acquisition and transport of these items to be cumbersome and time consuming. Lightweight projectors and handheld devices can provide an alternative to the traditional method of converting the “not-so-smart” classroom. This presentation will introduce participants to current portable solutions available for use in “not-so-smart” classrooms. Demonstrations on the use of portable projectors, handheld devices, and presentation and video software are provided.

## WORKSHOPS, THURSDAY, 11:00 A.M.

*Hands-on workshop:*

### **Social Software and You: A Basic, Hands-on, Individualized (Yet Social) Introduction**

Thursday, 11:00 a.m. to 12:30 p.m.

Marriott B

**Bob King**, Faculty, Undergraduate Academic  
Programs, North Carolina School of the Arts  
**Lauren Pressley**, Microtext Specialist, Z. Smith  
Reynolds Library, Wake Forest University

This workshop is designed to introduce the conceptual, instructional, and technical dimensions of social software. In the workshop itself, participants can expect to use social software to work with 1) a contextualized, working definition of social software that focuses on the key, collage-like metaphor of “mashup,” 2) an introduction to basic social software tools including online databases (MySpace, Facebook, and personal/project wikis) and social bookmarking sites, 3) a variety of examples of how instructors are currently using social software to solve particular instructional problems and/or enhance student learning, and 4) an opportunity to frame and configure a social software solution keyed to one of their own instructional situations or problems. We will also call attention to the ways in which social software can be used in combination with standard learning management systems and the ways in which students are typically using social software in their academic and personal lives. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

## CONCURRENT SESSIONS 8, THURSDAY, 11:40 A.M.

*Formal presentation:*

### **Using the L.E.A3.D Model to Build Connections Between Academic Libraries and Distance Education Students**

Track: Libraries

Thursday, 11:40 a.m. to 12:30 p.m.

Capital Ballroom G

**Larry White**, Assistant Professor, Library  
Science & Instructional Technology, East Carolina  
University

The L.E.A3.D. model (Learning, Entrepreneurial, Access, Alignment, Accountability “A3,” and Demonstrate) was used to identify and assess service environment demands and competition, create innovative strategic responses, improve service delivery and customer connections to the library, and better demonstrate value to stakeholders. Using the L.E.A3.D. model 1) provides the advantage of linking opportunities and creative solutions, 2) facilitates collaborative support mechanisms and administrative leadership, and 3) expands the scope of connection between the library and distance education stakeholders. Attendees will be active participants in this presentation of the L.E.A3.D. model.

*Panel discussion:*

## **Improving Learning Outcomes Through Course Redesign: Essentials of Planning, Preparation, and Deployment**

Track: Instructional / Information Technology

Thursday, 11:40 a.m. to 12:30 p.m.

Dogwood

**Hilarie Nickerson**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

**Dorothy Muller**, Spec. Asst. to Provost & Co-Director, CFE, Academic Affairs, East Carolina University

**Ray Purdom**, Director, University Teaching and Learning Center, UNC Greensboro

**Robert Henshaw**, Project Coordinator for Academic Outreach, ITS Teaching and Learning, UNC Chapel Hill

The UNC TLT Collaborative is working with UNC campuses that are redesigning courses using methods and models promoted by the National Center for Academic Transformation. The center advocates applying information technology in specific ways within the instructional process to increase student success and reduce costs for institutions. The redesigned courses will emphasize the use of active learning to maximize student engagement in classrooms and online. This highly interactive session is intended for anyone who is considering, planning, or participating in a course redesign effort. The presenters will offer insights, anecdotes, and pointers based on their own experiences with this process from beginning to end. In addition to receiving advice, participants will discuss issues for campus stakeholders such as departments, faculty, students, and support units.

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*Formal presentation:*

## **Blackboard Product Road Map**

**Sponsored by Blackboard**

Track: TLT Tools

Thursday, 11:40 a.m. to 12:30 p.m.

Capital Ballroom E

**John Dennett**, Strategic Solutions Engineer, Services, Blackboard, Inc.

This presentation will cover recent releases, Blackboard's product plans for 2007, and a look into a bright future combining the best of WebCT, the original Blackboard solution, and more. Blackboard's future focuses on Web 2.0 constructs, social learning, extended interoperability, and an updated user experience.

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*Formal presentation:*

## **IT Innovations Program: Reaching the Next Level of Academic Support by Building Connections: A Video Tour of Outcomes**

Thursday, 11:40 a.m. to 12:30 p.m.

Capital Ballroom D

**Kim Kelly**, Program Development Coordinator, Office of VC ITS, UNC Wilmington

**Beverly Vagnerini**, Director of Client Services, Information Technology Systems Division, UNC Wilmington

The IT Innovations Program is now in its eighth year. From the beginning, the program served as a mechanism for faculty to receive seed funding for an idea, product, or process that could lead to additional funding. It has also tactically tied together various disciplines and directly supported cross-departmental collaborations. Every school, the college, and many departments have benefited from the program. Their participation has given this program institutional value beyond its original intent, and the eight-year tenure of the program proves to the academic community that the university is fully committed to the teaching and research that faculty are engaged in every day. This presentation is a video tour of select proposals through the words and actions of the faculty. A discussion will follow about how this type of program might be developed at other campuses. A CD of videos will be available at the conference.

*Formal presentation / Featured session:*

**Self-Assessing the Efficacy of Online Teaching and Course Design**

Thursday, 11:40 a.m. to 12:30 p.m.  
Capital Ballroom A-B

**John LeBaron**, Distinguished Professor, Coulter Faculty Center, Western Carolina University

**Carol Bennett**, Education Consultant, Communication Skills, Western Region Education Service Alliance

**Dixie McGinty**, Associate Professor, Educational Leadership and Foundations, Western Carolina University

The literature on online teaching and learning generally acknowledges that “learner engagement” poses unique challenges, especially for instructors weaned on classroom-based teaching. Such engagement is essential to the progressive construction of learner knowledge. Learner engagement can mean several things: engagement with materials, engagement with instructors, and peer engagement. Many teachers of online courses, diligent about incorporating procedures to promote human interactivity, are confronted with the challenge of assessing the efficacy of their efforts. How do they discern whether the strategies and tactics woven into their “e-settings” are achieving the desired ends? From a foundation of several research strands about the techniques and ethics of instructional self-assessment, this presentation outlines issues of self-assessment, including ethical questions. It lays out recommendations for self-assessment in a manner that respects student trust and confidentiality, distinguishing the demands of practical self-assessment from scholarly course research. Concrete examples of practice are included.

*Formal presentation:*

**Social and Emotional Presence in Online Learning**

Thursday, 11:40 a.m. to 12:30 p.m.  
Boxwood

**Ginny Sconiers**, Project Coordinator, Academic Outreach, East Carolina University

**Robert Hambrick**, Instructional Designer, DELTA, North Carolina State University

**Martha Cleveland-Innes**, Associate Professor, Centre for Distance Education, Athabasca University

Learning is an inherently social experience. There is a role for both a social and an emotional experience in online learning. A significant challenge is how to design and deliver online courses that overcome the sense of isolation many learners experience at a distance. Current research indicates that creating constructive social presence in online courses can improve student satisfaction, retention, and achievement. This session will review the literature of social presence, identify effective strategies and practices, and examine the results of East Carolina University’s study of Social Presence in Distance Learning. This presentation will be of interest to instructional designers, distance educators, and educational technologists searching for ways to enrich the learning experience of distance education students. Relevant research and a toolkit of technology tips and templates will be provided to each session participant. Join us for this engaging discussion about how to effectively create social presence and understand emotional presence.

*Panel discussion:*

**Update on Joint UNC/NCCCS Learning Object Repository**

Thursday, 11:40 a.m. to 12:30 p.m.  
Capital Ballroom C

**Bill Randall**, Associate Vice President, Learning Technology Systems, North Carolina Community College System

**Lori Mathis**, Information & Technology Coordinator, UNC TLT Collaborative, UNC General Administration

This session will provide an update on the UNC/NCCCS Learning Object Repository (LOR) collaboration. LOR technology promises a scalable, affordable, and sharable means to reduce costs and time required to develop and share digitized learning resources. UNC and NCCCS faculty, support staff, and administrators have collaborated for the past months turning this promise into a reality. Members of the Joint LOR Steering Committee will provide an update on the NCLOR.

*Demonstration:*

### **The Many Connections Required for Successful Online Assessment of Medical Students**

Thursday, 11:40 a.m. to 12:30 p.m.

Capital Ballroom F

**Dale Krams**, Technology Resources Manager, Office of Educational Development, UNC Chapel Hill

**Linda Fisher**, Educational Consultant, Office of Medical Education, UNC Chapel Hill

In Fall 2004, we rolled out a system to administer exams online to medical students. Online testing is an obvious choice for medical education, especially as microscopy is being replaced with digital imaging, requiring students be assessed in the same way that they have learned. The application, driven by an established test development and management system, allows for both secure in-class exams as well as take-home exams and self-assessments. While online testing is now an established part of the first two years of the medical school curriculum, we have experienced many frustrations and learned many lessons as we have sought to ensure acceptance of, and confidence in, the system. Building (and maintaining) connections is essential for successful online testing. This session will discuss the development of the system, demonstrate its functionality, and tell what we have learned and the accommodations made to maximize trouble-free exam administration.

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## WORKSHOPS, THURSDAY, 1:40 P.M.

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*Hands-on workshop:*

### **Web 2.0: Now That You Know, What Are You Going to Do About It?**

Thursday, 1:40 p.m. to 3:10 p.m.

Marriott B

**Shane Baptista**, Computing Consultant, Center for Teaching Excellence, UNC Wilmington

**Ameet Doshi**, Public Services Librarian, Randall Library, UNC Wilmington

This will be a hands-on workshop to introduce librarians and other interested faculty to blogging, RSS feeds, podcasting, and other technologies that facilitate building connections between students, librarians, and faculty. Participants will leave the session with the capability to set up and apply these multidimensional Web 2.0 tools. Participants will also learn to find and use free, open-source solutions, such as Audacity, as well as improve their knowledge of commercial tools, such as iTunes. Those librarians and teaching faculty who have heard of Web 2.0 but are unsure how to get involved will benefit most from this workshop. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

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## CONCURRENT SESSIONS 9, THURSDAY, 1:40 P.M.

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*Formal presentation / Featured session:*

### **Assessment-Driven Models for Implementation and Adoption of Emerging Technologies**

Track: TLT Pedagogy / Assessment

Thursday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom G

**Yvonne Belanger**, Head, Program Evaluation, Center for Instructional Technology, Duke University

**Samantha Earp**, Head, Instructional Media & Language Technology Sv, Center for Instructional Technology, Duke University

The Duke iPod First-Year Experience of 2004–05 was widely perceived by faculty, student, and administrative stakeholders as a successful pilot program for introducing mobile digital technology into the classroom environment. During the assessment of this program, data were gathered from a variety of stakeholders about the most appropriate role of iPods and other digital technologies in the academic environment. Four goals emerged from this process as representing the framework under which the iPod program would continue: innovative and effective teaching, curriculum enhancement, infrastructure development, and knowledge sharing. To successfully address these goals while incorporating new technologies required a framework for defining pilot projects and managing the adoption of new technologies and the services and infrastructure required to support them. The resulting Duke Digital Initiative (DDI) was developed as an overarching approach to instructional technology focusing on experimentation, development, and implementation of digital content and technologies in support of teaching and learning.

*Formal presentation:*

**Effective Practices for Online Instruction**

Track: TLT Pedagogy / Assessment

Thursday, 1:40 p.m. to 2:30 p.m.

Dogwood

**Laura Rogers**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

Discussions of effective practices for online instruction address interactions of the learner and myriad variables of the online learning environment. This session provides a summary of considerations in identifying, implementing, and assessing the effectiveness of selected practices for online instruction, as well as approaches to improve effectiveness of existing practices. Participants will be invited to share questions, comments, and resources throughout the session.

*Formal presentation:*

**Building Connections: Opportunities for Strategic Partnerships in the Asia-Pacific Region**

Thursday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom E

**Alan Smith**, Professor and Executive Director, Academic Information Services, University of Southern Queensland

The increasing internationalization and globalization of higher education brings both challenges and opportunities for those willing and able to act beyond their traditional spheres of activity and traditional geographical location(s). This presentation focuses on a discussion of the key issues, hot topics, and contemporary developments relevant to institutions in the UNC system and higher education institutions in the Asia-Pacific region. Commonalities and differences in activities and philosophies will be explored, with particular emphasis on opportunities for “real” collaborative endeavors in the short, medium, and longer term.

*Formal presentation:*

**Copyright Basics and the UNC Ownership Policies**

Thursday, 1:40 p.m. to 2:30 p.m.

Boxwood

**David Harrison**, Associate Vice President, Legal Affairs, UNC General Administration

This presentation will begin with the basics for copyright use in higher education, including exclusive rights, infringement, fair use, and defenses. The presentation will then analyze the UNC copyright ownership policy and the application of that policy at constituent institutions.

*Formal presentation:*

**Plagiarism Police or Teaching Tool?: Building Research-Based Writing Connections with Turnitin.com**

Thursday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom A-B

**Amy Martin**, Instructional Developer, Coulter Faculty Center, Western Carolina University

While Turnitin.com is most widely known as a plagiarism detection tool, features of the web site allow instructors to structure assignments so that students may upload multiple drafts of a paper. This allows students to eliminate any instances of plagiarism and see how effectively/ineffectively they are using sources before the paper is officially due. Do instructors use these features of the software, or do they simply view Turnitin.com as a tool for helping them catch plagiarists? This presentation will explore how professors at one university view Turnitin.com—do they use it as a plagiarism detection tool, a tool for helping students improve their research-based writing, or both? The presentation will also address effective strategies for using Turnitin.com in the face-to-face or distance classroom as a way to help students write better and understand how to use sources, thus eliminating much of the plagiarism Turnitin.com was designed to detect.

*Panel discussion:*

### **A Collaborative Reality: Multiple Campuses Share a Learning Management System**

Thursday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom C

**Mark Sivy**, Associate Director, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Lorraine Stanton**, Manager of e-Learning Support, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Kevin Sisson**, Instructional Technology Consultant, Coulter Faculty Center, Western Carolina University

**John Myers**, Instructional Technology Consultant, ITS/Center for Teaching and Learning, UNC Asheville

**Beverly Vagnerini**, Director of Client Services, Information Technology Systems Division, UNC Wilmington

**Frank Prochaska**, Executive Director, UNC TLT Collaborative, UNC General Administration

In the past 18 months, 5 UNC campuses have established a working consortium to operate a common hosting of the WebCT Vista learning management system. During that time, we created a collaborative council, composed a governance document, and set up technical, business, and support/training work groups. It has been a learning experience for all, and many useful individual and collaborative strategies have evolved. This ongoing development can serve as a useful model for other undertakings where there is a centralized hosting of a service or system that is common to multiple campuses.

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*Panel discussion:*

### **You, Too, Can Build an Online Course in 20 Days**

Thursday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom D

**Valerie Giddings**, Associate Vice Chancellor, Division of Lifelong Learning, Winston-Salem State University

Designing an effective online learning experience can be facilitated by cross-disciplinary collaboration in the development process. This presentation will describe the experiences of a group of faculty participants in an intensive faculty development institute. Although the major purpose of the institute was the development of online courses, the actual outcomes exceeded expectations. This session will feature faculty who will discuss their experiences and the benefits received such as interactions with a community of peers that contributed to enhanced course design and improved teaching practices. The session will benefit faculty, instructional designers, and distance learning administrators who will gain an understanding of 1) faculty development needs from the faculty member's perspective to aid in the development of more meaningful development activities, 2) the importance of a quality assurance process in the online course design, and 3) the benefits of providing opportunities for faculty engagement to facilitate continuous improvement of instruction.

*Demonstration:*

### **Connecting to High-End Software Applications**

Thursday, 1:40 p.m. to 2:30 p.m.

Capital Ballroom F

**Henry Schaffer**, Prof Emer, Coord. Special IT Proj. & Faculty Collab, Information Technology Division & DELTA, North Carolina State University

**Sarah Stein**, Associate Professor & Asst Vice-Provost ITD, Communication, North Carolina State University

**Aaron Peeler**, Director of Virtual Computing Lab, ITD - College of Engineering, North Carolina State University

**Samuel Averitt**, Vice Provost, Information Technology, North Carolina State University

**Mladen Vouk**, Dept. Head and Professor of CS, & Associate VP, IT, Computer Science & Information Technology Division, North Carolina State University

**Eric Sills**, High Performance Computing, Information Technology Division, North Carolina State University

The NCSU Virtual Computing Lab (VCL), <http://vcl.ncsu.edu/>, is a simple, but novel, method of providing the use of application software to students—both resident and distance students. The VCL provides both on-demand and reservation-based access, and leverages student-owned computing rather than duplicating it. This, in addition to other aspects of savings on equipment, staff, and infrastructure, decreases overall costs. The architectural design provides simpler solutions to many common problems (e.g., security, software incompatibilities and “dll wars,” and operating system diversity) than does the usual student computer lab. It also provides 24/7 use without the need to staff facilities 24/7 and is available at a distance over the network.

## CONCURRENT SESSIONS 10, THURSDAY, 2:40 P.M.

*Formal presentation:*

### **Is Interactive, Computer-Generated Math Homework as Effective as Traditional, Instructor-Graded Homework?**

Track: e-Learning / Distance Education

Thursday, 2:40 p.m. to 3:10 p.m.

Capital Ballroom F

**Charletta Barringer-Brown**, Assistant Professor, Middle Grades, Secondary / Special Education, Fayetteville State University

**Asitha Kodippili**, Assistant Professor, Mathematics and Computer Science, Fayetteville State University

**Deepthika Senaratne**, Assistant Professor, Mathematics and Computer Science, Fayetteville State University

The purpose of this study is to test the hypothesis that interactive, computer-generated math homework is as effective as traditional, paper-based, instructor-graded homework. To test our hypothesis, we selected two instructors each teaching two sections of MATH 123—College Algebra. Each instructor randomly assigned one section traditional homework and the other section homework using an online resource “MyMathLab.” To our surprise, the mathematics achievement of students receiving homework assignments using “MyMathLab” was significantly better than the mathematics achievement of students receiving traditional, instructor-graded homework. Session participants will be able to use the findings of this particular study to assess and quantify their own individual teaching methods. The study outcomes will assist administrators, faculty, and students to connect a model of pedagogical practice within their own traditional or online classroom environments. Participants will also learn how this instructional data in College Algebra I can inform recommendations for improvement by providing focused direction in assignments.

*Formal presentation:*

## **Stop Searching, Start Finding**

### **Sponsored by Learning Edge**

Track: TLT Tools

Thursday, 2:40 p.m. to 3:10 p.m.

Capital Ballroom E

**Peter Van Tienen**, Vice President, Business Development, North America, The Learning Edge North America

Come see how our digital repository can support your learning, sharing, collaborating, teaching, and institutional goals. Our built-in authoring environment can enable you to create rich learning content and author content for delivery inside your own course management system. Our platform can integrate with multiple course management systems at the same time, enabling the same content to be accessed across multiple delivery platforms. See how we can ensure your content is protected with our digital rights management and protect your institution with built-in copyright controls.

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*Formal presentation:*

## **The UNC Centra Trial: A Learning Opportunity**

Track: TLT Tools

Thursday, 2:40 p.m. to 3:10 p.m.

Boxwood

**Faith Dabney**, Project & Communication Manager, UNC TLT Collaborative, UNC General Administration

Thanks to Saba Centra, the UNC TLT Collaborative has been given the opportunity to offer an unlimited-seat evaluation trial of Centra 7.5 SPI Mac Preview through August 2007 to all UNC campuses. This session will include an overview of the UNC Centra trial and provide information on how you can participate and incorporate synchronous learning tools into your courses.

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*Formal presentation:*

## **Academic Dishonesty in the Cyberworld: Ideas for Discouragement and Prevention**

Thursday, 2:40 p.m. to 3:10 p.m.

Capital Ballroom D

**Jennifer Summerville**, Associate Professor, Specialty Studies, Watson School of Education, UNC Wilmington

**Beth Allred**, Technology Liaison, Watson School of Education, UNC Wilmington

According to a recent study, 2.3 million students enrolled in online courses in 2004. As more universities move to an online or blended mode, the prevention of cheating and other academically dishonest behaviors becomes of greater importance. Following a rash of cheating issues, two faculty members created policies and assessments to discourage plagiarism and other methods of cheating. These policies and assessments will be shared during the session. Professionals who teach online or administrators who oversee the design and/or development of online courses or programs will benefit from this discussion of proactive ideas for the discouragement of academically dishonest behaviors before they become a serious issue.

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*Formal presentation:*

## **Playing on a Level Field: How Discussion Boards Can Get Everyone into the Game**

Thursday, 2:40 p.m. to 3:10 p.m.

Capital Ballroom A-B

**Joseph Lisowski**, Professor of English, Language, Literature, & Communication, Elizabeth City State University

**Linda Lisowski**, Associate Professor, Teacher Education, Elizabeth City State University

This presentation will demonstrate teaching strategies that use discussion boards to create powerful learning communities and facilitate student learning in both distance learning and web-enhanced courses. Discussion boards can be an effective means to encourage active and critical thinking and collaborative work habits, to provide a forum for traditionally silent (and silenced) voices to be heard, and to develop the leadership skills of all students through the use of frequent, low-risk writing assignments. We will also consider how professors can ensure high-quality student participation and manage the workload associated with increased student writing. The presentation will include examples of student work, handouts, and web links. Participants who attend this session can expect to leave with specific ideas for incorporating active, critical learning into their reading- and writing-intensive courses.

*Formal presentation:*

**Promoting Higher-Level Processing: Evidence-Based Support for Student-Created Digital Learning Objects**

Thursday, 2:40 p.m. to 3:10 p.m.

Capital Ballroom G

**Robert Crow**, Instructional Developer, Coulter Faculty Center, Western Carolina University

This study examined the benefits arising from students' use of technology as a medium for learning course-related information. It focused on undergraduates' use of both traditional and nontraditional instructional activities as a means for elaborating course concepts. Participants (N=70) were assigned to complete one of two tasks: those assigned to task one created digital learning objects, while those assigned to task two composed reflective essays. Both groups' output was based upon content contained in a written passage. Results, in the form of correlational coefficients, indicated that those who created digital learning objects performed better on tests of immediate recall and delayed recall than those who composed reflective essays. The strong, positive relationship reported between outcome measures provides evidence that creating digital learning objects is a viable instructional activity for promoting the retention of concepts.

*Demonstration:*

**Around the World of Learning Objects in 30 Minutes: A Tour of Discipline-Based Collections**

Thursday, 2:40 p.m. to 3:10 p.m.

Dogwood

**Hilarie Nickerson**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

In this session, participants will see several collections of online teaching and learning resources intended for specific academic disciplines. Some collections, such as the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) and Connexions, offer content across a range of disciplines, including humanities, social and natural sciences, education, and business. Others, such as the Science, Math, Engineering, and Technology Education Digital Library (SMETE) and the Health Education Assets Library (HEAL), have a narrower focus. The presenter will describe searching and browsing strategies for finding materials that are well suited to their intended instructional contexts, as well as the use of supplemental information such as reviews. A handout will explain how to successfully incorporate selected materials into face-to-face, blended, and fully online learning environments.

*Demonstration:*

**Interactive Multimedia in Elementary and Advanced Language Classes**

Thursday, 2:40 p.m. to 3:10 p.m.

Capital Ballroom C

**Heather McCullough**, Director, Language Resource Center, Languages and Culture Studies, UNC Charlotte

**Fumie Kato**, Assistant Professor, Japanese, Languages and Culture Studies, UNC Charlotte

**Anastasia Koralova**, Associate Professor, Russian, Languages and Culture Studies, UNC Charlotte

**Ronnie Lewis**, Instructional Technology Consultant, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Kevin Lyford**, UNC Senior - Undergraduate, Political Science/ Language and Culture Studies, UNC Charlotte

This session will demonstrate multimedia web-based materials developed specifically for language programs in Russian and Japanese to promote student engagement, encourage active learning during and outside the class hour, build reading and listening comprehension, master vocabulary, and improve learning outcomes. The course materials function like enriched e-textbooks that provide students with the opportunity to work at their own pace and to receive prompt feedback on listening and reading comprehension activities, writing exercises, and grammar activities. Along with the demonstration, we will discuss how the course materials have been incorporated into the class. The materials are available online and can be used by any student or teacher with access to the internet. The demonstration will be of interest to foreign language instructors, ESL instructors, distance educators, and instructional technologists looking for ways to enrich language teaching. Web links and a PowerPoint slide show will also be provided.

*Poster presentation:*

**Connecting Library Users to Library Instruction Anytime via Camtasia**

Track: Libraries

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Mark Sanders**, Librarian, Reference, East Carolina University

**Angela Whitehurst**, Library Technical Assistant I, Joyner Library, East Carolina University

Camtasia's ability to combine active screen captures with voice-over audio is very effective for demonstrating basic library research processes. For example, these processes include searching major online databases, accessing library catalogs, and demonstrating the use of interlibrary loan systems. Multimedia demonstrations are especially appealing to undergraduates with a preference for visual learning. They also provide an alternative method of instruction for on-campus remote users and distance education students wanting to learn how to use library search tools at any time of day. Academic librarians who serve diverse student bodies will find this poster session useful if they are interested in learning to easily create multimedia tutorials. This presentation will provide an overview of Camtasia software, additional hardware needed for implementation, challenges one may encounter, and ideas for use. Multimedia tutorials provide an additional approach to connect librarians and library users, while supporting and enhancing both teaching and learning experiences.

*Poster presentation:*

**Crossing Age and Gender Differences: How Communication Technologies Enhance Social Communication in Learning Communities**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Pam Page Carpenter**, K-12 Educational Specialist, NC Solar Center, North Carolina State University

Establishing learning communities in both the traditional and online classrooms are essential to building a sense of trust, belonging, and collaboration among students. Learning communities are particularly critical to the student's experience in online education where nonverbal cues are absent, a sense of isolation may exist, and the pioneering of a new way of teaching and learning through new technologies is still a relatively new concept to both instructors and students. The purpose of this study was to focus on the role of social communications in online college courses and the frequency of use of communication technologies based on age and gender. How do students in online college courses use social communication to connect using asynchronous communication technologies to overcome age and gender differences? A study was conducted on the comparison between how students use communication technologies and social communication to connect in online college courses at a community college.

*Poster presentation:*

**From Telephone to Blackboard**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Becky Bagley**, Certified Nurse Midwife, Midwifery Program, East Carolina University

**Jackie Hutcherson**, Director, Nurse Midwifery Education Program, School of Nursing, East Carolina University

**D. Elizabeth Jesse**, Assistant Professor, Family and Community Nursing, East Carolina University

Virtual Patient Exercise (VPE) is a Blackboard-based opportunity for nurse-midwifery students to develop professional and clinical skills to prepare them for practice. Preassigned small student groups develop a clinical practice name, philosophy, and call schedule. Faculty members play the role of virtual patients by telephoning students on-call with virtual health concerns. Students provide immediate patient instructions and post evidence-based justification in Blackboard for their instructions. This is followed by peer and faculty feedback in asynchronous chats. VPE provides students with a collaborative learning environment and virtual clinical experience in a safe environment. Evaluations from students and faculty have been very positive.

Poster presentation:

**Going Wiki in Technology Education**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Pam Page Carpenter**, K-12 Educational Specialist, NC Solar Center, North Carolina State University

Online learning continues to grow at an exponential rate with more institutions offering courses and degree programs for students. The flexibility and convenience of online courses are attractive components for potential students who may not otherwise have educational opportunities available. Technology Education is a program that involves both collaborative and kinesthetic learning opportunities for students. However, online learning students may have limited opportunities to connect with other students and to gain valuable hands-on experience. Wikis may be the beginning of a way to offer a collaborative learning opportunity for online Technology Education students while incorporating the component of service learning. A survey of North Carolina State University Technology Education graduate students reveals some interesting insights about the possibilities of using wikis in online Technology Education programs and courses.

Poster presentation:

**Helping Faculty Bring Active Learning to Their Online Courses**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**James Kirk**, Professor of Human Resources, Human Services, Western Carolina University

During this poster session, I will showcase Western Carolina University's new online Flash Courseware Development Center ([http://ceap.wcu.edu/kirk/FlashCWDevCent/FlashCoursewareDevCent\\_Index.html](http://ceap.wcu.edu/kirk/FlashCWDevCent/FlashCoursewareDevCent_Index.html)). Designed to assist faculty in the creation of active learning courseware for use in their online courses, the web site is sponsored by the Coulter Faculty Center. In addition to four introductory videos (This Site, Active Learning, Courseware, and Why Flash), the site hosts an assortment of sample active learning courseware applications and downloadable templates in the form of assessments, exercises, games, media, study aids, and simulations. Also available at the site is a large collection of tutorial movies for learning Flash. Participants will be provided a handout containing the center's name, web address, and a listing of the resources available at the site. The session will be of interest to instructors desiring to infuse more experiential learning into their online college courses.

Poster presentation:

**Improving and Expanding Student Experiences in Introductory Biology Courses with Online Learning Modules**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Gregory Goins**, Assistant Professor, Biology, North Carolina A&T State University  
**Goldie Byrd**, Professor and Department Chair, Biology, North Carolina A&T State University  
**Joseph Whittaker**, Associate Professor, Biology, North Carolina A&T State University  
**Doretha Foushee**, Associate Professor / Graduate Coordinator, Biology, North Carolina A&T State University

The goal of this work is to adapt and implement learning modules as an early intervention measure to enhance the overall science learning experience. Online learning modules developed by Pennsylvania State University that were perfected for one population are being adapted for use by a different population of students, retaining the same aims as the original designers. This project is adding cases of particular interest to African American students. Introductory life science courses are being redesigned to include the use of these new cases and others as a basis for in-class discussion. The use of peer facilitators involves a cadre of students from a group currently underrepresented in the sciences in activities that help increase students' learning of, and interest in, the sciences. Preliminary assessments indicate that the learning modules represent an intervention by which instructors can help improve student conceptual understanding of the fundamental biological principles.

Poster presentation:

## **Interactive Models of Tonal Pitch Space**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**J. Williams**, Professor, School of Music, UNC Greensboro

Music degree curricula include several semesters devoted to theories of tonal music. In this session, I will discuss and demonstrate a suite of interactive learning objects designed to facilitate understanding of tonal relations as described in Fred Lerdahl's seminal text *Tonal Pitch Space* (Oxford UP 1999). As his title implies, Lerdahl depicts such relations with two- and three-dimensional spatial images. My realizations of these figures enable the exploration of any possible relationship or path. The figures also link Lerdahl's graphic analyses directly to the music that they represent. These models may be used by instructors to supplement classroom lectures or by students for discovery learning or more specific tasks.

Poster presentation:

## **Linking Web Accessibility Theories into Print Standards**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Deborah Mowry**, Instructional Technology Consultant, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Caryl Gordon**, Instructional Technology Consultant, Faculty Center for Teaching and e-Learning, UNC Charlotte

The UNC Charlotte's Faculty Center for Teaching and e-Learning has established standards for text and visual elements in workshop handouts, information sheets, and web pages. With increased awareness of the growing number of students and faculty with special needs or disabilities, web accessibility has become an important aspect of our services to the educational community. As we extend our proficiency in web-accessible design, we are incorporating some of our online principles into our print documentation standards to increase our training effectiveness.

Poster presentation:

## **Student Perceptions of Their Online Experiences**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Irene Aiken**, Associate Professor, Education, UNC Pembroke

Qualitative and quantitative survey data gathered from students enrolled in three asynchronous, online education courses (graduate and undergraduate) will be offered in this presentation. It will include student perceptions of the advantages and disadvantages of online courses, statistics related to the online course experience by students, the effectiveness of various course components, suggestions for course enhancement, and a comparison of face-to-face to online courses. Unintentional outcomes (both positive and negative) of online participation will be discussed. Responses provide the groundwork for further research regarding the effectiveness and outcomes of online classes as well as suggestions for enriching online and face-to-face learning. While generalizability is somewhat limited to similar students and courses, it can be assumed that comparable advantages and disadvantages would be found in other online courses, that helpful course components would be similar across various courses, and that suggestions would be applicable in both face-to-face and online classes.

Poster presentation:

**Walking in Their Shoes: Connecting (Mis)Perceptions to Faculty Development**

Thursday, 3:30 p.m. to 4:20 p.m.

Grand Ballroom Prefunction

**Laura Cruz**, Assistant Professor, History, Western Carolina University

**Laura Chapman**, Faculty Training Specialist, Coulter Faculty Center, Western Carolina University

This presentation will focus on the results of a survey conducted by the Coulter Faculty Center at Western Carolina University. The survey, designed using an Implicit Assumption Model, uncovered faculty perceptions and misconceptions of staff members, and staff members' perceptions and misconceptions of faculty. Topics that arose from the survey include self-identification with work, workloads, learning styles, and perceptions of time and space. The findings have specific implications for the redesign of faculty development programs, often run and administered by staff. By "putting ourselves in their shoes" and overcoming mutual misconceptions, faculty development programs can be streamlined and made more efficient, as evidenced by the center's experiences in applying the results of the survey to their own faculty development programs. The results include the "real support for real people" campaign, just-in-time training programs, and strategies for effective faculty/staff collaboration.

**WORKSHOPS, THURSDAY, 4:30 P.M.**

Hands-on workshop:

**Enabling Ad Hoc Collaboration and Learning Environments**

Thursday, 4:30 p.m. to 6:00 p.m.

Marriott B

**William Schulz**, Systems Analyst, ITS, UNC Chapel Hill

Even traditional learning environments, such as our established physical campuses, can be enhanced to foster new learning methodologies and environments. As faculty and students begin using new hardware and IT infrastructure with novel capabilities, we create new opportunities for learning, either planned or serendipitous. Systems that are aware of faculty and student roles, areas of specialization, interest, location, schedule, etc., will soon be available to us. These elements of user context and presence are the foundational enablers of ad hoc collaboration and learning environments, and we will demonstrate prototypes based on some of the technologies and experimental systems that make it possible. *This session is at the Marriott, which is a short drive from the Hilton (transportation is provided) — see page 20 for details. Advance registration for workshops is not required; however, seating is limited and is on a first-come basis.*

**CONCURRENT SESSIONS II, THURSDAY, 4:30 P.M.**

Formal presentation / Featured session:

**The UNC Online Quality Initiative**

Track: e-Learning / Distance Education

Thursday, 4:30 p.m. to 5:20 p.m.

Dogwood

**Laura Rogers**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

The University of North Carolina General Administration is developing a plan to comprehensively promote the online courses and programs of UNC campuses. This initiative, The University of North Carolina Online, is being developed through the efforts of several workgroups including the Online Quality workgroup, which is composed of TLT Collaborative participants and other campus individuals involved with online education. Quality is an issue of great importance in all aspects of instructional delivery and has a variety of dimensions. This presentation is focused on exemplary services, systems, and processes associated with quality in online learning.

*Formal presentation:*

## **Building Interactive Connections in K-12 Outreach Through Distance Learning**

Thursday, 4:30 p.m. to 5:20 p.m.

Boxwood

**Darlene Haught**, Dean, Distance Learning Technologies, NC School of Science and Math

**Carole Stern**, Outreach Specialist, Distance Learning Technologies, NC School of Science and Math

As the North Carolina School of Science and Mathematics (NCSSM) transitions into the UNC system as the 17th constituent institution, it finds itself dually aligned with UNC visions for promoting science/math education—through distance learning, and with a K-12 outreach target. Through video documentation and demonstration, handouts, and web resources, NCSSM will share with you its efforts to make these visions a reality. This session will provide keen insight into NCSSM's model for K-12 outreach through distance learning—offering credit-bearing curriculum, professional development, and classroom enrichment programming via interactive videoconferencing with its development/instruction of online upper-level curriculum for the NC Virtual Public School. NCSSM Distance Learning is interested in dialog to discover how UNC initiatives in K-12 outreach can potentially align with those of NCSSM.



*Formal presentation:*

## **Say Hello to Pronto! How Horizon Wimba Can Revolutionize**

**Sponsored by Horizon Wimba**

Thursday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom E

**Jesse Girardi**, Regional Sales Manager, Horizon Wimba

Some of your students use Blackboard and WebCT to communicate. Some use AOL Instant Messenger. Some use Yahoo! Some use the phone. What if there was one solution that combined WebCT, instant messaging, and vocal communications? Now there is. Say hello to Pronto! Pronto is Horizon Wimba's brand new instant messaging and voice chat tool that allows students using Blackboard and WebCT to meet live online at any time to discuss their coursework. After all, not all learning can be scheduled. While Pronto offers similar features as other instant messaging tools, such as AIM and Yahoo! Instant Messenger, Pronto stands out because it integrates with course management systems, automatically populating students' buddy lists each semester with the names of students in their classes and organizations. With Pronto, students simply log on to their computers and instantly see who's online from their classes and clubs. They can then spontaneously ask questions or make comments. This presentation will particularly benefit those already teaching an online course who wish to add meaningful and engaging online interactions.



*Formal presentation:*

## **Surviving the Migration to Vista 4: Creating Collaborative Support Mechanisms**

Thursday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom G

**Anna McFadden**, Interim Director, Coulter Faculty Center, Western Carolina University

**Kevin Sisson**, Instructional Technology Consultant, Coulter Faculty Center, Western Carolina University

Moving faculty who have no experience with online teaching to an e-learning delivery mode is a challenge. Even more challenging is leading this change while running two systems, WebCT Campus Edition and a pilot of Vista 4. This presentation will describe one university's experience with its Vista 4 pilot and its efforts to involve faculty in not only advising staff in the process but assisting in its leadership as well. Drawing from the literature on faculty development for online teaching and learning, the university in question identified 60 early adopters to pilot Vista 4. Selected from this group were faculty to join members of the Faculty Center staff in creating an implementation team that guided the process. In addition, four Faculty Fellows for e-Learning took a leadership role in the effort, especially in their work with a faculty-learning community for online teaching and learning. The presentation will reveal the results of surveys and open forums with early adopter faculty as well as surveys of student participants. The presenters will describe how they used this data to inform and refine the process.

*Panel discussion:*

**Collaboration and Technology in the Classroom of the Future**

Thursday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom D

**Alessia Zanin-Yost**, Reference Librarian,  
Hunter Library, Western Carolina University

**Kevin Sisson**, Instructional Technology  
Consultant, Coulter Faculty Center, Western  
Carolina University

**Candace Roberts**, Assistant Professor, Interior  
Design, Western Carolina University

The presenters will discuss their pilot project about incorporating information literacy in an online environment. The pilot project utilizes three types of software—WebCT, Respondus, and Camtasia—to create an active online environment where upper-level students in a course for their major learn about resources and research skills. The course will be taught in person, and the information literacy component will be taught online. The project, Explore Ideas, emphasizes collaboration among the instructor, librarian, and instructional technology staff to create an active learning object that can be modified and used in other courses for the department.



*Panel discussion:*

**Considering Alternatives to Commercial Learning Management Systems**

Thursday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom A-B

**Lori Mathis**, Information & Technology  
Coordinator, UNC TLT Collaborative, UNC  
General Administration

**Mark Sivy**, Associate Director, Faculty Center for  
Teaching and e-Learning, UNC Charlotte

**Steven Breiner**, Director, Learning Technology  
Services, Appalachian State University

**Biwu Yang**, Coordinator of Platform R&D ,  
Academic Outreach, East Carolina University

**Kimberly Eke**, Manager, Teaching and Learning  
Interactive, ITS Teaching and Learning, UNC  
Chapel Hill

Appalachian State University, East Carolina University, UNC Charlotte, UNC Chapel Hill, and a statewide team sponsored by the UNC TLT Collaborative are each investigating alternatives to commercial learning management systems. In this roundtable, each will briefly describe the status of its project and respond to questions about its motivations, stumbling blocks, and hopes for the future. Plenty of time will be allocated for discussion.

*Panel discussion:*

## **Essential Collaborations for Large Enrollment Course Redesign**

Thursday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom C

**Dorothy Muller**, Spec. Asst. to Provost & Co-Director, CFE, Academic Affairs, East Carolina University

**Dorothy Clayton**, Co-Director, Center for Faculty Excellence, East Carolina University

**David White**, Professor and Chair, Department of Health Education and Promotion, East Carolina University

**Joyce Newman**, Instructional Technology Consultant, Thomas Harriot College of Arts and Sciences, East Carolina University

**Jennifer Raby**, Technology Support Consultant, Information Technology and Computing Services, East Carolina University

**Larry Bolen**, Professor, Psychology, East Carolina University

**Kathryn Weegar**, Graduate Teaching Assistant, Psychology, East Carolina University

ECU's large enrollment course redesign projects required the building of connections across campus offices. A collaborative, interdisciplinary team of instructors, administrators, instructional technologists, and IT personnel redesigned PSYCI000 and HLTHI000, the first and fourth largest enrollment courses, replacing labor with technology while maintaining educational excellence. We used two very different models to present materials in varied learning formats, provide timely feedback, and encourage active learning. Redesigned sections of 230 psychology students taught by one instructor and supplemental student instructors, and 1,200 health students taught by a team of four master lecturers and graduate assistants, incorporated technologies including mastery quizzes, online lectures, audiovisual animations, and dramatizations. Redesign of HLTHI000 was implemented for all sections in Fall 2006. Fall 2006 revisions to the PSYCI000 redesign indicated at mid-term that learning was improved and DFW rates would decline dramatically. This session will benefit instructors, administrators, and technology support personnel.

*Demonstration:*

## **What Virtual Worlds Hold for the Future of Education**

Thursday, 4:30 p.m. to 5:20 p.m.

Capital Ballroom F

**Steve Bronack**, Assistant Professor, Leadership and Educational Studies, Appalachian State University

**D.I. von Briesen**, Futures Institute, IT, Central Piedmont Community College

Steve Bronack of Appalachian State University's Reich College of Education and D.I. von Briesen of Central Piedmont Community College's Futures Institute will take you on a quick tour of two leading virtual environments. Three-dimensional, user-developed environments like Active Worlds and Second Life are gaining popularity in education and with the public, and, while still in the early stages, may hold the promise of a future "Web 3.0" as well as an entirely new kind of distance interaction and education. These environments merge with, and complement, existing tools like chat, forums, and live conferencing into platforms where the student is "there" with colleagues and instructors.

## CONCURRENT SESSIONS 12, THURSDAY, 5:30 P.M.

*Formal presentation:*

## **From the Ground Up: Building a Better Virtual Library with Usability Evaluation**

Track: Libraries

Thursday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom F

**Geraldine Purpur**, Reference and Distance Learning Librarian, Belk Library Distance Learning Library Services, Appalachian State University

**Louise Ochoa**, Distance Learning Librarian, Belk Library Distance Learning Library Services, Appalachian State University

The distance learning librarians at our institution provide reference services and instruction through a 3D desktop virtual reality system utilized by three departments for distance education instruction. We began developing a second library in a new section of this virtual world: the "Commons," an area where students will intermingle and create a virtual community. Our vision for this building is a nontraditional space that is both visually appealing and inherently functional. To facilitate this goal, we performed a series of formative evaluations on the building in progress. We utilized a combination of evaluation methods commonly applied to graphical user interfaces: recording of screen shots, video and audio with Morae software, interviews, and questionnaires. The resulting information facilitated the final design of the new library, a welcoming place where personal growth, learning, and formation of new relationships might occur. This session will be beneficial to those interested in usability testing and also to participants interested in teaching and learning in a virtual environment.

*Formal presentation:*

**New Tricks for Old Hands: Integrating Technology Among Adjunct Instructors**

Track: Instructional / Information Technology

Thursday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom A-B

**Sandra Watts**, Spanish Pedagogy Coordinator, Languages and Culture Studies, UNC Charlotte

One of the challenges of integrating technology into the curriculum has been the need for instructors to develop skills in addition to their content areas. Whereas the skills required to access, create, and circulate information are increasingly familiar to people with research and administrative responsibilities, many adjunct instructors do not have occasion or incentive to develop this type of knowledge. In this presentation, I will present the techniques and strategies I have found both successful and unsuccessful in transitioning a heterogeneous cadre of part-time Spanish instructors to the WebCT environment. Through slides and handouts, participants will review information regarding barriers to IT literacy among adjunct instructors as well as a multipronged approach to growing the collateral skills necessary for implementing advances in pedagogy. This presentation may be of interest to coordinators and others interested in adjunct faculty development; managing a culturally, educationally, and generationally diverse workforce; and coordinating multisection courses.

*Formal presentation:*

**An International e-Learning Exchange Program**

Thursday, 5:30 p.m. to 6:00 p.m.

Boxwood

**Lorraine Stanton**, Manager of e-Learning Support, Faculty Center for Teaching and e-Learning, UNC Charlotte

**Mark Sivy**, Associate Director, Faculty Center for Teaching and e-Learning, UNC Charlotte

UNC Charlotte has been participating in two international e-learning exchanges with universities in Asia. Several professors were chosen by their universities to visit our Faculty Center for Teaching and e-Learning in order to learn about our various e-learning products, teaching methods, resources, and support. In this session, we will explore what was learned and gained from this promising exchange, including challenges that occurred as a result of cultural and language differences.

*Formal presentation:*

**Establishing New Connections and New Learning Opportunities: Preservice Teachers and the Writing Center**

Thursday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom C

**Marlene Szymona**, Assistant Professor, English, North Carolina Wesleyan College

Developing reflective practitioners with strong communication skills and ensuring that these practitioners will use technology effectively in their teaching has long been an important goal of teacher training programs. Providing preservice teachers with a variety of practical teaching and observing situations is a part of this goal. However, what often gets overlooked are the opportunities for observing and teaching within the university itself, specifically in the writing centers that most colleges house. This presentation will detail the collaborative efforts, many of which were made possible by the use of electronic journals, of the Director of the Writing Center and a professor of preservice teachers. This collaborative teaching experiment involved a focus on one-on-one instruction and conferencing as preservice teachers became more engaged in the tutoring that is the heart of the college's writing lab. Activities and writing assignments that were part of this project will be shared.

*Formal presentation:*

**Faculty Assembly Meeting**

Thursday, 5:30 p.m. to 6:00 p.m.

Dogwood

**Brenda Killingsworth**, Chair, UNC Faculty Assembly, Management Information Systems, East Carolina University

This session gives Faculty Assembly members who are attending the conference the opportunity to meet and share ideas.

*Formal presentation:*

### **Using Digital Technology to Enhance, Transform, and Teach Microscopy**

Thursday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom D

**Jeremy Dickerson**, Assistant Professor, Business and Information Technologies Education, East Carolina University

**Dennis Kubasko**, Assistant Professor, Watson School of Education, UNC Wilmington

This presentation discusses an experiment dealing with the integration of technology in a science education classroom. The project consisted of the integration of digital microscopes and laptops being used to examine microorganisms as opposed to the traditional light microscopes found in most high school biology classes. Students were surveyed about their knowledge of microscopy and their experiences using digital media and electronic presentation software technologies (pre- and post-technology integration activity). Evidence of success includes survey data concerning student knowledge, acquisition of microscopy, opinions comparing previous experiences with traditional tools against use of the new technologies, observational data of student activities, and discussions with students and the classroom teacher pertaining to the integration of the technologies.

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*Demonstration:*

### **In Search of “Objectivity”: Regional Connections with Learning Object Repositories**

Thursday, 5:30 p.m. to 6:00 p.m.

Capital Ballroom G

**Laura Cruz**, Assistant Professor, History, Western Carolina University

**Robert Crow**, Instructional Developer, Coulter Faculty Center, Western Carolina University

This presentation details the creation of a regional consortium in the western part of the state consisting of seven community colleges and Western Carolina University, with support from the UNC TLT Collaborative. The goal of the consortium is integration with the upcoming adoption of the North Carolina Learning Object Repository (NCLOR). The Coulter Faculty Center at WCU instigated a broad qualitative study in order to determine initial levels of awareness, comfort, and interest in learning objects across the respective campuses. Using a multimedia presentation, we will analyze the outcomes of this survey—results which have inspired the creation of a three-pronged strategy: 1) training and information-sharing, 2) creating, developing, and promoting learning objects, and 3) organizing and managing the NCLOR. The presentation will also discuss indirect costs and benefits, lessons learned, and future directions for the consortium participants.

# SESSION INFORMATION

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FRIDAY, MARCH 23

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## TLT INTEREST GROUP MEETINGS, FRIDAY, 8:00 A.M.

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*Roundtable discussion:*

### **UNC TLT Interest Group Meetings**

Friday, 8:00 a.m. to 8:50 a.m.

Grand Ballroom 3-5

**Hilarie Nickerson**, Program Coordinator, UNC  
TLT Collaborative, UNC General Administration

With the TLT interest groups, the UNC TLT Collaborative supports community building and collaborative professional development through ongoing work in selected areas of interest. Members of these groups share experiences in TLT work, generate and disseminate ideas, and build professional development resources for future use. For more information, including a list of current groups and how to join them, visit <http://www.unctl.org/> and select Interest Groups in the left navigation column. Meetings of selected TLT interest groups will be held on Thursday and Friday mornings from 8:00 to 8:50—all are welcome to attend. Also, conference participants who would like to use this time to hold a meeting on a TLT topic that is not currently supported by an existing group are welcome to contact Hilarie Nickerson of the TLTC to make arrangements. *View the description of this session in the online program for the most up-to-date list of meetings.*

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## PLENARY SESSION, FRIDAY, 9:00 A.M.

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*Plenary session / Featured session:*

### **Staying Ahead of the Curve: The Open Croquet Consortium**

Friday, 9:00 a.m. to 10:00 a.m.

Capital Ballroom E-G

**Marilyn Lombardi**, Senior IT Strategist, Office  
of Information Technology, Duke University

We want our learning environments to be as personally involving, spontaneous, and deeply collaborative as life on campus. Many of our students seem to be finding a persistent online home within immersive 3D social worlds where they are building connections that last. To harness the learning potential of these synthetic worlds, educators need an open source 3D development framework designed from the ground up to be flexible, extensible, and scalable. This presentation will provide an overview of the open Croquet 3D development environment and introduce the Croquet Consortium. A not-for-profit alliance of academic and corporate partners, the Croquet Consortium is working to develop, implement, and support Croquet-based applications for education, research, and industry.

*Formal presentation:*

### **Creating Instant Connections: Supporting Students' Information Needs Through an Instant Messenger Reference Service**

Track: Libraries

Friday, 10:10 a.m. to 11:00 a.m.

Grand Ballroom I

**Suchi Mohanty**, Reference and Instruction Librarian, R. B. House Undergraduate Library, UNC Chapel Hill

**Kim Vassiliadis**, Instructional Design and Technology Librarian, University Library, UNC Chapel Hill

When libraries design services from their users' perspective, profound connections are possible. Just as in-person reference desk encounters continue to go down, reference interactions via Instant Messenger (IM) reference service are increasing at a steady rate. This presentation will explore the logistics of starting an IM reference service including setting policies, training staff, controlling quality, and dealing with technical issues. The presentation will also examine how this technology capitalizes on the independent and active learning style of today's students to reinforce information literacy skills taught in the classroom. Librarians who are considering an IM reference service will find this presentation both practical and thought-provoking, providing an overview of the variety of issues associated with such a service. The presenters will provide slides of the presentation and a list of best practices.

*Formal presentation:*

### **Development of the Course Training Design Development Package**

Track: e-Learning / Distance Education

Friday, 10:10 a.m. to 11:00 a.m.

Dogwood

**Forrest McFeeters**, Interim Director, Center for Innovative Teaching Technology Learning, Winston-Salem State University

**Antionette Moore**, Instructional Technologist, CITTLE, Winston-Salem State University

**Irene Chief**, Distance Learning Coordinator, College of Arts and Sciences, Winston-Salem State University

This presentation will reflect on the experiences, both positive and negative, when using a collaborative approach to the development of an online instructional design model. It will outline the processes and point out the challenges associated with the creation of courses to be taught on the Internet using this model. The reflections on the practical application of this model within a higher education setting will be useful to both faculty and administrators.

*Panel discussion / Featured session:*

### **The University of North Carolina Online Initiative: A "Consumer Reports" for Students?**

Track: e-Learning / Distance Education

Friday, 10:10 a.m. to 11:00 a.m.

Capital Ballroom D

**Linda Carl**, Assoc. Dir. for Distance Ed. and e-Learning Policy, The Friday Center for Continuing Education, UNC Chapel Hill

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

**Lori Mathis**, Information & Technology Coordinator, UNC TLT Collaborative, UNC General Administration

**Laura Rogers**, Program Coordinator, UNC TLT Collaborative, UNC General Administration

The new University of North Carolina Online portal will enable a student to find courses online offered by the UNC campuses. But should it go beyond that and help a student look for the best course online—a course that 1) the student can afford, 2) focuses on what the student especially wants to learn, 3) teaches the subject the way the student wants to learn it, and 4) is defined as quality by students and outside experts? Currently there is no source for this range of information, much less an agreed upon system definition of quality. As the number of students taking courses increases at multiple institutions nationally and internationally, who should provide this information? In this session, the pros and cons of comparative consumer ratings from education and business sites will be reviewed. Participants will identify possible enhancements for the University of North Carolina Online portal and the benefits of creating a national "Consumer Reports" for online students.

*Demonstration:*

**Gateway Technology Center: A Model in Higher Ed. Collaboration Between ECU, NCSU, NC Wesleyan, and 4 Community Colleges**

Track: e-Learning / Distance Education  
 Friday, 10:10 a.m. to 11:00 a.m.  
 Boxwood

**Marilynn Anselmi**, Director, ECU/NCSU Rocky Mount Academic Programs, DELTA, North Carolina State University

**Kay Zimmerman**, Associate Vice Provost Marketing & Partnership Dev, DELTA, North Carolina State University

The Gateway Technology Center offers the four-county region surrounding Rocky Mount unique opportunities for higher education via the combination of technology resources and distance education. This unique collaboration partners the distance education resources of ECU, NCSU, NC Wesleyan College, and the community colleges of Edgecombe, Halifax, Nash, and Wilson along with providing services to all the Local Education Authorities. More than 90 distance education programs are currently available from both ECU and NCSU including bachelor's degree completion programs to master's degrees and many certificate programs. We are also offering innovative extension programs from our university partners. This type of collaborative effort exemplifies President Bowles's emphasis on interagency partnership building and offers the general Rocky Mount area a plethora of higher education opportunities.



*Panel discussion:*

**Tapping Student Resources to Produce Multimedia Learning Solutions**

Track: Instructional / Information Technology  
 Friday, 10:10 a.m. to 11:00 a.m.  
 Capital Ballroom C

**Amanda Robertson**, Multimedia Specialist, DELTA Instructional Services, North Carolina State University

**Mike Cuales**, Senior Multimedia Specialist, DELTA Instructional Services, North Carolina State University

**David Howard**, Senior Instructional Designer, DELTA, North Carolina State University

**Ben Huckaby**, Multimedia Specialist, DELTA, North Carolina State University

**David Shew**, Professor, Plant Pathology, North Carolina State University

Academic campuses are brimming with students who know the latest and greatest technologies and demand them in their classes. Integrating technologies requires significant time and effort. Most campus resources to develop such materials are limited or require faculty members to learn the skills needed to develop these materials themselves. Over the last two years, the course production team in DELTA Instructional Services at NC State University has recruited a diverse team of student interns from across the university (MDS, Communications, Design, Engineering, and Computer Science) that enables them to extend their production capacity while gaining insight from their target audience. We will present some of their work and discuss the benefits and challenges of integrating student talent into course development.



*Formal presentation:*

**Leveraging Technology in Foreign Language Instruction**

Friday, 10:10 a.m. to 11:00 a.m.  
 Capital Ballroom A-B

**Carolyn Quarterman**, ESL Lecturer, Foreign Languages and Literature, North Carolina State University

**Robert Hambrick**, Instructional Designer, DELTA, North Carolina State University

**Katherine Stephenson**, Associate Professor, Languages and Culture Studies, UNC Charlotte

Computer-mediated communication and reusable, multimedia learning objects actively engage learners to improve foreign language communication skills in conventional and virtual classrooms. In this presentation, foreign language faculty from UNC Charlotte and North Carolina State University will examine the principles and practices of teaching and learning with technology in foreign language instruction. UNCC uses voice tools in Horizon Wimba to prepare students for oral exams in a conventional classroom, while NC State uses synchronous tools in ElluminateLive and multimedia learning objects to improve American English pronunciation for distance education students. In addition, research will be presented regarding the effect of courseware and non-courseware factors on student achievement. This presentation will be of interest to foreign language and ESL instructors, distance educators, and instructional technologists looking for ways to enrich foreign language instruction. Relevant research and a toolkit of technology tips and templates will be provided for session participants.

*Formal presentation:*

## **Real Community, Real Scholarship: Using Podcasts to Engage Students and Improve Outcomes in a Service-Learning Context**

Friday, 10:10 a.m. to 11:00 a.m.

Grand Ballroom 2

**Doug Edmunds**, Assistant Dean for Information Technology, School of Law, UNC Chapel Hill

**Robert Bradley**, Director, Technology Integration, Technology and Administrative Services, Tennessee State University

One of the primary missions of most institutions of higher education is outreach to the greater community. Service-learning offers a rich opportunity for combining this goal with meaningful student self-reflection and academic relevance. The inclusion of new technologies such as blogging and podcasting dovetails beautifully within this framework and provides a powerful “value add,” not only for students but also for those with whom they engage in the community. Our school is beginning to incorporate such technologies into new service-learning courses for teacher education majors. This session will describe the collaborative partnerships, both within our campus and beyond, that are driving this initiative. The presenters will discuss the theories that support our approach, address implementation and support issues, and provide compelling examples of student-generated digital content. Furthermore, they will offer a bold vision for how such a model can serve to increase civic engagement and social entrepreneurship throughout the nation.

*Formal presentation:*

## **Shifting the Time and Place of Learning Spaces**

**Sponsored by Apple**

Friday, 10:10 a.m. to 11:00 a.m.

Capital Ballroom E-G

**Francis Shepherd**, Senior Systems Engineer, US Education, Apple, Inc.

**Barry Adams**, Director of Strategic Alliances, Apple, Inc.

As portable devices become pervasive, methods for synchronizing digital media assets such as podcast feeds, electronic files, and rich media between user environments become conceptually very interesting. With educational content distributed and accessible through web syndication, learning environments expand into spaces beyond traditional classrooms and reflect the multitasked lifestyles of students and faculty. For example, iTunes has evolved from a simple-to-use music device interface into a unique content management and distribution engine that allows the transformation of time and place in support of alternative learning initiatives. This session will explore how academic content delivery can be enhanced through iPod integration with online platforms like Apple’s iTunes University to support flexible learning styles.

## CONCURRENT SESSIONS 14, FRIDAY, 11:10 A.M.

*Demonstration:*

## **Thinking Critically About Assessing Online Learning: The Wherefore and Why?**

Track: TLT Pedagogy / Assessment

Friday, 11:10 a.m. to 12:00 p.m.

Capital Ballroom E-G

**Daniel Johnson**, Assistant Chair and Assistant Professor, Music, UNC Wilmington

Despite the proliferation of electronics designed to increase efficiency and connectivity, students’ understanding and comprehension of course content often lags behind the latest iPod technology. Critical thinking in the form of higher-order processes provides one way to improve the grasp students have on course content and skills. Because “the test” frequently drives the curriculum, assessment of online learning will be the focus of critical thinking in this session. Discussion topics will include 1) why assess?, 2) formative vs. summative assessments, 3) testing vs. measuring vs. assessing, and 4) the practicality of assessments in online learning. Consistent with the conference theme of “Building Connections,” this session will explore curricular connections by thinking critically about content knowledge and assessment strategies. By shifting the focus from technology to thinking, the advantages of making meaningful connections will be investigated in terms of innovative assessments. Participants are encouraged to apply critical thinking assessments to their own content areas.

*Demonstration:*

### **The Learning Commons: Creating and Sustaining a Student-Focused Learning Space**

Track: Libraries

Friday, 11:10 a.m. to 12:00 p.m.

Boxwood

**Joe Williams**, Director of the Learning Commons, Research and Information Services, North Carolina State University

**Janelle Joseph**, Library Fellow, Collection Management, North Carolina State University

This session describes a large-scale Learning Commons implementation at NCSU Libraries scheduled for March 2007. Student input helped guide the original Commons design, and will continue to direct the services and staffing in this media-rich, collaborative learning space. Commons services include multimedia; GIS/data services; IT support; e-signage; device lending; outreach events, including video gaming; and a virtual commons web presence. This session will engage participants by eliciting questions and comments from participants; providing visual and verbal accounts of Commons construction, implementation, and use; and facilitating discussion during and after the session. Participants will discover 1) methods for obtaining student input related to learning and technology needs, 2) examples of integrating student feedback into space and service design, and 3) Commons-based outreach techniques. The session will include a forum for continuing discussions after the conference. Handouts will 1) show e-board signage and Commons web presence and 2) outline Commons equipment specifications, staffing, and training models.

*Formal presentation:*

### **Building Learning Communities at a Distance with Moodle**

Track: e-Learning / Distance Education

Friday, 11:10 a.m. to 12:00 p.m.

Dogwood

**Jon Davis**, Instructor of Biology, Distance Learning Technologies, NC School of Science and Math

The North Carolina School of Science and Mathematics (NCSSM) employs the open-source Moodle course management system (CMS) to support its distance learning courses. During this session, an NCSSM instructor and Moodle administrator will share best Moodle practices of the NCSSM community and discuss the challenges and opportunities of transitioning from the Blackboard CMS to Moodle.

*Roundtable discussion:*

### **Distance Education Capstone Session**

Track: e-Learning / Distance Education

Friday, 11:10 a.m. to 12:00 p.m.

Grand Ballroom I

**James Sadler**, Associate Vice President, Academic Planning, UNC General Administration

Provided as a discussion venue for those who have attended distance education presentations throughout the conference, this capstone session will serve to gather and share summaries and insights related to distance education issues.

*Formal presentation:*

### **Blackboard Scholar: Social Networking Within Blackboard**

**Sponsored by Blackboard**

Track: TLT Tools

Friday, 11:10 a.m. to 12:00 p.m.

Capital Ballroom D

**Karen Gage**, Vice President, Blackboard Beyond Initiative, Blackboard, Inc.

The Internet has transformed and continues to influence teaching and learning. The potential is vast, but so is the sheer amount of information sources out there and the range of quality of these resources. Finding, evaluating, and managing resources for ourselves, let alone finding a way to enable students to do the same for themselves and their studies, has created a new set of challenges for today's educators. These include keeping track of resources you've found, vetted, and deemed good quality; organizing and building course-based resources and organizing these resources within courses by topic; and organizing resources around a classification or tagging system used in a discipline and making this structure available to students to guide their use of resources. Blackboard Scholar is a powerful, new web service that addresses these needs. It is a free social bookmarking service customized for education and integrated with all of the Blackboard Learning System products. This presentation will show how faculty can address the above challenges for themselves and for their students.

*Formal presentation:*

## **The Best of Both Worlds: Combining Synchronous Audio with Asynchronous Text Discussion**

Friday, 11:10 a.m. to 12:00 p.m.

Capital Ballroom A-B

**John Sherlock**, Assistant Professor of Human Resources, Human Services, Western Carolina University

Online students and faculty often miss the “energy” and “connections” that the live face-to-face classroom can bring. This presentation describes how one faculty member combined a weekly live audio class (using Centra) with subsequent weekly text discussion to create a more dynamic learning community and an enriched teaching and learning experience. Research of student perceptions about the approach is currently being conducted across two graduate courses and the results will be presented at the conference. Attendees will learn 1) how to integrate live audio into the online course design to help achieve student learning objectives, 2) student perceptions about the value of the combined approach, and 3) a faculty member’s perspective on the benefits—and challenges—of using this approach to online pedagogy.

*Panel discussion:*

## **The ITS Teaching and Learning First Partners Program: Content Designed for the Digital Native**

Friday, 11:10 a.m. to 12:00 p.m.

Capital Ballroom C

**Megan Bell**, Project Manager, ITS Teaching and Learning, UNC Chapel Hill

**Tim Harper**, Multimedia Developer, ITS Teaching and Learning, UNC Chapel Hill

**Larissa Schraff**, Instructional Designer, ITS Teaching and Learning, UNC Chapel Hill

**Lisa Owens**, Designer, ITS Teaching and Learning, UNC Chapel Hill

**Gary Pollack**, Executive Associate Dean, School of Pharmacy, UNC Chapel Hill

**Adam Persky**, Clinical Assistant Professor, School of Pharmacy, UNC Chapel Hill

A cross-departmental and cross-disciplinary UNC-Chapel Hill team of instructional technologists and faculty created a multimedia prototype for the UNC School of Pharmacy Foundations in Pharmacokinetics course. The prototype, an ITS Teaching and Learning First Partners project, was the foundation for full-course media development. ITS media products are customized resources reflecting a national educational renaissance. In fact, such course redesigns have become the new standard in higher education. They incorporate a range of instructional materials and provide digitally savvy students with dynamic demonstrations, assessment tools, and opportunities to apply knowledge. The panel, comprised of ITS Teaching and Learning and UNC School of Pharmacy staff, will discuss instructional needs, technical requirements, and design motivators. Additionally, the panel will address how clickstream reports can be used to inform class discussions. The completed prototype, course media samples, and click-stream data reports will be shown, and handouts listing key points and contacts will be provided.

*Demonstration:*

## **Facilitating Faculty Connections: The Technology Practices Directory**

Friday, 11:10 a.m. to 12:00 p.m.

Grand Ballroom 2

**Kevin Oliver**, Assistant Professor, Curriculum and Instruction, North Carolina State University

**Geetanjali Soni**, LITRE Assessment Coordinator, University Planning & Analysis, North Carolina State University

The Technology Practices Directory is a fully-searchable online database in which faculty can list innovative, technology-enhanced teaching practices. Faculty members create an account, list one or more courses they teach, then specify hardware and/or software used in those courses (e.g., GPS, databases, blogs, simulations, etc.). The directory prompts the faculty to align their technologies with a set of common pedagogical practices to help classify how different technologies are typically used on campus for course planning, student analysis, peer collaboration, etc. During the presentation, we will share results from faculty use of the directory and describe other anticipated benefits of the directory: helping campus technology groups develop targeted faculty workshops, creating a community of practice among faculty using similar technologies, helping faculty publicly document their innovative teaching for use in dossiers, and helping administration assess technology-enhanced teaching and learning within a unit or across the university.

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**CLOSING SESSION AND RAFFLE, FRIDAY, 12:10 P.M.**

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*Plenary session:*

**Closing Session**

Friday, 12:10 p.m. to 12:40 p.m.

Capital Ballroom E-G

**Frank Prochaska**, Executive Director, UNC TLT Collaborative, UNC General Administration

Frank Prochaska, executive director of the UNC TLT Collaborative, will summarize the highlights of the conference program, with assistance from other UNC representatives. Participants who attend the closing session will be able to participate in a raffle for donated gift certificates and other prizes.

# NOTES

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# NOTES CONTINUED

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# SCHEDULE AT A GLANCE

Time	Event	Location	Page
<b>WEDNESDAY, MARCH 21, 2007</b>			
8:00 a.m. – 6:00 p.m.	Check-in desk is open	Grand Ballroom Prefunction	
8:00 a.m. – 6:00 p.m.	Participant computer room is open	Boardroom	
8:30 a.m. – 10:50 a.m.	Refreshments	Grand Ballroom 3–5	
9:00 a.m. – 7:00 p.m.	Poster and exhibit viewing	Grand Ballroom 3–5 and Prefunction	
9:00 a.m. – 10:30 a.m.	Pre-Conference Activities	Grand Ballroom 1, 2	33
11:00 a.m. – 11:30 a.m.	Opening Welcome Session	Capital Ballroom E–G	33
11:30 a.m. – 12:30 p.m.	Opening Plenary (Toru Iiyoshi)	Capital Ballroom E–G	34
12:40 p.m. – 1:30 p.m.	Lunch	Grand Ballroom 3–5	
1:40 p.m. – 3:10 p.m.	Workshops	Marriott	34
1:40 p.m. – 2:30 p.m.	Concurrent Sessions 1	Hilton	35
2:40 p.m. – 3:10 p.m.	Concurrent Sessions 2	Hilton	38
3:10 p.m. – 4:30 p.m.	Refreshments	Grand Ballroom 3–5	
3:30 p.m. – 4:20 p.m.	Poster Session	Grand Ballroom Prefunction	40
4:30 p.m. – 6:00 p.m.	Workshops	Marriott	42
4:30 p.m. – 5:20 p.m.	Concurrent Sessions 3	Hilton	42
5:30 p.m. – 6:00 p.m.	Concurrent Sessions 4	Hilton	46
6:00 p.m. – 7:00 p.m.	Reception	Grand Ballroom 3–5	
<b>THURSDAY, MARCH 22, 2007</b>			
8:00 a.m. – 6:00 p.m.	Check-in desk is open	Grand Ballroom Prefunction	
8:00 a.m. – 6:00 p.m.	Participant computer room is open	Boardroom	
8:00 a.m. – 11:40 a.m.	Refreshments	Grand Ballroom 3–5	
8:00 a.m. – 8:50 a.m.	TLT Interest Group meetings	Grand Ballroom 3–5	49
9:00 a.m. – 7:00 p.m.	Poster and exhibit viewing	Grand Ballroom 3–5 and Prefunction	
9:00 a.m. – 10:30 a.m.	Workshops	Marriott	49
9:00 a.m. – 9:50 a.m.	Concurrent Sessions 5	Hilton	50
10:00 a.m. – 10:30 a.m.	Concurrent Sessions 6	Hilton	52
10:50 a.m. – 11:20 a.m.	Concurrent Sessions 7	Hilton	54
11:00 a.m. – 12:30 p.m.	Workshops	Marriott	57
11:40 a.m. – 12:30 p.m.	Concurrent Sessions 8	Capital Ballroom A–B, C, D	57
12:40 p.m. – 1:30 p.m.	Lunch	Grand Ballroom 3–5	
1:40 p.m. – 3:10 p.m.	Workshops	Marriott	60
1:40 p.m. – 2:30 p.m.	Concurrent Sessions 9	Hilton	60
2:40 p.m. – 3:10 p.m.	Concurrent Sessions 10	Hilton	63
3:10 p.m. – 4:30 p.m.	Refreshments	Grand Ballroom 3–5	
3:30 p.m. – 4:20 p.m.	Poster Session	Grand Ballroom Prefunction	66

<b>Time</b>	<b>Event</b>	<b>Location</b>	<b>Page</b>
4:30 p.m. – 6:00 p.m.	Workshops	Marriott	69
4:30 p.m. – 5:20 p.m.	Concurrent Sessions 11	Hilton	69
5:30 p.m. – 6:00 p.m.	Concurrent Sessions 12	Hilton	72
6:00 p.m. – 7:00 p.m.	Reception	Grand Ballroom 3–5	

## **FRIDAY, MARCH 23, 2007**

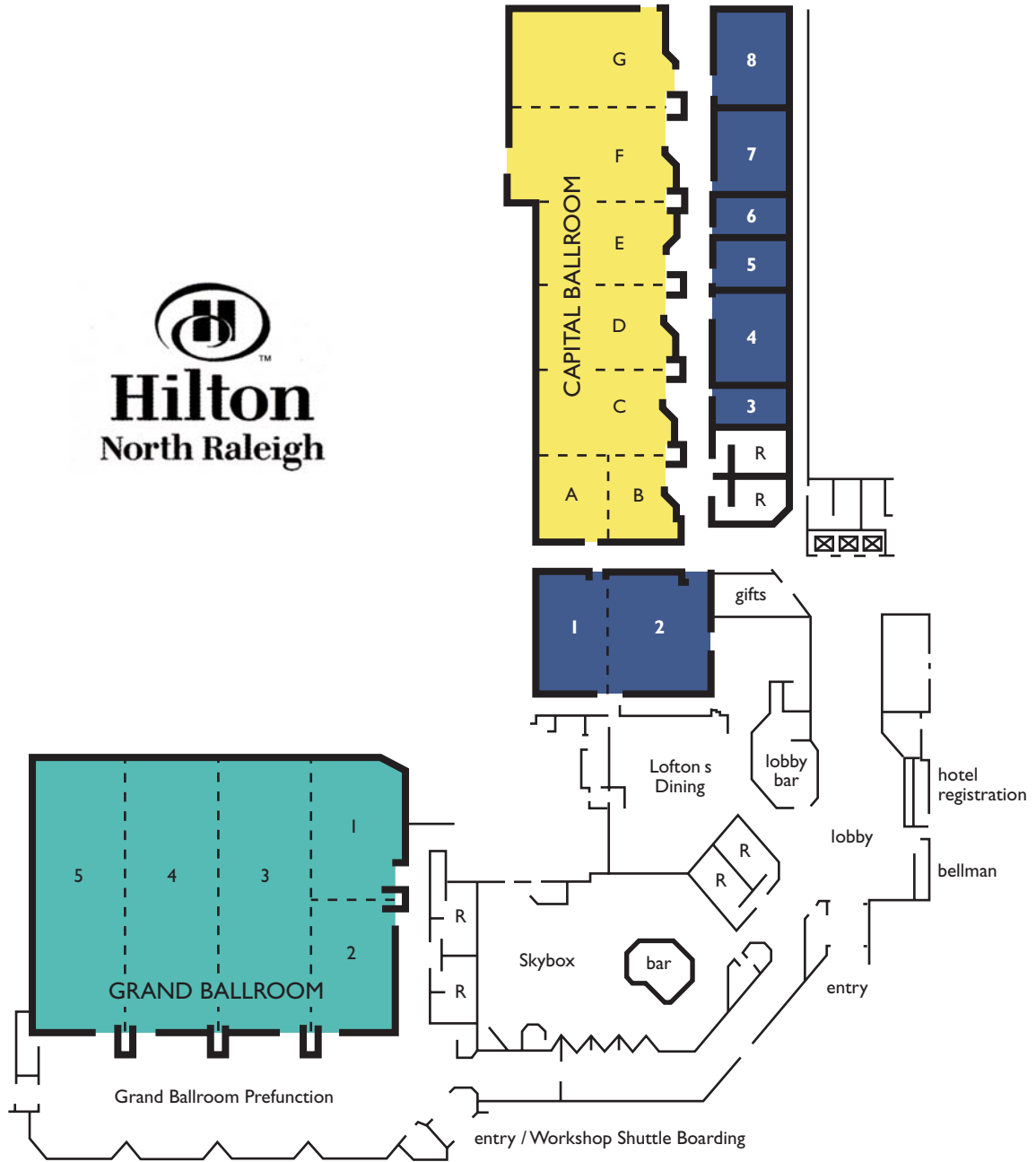
8:00 a.m. – 12:00 p.m.	Check-in desk is open	Grand Ballroom Prefunction	
8:00 a.m. – 12:00 p.m.	Participant computer room is open	Boardroom	
8:00 a.m. – 12:10 p.m.	Refreshments	Grand Ballroom 3–5	
8:00 a.m. – 8:50 a.m.	TLT Interest Group meetings	Grand Ballroom 3–5	75
9:00 a.m. – 10:00 a.m.	Plenary Session (Marilyn Lombardi)	Capital Ballroom E–G	75
10:10 a.m. – 11:00 a.m.	Concurrent Sessions 13	Hilton	76
11:10 a.m. – 12:00 p.m.	Concurrent Sessions 14	Hilton	78
12:10 p.m. – 12:40 p.m.	Closing Session and Raffle	Capital Ballroom E–G	81

***Participants who attend the closing session will be able to participate in a raffle for donated gift certificates and other prizes.***

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*PRINTED USING NON-STATE FUNDS.*





**Named Rooms**

- |                  |                 |
|------------------|-----------------|
| 1. Dogwood       | 5. Presidential |
| 2. Boxwood       | 6. Oakwood      |
| 3. Congressional | 7. Sandalwood   |
| 4. Judicial      | 8. Boardroom    |