

11<sup>TH</sup> ANNUAL

ADVANCE PROGRAM/REGISTRATION



# E-Learn 2006

World Conference on E-Learning in Corporate,  
Government, Healthcare, & Higher Education

**October 13-17, 2006**  
**Honolulu, Hawaii USA**  
**Sheraton Waikiki Beach**

<http://www.aace.org/conf/elearn>



- Keynote Speakers
- Invited Panels/Speakers
- Full & Brief Papers
- Panels
- Roundtables
- Best Practices Sessions **NEW**
- Tutorials & Workshops
- Research/Technical Showcases
- Products/Services Showcases
- Products/Services Presentations
- Symposia

**Early registration deadline**  
September 6, 2006

**Hotel Reservation:**  
September 7, 2006

**Advance registration deadline**  
October 2, 2006



Association for the Advancement of Computing in Education  
Celebrating 25 Years of Service to the Educational Technology Community

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**Hosted by:** University of Hawaii

**Co-sponsored by:**

EdITLib – Education & Information Technology Library  
<http://www.EdITLib.org>

International Journal on E-Learning (IJEL)  
<http://www.aace.org/pubs>

## INVITATION

*“The International Forum for Researchers, Developers, and Practitioners to Learn about the Best Practices/Technology in Education, Government, Healthcare, and Business”*

**E-Learn 2006** – World Conference on E-Learning in Corporate, Healthcare, Government, and Higher Education is an international conference organized by the Association for the Advancement of Computing in Education (AACE). This annual conference series serves as a multidisciplinary forum for the exchange of information on the research, development, and applications on all topics related to E-Learning.

### Proceedings

Accepted papers will be published in the proceedings book, abstracts book, CD-ROM, and the AACE Digital Library, <http://www.aace.org/DL>. These publications will serve as major sources of information for the e-Learning community, indicating the current state of the art, new trends and new opportunities. In addition, selected papers may be invited for publication in AACE's respected journals especially in the *International Journal on E-Learning*. See: <http://www.aace.org/pubs>

### Background

The E-Learn Conference series originated as the WebNet World Conference on the WWW and Internet which was held as a major international conference in San Francisco, CA (1996); Toronto, Canada (1997); Orlando, Florida (1998); Honolulu, HI (1999); San Antonio, TX (2000); Orlando, FL (2001); Montréal, Canada (2002); Phoenix, AZ (2003); Washington DC (2004), and Vancouver BC, Canada (2005). E-Learn 2006 is the eleventh in this series of internationally respected events.

### E-Learn is Unique

The E-Learn Conference series is an international forum designed to facilitate the exchange of information and ideas on the research, issues, developments, and applications of a broad range of E-Learning topics.

E-Learn is an innovative collaboration between E-Learning researchers and practitioners from the corporate, government, healthcare, and higher education sectors. All presentation proposals are reviewed and selected by a respected international Program Committee, based on merit and the perceived value for attendees.

**Broad Range of Important Topics:** Coverage of a wide range of interrelated topics is just one of the features that distinguishes the E-Learn conference series. Attendees are able to mix and match sessions to focus on the combination of topics that are of the most interest, concern and benefit to them.

**Participatory Event:** While there are Keynote and Invited talks delivered by internationally recognized technology experts, E-Learn is more of a participatory event. This means that all attendees play an important, interactive role, offering valuable feedback and insight gained from their own experiences. The atmosphere at E-Learn is exciting and energizing. A wealth of knowledge is gathered and exchanged, as professionals from disparate but related fields come from all over the world to meet one-on-one or in small groups and learn about new developments that impact their respective activities.

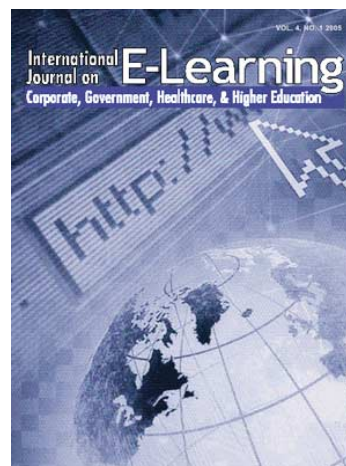
**Not a Trade Show:** While E-Learn does encourage commercial participation, it is not a trade show, and there is not an exhibition. Instead, the conference uniquely relates and displays commercial activities throughout the E-Learn program in the form of Products/Services Showcase and other presentations by companies.

### Co-sponsored by

**EdITLib – Education & Information  
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**Ed/ITLib** <http://www.EdITLib.org>

### The International Journal on E-Learning



**EMPLOYMENT NETWORKING:** Bulletin boards are available for posting new position announcements and resumes. If you have a job position available or are seeking employment, be sure to bring your 1-page job position announcement or resume to post on the conference Employment Networking bulletin board.

# Overview



# E-Learn 2006

World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education

## FRIDAY, OCTOBER 13

Registration .....	7:30 AM-6:00 PM
Beverage Break for Tutorials .....	10:00-10:15 AM
Tutorials .....	8:30 AM-12:00 NOON
Lunch Break .....	12:00 NOON-1:30 PM
Tutorials .....	1:30-5:00 PM
Beverage Break for Tutorials .....	3:00-3:15 PM

## SATURDAY, OCTOBER 14

Registration .....	7:30 AM-6:30 PM
General Session (Welcome & Keynote) .....	8:30-9:30 AM
Beverage Break .....	9:30-10:00 AM
Morning Sessions.....	10:00 AM-12:15 PM
Lunch Break .....	12:15-1:30 PM
Afternoon Sessions .....	1:30-5:00 PM
Beverage Break .....	2:30-2:45 PM
Welcome Reception .....	6:00-7:00 PM

## SUNDAY, OCTOBER 15

Registration .....	8:00 AM-5:00 PM
General Session (Keynote & Awards) .....	8:30-9:30 AM
Beverage Break .....	9:30-10:00 AM
Morning Sessions.....	10:00 AM-12:15 PM
Lunch Break .....	12:15-1:30 PM
Networking Lunch .....	12:15-1:30 PM
Afternoon Sessions .....	1:30-5:00 PM
Beverage Break .....	2:30-2:45 PM
Products/Services Presentations .....	4:00-5:00 PM
All Showcases (Poster/Demos).....	5:30-7:30 PM

## MONDAY, OCTOBER 16

Registration .....	8:00 AM-5:00 PM
General Session (Keynote) .....	8:30-9:30 AM
Beverage Break .....	9:30-10:00 AM
Morning Sessions.....	10 AM-12:15 PM
Lunch Break .....	12:15-1:30 PM
Networking Lunch .....	12:15-1:30 PM
Afternoon Sessions .....	1:30-5:00 PM
Beverage Break .....	2:30-2:45 PM

## TUESDAY, OCTOBER 17

Registration .....	8:00 AM-3:45 PM
General Session (Keynote) .....	8:30-9:30 AM
Beverage Break .....	9:30-10:00 AM
Morning Sessions.....	10:00 AM-12:15 PM
Lunch Break .....	12:15-1:30 PM
Afternoon Sessions .....	1:30-3:45 PM
Closing Reception & Invitation to E-Learn 2007! .....	3:45-4:15 PM

## Join your colleagues

### Welcome Reception

Saturday, October 14 • 6:00-7:00 PM

### Networking Lunch

Sunday, October 15 • 12:15-1:30 PM

Monday, October 16 • 12:15-1:30 PM

Join colleagues for a networking lunch to discuss various topics. A specific topic will be designated at each table. The topics will be a subset of the conference topics with the opportunity to create your own topics at the lunch.

Make your reservations now as tickets are limited. See the E-Learn 2006 Registration form. Or if you have registered, you can add this item when you arrive at the conference.

Cost: \$25 \* Be sure to bring your badge/ticket for admission.

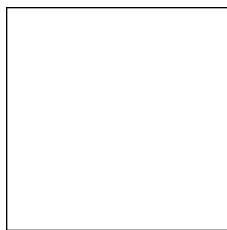


### Closing Reception & Invitation to E-Learn 2007

Tuesday, October 17 • 3:45-4:15 PM

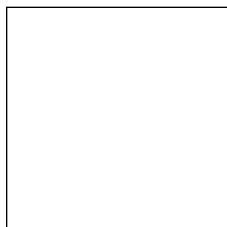
## KEYNOTE SPEAKERS

## INVITED SPEAKERS



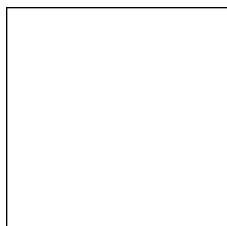
*Opening Keynote*  
**Saturday, October 14, 8:30 AM**  
TBA

**Saturday, October 14**  
TBA



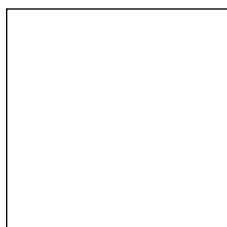
**Sunday, October 15, 8:30 AM**  
TBA

**Sunday, October 15**  
TBA



**Monday, October 16, 8:30 AM**  
TBA

**Monday, October 16**  
TBA



**Tuesday, October 17, 8:30 AM**  
TBA

**Tuesday, October 17**  
TBA

## TOPICS

The scope of the conference includes, but is not limited to, the following topics as they relate to the e-Learning and the technologies supporting e-Learning.

### Sectors or Application Domains

- General & Cross-Domain
- Corporate
- Government
- Health Care
- Higher Education
- Informal Learning (Communities, Homes)
- K-12
- Libraries and Museums
- Military
- Professional Associations & Non-Profits

### Major Topics relating to or technologically supporting E-Learning

- Content Development
- Evaluation
- Implementation Examples and Issues
- Instructional Design
- Policy Issues
- Research
- Social and Cultural Issues
- Standards and Interoperability
- Tools and Systems
- Other

### Specific Topics Examples

- Accessibility
- Asynchronous Learning
- Authoring Tools
- Building E-Learning Architectures
- Collaborative Learning
- Community Building
- Courseware Development
- Customer Training
- Developing an Organizational E-Learning Strategy
- Developing, Integrating, and Delivering E-Learning Solutions
- Digital Libraries for E-Learning
- Distance Learning
- Electronic Publishing Tools for E-Learning
- Evaluation/Performance Measurement & Assessment
- Good Practice Concepts & Examples
- Human-Computer Interaction
- Industry-University Partnering
- Infrastructure of E-Learning Environments
- Innovative Curriculum in E-Learning
- Instructional Design for E-Learning
- Intelligent E-Learning Technology
- Interactive E-Learning Systems
- Knowledge Management in E-Learning
- Learning & Content Management Systems
- Management of Learning Resources
- Marketing/Promoting Learning Activities
- Multimedia-based E-Learning Systems
- Organizational E-Learning Strategies
- Pedagogical & Issues
- Policy and Law
- Quality Management and Assessment in E-Learning
- Research Perspectives for E-Learning
- Simulations
- Societal Issues, Including Legal, Standards, & International Issues
- Virtual Universities, Classrooms, and Laboratories

Friday, October 13, Morning, 8:30 AM – 12:00 NOON

## T1 2006 – The Year of the Online Media Explosion

Anthony Klejna, Daemen College, USA

**Abstract:** New technologies and new tools released in the last year are making access to streaming media production a reality. Finally the pieces are falling into place. This tutorial is designed as a broad introduction to the development of streaming media projects, various methods of creating content, and means of presenting to your audience. We will look at many significant technologies including podcasting, video podcasting, and RSS creation. Windows Media, Real Networks, QuickTime, MPEG-4, and finally Macromedia Flash have all made significant improvements in both quality and ease-of-use during the past year. While we will discuss a wide range of solutions for delivering media the primary focus will be the creation of media projects with readily available, low to medium cost tools. Hardware/ software requirements for creation of streaming media and use of media server technologies will be discussed with emphasis on new and evolving technologies. Media from the conference will be used to illustrate basic editing, encoding, and production techniques. All tutorial content notes, code, and sample media will be made available to tutorial participants via CD-ROM.

### Objectives:

1. Identify moderate cost solutions to developing live streaming and on-demand media
2. Identify required/ recommended hardware components for live and on-demand media
3. Identify operating system and video editing software requirements
4. Compare methods and results of several new video/audio editing software packages
5. Compare/ contrast media types, compression methods, and media quality
6. Explore podcast, vodcast, handheld device media creation
7. Create basic media content with video and audio (demonstrated in tutorial)
8. Edit content with widely available software tools (demonstrated in tutorial)
9. Compare/contrast media encoding techniques used major software vendors.
10. Create basic web site with streaming media (demonstrated in tutorial)
11. Identify organizations developing and hosting media content
12. Explore future delivery methods and platforms – i.e. IPTV and ITV

### Outline:

#### • **Overview of Streaming Media and Solutions**

How streaming media and compression work  
What are codecs and why are they so important?  
The ISO MPEG-4 standard  
On-Demand versus Live broadcasting

#### • **Creating Media**

The differences between NTSC (N America) and PAL (Europe) video  
Video camera considerations  
Capturing multimedia content- audio, video, hardware/software requirements  
Overview of capture cards and interfaces  
Direct-to-Disk recording systems  
Converting your existing media

#### • **Editing**

Using Adobe Premiere Pro II- an updated and more powerful choice  
Sony Vegas Video – a new standard  
Discreet Cleaner XL- the “Swiss Army Knife” of media processing tools  
Audio editing - Sony Sound Forge 8 and freeware/shareware options

#### • **Streaming Bandwidth**

Bandwidth Considerations- from dial-up through Internet 2

Live demonstration from Honolulu to New York and back!

Wireless Media – new advances in technology and clients enable the potential of streaming from handhelds to televisions

#### • **Encoding Content**

Video conferencing equipment as your source for streaming  
Using Polycom PVX and Adobe/Macromedia Breeze software for live streaming  
Producing a live event vs developing for on-demand  
Powerful, new, packages from The Big Four  
Flash 8 / ON2 VP6 codec advantage

#### MICROSOFT SOLUTIONS

Windows Media Player 10 –handhelds to television  
Windows Media Encoder 9  
WMA – higher quality audio at smaller file sizes  
Microsoft Windows Media and “Intelligent streaming”

#### REALNETWORKS SOLUTIONS

Real Networks Helix Producer, and Helix Producer Pro  
Configuring Real Player

#### WORKING WITH PRESENTATIONS

Macromedia Breeze / Visual Communicator - create tutorials, on-line training  
Archive presentations for on-demand viewing  
Adding audio/ narration

#### • **Getting Your Content on the Web**

Flash Video 8- finally!  
Best practices in podcasting, video podcasting, site creation, & maintenance  
Embed media players in a web

#### • **Serving it up**

Media servers  
Macromedia Media Server 2  
Multicast vs Unicast  
Content Delivery Networks

#### • **Cost analysis**

Cost comparisons on our solutions

**Prerequisites:** This tutorial is intended for beginning to intermediate users although advanced topics can be addressed. Sufficient time will be allowed for additional discussion of emerging technologies. Participants should have a desire to learn the basics of creating on-line streaming media from existing content, presentations, and from live sources. Participants should have a basic knowledge of Windows/ Windows XP/ Mac operating systems and a conceptual understanding of on-line media. Any video/broadcast experience is very helpful but not required.

**Intended Experience Level:** Intermediate

### Instructor Qualifications:

- Member- National Academy of Television Arts and Sciences
- Blue-ribbon panel Judge -57th Annual Technology & Engineering EMMY Awards - Advanced Media Technology, Creation of Non-Traditional Programs or Platforms
- Moderator and Presenter – Streaming Media East 2004, 2005 and 2006 Conferences
- Presenter and Trainer – ED-MEDIA – The World Conference on Educational Multimedia, Hypermedia & Telecommunications, 2000, 2001, 2002, 2003, 2004, 2005, and 2006

Friday, October 13, Morning, 8:30 AM – 12:00 NOON

## T2 Blended Learning: Situations, Solutions, and Several Stunning Surprises

Curt Bonk, Indiana University and SurveyShare, Inc, USA  
Su Jin Son, University of Illinois, USA  
Eun Jung Oh, graceoh@uga.edu, USA

**Abstract:** There is both extensive confusion and much optimism about blended learning due to multiple blended learning definitions and approaches. While the definitions vary, this session will lay out several different models and definitions of blended learning as well as the advantages and disadvantages of blended learning. Importantly, the session will include a dozen different situations or problems and more than 50 potential blended learning solutions in many different disciplines and levels of institutions. Many of the examples will come from Dr. Bonk's recent Handbook of Blended Learning: Global Perspectives, Local Designs. Workshop leaders will also tap into recent data he has collected on the present and future state of blended learning around the planet in corporate training as well as higher education environments (US, UK, Korea, China, and Taiwan). Some of this data will surprise and even stun you! During this session, small teams of participants (instructional designers, trainers, administrators, instructors, students, etc.) will build and later present their own blended learning models.

### Objectives:

1. Understand the different definitions of blended learning and compare to ideas about hybrid learning.
2. Grasp different ways to blended learning in online environments. For example, there are ways to blend synchronous and asynchronous technologies, behavioral and constructivist approaches to instruction, face-to-face and online course events, students and instructors located in different places, etc.
3. Realize the range of blended learning models and applications.
4. To understand potential blended learning situations and solutions.
5. Detail a range of examples of blended learning in a wide variety of content areas.
6. Learn how to create effective blended learning environments.
7. Link blended learning ideas to learner needs or preferences.
8. Document some of the research on blended learning.
9. To push research and practice within blended learning in new directions.
10. Brainstorm new ways to think about blended learning in one's organization or institution.
11. To build a personally meaningful and relevant blended learning model which they can take back to their home institution.
12. Create a community for sharing blended learning ideas.

**Outline:** Topical Outline (Note: many interactive events will be embedded in this tutorial)

#### Part I. Blended Learning Overview and Trends

- a. Some brief and surprising research data on blended learning in more than 5 countries (UK, USA, Taiwan, China, and Korea)
- b. Blended learning defined by audience
- c. Blended learning defined by experts
- d. Blended learning models
- e. Advantages and disadvantages of blended learning.
- f. Begin building own blended learning model in small groups.
- g. Blended learning research
- h. Where is blended learning useful?

- i. 12 Blended learning situations or problems and 50 solutions.
- j. Role play problems and situations
- k. Questions and answers
- l. Future of blended learning
- m. Data collected on the present and future state of blended learning in USA, UK, China, Taiwan, and Korea.
- n. Interactive blended learning review and quiz
- o. Finish blended learning model and present back to class.
- p. Activity: Presentation of models

**Prerequisites:** None

**Intended Audience:** The primary audience will be higher education instructors, administrators, and instructional designers. Corporate trainers, training administrators, HR personnel, and instructional designers, are also welcome as are those from governmental, non-profit, and K-12 settings. Some data and examples will come from each of these environments. They might be at any level of expertise (beginner, intermediate, or advanced). Those in the online learning trenches will benefit the most since some ideas will come from extensive personal experience teaching online as well as best pedagogical practices for online learning.

**Intended Experience Level:** Intermediate

### Instructor Qualifications:

Curt Bonk (cjbok@indiana.) is Professor Instructional Systems Technology and adjunct in the School of Informatics at Indiana University. Dr. Bonk is also a Senior Research Fellow with the DOD's Advanced Distributed Learning Lab. He has received the CyberStar Award from the Indiana Information Technology Association, Most Outstanding Achievement Award from the U.S. Distance Learning Association, and Most Innovative Teaching in a Distance Education Program from the State of Indiana. Dr. Bonk is in high demand as a conference keynote speaker and workshop presenter. He is President of CourseShare and SurveyShare (see <http://php.indiana.edu/~cjbok/>).

Su Jin Son is pursuing a Ph.D. in Human Resource Education (HRE) at University of Illinois at Urbana-Champaign. She received an Ed.M in Educational Technology from Kyung Hee University in Korea. Su Jin has a full-time work experience in Kyung Hee Cyber University for one and half years as an instructional designer. She also has diverse hands on research experiences, developing e-mentoring program, evaluating e-mentoring program, and conducting blended learning projects. Her interests include e-mentoring, implementation of technology in organizations, and blended learning in corporate training. Now she is working in HRE online as a graduate assistant in UIUC. She can be reached at sson3@uiuc.edu

Eun Jung Oh is a doctoral student and a graduate assistant in Department of Educational Psychology and Instructional Technology at the University of Georgia. She received her master's in instructional systems technology (IST) from Indiana University. Before her doctoral studies, she used to be an HRD specialist in Samsung SDS, an information technology systems integration service company in Samsung corporation. Eun Jung also has a variety of experiences related to designing web-based learning programs, consulting, and research. She can be reached at graceoh@uga.edu.

Friday, October 13, Morning, 8:30 AM – 12:00 NOON

## T3 Creating Quality eLearning Interfaces

*Carmen Taran, AT&T, USA*

**Abstract:** The purpose of this tutorial is to teach participants how to create quality eLearning interfaces or recognize when quality standards have been followed when producing Web-based training. Participants will learn about effective eLearning interface design principles, such as site architecture, content presentation, instructional design customized for eLearning, and motivational elements for sustaining users' interest while learning online. This tutorial is highly practical. Participants are asked to analyze a multitude of samples of eLearning interface and are given checklists with practical guidelines for developing eLearning interfaces. The examples are extracted from the presenter's research and experience after developing over 500 eLearning products for one of the largest telecommunications companies in the world.

**Objectives:** The purpose of this tutorial is to teach participants how to develop and evaluate effective eLearning interfaces. Upon completion of this tutorial, participants will be able to:

1. Identify key elements that contribute to effective eLearning interface design.
2. Recognize optimal site architecture for an eLearning product.
3. Present content (text, graphics, animation, audio, and video) in an eLearning product such that students' experience is enhanced.
4. Recognize effective instructional and interactive elements (e.g., practice exercises, simulations, games, etc.)
5. Recognize motivational techniques included in eLearning products.

Participants will have the opportunity to review a multitude of eLearning interfaces, both effective and ineffective. This collection of eLearning interfaces is unique because most tutorials on smart interface design refer to generic Web site design (e.g., navigational principles, text length, visuals, etc.). In addition to static examples, participants will also be presented with samples of E-Learning products that contain animation, audio, and video elements.

### Outline:

- 00.00 - 00.15. Introduction, objectives, and outcomes
- 00.15 - 01.00. Overview of the checklist for producing/evaluating eLearning interfaces
- 01.00 - 02.00. Review of eLearning samples. Emphasis on site architecture and content presentation
- 01.30 - 02.00. Break and informal discussion
- 02.00 - 03.00. Review of eLearning samples. Emphasis on instructional design elements as they apply to eLearning design
- 03.00 - 03.30. Q&A session, offering participants the opportunity to ask questions about the checklist, review additional eLearning design elements, or inquire about the practicality of the guidelines included in the checklist.

**Prerequisites:** This tutorial is intended for training managers, instructional designers, course developers, as well as any adult educator who has experience developing conventional classroom training and would like to learn about intelligent and effective online instruction. Others who might benefit from this workshop are technical writers, usability testers, and graphic artists who work within a training organization. Participants must be familiar with basic concepts and terminology related to online training (e.g. browsers, authoring tools, instructional media, etc.).

**Intended Experience Level:** Advanced

**Instructor Qualifications:** For the past eight years, the presenter has been working for one of the largest telecommunications companies in the world, producing eLearning programs for more than 200,000 workers, located in USA and in several other countries. The presenter's current responsibilities:

- Production of online courseware using a variety of authoring tools (Authorware, Dreamweaver, Flash, Photoshop, etc.) and programming languages (DHTML, JavaScript, and ColdFusion). SBC publishes at least 300 eLearning courses annually for a population of over 200,000 employees.
- Consulting and troubleshooting services provided to other designers enterprise-wide, regarding the production of effective online courseware.
- Development of templates, models, and standards for the production of e-learning courses company-wide.
- Research, development, and implementation of new processes, tools, and technology related to effective e-learning production.

The presenter holds a Bachelor's degree in Communication Design, a Masters' degree in Multimedia Instruction, and a Doctorate degree in Instructional Technology and Distance Education.

**We advise early registration for all Tutorials due to limited space available.**

Friday, October 13, Morning, 8:30 AM – 12:00 NOON

## T4 Evaluating E-Learning

Thomas C. Reeves, University of Georgia, USA

**Abstract:** To conduct a comprehensive evaluation of e-learning requires a "triangulation" approach whereby multiple models and procedures are applied. Conducting comprehensive evaluations of e-learning in a timely and efficient manner is the focus of this tutorial. Why is evaluation of interactive learning so important? Around the world, each month sees the introduction of many commercially produced or locally developed programs promoted as effective e-learning systems. Yet systematic evaluation of the implementation and efficacy of these systems is often lacking. This tutorial is specifically designed to establish evaluation as a key strategy throughout the design, development, and implementation of e-learning at all levels of education and training. Participants will be given access to an electronic performance support system (EPSS) designed to help educators evaluate e-learning.

**Objectives:** Participants in this tutorial will learn how to implement models and procedures for evaluating e-learning at all levels of education and training. Tutorial participants will learn to develop, implement, and report specific plans, strategies, and tools for six major phases of the evaluation of e-learning:

1. review,
2. needs assessment,
3. formative evaluation,
4. effectiveness evaluation,
5. impact evaluation, and
6. maintenance evaluation.

**Outline:** The following topics will be presented in this tutorial:

- Establishing a Rationale for Evaluating E-Learning
- Six Facets of Evaluation for E- Learning
- How to Prepare a Plan for Evaluating E-Learning
- Specific Strategies for Evaluating E-Learning
- Tools for Evaluating E-Learning

The tutorial includes presentations with actual case studies that are focused on a variety of e-learning evaluation strategies. After attending this tutorial, the participants will be able to perform the following tasks:

1. Describe different paradigms for evaluation in education and training.
2. Distinguish between:
  - a. assessment and evaluation;
  - b. internal and external evaluation;
  - c. intrinsic and extrinsic evaluation; and
  - d. formative and summative evaluation.

3. Implement six facets of evaluation for e-learning:
  - a. review;
  - b. needs assessment;
  - c. formative evaluation;
  - d. effectiveness evaluation;
  - e. impact evaluation; and
  - f. maintenance evaluation.
4. Outline an evaluation plan for various forms of e-learning.
5. Recognize the advantages and limitations of e-learning evaluation.

**Prerequisites:** Designers, developers, and users of e-learning systems including computer-based training, distance education, interactive multimedia, and web-based learning environments.

**Intended Experience Level:** Intermediate

**Instructor Qualifications:** Dr. Thomas C. Reeves is a professor of instructional technology at The University of Georgia where he teaches program evaluation, multimedia design, and research courses. Since receiving his Ph.D. at Syracuse University, he has developed and evaluated numerous interactive multimedia programs for both education and training. In addition to numerous presentations and workshops in the USA, he has been an invited speaker in other countries including Australia, Belgium, Brazil, Bulgaria, Canada, China, England, Finland, Italy, Malaysia, the Netherlands, New Zealand, Peru, Portugal, Russia, Singapore, South Africa, Spain, Sweden, Switzerland, Taiwan, and Tunisia. He is a past president of the Association for the Development of Computer-based Instructional Systems (ADCIS) and a former Fulbright Lecturer. In 1995, he was selected as one of the "Top 100" people in multimedia by Multimedia Producer magazine, and from 1997 - 2000, he was the editor of the Journal of Interactive Learning Research. In 2003, he was the first person to receive the AACE Fellowship Award from the Association for the Advancement of Computing in Education. His Interactive Learning Systems Evaluation book (co-authored with John Hedberg) was also published in 2003.

Reeves, T. C., & Hedberg, J. G. (2003). Interactive learning systems evaluation. Englewood Cliffs, NJ: Educational Technology Publications.

**We advise early registration for all Tutorials due to limited space available.**



Friday, October 13, Afternoon, 1:30 PM - 5:00 PM

## T5 Quick Start to E-Learning

Edgar R. Weippl, Vienna University of Technology, Austria

**Abstract:** The goal of this tutorial is to give participants all they need to quickly get started with e-learning. This tutorial can be taught in a full day (6 hour) or half day (3 hour) version. In the first part of the tutorial they learn everything they need to set up their first courses for a small department using Moodle. The second part presents a light-weight approach of the project management necessary to introduce an e-learning platform at a larger scale.

**Objectives:** The goal of this tutorial is to give participants all they need to quickly get started with e-learning. This tutorial can be taught in a full day (6 hour) or half day (3 hour) version. In the first part of the tutorial they learn everything they need to set up their first courses for a small department using Moodle. The second part presents a light-weight approach of the project management necessary to introduce an e-learning platform at a larger scale.

- Hands-on experience how to set-up Moodle on a Microsoft Windows system.
- Ready-to-use templates for the project management when introducing larger-scale e-learning solution

### Outline:

#### First Part

- Introduction to Moodle
- System Requirements
- Installation of a Web Server, database, and Moodle (Demo or Hands-on),
- First steps in Moodle: Setting up courses, assigning lecturers, using resources and simple forms of grading students. (Demo or Hands-on)
- Advanced teaching concepts and the constructivist approach of Moodle.

#### Second Part

- Vision Document
- Choosing a platform and how to convince people (requirements analysis and evaluation) - Prototype installations
- Planning the implementation
- Possible options of introducing Moodle at a large university where many other smaller legacy platforms exists.

**Prerequisites:** Lecturers that need to quickly set up a personal e-learning platform for themselves or for few coworkers. (Part 1 of the tutorial) Inexperienced project managers or lecturers that have never managed large-scale implementation projects (Part 2 of the tutorial)

**Intended Experience Level:** Beginner

**Instructor Qualifications:** Dr. Edgar R. Weippl is assistant professor at the Vienna University of Technology and CEO of Security Research. His research focuses on applied concepts of IT-security and e-learning. Edgar has taught several tutorials on security issues in e-learning at international conferences, including ED-MEDIA 2003-2005 and E-Learn 2005. In 2005, he published Security in E-Learning with Springer. After graduating with a Ph.D. from the Vienna University of Technology, Edgar worked for two years in a research startup. He then spent one year teaching as an assistant professor at Beloit College, WI. From 2002 to 2004, while with the software vendor ISIS Papyrus, he worked as a consultant for an HMO (Empire BlueCross BlueShield) in New York, NY and Albany, NY, and for Deutsche Bank (PWM) in Frankfurt, Germany. An extended CV including all publications is available at [www.ifs.tuwien.ac.at/~weippl](http://www.ifs.tuwien.ac.at/~weippl).

We advise early registration for all Tutorials due to limited space available.

Friday, October 13, Afternoon, 1:30 PM - 5:00 PM

## T6 Blended Learning: Situations, Solutions, and Several Stunning Surprises

Curt Bonk, Indiana University and SurveyShare, Inc, USA

Su Jin Son, University of Illinois, USA

Eun Jung Oh, graceoh@uga.edu, USA

**Abstract:** There is both extensive confusion and much optimism about blended learning due to multiple blended learning definitions and approaches. While the definitions vary, this session will lay out several different models and definitions of blended learning as well as the advantages and disadvantages of blended learning. Importantly, the session will include a dozen different situations or problems and more than 50 potential blended learning solutions in many different disciplines and levels of institutions. Many of the examples will come from Dr. Bonk's recent Handbook of Blended Learning: Global Perspectives, Local Designs. Workshop leaders will also tap into recent data he has collected on the present and future state of blended learning around the planet in corporate training as well as higher education environments (US, UK, Korea, China, and Taiwan). Some of this data will surprise and even stun you! During this session, small teams of participants (instructional designers, trainers, administrators, instructors, students, etc.) will build and later present their own blended learning models.

### Objectives:

1. Understand the different definitions of blended learning and compare to ideas about hybrid learning.
2. Grasp different ways to blended learning in online environments. For example, there are ways to blend synchronous and asynchronous technologies, behavioral and constructivist approaches to instruction, face-to-face and online course events, students and instructors located in different places, etc.
3. Realize the range of blended learning models and applications.
4. To understand potential blended learning situations and solutions.
5. Detail a range of examples of blended learning in a wide variety of content areas.
6. Learn how to create effective blended learning environments.
7. Link blended learning ideas to learner needs or preferences.
8. Document some of the research on blended learning.
9. To push research and practice within blended learning in new directions.
10. Brainstorm new ways to think about blended learning in one's organization or institution.
11. To build a personally meaningful and relevant blended learning model which they can take back to their home institution.
12. Create a community for sharing blended learning ideas.

**Outline:** Topical Outline (Note: many interactive events will be embedded in this tutorial)

### Part I. Blended Learning Overview and Trends

- a. Some brief and surprising research data on blended learning in more than 5 countries (UK, USA, Taiwan, China, and Korea)
- b. Blended learning defined by audience
- c. Blended learning defined by experts
- d. Blended learning models
- e. Advantages and disadvantages of blended learning.
- f. Begin building own blended learning model in small groups.
- g. Blended learning research
- h. Where is blended learning useful?

- i. 12 Blended learning situations or problems and 50 solutions.
- j. Role play problems and situations
- k. Questions and answers
- l. Future of blended learning
- m. Data collected on the present and future state of blended learning in USA, UK, China, Taiwan, and Korea.
- n. Interactive blended learning review and quiz
- o. Finish blended learning model and present back to class.
- p. Activity: Presentation of models

**Prerequisites:** None

**Intended Audience:** The primary audience will be higher education instructors, administrators, and instructional designers. Corporate trainers, training administrators, HR personnel, and instructional designers, are also welcome as are those from governmental, non-profit, and K-12 settings. Some data and examples will come from each of these environments. They might be at any level of expertise (beginner, intermediate, or advanced). Those in the online learning trenches will benefit the most since some ideas will come from extensive personal experience teaching online as well as best pedagogical practices for online learning.

**Intended Experience Level:** Intermediate

### Instructor Qualifications:

Curt Bonk (cjbok@indiana.) is Professor Instructional Systems Technology and adjunct in the School of Informatics at Indiana University. Dr. Bonk is also a Senior Research Fellow with the DOD's Advanced Distributed Learning Lab. He has received the CyberStar Award from the Indiana Information Technology Association, Most Outstanding Achievement Award from the U.S. Distance Learning Association, and Most Innovative Teaching in a Distance Education Program from the State of Indiana. Dr. Bonk is in high demand as a conference keynote speaker and workshop presenter. He is President of CourseShare and SurveyShare (see <http://php.indiana.edu/~cjbok/>).

Su Jin Son is pursuing a Ph.D. in Human Resource Education (HRE) at University of Illinois at Urbana-Champaign. She received an Ed.M in Educational Technology from Kyung Hee University in Korea. Su Jin has a full-time work experience in Kyung Hee Cyber University for one and half years as an instructional designer. She also has diverse hands on research experiences, developing e-mentoring program, evaluating e-mentoring program, and conducting blended learning projects. Her interests include e-mentoring, implementation of technology in organizations, and blended learning in corporate training. Now she is working in HRE online as a graduate assistant in UIUC. She can be reached at sson3@uiuc.edu

Eun Jung Oh is a doctoral student and a graduate assistant in Department of Educational Psychology and Instructional Technology at the University of Georgia. She received her master's in instructional systems technology (IST) from Indiana University. Before her doctoral studies, she used to be an HRD specialist in Samsung SDS, an information technology systems integration service company in Samsung corporation. Eun Jung also has a variety of experiences related to designing web-based learning programs, consulting, and research. She can be reached at graceoh@uga.edu.

Friday, October 13, Afternoon, 1:30 PM - 5:00 PM

## T7 Start A Low-risk Virtual Campus With \$10,000 And Some Help

Dan Lim, Southern Adventist University, USA

**Abstract:** This tutorial will guide the attendees on how to start a low-risk university virtual campus with a very small amount of seed money. The first step is to work with the central administration to get buy-in as mission-critical to the institution, identifying its strategic positioning, and securing whatever seed money (\$10,000 could do magic) available from the financial administration. It is very crucial to convince the central administration to create an executive position to manage this new academic unit. The next step is to create an infrastructure (within existing budgets) that includes course development, marketing, new staff hire, and technology support. Selecting course products that have wide enrollment appeal is crucial. Another step that runs concurrently is working closely with academic units that are culturally compatible (or willing to embrace) with distance learning. In order to get maximum help across the board, this new enterprise must tread very discretely and maintain very peripheral impact on other units that are not ready to embrace it.

**Objectives:** In this 3-hour tutorial, attendees will learn how to:

1. Initiate conceptual embrace with major stakeholders and powers
2. Secure initial financial support
2. Develop a "fool-proof" virtual campus proposal
3. Select course products that have wide enrollment appeal
4. Draw from other units and create a long-term infrastructure
5. Use a rapid development model for creating compelling course products
6. Integrate fun learning platforms (e.g. games and simulations) into all courses
7. Work discretely with the existing marketing department to position the unit
8. Use a scalable model to hire new supporting staff
9. Maximize existing technology and support systems
10. Visualize the potential growth pains of the unit
11. Work discretely and effectively with various academic units that are willing
12. Help change and transform departmental and faculty culture of "unwilling" academic units

**Outline:**

1. Introduction and framework: Why create a virtual campus?
2. Exploring Feasibility And Campus Culture
3. "Breaking" Into The Central Administration
  - a. Academic Administration
  - b. Financial Administration
  - c. IT Administration
  - d. Central Administration Committees
  - e. Governing Board
4. Proposal Writing: Imagination Is More Important Than Knowledge
5. Creating The Infrastructure Within The Systems
6. Planning For Growing Pains
7. The Expansion Life Cycle
8. How To Grow Subtly

**Prerequisites:** Audience should have experience in some e-learning management as well as the passion to grow the online education market.

**Intended Experience Level:** Beginner

**Instructor Qualifications:** The instructor founded the Virtual Campus for Southern Adventist University in Tennessee with the initial seed money of \$10,000. The instructor has successfully and subtly implemented the virtual campus on a fast track without causing any negative implications. With the expertise and research in distributed education, ubiquitous computing, and technology cultural change, and game-based learning, the instructor can help attendees formulate a successful model in creating the virtual campus of their dreams. Dr. Dan Lim is a frequent speaker and presenter at national and international technology and learning conferences. He presents 5-8 papers each year. He is currently the Professor & Dean of Virtual Campus and Director of Online Learning and Faculty Development at Southern Adventist University. Previously, Dr. Lim was the Director of Instructional Technology Center at the University of Minnesota, Crookston, the world's first laptop campus. He has gained recognition in ubiquitous computing and academic gaming. He consults with universities, agencies, and corporations nationally and internationally. His current research and development interests include reusable learning objects, academic gaming, ubiquitous laptop computing, constructivist learning environment, and virtual campus.

**We advise early registration for all Tutorials due to limited space available.**

Friday, October 13, Afternoon, 1:30 PM - 5:00 PM

## T8 Adaptive Systems for E-Learning

Peter Brusilovsky, University of Pittsburgh, USA

**Abstract:** E-Learning is currently a hot research and development area. A challenging research goal is the development of adaptive E-learning applications. The goal of the tutorial is to provide a brief review of the work performed so far in his area and some important information for those who want to implement own systems. The review is centered on different adaptive technologies that are essentially different ways to add adaptive functionality to an educational system. In the tutorial I will analyze what kind of technologies are available right now, provide a number of practical examples, and discuss how the reviewed technologies can be implemented on the Web. I will also discuss what is the place of these technologies in large-scale Web-based education, i.e., what and how can work in large scale E-Learning classrooms today.

**Prerequisites:** Familiarity with the Web and basic E-Learning issues.

**Intended Experience Level:** Beginner

**Instructor Qualifications:** Peter Brusilovsky has been working in the area of adaptive educational systems for 15 years. Since 1993 he has participated in the development of several adaptive Web-based educational systems and ITS including ELM-ART and InterBook. Later was involved in developing practical Web-based courses and systems as a Director of Computer Managed Instruction at Carnegie Technology Education. Currently he continues his research on adaptive Web-based educational systems as a faculty at School of Information Sciences, University of Pittsburgh. Dr. Brusilovsky is an author of several review papers on adaptive hypermedia, Web-based ITS, and Web-based education. He has prepared a number of successful tutorials for various conferences including User Modeling, ITS, ED-MEDIA, WebNet, Interact and WWW.

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E-Learn 2006 Conference registration and all concurrent sessions will be held at the Sheraton Waikiki, the primary conference site:

**Sheraton Waikiki Hotel**  
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### Special Hotel Rates

E-Learn 2006 has blocked a limited number of specially discounted hotel rooms at the Sheraton Waikiki Hotel. To receive the special rates, **hotel reservations must be made by September 7, 2006**. Reservation requests received after this date will be confirmed at the conference rate on a space available basis only. You must identify yourself as an E-Learn 2006 attendee. The block of rooms reserved for the conference may be filled prior to this date, so be sure to make your reservations early. *Note: The contract with this hotel states that these discounted room rates "will be offered three (3) days prior and three (3) days after the meeting dates." Only a limited block of rooms are available at this rate, so be sure to book early!*

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**Secure Web registration is also available:**

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When you complete the E-Learn 2006 Registration Form you will have the option of joining AACE and registering for the Conference at the discounted member rate.

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Save over 10% if your registration and payment are received by September 6, 2006. After this date, regular fees apply.

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Any registration or payment (web, fax, or mail) received by AACE after October 2 will NOT be included in advance registration records. After October 2, you will either need to register and make payment on-site at the conference registration desk or bring proof of registration and payment with you.



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# E-LEARN 2006 Registration Form

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\*If you qualify for either the student or K-12 teacher rate, you must bring to the on-site registration a department/school letter attesting to your full-time student or teacher status. Without this letter, the conference must charge you the regular registration rate.

## Tutorials (Please indicate a 2nd choice which will be assigned if 1st choice is filled to capacity.)

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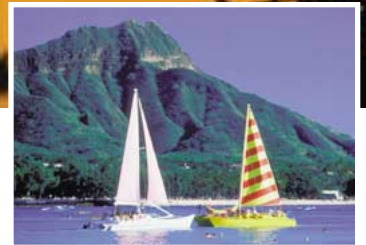
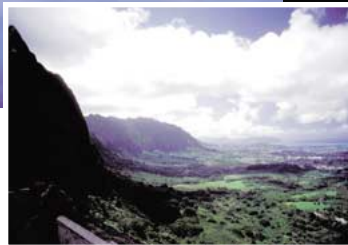
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# Waikiki Beach Honolulu, Hawaii



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Whether your idea of fun is soaking up the sun on a pristine, white sand beach or nightclubbing in Waikiki, hiking the trails or sampling some of the fantastic Hawaiian Regional Cuisine, we know that you're going to enjoy yourself on O'ahu.

Over 125 miles of beaches surround two magnificent mountain ranges punctuated with a vibrant city, colorful little communities and highlighted by dozens of the most scenic spots on earth. Far and away the most diverse of the Hawaiian Islands, there's something here for everyone. No other American city could offer you the opportunity to surf the world's biggest waves, snorkel a lagoon, hike into a dormant volcano, golf at a dozen championship courses, and catch the sunset from a five-star restaurant. All within an hour's drive of your hotel room.

The island is a study in contrasts: green forests and glorious beaches; fresh, clean bays, rolling hills, dramatic cliffs and sweeping vistas counterpoised with the life of a vibrant city. From the hustle and bustle of Chinatown to the rolling surf of O'ahu's spectacular North Shore, get ready for an adventure.

For sheer variety of things to do, the Island of O'ahu is unparalleled. Outdoor activities range from the calm (a cool moonlight walk along Waikiki Beach), to the heart-stopping (hang-gliding off a thousand foot cliff in Waimanalo). All 103 sandy beach sites on O'ahu are open to the public, and nearly 600 of the state's top surfing

spots are here, including Waimea Bay and the Banzai Pipeline, considered among the most challenging surf breaks in the world.

Nowhere does East meet West more obviously or successfully than in the arts (and the cuisine) of O'ahu. Collections built over the last two centuries reflect influences from Europe and Asia. Each wave of immigration brought its own cultural traditions and the result is that O'ahu, like no other place on earth, has become a cultural repository for the artistic traditions of Polynesia, China, Japan, Southeast Asia and the West.

Over fifty ethnic groups are represented on the island of O'ahu, making this one of the most culturally diverse and racially integrated places on the globe. For the million people who live in the State of Hawaii, Honolulu is 'the big city,' so we're fortunate to have more than our share of nightlife and cultural activity. This includes theater, opera, an active symphony program, stage shows and comedy, as well as traditional island entertainment such as the hula.

O'ahu is where the cultures of the Orient have blended with the culinary traditions of Europe to create "Hawaiian Regional Cuisine," combining the spices from all over the world in a remarkable blending of Eastern presentation and Western substance. You can also sample ethnic dishes ranging from the exotic spices of Southeast Asia, to the drama of an original Hawaiian luau to the more familiar western cuisine of Italy and France.

Sound like a great place for a conference? You bet! Plan to join us for E-Learn 2006, at the Sheraton Waikiki, October 13-17, 2006.

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