Authentication, Verification and Validation in Education
Cheryl Smith and Sheri Noviello, Columbus State University

Although some college students cheat in face-to-face classes, faculty and students believe that the potential for online cheating is greater. However, the evidence shows that the mode of teaching whether face-to-face or online, does not have an affect on the occurrence of cheating. How can cheating be minimized in higher education? Suggestions for authentication, verification, and validation include password protected exams, use of TurnitIn.com, webcam invigilation, student ID with camera, specific iris confirmation, fingerprint/encrypted mouse, voice recognition, and registration of MAC address from registered computer. Products to support these efforts will be presented. Surprisingly, the evidence shows that the best way to curtail cheating in online and face-to-face courses is for instructors to establish and cultivate appropriate relationships with their students through increased communication and contact.

Communicating with Students in Fun and Interactive Ways
Charles Johnson and Luck Watford, South Georgia College

This session will provide mostly free software that will help you communicate in a fun and interactive way with your students. Whether you are a newbie or a more experienced technology user, there are a number of tools available to assist you with developing cutting edge teaching and communication strategies. Participants will learn how easy it is to use many of these tools, along with viewing samples. We will demonstrate Camtasia, Prezi, Pixton, and Befunky among other technologies that will allow you to post classroom content without breaking the bank.
Hands On From a Distance: Community-embedded Learning Theory Contextualizes Distance Learning Student Experiences
Linda Most, Valdosta State University

Almost half of the accredited graduate programs preparing Master’s degree students for professional careers in the Library and Information Science professions (LIS) deliver program content in full or in significant part through online learning course delivery platforms. In the online learning environment courses may be delivered synchronously or asynchronously. It can be difficult for instructors to create controlled, measurable, hands-on experiential learning coursework for distance learning students in asynchronous programs. The most common vehicle used to facilitate experiential learning in online and on-campus LIS programs is a service learning project. Service learning opportunities in LIS typically include semester-long supervised internships, fieldwork or practica held at a site convenient to the student. Online graduate students often do not have many opportunities prior to their internships or fieldwork to experience their future professional environments even if they already work as paraprofessionals in their chosen fields. The new theory of community-embedded learning recognizes that adult distance learning students draw on much more than their online learning social worlds and their course materials during their academic programs. They temper their coursework against the realities of their personal and professional lives. Findings indicate that community-embedded learning theory provides a relevant context for interpreting these students’ experiences of their field assignments. In turn, these students’ field experiences demonstrate the validity of the theory of community-embedded learning.

Mobile: Everyone is Doing It!
Robby Ambler, Georgia Southern University

Few buzzwords resound today like “mobile” on our campuses. We already know that every student is texting and playing “Angry Birds,” but how can we enable content
and resources so that they actually have something productive to do? Georgia Southern’s answer: Eagle Mobile. Eagle Mobile is our implementation of the Blackboard Mobile Central product, which provides mobile access to resources and services on our campus such as Maps, Courses, Events and Athletic scores. Available for Android, iPhone and Blackberry, it comes in all flavors. Come discover how you can get started with Mobile on your campus, what the students are saying about it, and lessons learned. Download the app yourself in the session, or get a preview of it live.

Room 312/313

Faculty Authored Online Interactive Computer Simulations: An Example from ANTH5226, Culture and the Environment

Jack Tyler and John Studstill, Columbus State University

This session presents a case for instructor authored online interactive computer simulations. We begin by relating simulations to learning theory and the advantages of making the simulations available on-line. Simulations support higher order cognitive and affect outcomes in Bloom’s taxonomy, promote extended retention in Dale’s cone of instructional activities, and support development of critical thought aligned to inquiry guided instruction. The second part of the session covers programming considerations for faculty who wish to develop their own instructional simulations in JavaScript according to HTML-5 standards. Making decisions under conditions of uncertainty and dealing with the consequences of prior decisions will engage the student in ways that can not be duplicated through assigned readings, lectures, or even video presentations. The program may also be set provide a report to the instructor on the student’s use of the program. The most important innovations are that variable values are now determined in part by the state of the city rather than pure randomness, and our program uses object oriented code.
Session 2, 2:00 p.m. to 2:45 p.m.

Room 209/210

Content Creation: Best Practice for High Quality, Engaging Video Development for Increasing Student Learning
Michael Baltimore and Tom Hackett, Columbus State University
This presentation provides a working example of how a presentation is converted to an engaging, interactive learning experience that can be used for your online course. The instructors will use a conference presentation as content and begin to build video scenario, using high production value methods to involve the student and build deeper meaning of the presented content. A video demonstration will show the development of and the results that can be used as a "template" for participants to simple take their content and make a superior learning experience for the online student.

Room 310/311

Utilizing Technology in an Online Pathophysiology Course
Elizabeth Frander, Columbus State University
As part of the nursing curriculum, the students are required to take a Pathophysiology course that is given 100% online. As faculty, who has worked for three semesters in this course that has difficult content, we have continued to search for ways to promote student to content connections and increase their understanding of the material. In developing resources for students that help with learning this difficult content, we have found that use of meaningful discussion questions, group projects, case studies, live chat rooms and practice exams have enabled a better understanding of the content. This frequent interaction through the assignments and discussion board has also enabled us as faculty to determine to what extent the students do understand the concepts presented. Rather than have in-class reviews, we have also increased online faculty support through online chats, and use of discussion boards that range from the students asking general questions on the
course as well as specific to the content. While we continue to modify the course to meet the needs of our student population, we know that we are moving in the right direction in order to aid these students in mastering the objectives of the course, and, ultimately, promoting more effective clinical reasoning and being able to apply this information as they move forward into their future careers.

**Room 211**

**Using Worked Examples to Facilitate Learning about Research Methods**
Anita Ondrusek, Valdosta State University

An instructional technique that can help students learn the fundamentals of research methods is called the worked example. Used mostly in mathematics and chemistry, the worked example is also effective in modeling solutions to problems in many other domains. In this lecture-demonstration, the presenter will share samples of worked examples used in an online course on research methods depicting the processes taught in the course such as locating research articles and identifying the elements that distinguish different types of research designs. Guidelines on when to use worked examples over other instructional techniques and how to provide feedback will also be included.

**Room 215/216**

**Of Mice and Memes: Helping Online Learners "Get Library"**
Lauren Fancher, University System of Georgia

An instructional technique that can help students learn the fundamentals of research methods is called the worked example. Used mostly in mathematics and chemistry, the worked example is also effective in modeling solutions to problems in many other domains. In this lecture-demonstration, the presenter will share samples of worked examples used in an online course on research methods depicting the processes taught in the course such as locating research articles and identifying the elements that distinguish different types of research designs. Guidelines on when to use
worked examples over other instructional techniques and how to provide feedback will also be included.

Room 312/313

Library Instruction in Your PJ's! Video Tutorials for Marketing and Instructing Students at a Distance

Amelia Glawe and Mary Ann Cullen, Georgia Perimeter College

Georgia Perimeter College Libraries has implemented the use of video tutorials to connect online students and faculty with library materials and services they need for their research. As our distance education population has grown rapidly, so has the demand for electronic delivery of library materials and services. To meet these needs, Georgia Perimeter College Libraries has collected a wide array of electronic resources, providing access to articles and e-books, and tried to increase awareness of services that deliver physical materials to users as well. In an attempt to connect to our users, the Georgia Perimeter College Libraries has made continuous efforts to increase our presence in social networking venues such as Facebook and Twitter. Additionally, we have established an active online chat/text reference service and created subject- and course-specific Libguides. The video tutorials are used in chat reference services, embed and link to in Libguides, use in emails, and post on to various social networking platforms. The process of creating and disbursing these tutorials is an ongoing project, that we feel will have a great impact both on our users and on the library community as well. Our presentation will cover the process by which we create each video tutorial, a demonstration of an example of our video tutorials, discussion pertaining to various disbursement methods, and a discussion of assessments of the tutorials. The presenters will share their best practices, tools, and tricks, which they have developed over the past year of creating this collection of tutorials.
Most teachers of writing strive to incorporate rich, detailed feedback into their assessment of student writing. Specific, targeted feedback is associated with deeper student engagement and learning. At the same time, too much feedback of the “bleeding red pen” variety can be overwhelming for students who simply don’t know where to begin – even if the “pen” is virtual! The best feedback is the feedback which is most personal. It prioritizes and occurs quickly, allowing students time to learn from their mistakes and, ideally, to revise. The difficulty, of course, is in providing such feedback and in getting students to read it in the first place and helping them to connect with it enough to act on it. Response time is a major challenge for teachers of multiple sections of writing classes. This presentation shares a method of rapid response to student essays that 1) allows the recording of spoken reactions to online essays and 2) helps teachers prioritize areas needing work for students by maintaining a set of icons to mark the most important issues in each student paper. The use of Adobe Acrobat Pro means that the files which are returned to students are readable by almost all students’ computers. The files are simply .pdf files with embedded audio. This method of evaluation also supports active learning. Instructors can turn around a set of drafts in a day or two, just by reading them and providing a holistic audio comment letting the students know what’s going well and what still needs work. This quick feedback lets students continue their writing virtually uninterrupted but with targeted, high-quality advice. The speed of response keeps students engaged in the process.
**Room 310/311**

**Collaborative Exam Review among Students at a Distance**

Kelly Torres and Samantha Tackett, Florida State University

Is reflective learning easier in an online educational environment or through face-to-face interactions? VoiceThread, a web-based collaboration tool, enables educators to posit questions for reflection via visual, auditory and text-based methods; and students to respond in kind. This variation on “threaded discussions” provides an asynchronous discussion platform that is different in many respects. Unlike many discussion forums, VoiceThread allows for the upload of documents, photos, video, around which discussions develop in a more multi-sensory manner. Because participants are able to comment by more than just text (webcam, phone, VOIP), the resulting discussion exhibits a much stronger atmosphere of community and interaction. The use of VoiceThread to facilitate exam review sessions with distance learners is an example of social constructivism, also known as distributed cognition. A demonstration will be provided that illustrates how students can be assigned exam review content to respond through voice, video, and/or text postings. Additionally, examples will be provided of how this forum can be used for students to elaborate on their classmates’ exam review postings.

**Room 211**

**Translations: Incorporating Technology in the Composition Classroom**

Mary Whitaker, East Georgia College

As colleges and universities adapt to accommodate budget cuts, increased student populations, demographic changes, and facility shortages, among other issues, more and more classes are moving to the online venue, either in part or completely. These changes are coupled with the integration of the use of technology in more and more areas of our lives, including the classroom. Many instructors are asked to take their very successful face-to-face/on-ground class and turn it into an online course. Making this change, however, can be more difficult than it appears. Part of the problem is
that while the overall goals are the same, the “language” used is not. Think about the difficulty of translating between two languages, and how easy it is to pick the “right” word that nonetheless totally changes the overall meaning. It is important to set up the course in such a way that the student is comfortable maneuvering through it, and it presents a logical base for the translated assignments. This presentation, intended for the instructor new to the online environment, offers strategies for successful translation, while also discussing some tactics helpful to online course construction.

Room 215/216

Using Free Five-Minute Screencasts to Enhance Student Success and Support Services for Distance Learners

Julie Poole and Kimberly Meredith, Mercer University-McDonough

Support services are an integral part of the college experience acting as a large piece of attrition prevention, a means of creating community, and a factor in school choice by savvy education consumers. How do we, as distance learning professionals, keep individualized support as a feature in online programs? Screencasting technology may be one way to create relationships between online learners and student support staff that is customized to user needs, low in cost, and makes efficient use of staff time. The audio and video aspects of screencasting technology enable support services staff to show students how to complete tasks rather than try to explain complex content via email, phone, or chat. Distance education allows worldwide learners the opportunity to overcome obstacles and seek out higher education. Screencasting not only allows staff to create highly individualized tutorials for students, but they include audio and click-by-click instructions. Low to no-cost screencasting could easily be utilized by other support services departments such as tech support, math and writing tutoring, learning technologies, as well as by teaching faculty.
Room 312/313

**Greet, Guide and Mentor: Student and Faculty Support Online**

Marc Boots-Ebenfield, Salem State University

In one short presentation we will share techniques for engaging both students and faculty in online learning. Our presentation will focus on 3 keys to engaging students online: a great greeting, guidance in online learning and lots of interaction & feedback. We want to stress that the same type of environment is essential for engaging faculty online, so we will also present an array of faculty development programming to meet the many and varied needs of university faculty. Our techniques help students and faculty members develop a sense of belonging to a real class with the same rhythm, personal sharing, student-student interaction and student-instructor interaction as in a face-to-face course. We will share organizational techniques for helping students and faculty members track progress, maintain sanity and establish a close rapport. Newsletters, private student journals, activity tracking and online grading forms will all be shared and explored. Feedback is essential to all learning, but in the online environment it can get lost in a sea of text. Many free online tools, such as Skype, VoiceThread and Voki allow all course participants to hear and see each other online, conference in real time, or just give each other quick feedback with audio.

**Session 4, 4:00 p.m. – 4:45 p.m.**

Room 209/210

**Connecting with Foreign Language Students Online**

Elizabeth Combier and Jim Chesnut, North Georgia College and State University

Offering a lower-level language course on-line poses challenges perhaps not encountered in other disciplines, including workload and student interaction, especially in courses on a short summer session of only five and one half weeks. The study of any foreign language encompasses the development of four basic skills: reading, writing, listening and speaking. Given that this set of skills is a requirement
necessitating personal interaction with the individual student, a variety of methods and programs should be applied in order to develop each area of the student’s language proficiency. Beyond those standard written activities, the faculty members may develop a variety of auditory and visual aids online to supplement student comprehension and to pique their interest in each culture of the language being studied. Online free programs such as Audacity can provide an avenue to share pronunciation of vocabulary and verb conjugations. Connections between students and professors may be achieved through regular face to face conversations via Skype. Conversations via Skype may facilitate and establish closer connections between faculty and student than may be seen in day to day classroom interaction.

*Room 310/311*

**Forging Connections through Mentorship**

Kokila Ravi, Atlanta Metropolitan College and Betty LaFace, Bainbridge College

With the redefined role of instructor as facilitator or guide in an online classroom, the creation of a robust mentorship program builds an ongoing collaborative relationship among faculty. For faculty members new to online instruction, the wealth of experience garnered by a seasoned online educator is a very valuable resource that could be easily tapped into by creating a formal opportunity for the instructor to directly benefit from the guidance of a mentor while the course is being taught. While robust training programs for online instructors are an excellent way to train and prepare instructors to teach online, the nurturing atmosphere essential for success in online instruction can be facilitated by establishing a thriving mentorship program. Sharing of course resources, tips and tricks to effectively work the course management system, and techniques for building a robust student engagement process are some of the pillars of a solid mentorship paradigm.
**Room 211**

*Birds of a Feather: Using the iPad and iTunes Apps to Connect to Students*

Jon Haney, Columbus State University

The iPad has found its place in the classroom. Now it is moving into the distance learning arena. This interactive roundtable session will discuss ideas, innovations and challenges experienced when using the iPad and iTunes Apps in distance learning classes. The moderator will begin the discussion by showing examples of iPad Apps that can enhance online classroom connections. Participants will then have opportunities to share their experiences using the iPad and iTunes Apps.

**Room 215/216**

*Open Access Textbooks and Distance Learning: Issues and Opportunities*

Bonnie Robinson and April Loebick, North Georgia College and State University

Open Access materials have recently begun receiving increased attention, especially in regards to changes in the publishing industry. Copyright and intellectual property rights are changing to keep up with today's increased fascination with digital and social media. Where does peer-reviewing fit in with these changes? This question becomes highlighted due to a new trend in online open access publishing: open source textbooks that are housed in digital repositories. The University Press of North Georgia is currently partnering with the University System of Georgia on an open textbook initiative. The primary goal in this partnership is to offer a viable alternative to the traditional, and generally expensive, print textbook. While the textbook industry in general responds to its changing market, open textbooks face their own particular hurdles: instructors' lack of awareness of, as well as confidence in, open digital resources and students' inability to gauge their quality. This presentation will focus on two subject areas, English and History, in order to discuss the issues involved in identifying and using quality open source content and resources for a digital
classroom environment. We will consider such questions as the following: What open textbooks are currently available and how can faculty and students alike access them? What is their vetting process (if any)? How can students and teachers search for and find, review, and use peer-reviewed open source material? How do instructors and students assess reading/content level of open textbooks? How and/or should instructors and students construct their open textbooks for use in the digital classroom environment? How can open textbooks be used in learning management systems? What learning analytics, if any, are available? How can open textbooks promote information literacy among students, especially those who have rarely, if ever, entered a physical classroom? In answering these questions, we hope to identify and suggest content materials, learning objects, teaching methods, assignments, and transmission models that will promote students' critical thinking and engage them in deep and participatory learning in an open access digital environment.

Room 312/313

Student-to-Student Peer Review as an Instructional Strategy in Online Courses

Charles Hodges, Georgia Southern University

The purposes of this presentation are to discuss the practical application of student-to-student peer review as an instructional strategy in online courses. Findings from a literature review of student-to-student peer review, and the presenter's experiences with the use of peer review in online courses will be used to initiate and foster the discussion. An initial review of the literature on peer review as an instructional strategy offers the following focal points for discussion. First, findings reveal that peer review benefits students by helping them to: identify good practice and be more critical; strengthen self-regulation behaviors in order to provide constructive feedback on peer assignments; develop critical thinking skills; articulate design decisions in a professional context. Second, peer review benefits instructors in that it may reduce the time required to evaluate complex assignments; thus, potentially providing more
time to offer high-level consultative guidance. Third, best practices in peer review suggest that instructors should provide clear criteria for peer feedback to avoid superficial feedback; train students on evaluation processes; and use blind review to reduce bias.

Session 5, 5:00 p.m. to 5:45 p.m.

Room 209/210

Blackboard/Wimba: Student Engagement and PDF Files for Viewing
Gary Shouppe, Columbus State University

Problem: Novices using Blackboard/WIMBA for synchronous activities may find the process cumbersome at first. This session will seek to provide basic user information on how to incorporate student involvement into live presentations via WIMBA as well as show/display PDF documents. Often new users of Blackboard do not realize the possibilities of having live sessions with online students and how to create engaging presentations. Purpose: To provide information to faculty/staff on incorporating documents and student engagement into a live WIMBA chat session. Presentation will target… • brief overview of primary WIMBA tool, • how to upload PDF docs into WIMBA, and • various examples of how to include student response questions inside WIMBA. Attendees will learn how to upload PDF documents into their live WIMBA sessions. Additionally attendees will learn how to create and include student response questions into a live WIMBA chat session. Questions and answer time will follow the presentation. Handouts will also be provided to all attendees.

Room 310/311

Fostering Collaboration and Critical Thinking in Adult Nursing
Student Distance Learners using a Web 2.0 Tool: Wikispaces
Stephanie Lewis, Columbus State University

The use of distance education continues to rise in higher education as adult learners, seeking convenient, flexible course schedules enroll in online baccalaureate education courses. One of the cited challenges to online learning is the feeling of isolation that students may experience that may not typically be present in a traditional bricks and mortar class. Faculty who are able to offer a student an opportunity for social presence, the creation of a learning community, and interaction among other students will increase learning outcomes. Additionally, instructors may find it difficult to recreate, in an online environment, the active learning experiences common to ground courses. Adult learners typically respond well to relevant assignments that allow them to utilize previous knowledge, build new knowledge, and experience a sense of connection and support. Implementing Web 2.0 tools into online or ground classes can serve to increase collaboration and critical thinking among adult learners. Underpinned by the Engagement and Connectivism Theories, the use of select Web 2.0 tools, specifically Wikispaces, will appeal to the adult distance learner and their desire for relevant, meaningful group work.

Room 211

The Dog Ate My Homework...But Not My Lecture!

Robby Ambler and Pamela Deal, Georgia Southern University

With all the social media and online learning tools these days, it's easy to forget the importance of instructor-student information exchange and interaction. For a large percentage of courses, much of this still happens in a traditional classroom. With declining retention and progression rates, Georgia Southern University needed a change. That change has come in the form of lecture capture. Using this technology, lectures, class presentations, or review sessions are recorded and made available automatically to students and instructors for review, discussion, or reference. This session will give the audience insight into the current usage and implementation, instructor and student feedback, and our future plans for expansion. Whether you're
interest in lecture capture for your campus, or are interested to see if this will "just
give my students an excuse to skip class", this session is for you!

Room 215/216

**Student Ratings of Online Course Components**
Rik Newtson, Harvey Richman and Dawn Harless, Columbus State University
To determine the relative importance students ascribed to a variety of "success-related" factors, we surveyed 102 undergraduate CSU students who had completed at least one online course. Students were first asked to rate twelve items on a five point Likert scale. Students were also asked to rank order our four major contributors to "success" - content quality, course structure, textbook quality, and technology sophistication and support. Lastly, the students were asked to rank order four major "challenges" to "success" – self-discipline, technological malfunctions, poor course content, and mastering course technology.

Room 312/313

**Using Open-Sourced Platform to Facilitate Students' Learning: An Implementation of Drupal as a Learning Management System**
I-Pang Fu, Wesley Donahue and Naifen Su, Pennsylvania State University
The primary purpose of this presentation is to evaluate the implementation of open-sourced platform in a college level course. Course Management System (CMS) or Learning Management System (LMS) is widely used nowadays in almost every level of education. However, in some degree, the contents and interface in CMS or LMS cannot be easily customized into the format which instructors preferred. The platform we used is a self-designed and customized instructional website which is powered by
Drupal. All the source code and modules are open-sourced and maintained by the developers community around the world. The course we want to implement is for senior students in engineering background who are interested in leadership issues in organizations. Before our implementation, all the course contents are provided in Angel Course Management System, which was acquired by Blackboard Inc. few years ago. Students download course materials, turn in assignments, and take quizzes virtually in Angel. However, the lack of interactions and unfriendly user interface brought a certain degree of technical difficulty and inefficient learning performance to users. In 2011, the Drupal-based course management system was designed to reduce learners’ anxiety and difficulty in this course. In the first version of this self-developed course management system, we utilized interactive learning modules, social media, and collaborative team assignments to improve the learning effectiveness and efficiency.

Thursday, September 29, 2011
Session 6, 9:00 a.m. to 9:45 a.m.

Room 209/210

Should Online Instructors Have Smart Phones and Blackberry Service?
Stephen Raynie and Caesar Perkowski, Gordon College
We have been teaching English courses online since 2007, and while we are comfortable in that environment, we are still finding significant numbers of students for whom the experience is new, especially in introductory courses such as English 1101 and English 1102. For a variety of reasons, even though online courses have advantages, they continue to create some barriers to student success. These introductory courses are where students are already the most likely to become discouraged. Exacerbating the issues normally attending freshman courses are the assumptions they bring to an online environment, which are a blend of their earlier classroom experiences and their experiences with technology. Students in
introductory online courses simply do not complete them as often as their counterparts in physical classrooms do. Online students especially value immediate accessibility to the instructor. As a starting place to improve course completion, we decided to experiment with smart phones and Blackberry service to see how it would affect the pedagogical environment. We surveyed both faculty attitudes and student attitudes regarding this kind of access, and although there was some resistance to the idea, our own experience was positive. We will argue that smart phones and Blackberry service provide an opportunity to benefit both online instructors and students by increasing communication, increasing student confidence, decreasing vulnerability to isolation, and fostering student independence.

Room 310/311

Improving the Connection with Online Students through Introductory Videos and Weekly Update Videos

Dale Suffridge, Kennesaw State University

The majority of communication in online courses is text-based computer-mediated communication (CMC) taking the form of instant messages, asynchronous discussion, and email. Text-based CMC promotes a level of reflective interaction that may be lacking in the traditional classroom. However this form of communication is often subject to misinterpretation due to lack of facial expression, body posture, and tone of voice. Also distance learning students may feel distanced. Feelings of isolation are a stress factor for online students and contribute to course attrition and withdrawal. Without face-to-face contact, and the communication nuances derived from it, students in online courses may not establish the necessary sense of community for connectedness and learning to occur. They may feel ill at ease with their instructor and uncomfortable with their learning situation. Instructors tend to be "known" only as text on a screen. In this session, we will explore introductory videos and weekly video updates as effective ways to enhance connection through technology. We will look at both the practical and technical ways to record and deliver engaging introductory videos, and timesaving ways to produce weekly update videos.
Participants will view examples, hear testimonies and learn process oriented proven steps to create their own compelling introductory videos. Participants will also benefit from a strategic approach to engaging students weekly through weekly update videos. We will also explore techniques to motivate students through the weekly update videos and investigate delivery and placement options. Handouts and links to supplemental material will be provided to all attendees.

Room 211

Second Nature: Using Virtual Environments to Learn About Real Ones
Joseph Clark, Florida State University

Climate change, ecosystem degradation, energy resources, and other closely related issues are converging as major policymaking challenges for the 21st Century. Wise decision-making, at all levels from individual to international, requires a solid grounding in environmental science and its interplay with human cultures. The necessity of educating humans about their effect on the environment in which they live has, perhaps, never been more critical. Educators have long used models, simulations, and related technologies of information and communication to explain concepts, demonstrate relationships, and clarify ideas. Online virtual environments like Wonderland, Croquet, and Second Life are examples of current multiuser virtual worlds that are being leveraged for their power to depict natural processes and engage students at a distance. The presentation will consist of an overview of relevant prior work on the use of virtual environments in environmental education as well as on the application of collaborative and constructivist learning to this field, followed by a review of relevant instructional spaces and projects in Second Life, and conclude with a discussion of the general prospects for the instructional use of immersive learning environments in environmental education.

Room 215/216
Using "Discussions" to Increase Student Connections, Cognitive Learning and Critical Thinking

Jeff Zuiderveen, Columbus State University

As a part of the online classes I teach, the only consistent tool that I use is the discussion. This allows the students to interact with each other and form bonds similar to those formed in a normal class. If formulated well, it will also help with the learning of important information by forcing students to critically think about relevant topics. Staying out of the discussions, as the instructor, can be difficult, but it removes a crutch on which students tend to rely and forces them to find answers. Some key components to the discussions include providing a framework for the discussion initially, requiring students to ask and answer questions among themselves, and making the point values for each posting to be low enough that interaction is needed.

Room 312/313

A Student's Perspective of DL Environments: The Good, the Bad and the Ugly

Gary Shouppe and Amanda Wile, Columbus State University

Do we ever stop and listen to the students? What do students find helpful about DL and what things can instructors do to improve course engagement, delivery and content? What things do professors/instructors do that really ticks off online students? The purpose of this presentation is to provide information to faculty and staff directly from a student. This current CSU student will share some of her views on what works and doesn’t work for her in the DL environment. How does a graduate student manage time for work, family and coursework? What can an instructor do to help the learning process? The presentation will specifically target: • Viewpoints of a current student toward DL courses; likes and dislikes. • Personal analysis of various course presentation methods and tools used by instructors. • A student’s reflection of her experiences with CSU’s DL year-long degree program. • How time management
comes into play while taking multiple online courses simultaneously. • Viewpoints from the instructor on how to engage and help students connect with other students in a totally online environment.

Session 7, 10:00 a.m. to 10:45 a.m.

Room 209/210

Creativity in My First Online Class
Robert Dunn, Columbus State University
After teaching at the University level for twenty five years, I was given the opportunity to teach an online class this summer. This was my first, and like a first child, it is very special and worth talking about. That is the reason for this presentation, to give me an opportunity to share what I have created. My objective was to make the online experience as similar to a classroom experience as possible. I decided to begin each chapter with a song by a popular artist. For example, I began my discussion of Ethics with Michael Jackson singing “Black or White”. If you are interested in my other lead-in songs or more importantly with what I did different in my first online offering, please plan to attend.

Room 310/311

Tools for Effective Online Office Hours
Raymond Mercer, Columbus Technical College
Distance learning is touted as an "anytime-anywhere" educational model that is primarily asynchronous in its delivery. However many faculty and students may stay away from distance learning because they feel it lacks the “face-to-face” interaction of a traditional class. While a synchronous online class addresses this issue, it voids the promise of “anytime-anywhere” learning. The challenge is to be able to share the
best of both learning modalities. One of the most effective learning tools of a traditional class is faculty office hours. The faculty member provides undivided attention to the student’s needs and “connect”. The goal of this session is to share with the attendees various no-cost/low-cost technology tools that allow the distance learning faculty and student to replicate the F2F experience. The attendee will take away from the session the necessary means to conduct online office hours with students via live audio, video and desktop sharing. The presenter will share best practices as to the use of these tools.

Room 211

Bridging the Gap: Learning vs. Memorization
Caleb Bolden and Clarence Mayo, Columbus State University
While distance learning classes are very convenient for students and for the faculty teaching the class, there is a real disconnect between the students and the information being presented. I propose that this disconnect occurs as a result of a lack of accountability on the side of the students. In distance learning classes, it is not required that students actually “learn” the material to make an acceptable grade in the class. Students can just "copy and paste" information straight out of the textbook and make an acceptable grade on assignments. The solution to bridging this gap between the students and the information is to incorporate ways for students to actively participate in the class. For example, class discussions via chartrooms or daily blogs that focuses on conceptual ideas rather than just facts. Active discussions in a distance learning setting would enhance the actual learning curve of students because students are required to actual formulate opinions on subjects, rather than simply regurgitate information directly from the textbook.

Room 215/216

Knowledge Construction and Evaluation using Web-based and Open-access Resources
Samantha Tackett and Kelly Torres, Florida State University
The presenters will provide instructional strategies, references to technologies, and examples of assignments that were designed to immerse students in free, web-based, web-accessed resources. The emphasis of each project is the student’s construction of knowledge as they evaluate various media/choices to complete their assignment. For example, a student demonstrates their knowledge of a specific theory by the evaluation and selection of one video's content over another. This type of online assignment supports students' active role in constructing knowledge, applying their knowledge by evaluating options, and creating new resources. These assignments are designed to support students’ motivation through elements of autonomy (choice and agency), competence (scaffold experience), and student’s metacognition in addition to their skill performances and knowledge outcomes.

**Room 312/313**

**Online Advising: An Interactive Model Using Wimba's Classroom**

Rik Newtson, Columbus State University

With the demand for fully online degrees, comes a need for high quality online advising. High quality advising includes mentoring students, providing accurate degree progress information with active record-keeping, and positive faculty-student interaction (e.g., advisors use advising sessions to discuss student’s short and long-term goals and needs). High quality advising has been shown to reduce student attrition and increase overall student satisfaction and learning of key program outcomes. Wimba (Suite) is a series of interactive tools used in online environments to reproduce and enhance the classroom experience. Wimba Classroom is an interactive web tool that combines audio, video, application and content sharing (e.g., student’s Degree Evaluation Record, intended program outcomes, course descriptions, graduate programs), and archiving abilities (i.e., the advising session can be archived for later downloading as an mp4 file). Used for online academic advising, Wimba Classroom has the potential to provide high-quality synchronous...
advising sessions. In addition to the presentation of methods and tools for online advising using Wimba Classroom, there will also be a demonstration.

Session 8, 11:00 a.m. to 11:45 a.m.

Room 209/210

Online Learning: Academic, Social and Technology Components from a Student's Perspective

Kimberly Mullen, Columbus State University

Higher education institutions are being charged with facilitating the creation and implementation of high quality, interactive, credit and continuing education distance education courses and programs. Thus, it's imperative to develop world class technology platforms that consider delivery methods, student and faculty engagement, and the overall educational experience for distance learning courses and programs. Presenters will share data based on research conducted in a comprehensive study at Columbus State University. The researchers used a mixed methodological approach encompassing quantitative and qualitative data on issues related to online learning. Researchers held focus groups and surveyed distance learning students. The participants in this study represented all classifications of undergraduate and graduate students. The final results capture rich data that includes dynamic information on academic experience, technology issues and social engagement aspects of online learning in the 21st century. The presenters will present the data, compare it to national results and provide best practices for faculty and administrators engaged in online learning. In conclusion, the presenters will allow time for questions and idea sharing among other professionals in relative fields.
**Room 310/311**

*Uggh! The Professor's Asking Me To Learn New Technology In A Non-Tech Course!*

Wade Bradt and Carlos Torres, Florida State University

In a digital and increasingly online world, educators are constantly searching for new tools to aid in their attempts to communicate, instruct and connect in distance education settings. Fortunately, there is no dearth of Web 2.0 tools available to assist; however, educators who desire to use new and unfamiliar tools in their online courses must balance each tool’s perceived benefits with the time and effort students will be required to learn to use it. Even assuming that most students who take online courses are more “tech-savvy” does not address the learning curve which may become necessary with new tools. The presenters will demonstrate the use of two, free, Web 2.0 applications – Jing and Cinch for assisting instructors in providing adequate instruction to learners who may be asked to use new (non-content-related) technology.

**Room 211**

*Online Teaching on Campus: Infusing the Virtual with the Personal*

Robert Blumenthal, Georgia College & State University

The subject of course redesign is receiving a lot of attention at many colleges and universities. Some administrators and faculty argue that traditional classroom instruction leaves much to be desired. In a lecture-style course, students are often merely passive observers who are quite disengaged from the learning process. The critics of the traditional model point out that this lack of engagement has a negative effect on success rates and on overall student satisfaction. Moreover, this model is expensive and inefficient and therefore is not well-suited to the increasingly austere environment in which colleges and universities, both public and private, find themselves.
The National Center for Academic Transformation (NCAT) has pioneered various models of course redesign with the aim of increasing student engagement, student satisfaction, student success, and institutional efficiency. About a year ago, I attended an NCAT-sponsored workshop on course redesign. This workshop focused specifically on entry-level mathematics courses and focused on a variety of models for delivering such courses.

Next fall we are introducing a course in College Algebra for the purpose of addressing various gaps in our students’ mathematical preparation. Rather than offering the course in a traditional format, we have decided to pilot one of the models presented at the workshop – the emporium model. This model is based on an online model and, indeed, uses as its primary instructional tool the same software which is typically used in an online offering of College Algebra. However, unlike a fully online course, the students are required to spend several hours of their own choosing per week in a dedicated computer lab where they learn and practice the material at their own pace. Course instructors and lab assistants are present in the lab to assist the students when they have questions and/or need further explanation of the material.

Thus, the students work in the same manner as they would in a fully online course, but, during the time they are in the lab, they have immediate and personal, rather than delayed and virtual, contact with a course instructor or lab assistant. When the students are not in the lab, the student/faculty interaction is the same as in an online course. Our goal in implementing the emporium model is to offer College Algebra in a format which utilizes powerful instructional technology in the context of a more individualized and focused student/faculty interaction than might otherwise be possible.

*Room 215/216*
Designing the "Best Practice" Online Template for Effective Immersion

Michael Baltimore and Gary Shouppe, Columbus State University

This workshop and discussion will focus on a new design for a working template for use as a distance learning course. Various aspects of creating interactivity, immersion into content, student guided instruction and latest technologies will be included. Attendees will participate in the discussion of what "should be" included in the "best" online course design.

Room 312/313

Promoting Student Learning Through Technological Advances in the Army

Kimberly Gill and Mark Ridley, Columbus State University

Every branch of the military requires training and education. The US Army Learning concept for 2015 emphasizes reexamining the Army learning model and allowing for a more adaptable learning model through various uses of technology. This new model utilizes adaptive learning skills developed via greater reliance on technology which requires shifts in the traditional education model. The military is focusing on and implementing changes in regards to the manner in which education and training is conducted. The goal is to use more innovative technological distance learning practices that promote connections between students and course content in an effort to shift from the traditional training and educational model to a more comprehensive technological format. In this session, the Colonel and the Professor will compare and contrast the manner in which the Army and institutions of higher learning are utilizing innovative classroom techniques. Using the United States Sniper School as a basis for comparison, problems associated with promoting greater students and course content cohesion via technological advances poses challenges due to the nature of the military structure and security issues and will be addressed. The idea behind this shift in the army educational design is to improve face to face learning experiences
while extending learning beyond just the classroom. In an effort to better prepare the military to operate in an ever changing environment; various techniques for changing the traditional educational model are being utilized. Some techniques being implemented to promote a greater degree of student to content connections are the utilization of on-line distance learning classes as prerequisites for training, greater accessibility to on line information pertaining to the use of current weapons, and restructuring the current class room style.

*Session 4, 12:00 p.m. to 12:30 p.m.*
*Room 209/210*

**Lightning Talks**

All presenters are invited to speak for two (2) minutes.