13TH ANNUAL

ADVANCE PROGRAM/REGISTRATION

E-Learn 2008

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

November 17-21, 2008
Las Vegas, Nevada, USA

Riviera Hotel & Casino Las Vegas

www.aace.org/conf/elearn

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

Early Registration Deadline
September 24, 2008
Hotel Reservation:
October 27, 2008
Advance Registration Deadline
November 3, 2008

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

E-Learn 2008

E-Learn 2008 – World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education is an international conference organized by the Association for the Advancement of Computing in Education (AACE) and co-sponsored by the International Journal on E-Learning. This annual conference serves as a multi-disciplinary forum for the exchange of information on research, development, and applications of all topics related to e-Learning in the Corporate, Government, Healthcare, and Higher Education sectors. We invite you to attend E-Learn 2008 and submit proposals for papers, panels, best practices, roundtables, tutorials, workshops, posters/demonstrations, and corporate showcases/demos. The Conference Review Policy requires that each proposal will be peer- reviewed by three reviewers for inclusion in the conference program, proceedings book, and CD-ROM proceedings.

Proceedings

Accepted papers will be published in the proceedings book, abstracts book, and CD-ROM. 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.

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); Vancouver BC, Canada (2005); Honolulu, HI (2006) and Quebec City, Canada (2007). E-Learn 2008 is the thirteenth in this series of internationally respected events.

"The E-Learn conference series is about Blending. It is about a coming together or blending of ideas and experiences of the world's leading researchers, developers, and practitioners from education, government, healthcare and business o all learn from and inform one another. Too often similar groups only associate with each other and, thus, continually exchange similar ideas.

The underlying concept for E-Learn is based on the insight that opportunities to produce great work and achievements are often found at the margins of our individual knowledge. And by providing a forum, such as E-Learn, that exposes us each year to diverse groups of remarkable people, the intersection of ideas and knowledge should present possibilities for personal learning and growth, hopefully with the global goal of creating and improving online learning."

Gary H. Marks, Ph.D.
AACE Executive Director

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 inter-related 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.

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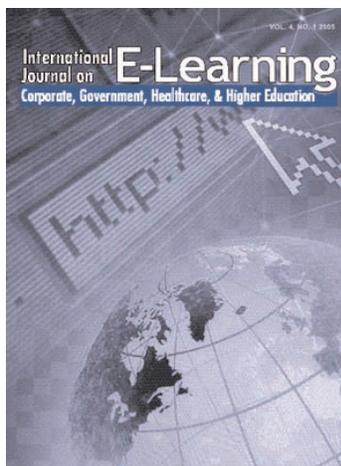
E-Learn 2008

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

MONDAY, NOVEMBER 17

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

TUESDAY, NOVEMBER 18

Registration	7:30 AM-5:00 PM
Welcome & Opening 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	1:30-5:00 PM
Beverage Break	2:30-2:45 PM
Welcome Reception	6:00-7:00 PM

WEDNESDAY, NOVEMBER 19

Registration	8:00 AM-5:00 PM
General Session (Keynote & Paper 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

THURSDAY, NOVEMBER 20

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

FRIDAY, NOVEMBER 21

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	1:30-5:00 PM
Beverage Break	2:30-2:45 PM
Closing Reception & Invitation to E-Learn 2009!	5:00-5:50 PM

Join your colleagues

Welcome Reception
Tuesday, November 18 • 6:00-7:00 PM

Networking Lunch
Wednesday, November 19 • 12:15-1:30 PM

Thursday, November 20 • 12:15-1:30 PM

Join colleagues for a networking luncheon to discuss various topics selected from the conference topics (see page 4 for list of topics). A specific topic will be designated at each table and you will have the opportunity to create your own topics at the lunch. Make your reservations now as tickets are limited. If you have already registered, you may add the lunch at the conference registration desk. Cost: $25

Closing Reception & Invitation to E-Learn 2009 in Vancouver BC, Canada
Friday, November 21 • 5:00-5:30 PM

TOPICS

The scope of the conference includes, but is not limited to, the following topics as they relate to e-Learning in Corporate, Government, Healthcare, and Higher Education.

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

T1   Strategies for Using Web Conferencing to Enhance Student and Faculty Connections within Online Learning

Kelvin Bentley, Northampton Community College, USA

Abstract: This tutorial will provide a detailed overview of web conferencing tools and their use to improve online learner access to key student services such as tutoring and advising as well as to communicate with and train online faculty.

Objectives: Compare and contrast the features, advantages, and disadvantages of different web conferencing tools including Adobe Connect Professional, Elluminate Live, WebEx, and Centra.

Identify best practices in the use of web conferencing tools to offer student services and communication and professional development opportunities to online faculty.

Develop a work plan that identifies how web conferencing could be used to offer online academic advising, online tutoring, and career counseling to distance learners as well as enhance how institutions communicate and educate their online faculty.

Outline: This tutorial will offer participants an engaging discussion about good practices in the use of web conferencing tools to enhance distance learner access to student services.

The tutorial will be divided into 3 one-hour segments. The first hour will provide participants with an overview of select web conferencing tools including Elluminate Live, WebEx, Centra, and Adobe Connect Professional. Participants will be provided with an overview of the advantages and disadvantages of each tool.

The second hour will be used to describe the campus-wide implementation of web conferencing at the presenter's home institution to offer current on-campus student services online to distance learners as well as improve communication and professional development opportunities among online faculty. A live demonstration of Ellumiante Live, the web conferencing tool used by the presenter's home institution, will be given as well as detailed information about how the tool has been used campus-wide.

The third hour will give participants an opportunity to meet in small groups to discuss how they might use web conferencing to enhance distance learner access to student services. These groups will report to the larger group to share their plans as well as what they think will be their challenges at their respective institutions for implementing and using web conferencing techology.

Prerequisites: This workshop is designed for participants with little to no direct experiencing using or implementing the use of web conferencing technologies at their home institutions.

Intended Experience Level: Beginner

Instructor Qualifications: I earned a PhD from the University of Delaware in 1999. My major field of study was clinical psychology. Since earning my doctorate, I have been interested in the integration of teaching and techology. I have extensive experiences in the teaching in the teaching, evaluation, and administration of distance learning programs.

From 2001 to 2003, I served as the coordinator of Louisiana's first online Bachelor of Science program in Psychology at Northwestern State University. From 2003-2005, I served as a dean of Baker College Online and gained valuable experiences in the use of Macromedia Breeze and Elluminate Live. I currently serve as the Director of Distance Learning for Northampton Community College in which I oversee the use of Elluminate Live and collaborate with others to integrate its use within departments such as Admissions, Career Services, the Learning Center, and the Center for Teaching and Learning.

This link will take you to my personal website which provides a list of my presentations and publications: http://www.kelvinbentley.com/pubs.htm In addition, please see this link as it highlights my role in helping my institution achieve a "Center of Excellence" distinction from Elluminate Live for this year: http://www.elluminate.com/community/best_in_class_2008/northampton.jsp

Monday November 17, Morning, 8:30 AM – 12:00 NOON

W1 A Quick-Start to E-Learning *(Note: BYOL-Bring Your Own Laptop)*

Edgar R. Weippl, Secure Business Austria, Austria

Abstract: The goal of this tutorial is to give participants all they need to quickly get started with e-learning. The focus is on organizing courses (course management) and NOT on content creation. 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: Benefits for Participants

- 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

Resources: After the conference participants will have access to a recording of how to perform the installation and links to the appropriate downloads.

In addition template documents will be available that participants can use when managing projects.

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: Target Audience

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: Edgar R. Weippl (CISSP, CISA, CISM) is Science Director of Secure Business Austria and university assistant at the Vienna University of Technology. 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 2003-2007 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. Full CV available at http://www.weippl.com/cv.pdf

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Tutorials are indicated by a **T#** and have a lecture/demonstration format. Workshops are indicated by a **W#** and are primarily hands-on sessions. We advise early registration for all Tutorials and Workshops due to limited space available.

Monday November 17, Morning, 8:30 AM – 12:00 NOON

W2 Engage the Digital Natives: Facilitating Learning with Blended Video Projects

(Note: BYOL-Bring Your Own Laptop)

Mark Geary, Dakota State University, USA

Gabe Mydland, Dakota State University, USA

Abstract: What would happen if you combined the effectiveness of YouTube video with the conciseness of graphic organizers? Until the advent of Photostory 3, implementing the combination of the two technologies would have been very time intensive, discouraging even skilled videographers from attempting it. Since the tools are now available, easily learned and easily accessible, the technological barriers to attempting this have been removed. Come learn how to join two emerging technologies in education to create a "Force More Powerful". This workshop will demonstrate emerging research from concept mapping and digital media production, and show how the two can be simply joined by combining media software freely downloaded. Participants will gain a deeper understanding of how the software tools, C-Map and Photostory3, and Windows MovieMaker can be combined to create a richer, more educational multimedia experience for the digital natives.

Objectives: By attending this workshop, you will learn why combining video with concept maps is an effective strategy, how you can do it, and how you can teach your students to do it.

Participants will learn how use of Photostory 3 movies, Windows MovieMaker and Concept Map Tools can be integrated to improve critical thinking and analysis of key learning concepts. Participants will develop a story board for the integration of their concept maps with a Photostory 3 movie, locate and convert movies from YouTube for instruction, and integrate the movies with concept maps using free tools.

Outline:
- Introductions and Icebreaker (5 minutes)
- Interactive Presentation (identify key points)
- Activity 1: Build Concept Map in Cmap or Bubbl.us
- Survey & Group Discussion
- Activity 2: Introduce Photostory 3: Make Digital Movie of Cmap
- Discussion
- Activity 3: Locating video (Google, YouTube)
- Discussion
- Activity 4 Storyboard exercise
- Discussion
- Activity 5: Putting the pieces together in Windows MovieMaker
- Review and Reflect
- Wrap-up and Evaluation (5 minutes)

Prerequisites: Basic computer skils, such as browsing Internet, downloading files and using email is necessary. Video editing skills helpful, but will be covered.

Intended Experience Level: Intermediate

Instructor Qualifications: Dr. Geary has done over 100 technology workshops, including many on the use of blended media in education. The most recent was at the Collaboration Conference in St. Paul, MN, where the workshop received a 4.8 out of a possible 5.0 average. Dr. Mydland does individual consulting, and has also co-presented with Dr. Geary. They are currently conducting experiments and research to extend the knowledge of this practice.

Monday November 17, Afternoon, 1:30 PM – 5:00 PM

T2   Instructional Design of Authentic E-Learning Environments

Theo Bastiaens, Fernuniversität in Hagen, Germany

Abstract: It has been generally accepted by education and industry that technological and societal changes have led to a need for complex knowledge and skills in both higher education and the workplace. A 'new' view on learning has emerged, based on social-constructivist and situated theories, in which real-world problems are presented to students/trainees. Modern instructional-design (ID) models assume that realistic and rich learning tasks are the driving force for learning. Well-designed learning tasks stimulate learners to integrate and coordinate required skills, knowledge, and attitudes in a way that can be transferred to real-life conditions. However, since such design models are relatively rare, certainly in the field of E-learning. Designers often have to fall back on their own ideas and intuition when designing and developing their E-learning materials. This tutorial include an examination of the so-called 4C/ID (Four-Components Instructional Design Model) from Jeroen van Merriënboer (1997) for the development of authentic e-learning tasks.

Objectives: The tutorial offers specific guidelines for creating the kind of e-learning material, education and industry are calling for. It supports the development of complex learning tasks and consists of four interrelated blueprint components. The backbone of the model is formed by electronic learning tasks which are defined as concrete, authentic and meaningful 'whole task experiences'. The second component is called supportive information. This is information that is supportive to the learning and performance of non-recurrent aspects of learning tasks (e.g. problem solving and reasoning). Just-in-time information is the third component and is prerequisite to the learning and performance of recurrent aspects of learning tasks. The last component is called part task practice. These are in fact additional exercises when a high level of automation is required after instruction. Participants in this workshop will receive an orientation to the model as well as hands-on practice using the model to create instruction.

Outline: The goal of the workshop is to sketch a fruitful approach to the pedagogical design of e-learning. At the start, we describe the general design of this model for authentic e-learning tasks. The workshop is structured in five topics:

1. Create a holistic view of the job
2. Simplifying assumptions which make it easier
3. Criteria for authentic e-learning tasks
4. Support for deep level learning
5. Procedural support

Next to this we provide illustrations of well-designed integrated e-learning products and discuss the application of this model and each of its components in the individual situations of participants.

Prerequisites: This session is appropriate for Educational technologists, teachers, webdesigners.

Intended Experience Level: Beginner

Instructor Qualifications: Theo Bastiaens is director of the Institute of Educational Science and Media Research at the Fernuniversität in Hagen, Germany and professor at the Open University of the Netherlands, the Netherlands. His expertise is instructional design of e-learning, human resource development and authentic learning tasks. He is involved in international projects on the implications of authentic learning tasks, Open Educational Resources and E-learning.

T3 Cultivating the Online Facilitator in You

Chad Greer, State Farm Insurance Companies, USA

Kirsten Largent, State Farm Insurance Companies, USA

Jason Platt, State Farm Insurance Companies, USA

Abstract: This tutorial focuses on the most important tool in the virtual classroom, the facilitator, and takes an engaging and collaborative approach to developing skills needed to be successful in a virtual environment. Participants will experience a highly interactive session as we delve into Team Teaching approaches, elements of successful online presentations, and the key tools in a Virtual Facilitator's tool belt. Numerous organizations have implemented Virtual Classroom solutions with great success; however, it appears many have put an emphasis on the technology used rather than those delivering the content. The long term success of the Virtual Classroom is dependent upon a facilitation team who is talented, well trained, equipped and supported. As with the traditional classroom, there are varied techniques which lead to successful content delivery in a virtual environment. We will share what we have learned and offer suggestions to make the most out of your online learning strategy.

Objectives: Having attended numerous e-learning conferences and years of experience in the Virtual Classroom, we find there is always something missing from many conference offerings: meaningful sessions designed to help classroom instructors take the leap to online facilitation. During this tutorial we plan to share with E-Learn 2008 participants the thrill of training in a virtual environment.

Objectives:

- Demonstrate and discuss the advantages and disadvantages of the Team Teaching Approach to increase learner engagement
- Explore the elements of a successful online presentation
- Discover the characteristics of an engaging Virtual Instructor
- Discuss the importance of ongoing facilitator coaching and feedback loops

Outline: Cultivating the Online Facilitator in You – Topical Outline

Demonstrate and discuss the Team Teaching approach

- Demonstration and Explanation of team teaching approach: Three styles – Tag Team, Student Advocate, Morning Drive
  - Group discussion – How can team teaching be utilized in your organization? What barriers do you see?

Explore the elements of a successful online presentation

- Introductions
  - Discuss why intro's are important – they set the tone for the entire class
- Transitions
  - Demonstrate content without transitions and then content with good transitions
  -Discuss importance of transitions
- Building interaction with quizzes, live websites, q&a sessions
  - Group discussion – What tools do you use in your online classes to build interaction? OR – What tools do you use in the traditional classroom to build interaction?

Discover the characteristics of an engaging virtual instructor

- Demonstrate different tones/body language/energy levels
  - Group discussion – What characteristics make you want to listen to an online instructor?
- Voice quality/tone – importance of voice since participants can't see live instructor
- Energy level – use to convey excitement/interest in the topic
- Body language – helps instructor stay relaxed and engaged

Discuss the importance of ongoing facilitator and feedback loops

- Giving feedback
  - Discuss importance of open, honest feedback, designed to enhance performance
- Receiving feedback
  - Must want to receive feedback in order to improve. Must be open to honest feedback. Good classroom facilitator does not equal good virtual facilitator.
- Demonstrate short presentation
  - Group discussion – Group gives feedback to virtual instructors – what was good, what could be improved
- Facilitator mentoring – important to help new facilitators adapt to environment and buy-in to the concept of quality virtual sessions.
- Practice – importance of practice sessions to get new facilitators and subject matter experts comfortable in virtual environment

Prerequisites: Intended audience: Participants should have a basic understanding of the concept of a virtual class; however, no prior experience is required.

Intended Experience Level: Beginner

Instructor Qualifications: Instructor Qualifications: Each instructor has 3 or more years of experience facilitating virtual classes for a large Fortune 500 company and reached over 26,500 participants during 329 sessions in 2007. Class sizes ranged from 50 - 120 participants per session. We have a high adoption rate amongst learners in our organization, with 90+% favorable feedback on all class evaluations. We have collaborated with other companies to deliver content and assist in the establishment of the virtual classroom in their organization and have experience in presenting at international training conferences; Learning 2006 Conference in Orlando, Florida. Additionally, through the delivery of Virtual Facilitation Boot Camps we have gained extensive knowledge and experience in the development and coaching of new facilitators and converting classroom trainers into online facilitators.

T4 Evaluating E-Learning

Thomas Reeves, The 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: Beginner

Instructor Qualifications: Dr. Thomas C. Reeves is a professor of Learning, Design, and 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, South Korea, Spain, Sweden, Switzerland, Taiwan, and Tunisia. 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.

Monday November 17, Afternoon, 1:30 PM – 5:00 PM

W3 Community Building in University Education: How to Benefit from Web 2.0 Applications for Collaborative Learning *(Note: BYOL-Bring Your Own Laptop)*

Annette Baumann, TU München, Germany

Abstract: n this workshop we will explore a selection of web-based communication and collaboration tools, their use in day-to-day as well as innovative approaches for university education and their relative benefit for teaching and learning. Further more we will discuss gathered experiences from different universities regarding usability aspects and varying user needs, intra-group and inter-group interaction. Participants are welcome to share personal experiences. This workshop will highlight hands-on interactions and discussions of three groups of Web 2.0 applications - for collaborative learning and knowledge exchange, for supporting teaching and learning processes and for managing the personal information space. Finally participants will have attained a transparent overview which tools are most suitable for which purpose and which they are able to benefit from without much effort. All materials of this workshop will be made available online for participants.

Objectives: Participants will get an overview of web-based communication and collaboration tools for hassle-free use in university education with in-depth hands-on experience.

Participants will explore a selection of Web 2.0 applications grouped into three operational areas:

1. for collaborative learning and knowledge exchange: blog, wiki, mindmap and whiteboard,
2. for supporting teaching and learning processes: task management, project management, groupware,
3. for managing the personal information space: bookmarks, notes, online desktop.

Focusing on participants' interests we will compare and contrast the basic outline, functionality and purpose of these web-based learning tools.

Participants will learn about settings for successful use in education, basic instructional set-up and common benefits in teaching and research.

Outline:

1. Introduction/Overview
2. Exploring Web 2.0 tools for collaborative learning and knowledge exchange and discussing functionality, purpose, educational settings:
   2.1 Blog
   2.2 Wiki
   2.3 Mindmapping
   2.4 Whiteboard
3. Exploring Web 2.0 tools for supporting teaching and learning processes and discussing functionality, purpose, educational settings:
   3.1 Task Management
   3.2 Project Management
   3.3 Groupware
4. Exploring Web 2.0 tools for managing the personal information space and discussing functionality, purpose, educational settings
   4.1 Bookmarks
   4.2 Notes
   4.3 Online Desktop
5. Summary
   5.1 Teaching and learning tools selection strategies
   5.2 Best practices
6. General discussion/Shared experiences

Prerequisites:

- Affinity using the World Wide Web.
-Bring your laptop computer to participate in the demonstrations.
-Participants are encouraged to share personal experiences.

Intended Experience Level: Beginner

Instructor Qualifications:

Education: Annette Baumann is currently a doctoral candidate in Applied Informatics at the Technische Universität in Munich. She graduated from the Ludwig-Maximilians-Universität in Munich with master's degree in Communication Science and Computer Science in 2001.

Her research interest includes collaborative learning technologies, Web 2.0 and social software as a means of bridging the gap between research and teaching and facilitating innovative approaches for summer school programs.

Teaching Experience: Annette Baumann has extensive experience in university education. She's been continuously teaching at the Technische Universität in Munich since 2002. Subject of her classes and students' projects are web design basics and web application building. In addition she's been involved in training and coaching of faculty and staff using the central e-learning and web content management systems for teaching and learning.

For the past three years she's also been teaching at the Summer Schools in Computer Science at the University of Bremen and the University of Applied Science in Furtwangen in Germany and at the University of Hamilton in New Zealand.

At this years IASTED Web-Based Education Conference she presented the only tutorial about web-based communication and collaboration tools to support collaborative learning and knowledge exchange.

Work Experience: Besides her teaching and training activities, her main work field at the media production department of the Technische Universität München was the universities web portal and content management system and the launch of the e-learning plattform.

Since 2007 she's working at the Institute of Automatic Control Engineering for the scientific management of CoTeSys (COgnition for TEchnical SYStems), a newly established research cluster of excellence, developing strategies to integrate Web-based applications and emerging technologies for community support.

E-Learn PROGRAM COMMITTEE

E-LEARN EXECUTIVE ADVISORY BOARD

HOTEL INFORMATION

NOTE: *Please support your conference by reserving your room at the conference hotel. E-Learn reserves a block of discounted rooms for attendees. If these rooms are not booked, the conference must pay a sizeable penalty.*

All E-Learn 2008 Conference registration & concurrent sessions will be held at the **Riviera Hotel & Casino Convention Center.**

Special Hotel Rates

Special discounted hotel rates have been secured for E-Learn participants at the Riviera Hotel & Casino Convention Center. To receive this special rate, hotel reservations must be made by *October 27, 2008* and you must identify yourself as an E-Learn attendee.

Single/Double: $129

Only a limited block of rooms are available at this rate, so be sure to book early!

To make your reservations, mention you are with the E-Learn Conference when contacting:

Riviera Hotel & Casino
2901 Las Vegas Boulevard South, Las Vegas, NV 89109
Phone: 800-634-6753 (direct); Fax: 702-794-9451

The Riviera is celebrating 50 years as The Entertainment Center of Las Vegas. The Hotel, on the famous Vegas Strip, is centrally located for the best in attractions, dining, shopping, shows, and tours! The Riviera Hotel & Casino recently unveiled its new expansion of the hotel's Convention Center which will bring the total meeting space to more than 150,000 square feet. The Convention Center addition doubled the size of the hotel's meeting facilities.

Travel Information:

E-Learn conference participants can fly into McCarran International Airport (LAS) which is just one mile from downtown Las Vegas. For flight information and general information visit: www.mccarran.com

"The main gathering place of researchers and practitioners interested in Web-based education. This is THE conference to attend."

Peter Brusilovsky, University of Pittsburgh, USA

REGISTRATION INFORMATION

Secure Web registration is also available: www.aace.org/conf/elearn/registration

When you complete the E-Learn 2008 Registration Form you will have the option of joining AACE and registering for the Conference at the discounted member rate.

➤ IMPORTANT DATES

Early Registration Deadline: September 24, 2008
Save over 10% if your registration and payment are received by September 24, 2008. After this date, regular fees apply.

Hotel Reservation Deadline: October 27, 2008

Advance Registration Deadline: November 3, 2008

Any registration or payment (web,fax, or mail) received by AACE after November 3, will NOT be included in advance registration records. After November 3, 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.

➤ YOUR REGISTRATION INCLUDES

Keynote & Invited Speakers, 700+ concurrent sessions in varied formats to most optimally meet individual needs, Proceedings on CD, Printed Abstracts Book, Presenter AV provided at no cost: PC, Internet, projector, & screen, Onsite wireless network (no cost) for attendee use in meeting rooms and public areas, Technical support, 150+ Poster/Demo sessions, Complimentary Welcome Reception, Morning and afternoon refreshment breaks, Corporate Sessions, Complimentary E-mail/Internet stations, Commemorative registration totebag, Job posting bulletin board.

Cancellation/Refund Policy: Registrant requests for refund of registration fee will be considered if a written request is sent postmarked by the early registration date, September 24, 2008. No refunds can be issued for requests postmarked after the early registration date. Refunds are subject to a $95 cancellation fee; there are no refunds for non-attendance.

AACE MEMBERSHIP INFORMATION

PLEASE PRINT LEGIBLY–ONE REGISTRANT PER FORM–DO NOT SEND DUPLICATE FORMS

First Name: _____ Last Name: _____

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AACE Membership: ❏ NEW ❏ Renewal **AACE MEMBERSHIP #:** | | | | | | |

Professional Membership $95 – Includes a subscription to one AACE print Journal (see below), full online access to all back issues of the Journal selected, online subscription to the *AACE Journal* (formerly Educational Technology Review), discount on AACE conference registrations and proceedings, discount subscriptions to additional AACE journals, full access to the Career Center and Job Board, and all the benefits of AACE Membership. Please indicate below the Journal package you wish to receive.

❏**1 Journal** $95 ❏ **2 Journals** $150 ❏ **3 Journals** $205 ❏ **4 Journals** $260 ❏ **All 5 Journals** $315

Non-U.S. postage: add $15 for shipping EACH Journal outside the U.S. Memberships extends for 1 year from the approximate date of application. Please allow 6-8 weeks for delivery. $_____

Student Membership* $35 – *NEW SPECIAL RATES* – Includes a subscription to one AACE print Journal (see below), full online access to all back issues of the Journal selected, online subscription to the *AACE Journal* (formerly Educational Technology Review), discount on AACE conference registrations and proceedings, discount subscriptions to additional AACE journals, full access to the Career Center and Job Board, and all the benefits of AACE Membership. Please indicate below the Journal package you wish to receive.

❏**1 Journal** $35 ❏ **2 Journals** $60 ❏ **3 Journals** $85 ❏ **4 Journals** $110 ❏ **All 5 Journals** $135

Non-U.S. postage: add $15 for shipping EACH Journal outside the U.S. Memberships extends for 1 year from the approximate date of application. Please allow 6-8 weeks for delivery. $_____

AACE Journals Check the journal(s) you wish to receive _____

❏ International Journal on E-Learning (IJEL)
❏ Jrl. of Computers in Math and Science Teaching (JCMST)
❏ Jrl. of Technology and Teacher Education (JTATE)
❏ Jrl. of Educational Multimedia and Hypermedia (JEMH)
❏ Jrl. of Interactive Learning Research (JILR)

Best Value **Professional Membership PLUS the EdITLib - Education & Info. Tech. Library (electronic) $175 –** Includes all the benefits mentioned above (except print journal) PLUS unlimited access to fully searchable EdITLib – Education & Info. Tech. Library (electronic). The EdITLib – Education & Info. Tech. Library (electronic) includes thousands of Educational Technology/E-Learning peer-reviewed journal articles, conference papers, and more.

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Memberships extends for 1 year from the approximate date of application. $_____

*If you selected a Student Membership rate above, you must be registered full-time in an accredited educational institution and you must provide the following information:

Expected graduation date: _____ Educational Institution: _____

Library/Institutional Subscriptions

❏ International Journal on E-Learning (IJEL) $175
❏ Jrl. of Computers in Math and Science Teaching (JCMST) $175
❏ Jrl. of Technology and Teacher Education (JTATE) $175
❏ Jrl. of Educational Multimedia and Hypermedia (JEMH) $175
❏ Jrl. of Interactive Learning Research (JILR) $175
❏ EdITLib – Education & Info. Tech. Library (electronic) $1,275

Non-U.S. postage: add $15 for shipping EACH Journal outside the U.S. Memberships extends for 1 year from the approximate date of application. Please allow 6-8 weeks for delivery. $_____

Method of Payment (US Dollars)

Enclosed: ❏ **Check** (U.S. funds & bank, payable to AACE) ❏ **Purchase Order** (PO must be included)
Credit Card: ❏ MasterCard ❏ VISA ❏ Discover ❏ AMEX

Total: $_____

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Return to: AACE, PO Box 1545, Chesapeake, Virginia 23327-1545 USA • 757-366-5606 • Fax: 703-997-8760 • E-mail: info@aace.org • www.aace.org

E-LEARN 2008 Registration Form

November 17-21, 2008 • Las Vegas, Nevada • Riviera Hotel & Convention Center

PLEASE PRINT LEGIBLY–ONE REGISTRANT PER FORM–DO NOT SEND DUPLICATE FORMS

First Name: _____ Last Name: _____

Company or School Name: _____

Address: _____

City/State/Code/Country: _____

E-mail: _____

Phone: _____ Fax: _____

E-LEARN 2008 Registration (U.S. Dollars)

Join or renew now and save by registering at the member rate, see page 14

Registration and Payment Received	Received by September 24	After September 24	
AACE Member	$425.00	$465.00	$_____
Nonmember	$485.00	$525.00	$_____
Student Member*	$215.00	$225.00	$_____
Student Nonmember*	$225.00	$235.00	$_____
K-12 Teacher*	$225.00	$235.00	$_____

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

	Received by September 24	After September 24	
Qty: _____ @	$115.00 each	$145.00	$_____

Mon., Nov. 17-AM: 1st Choice ❏T1 ❏W1 ❏W2   **Mon., Nov. 17-PM:** 1st Choice ❏T2 ❏T3 ❏T4 ❏W3
2nd Choice ❏T1 ❏W1 ❏W2   2nd Choice ❏T2 ❏T3 ❏T4 ❏W3

Networking Lunch Wednesday, November 19 & Thursday, November 19, 12:15-1:30 PM

	Received by September 24	After September 24	
Qty: _____ @ Wednesday, November 19	$25.00 each	$25.00 each	$_____
Qty: _____ @ Thursday, November 20	$25.00 each	$25.00 each	$_____

Proceedings The Abstracts book & CD-ROM Proceedings (Mac and Windows 95/98/NT compatible) are included with registration.
The Proceedings Book *(3-5 volumes, approx. 10-15 lbs.)* may be purchased separately and will be shipped to the above address after the conference.

Qty: _____ @ $175.00 each*   *Shipping cost added to the total ($20.00 US, $40.00 Canada, $90.00 all others)* $_____

Method of Payment (US Dollars) Payment must accompany registration and be received by September 24, 2008 to qualify for discount rate.

Total: $_____

Select one:
❏ **Check** (U.S. funds/bank, payable to E-Learn 2008/AACE; must be mailed)
❏ **Purchase Order** (must be postmarked or faxed by November 3, 2008)
❏ **Bank Wire Transfer** (add $25 to total for bank fee; copy of wire transfer must be mailed or faxed)

Credit Card: ❏ **MasterCard**   ❏ **VISA**   ❏ **Discover**   ❏ **AMEX**

Card Holder's Name: _____

Card # _____ Card Exp. Date: _____ Signature: _____

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Las Vegas

For further Las Vegas information see:
www.visitlasvegas.com

Las Vegas, an ever-changing fantasy-land of a city, has seen unbelievable expansion since it emerged from the desert 100 years ago. Las Vegas continues to build upon its reputation as a vibrant showcase for the extraordinary. This is the city that attracts more than 38 million visitors a year by offering the grandest hotels, the biggest stars in entertainment, the highest caliber of award-winning chefs and master sommeliers, and, of course, the brightest lights.

Las Vegas offers unmatched entertainment. Some of the many headliners include Celine Dion (Caesars Palace), Barry Manilow (Las Vegas Hilton) and Toni Braxton (Flamingo Las Vegas). Broadway hits such as "MAMMA MIA!" (Mandalay Bay), "Phantom - The Las Vegas Spectacular" (Venetian) and "The Producers" (Paris Las Vegas) are amongst visitor favorites. World-class productions are also available and include Cirque du Soleil's newest shows, "KÁ" (MGM Grand) and "LOVE" (The Mirage).

While planning an evening of entertainment, look to the growing roster of gourmet restaurants and unparalleled wine and food adventures in Las Vegas. A host of fine dining and lifestyle magazines - including Bon Appetit, Wine Spectator, Gourmet, Robb Report and Esquire - have honored the city for its fantastic fare and hailed individual restaurants for their exquisite cuisine, created by the likes of Bradley Ogden, Hubert Keller, Alain Ducasse, Emeril Lagasse, and Wolfgang Puck. To accompany its growing list of world-class chefs, Las Vegas has attracted more master sommeliers than any other U.S. city.

The city famous for having "something for everyone" furthers the proof to its claim when the sun goes down. After dinner, you can experience a variety of night spots with personalities as varied as their own.

A shoppers paradise. Drawing an influx of designers and upscale specialty boutiques, Las Vegas has become one of the premium world-class shopping destinations in the country. Headliners such as Harry Winston, Manolo Blahnik, Juicy Couture, Jimmy Choo, and Dolce and Gabbana now populate the Strip at the Fashion Show, Forum Shops at Caesars, Mandalay Place, Desert Passage, Grand Canal Shoppes, Via Bellagio and the shops at Wynn Las Vegas.

Whether you are dancing under the lights of the Fremont Street Experience in Downtown Las Vegas or strolling the shops at Monte Lago Village at Lake Las Vegas, you are never far from a golf course. The sixty-plus golf courses in Las Vegas, designed by the likes of Jack Nicklaus, Pete Dye, Tom Weiskopf and Robert Trent Jones Jr., have put Vegas on the map for golf connoisseurs. Each course is within a one-hour radius of the city, offering challenging play and beautiful desertscapes, flowing waterfalls, rolling greens and mountain views.

It's not just a conference. it's a vacation! So plan to join us in Las Vegas for E-LEARN 2008 a great conference in one of the world's greatest destinations.