

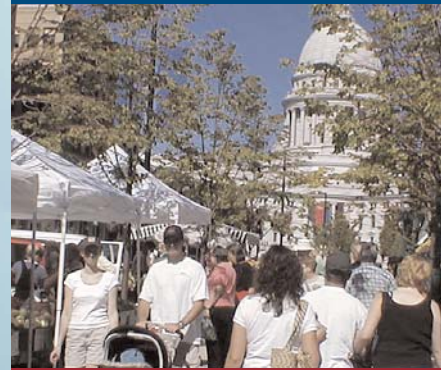
August 13-15, 2003  
Madison, Wisconsin

19th Annual Conference  
on  
**Distance**  
Teaching & Learning

*working smarter . . .*

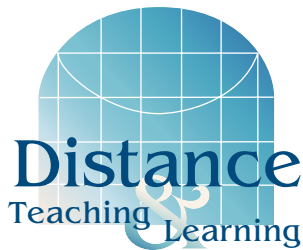
*building on success*

C O N F E R E N C E P R O G R A M



FOR CONFERENCE UPDATES  
[www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference)

**Register now!**  
*Limited enrollment in  
workshops and seminars.*



*working smarter . . . building on success*

The Conference Planning Committee cordially invites you to attend Distance Learning 2003, the 19th Annual Conference on Distance Teaching and Learning. The field of distance education and e-learning is changing to meet new challenges with fresh approaches using promising new technologies. This year's conference will feature distance educators who are working smarter to build successful strategies, methods, and techniques. To survive and thrive in challenging times, we need to learn from successes and seek out practical, new ways of developing cost-effective learning environments for education and training.

Distance Learning 2003 will offer more than 150 sessions highlighting success features that make a difference in:

- Managing programs on tight budgets
- Using teaching methods that engage
- Supporting faculty with innovative programs
- Using evaluation to insure best practices
- Developing courses and training on budget, on time
- Expanding instructional design with innovative techniques, games, or simulations

Whether you work with new K-12 initiatives or non-profit online support, higher education or military, government or corporate training, this year's conference is a unique opportunity for learning and networking with colleagues about practical applications, teaching methods, course designs, innovative solutions, and emerging technologies.

Come join in the dialogue at this leading international forum on distance education and training. Share your experiences, learn from colleagues, and see the latest that distance education has to offer. We look forward to seeing you at Distance Learning 2003!

Bill Winfield, *Conference Director*



**WHO ATTENDS . . . AND WHY**

1,000 participants attended last year's conference—experienced professionals in distance education as well as newcomers to the field. They represented many organizations in higher education, PK-12 education, business, industry, the military, government, health care, community agencies, and telecommunications.

- |   |                                  |
|---|----------------------------------|
| Faculty, teachers, and trainers               | Instructional designers          |
| Distance learning directors                   | Media specialists and producers  |
| Program managers and education administrators | Researchers and evaluators       |
| Corporate and agency officers                 | Technology and service providers |

- Discuss critical success factors and innovative practices in distance education and training.
- Examine the key components of effective applications—needs analysis, course design, teaching methods, active learning, learner support, management, policy, and evaluation.
- Share “how to” information about successful approaches, strategies, and techniques.
- Identify active teaching-learning methods for effective engagement, motivation, and performance outcomes.
- Discuss major issues/directions in practice and research.
- Increase your knowledge about distance teaching and training.
- Gain practical skills and new ideas.
- Network with colleagues from many organizations.
- Share information on program resources and technology—print, tape, audio, video, computer, multimedia, and the Internet.
- View the latest products and services from exhibitors.

**Conference Planning Staff**

**Bill Winfield**, *Conference Director*  
Continuing and Vocational Education  
University of Wisconsin–Madison

**Kimary Peterson**, *Conference Manager*  
Continuing and Vocational Education  
University of Wisconsin–Madison

**Christine Olgren**, *Administrative Director*  
Continuing and Vocational Education  
University of Wisconsin–Madison

**Louise Fowler**, *Workshop Chair*  
Continuing and Vocational Education  
University of Wisconsin–Madison

**Conference Planning Committee**

**Marcia Baird**, *Director*  
Instructional Communications Systems  
University of Wisconsin–Extension

**Debbie Cardinal**, *OCLC Program Manager*  
Wisconsin Library Services

**Simone Conceição**, *Assistant Professor*  
School of Education  
University of Wisconsin–Milwaukee

**Janice Czynson**, *Senior Editor*  
Engineering Professional Development  
University of Wisconsin–Madison

**Andrea Deau**, *Educational Technology Liaison*  
WiscNet

**Helene Demont**, *Program Manager*  
Engineering Outreach Program  
University of Wisconsin–Madison

**Dawn Drake**, *Executive Director*  
Alternative Delivery Systems  
University of Wisconsin–Platteville

**Chere Gibson**, *Wedemeyer Award Chair*  
Professor, Human Ecology and  
Continuing and Vocational Education  
University of Wisconsin–Madison

**Terry Gibson**, *Professor*  
School of Human Ecology  
University of Wisconsin–Extension

**Les Howles**, *Senior Instructional Technology*  
*Consultant*, University of Wisconsin–Madison

**Glenn Hoyle**, *President*  
Hoyle & Associates

**Susan Leslie**, *President*  
The Leslie Group

**Roger Maclean**, *Associate Dean*  
Division of Continuing Studies  
University of Wisconsin–Madison

**Glenda Morgan**, *Information Processing*  
*Consultant*, University of Wisconsin System

**Janet Poley**, *President/CEO*  
American Distance Education Consortium

**Nancy Rebholz**, *Senior Editor*  
Engineering Professional Development  
University of Wisconsin–Madison

**Stephen Sanders**  
*Instructional Technology Consultant*  
Wisconsin Department of Public Instruction

**Pamela Scheibel**, *Clinical Associate Professor*  
School of Nursing  
University of Wisconsin–Madison

**Thomas Smith**, *Director*  
Engineering Telecommunications Programs  
University of Wisconsin–Madison/Extension

**Patricia Takemoto**, *Assistant Vice Chancellor*  
University of Wisconsin–Extension

**Ellen Wagner**, *Director*, Learnativity Alliance;  
*Director*, Higher Education Solutions Marketing  
Macromedia, Inc.

**Sponsored by**  
University of Wisconsin–Madison

**Organized by**  
Graduate Program in Continuing and  
Vocational Education

**In affiliation with**  
University of Wisconsin–Extension  
Wisconsin Department of Public Instruction  
University of Wisconsin Extended Degree Programs  
University of Wisconsin System  
UW–Madison, Office of Education Outreach



**August 13-15, 2003**

**Monona Terrace Convention Center**

**Madison, Wisconsin**

## TUESDAY, AUGUST 12

- 4:00–8:00 p.m. Registration at the Monona Terrace
- 6:30–8:30 p.m. **Cracker-barrel discussions** Informal roundtable sessions for early arrivals. (page 5)

## WEDNESDAY, AUGUST 13

- 7:00 a.m.–6:00 p.m. Registration at the Monona Terrace
- 8:30 a.m.–4:30 p.m. **Advanced seminars I, II, and III**  
Register for one of these all-day seminars held on the UW-Madison campus. (pages 6-7) Limited enrollment. Fee: \$175 (includes lunch)
- 8:30–11:30 a.m. **“How to” workshops A through L**  
Register for one of these half-day workshops. (pages 5-8) Fee: \$50
- 11:30 a.m. Lunch on your own  
In the Grand Terrace Cafeteria. Prices range from \$5-10.
- 1:30–4:30 p.m. **“How to” workshops M through Y**  
Register for one of these half-day workshops. (pages 8-9) Fee: \$50
- 4:30–6:30 p.m. Exhibit Hall grand opening & reception (page 14)
- 4:30 p.m. Shuttle bus service to conference hotels

## THURSDAY, AUGUST 14

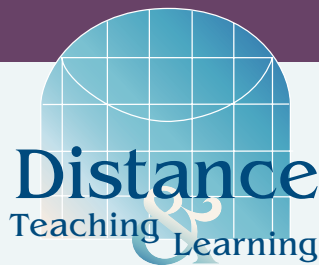
- 7:00 a.m.–2:00 p.m. Registration at the Monona Terrace
- 7:30 a.m. Continental breakfast
- 8:00 a.m. **Conference welcome**  
**Keynote presentation** (page 4)  
**DR. JACK WILSON**  
*After the fall: the lessons of an indulgent era*
- 9:15 a.m.–4:00 p.m. Exhibit Hall open
- 9:15 a.m. Refreshments in the Exhibit Hall
- 10:15–11:00 a.m. **Concurrent sessions 1-11** (pages 10–12)  
**New Directions Forum** (page 13)  
Benchmarks and milestones for measuring quality
- 11:15 a.m.–12:00 p.m. **Concurrent sessions 12-22**  
**New Directions Forum** continued  
Benchmarks and milestones for measuring quality
- 12:00 p.m. Lunch in the Exhibit Hall

- 1:15-2:00 p.m. **Concurrent sessions 23-33**  
**New Directions Forum** continued  
Benchmarks and milestones for measuring quality
- 2:15-3:00 p.m. **Concurrent sessions 34-44**  
**New Directions Forum** continued  
Benchmarks and milestones for measuring quality
- 3:00-4:00 p.m. Refreshments in the Exhibit Hall
- 4:00 p.m. **Keynote presentation** (page 4)  
**MARC PRENSKY**  
*Overcoming our digital immigrant accents: understanding gaming and other digital native behaviors*
- 5:00 p.m. Shuttle bus service to conference hotels

## FRIDAY, AUGUST 15

- 7:30 a.m. Continental breakfast
- 8:00–9:15 a.m. **Keynote presentation** (page 4)  
**GLORIA GERY**  
*Learning portals: integrating resources on the desktop*
- Presentation of Wedemeyer Award for Outstanding Scholar in Distance Education**
- 9:15-10:00 a.m. **Course Design Showcase 1** (page 12)
- 10:00–10:45 a.m. **Concurrent sessions 45-55** (pages 10–12)  
**New Directions Forum**  
New models of learning: blending asynchronous and synchronous formats (page 13)
- 11:00–11:45 a.m. **Concurrent sessions 56-66**  
**New Directions Forum** continued  
New models of learning: blending asynchronous and synchronous formats
- 11:45 a.m. Lunch
- 12:15–1:00 p.m. **Course Design Showcase 2**
- 1:00–1:45 p.m. **Concurrent sessions 67-77**  
**New Directions Forum** continued  
New models of learning: blending asynchronous and synchronous formats
- 2:00–2:45 p.m. **Concurrent sessions 78-88**  
**New Directions Forum** continued  
New models of learning: blending asynchronous and synchronous formats
- 2:45 p.m. Closing dessert reception
- 4:00 p.m. Conference adjourns  
Shuttle bus service to conference hotels





## Dr. Jack Wilson

THURSDAY 8:00 A.M.

### After the fall: the lessons of an indulgent era



Online learning, like so many other areas of life, has experienced a period of brutal readjustment to reality in the new millennium. High expectations have been dashed, and visionary projects crushed. And yet,

there are so many examples of successes that we are compelled to ask why some failed and others thrived. This is a sensitive and explosive topic, but one that we, as participants in the scholarly enterprise, cannot avoid. What worked and what did not? How do issues like reputation, brand, marketing, intellectual property, financing, and joint venturing affect the outcomes? How are these different (or the same) for non-profit successes like UMassOnline and for-profit successes like the University of Phoenix?

Dr. Jack Wilson is the founding CEO of UMassOnline and also serves as a professor and a vice president of the University of Massachusetts. Formerly, Dr. Wilson was the J. Erik Jonsson '22 Distinguished Professor of Physics, Engineering Science, Information Technology, and Management at Rensselaer Polytechnic Institute where he also served as a dean and interim provost. Dr. Wilson was also the founder, CEO, and chairman of the LearnLinc Corporation. He served as a consultant to many computing and communications firms, including AT&T, Lucent, and Hewlett Packard, and as one of 16 International Consulting Scholars for the IBM Corporation. His research interests include innovation, knowledge management, the Learning Corporation, e-learning, and the value chain of technological entrepreneurship from research to new ventures. Dr. Wilson has authored more than 55 scholarly articles, written or edited five books, and given more than 200 invited lectures.

## Marc Prensky

THURSDAY 4:00 P.M.

### Overcoming our digital immigrant accents: understanding gaming and other digital native behaviors



Today's students have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. These students are no longer the people our educational system was

designed to teach. They are "native speakers" of the digital language of computers, video games, and the Internet. Author and e-learning games designer, Marc Prensky, believes there is a generation gap or "digital divide" between educators and learners that won't be resolved until they share a common language. His keynote will discuss the implications of new ways of communicating and other interactive behaviors of today's online students, the "digital natives." He will review how games and other interactions have evolved quickly into a global-scale networked phenomena that the "digital natives" control and use daily, but that older "digital immigrants" often fail to understand. The goal will be to help us overcome our "digital immigrant accent" in dealing with these new emerging phenomena and to understand how to adopt these new behaviors to the advantage of the programs we support and serve.

Marc Prensky is the founder, CEO, and chief creative officer of games2train.com and Corporate Gameware LLC and the author of *Digital Game-Based Learning* (McGraw-Hill 2001). A noted authority in the training and learning field, he speaks extensively in the U.S., Europe, and Japan. Mr. Prensky has created more than 50 software games and learning systems, including games2train products, custom business training games, business simulations, and financial trading games. He is now creating training games and game communities for the U.S. military. Mr. Prensky has been featured in articles in *The New York Times* and *The Wall Street Journal* and was named one of training's top 10 "visionaries" by *Training* magazine.

## Gloria Gery

FRIDAY 8:00 A.M.

### Learning portals: integrating resources on the desktop



Electronic resources can be really helpful... but as they accumulate, the need to integrate resources from a work perspective has become clear. Sometimes the "work" is creating learning programs and resources; in

other cases, it's the actual learning space itself. In either situation, success will depend on how we integrate content, tools, collaboration vehicles, process support, and data. In this session, Gloria Gery—a long-time advocate of using technology for learning and performance—will discuss and demonstrate what learning portals must be to take the next leap forward for both faculty and students. She will argue for a fundamental transformation in how we structure and organize portals to be true performance tools rather than merely entry points to online classes and support materials.

Gloria Gery is an independent consultant based in Tolland, Massachusetts. She has extensive experience in developing training and education strategies and programs associated with implementing computer technologies. Her experience at Aetna Life & Casualty as director of Information Systems Education included responsibility for technical and end-user training. Ms. Gery's knowledge and experience in managing complex change combine with her understanding of computer technology to assist in critical systems implementation planning.

A sampling of Gery Associates' current and past clients include Andersen Consulting, Arthur Andersen, American Express, AT&T, McGraw-Hill, Dun & Bradstreet, Glaxo Welcome, IBM, Apple Computer, Data General, and Microsoft. Ms. Gery has had numerous speaking engagements at national conferences, colleges, universities, and international meetings. She is the 1998 inductee into the HRD Hall of Fame sponsored by *Training* magazine.



6:30–8:30 p.m.

An informal evening of roundtable discussions and networking opportunities. Cracker-barrel discussions help people “break the ice,” connect with each other, discuss ideas, and share information or perspectives.

**INTERACTIVE TECHNIQUES**

**Using games to build community in an online course**

*Emily Hixon & Russell Ravert*  
Indiana University, Bloomington

**Myths and realities of interaction in distance education**

*Rick Shearer & Laurie Hackenberger*  
The Pennsylvania State University

**Motivating virtual team participation with peer evaluations**

*Kathryn Ley*  
University of Houston, Clear Lake

**Effective strategies for facilitating and coaching online graduate discussion courses**

*Linda Black*  
U.S. Navy and Penn State World Campus

**Get in synch with synchronous**

*Ellen Goldstein*  
GE Medical Systems

**Creating connectedness: tips and strategies for improving online communications**

*Kay Lehmann*  
Professional Development Consulting

**PLANNING AND MANAGEMENT**

**ABC cost analysis of a distance learning sociotechnical system**

*Miguel Ramlatchan*  
Old Dominion University

**Structured for success: a business department’s experience designing distance courses**

*Marge Karsten & Susan Hansen*  
University of Wisconsin–Platteville

**Putting together a successful online master’s degree program**

*Steve Lanphear & Renee Schuh*  
University of Wisconsin–Madison

**Developing a “one-stop-shop” for distance education—becoming a mini-university**

*Dawn Drake*  
University of Wisconsin–Platteville

**PROGRAM DESIGN AND SUPPORT**

**Students and technology: can we count on tech-savvy students?**

*Jonathan Brinkerhoff*  
University of New Mexico  
*Carol Koroghlanian*  
University of Wisconsin–Eau Claire

**Exploring the impact of distance education program design variables**

*Lauryl Lefebvre*  
Walden University  
*Taylor Halverson*  
Indiana University

**Distance education for developing countries**

*Kevin Hayes*  
U.S. Agency for International Development

**Can you afford course management software from the “big names?”**

*David Heup & Lisa Marchel*  
College of Menominee Nation

**Teaching young dogs new tricks: developing a distributed education training program for graduate student teaching assistants**

*Mary Schuller & Melissa Luna*  
Northwestern University



8:30–11:30 a.m.

Choose one session from Workshops A to L.

**NOTE:** Workshops have enrollment limits and are filled on a first-come, first-served basis.

Fee: \$50

**A**

**Orientation to distance education**

*Judith van Duren*, Instructional Media Analyst and  
*Charles van Duren*, Assistant Professor, Athabasca University

A traditional conference offering, this workshop welcomes those new to the conference as well as those new to the field of distance education. Beginning with a brief historical overview, the presenters will discuss current distance education issues and trends relating to: course development and delivery, administration and management, selection and use of technologies, learner support, and instructional concerns such as interaction and assessment. Handouts will include annotated online resources for each issue area.

**B**

**Creating instruction to engage learners**

*Ana Donaldson*, Assistant Professor, University of Northern Iowa and  
*Rita-Marie Conrad*, Faculty Practitioner in Instructional Development, School of Information Studies, Florida State University

This workshop will offer specific ideas for developing activities that promote engaged learning. You will examine the phases of engagement in an online learning environment and discuss the adaptation and development of activities that match each phase. You will study examples of activities that can be adapted to fit many technology-enhanced instructional situations and assessment strategies for engaged learning activities.

**C**

**The ABCs of online RPCs (role-playing courses)**

*Rodney Riegle*, Professor and *Ken Fansler*, Director of Technology Services, Illinois State University

Humor, mystery, and adventure are often essential characteristics of engaged Information Age learning. Online educational games can offer these plus person-to-person (multi-player) or person-to-machine (single-player) interaction, along with a variety of learner-controlled features (like choosing asynchronous or real-time play) and re-playability to repeat actions based on immediate feedback. This workshop will cover the elements of online course and video game design and how to integrate these two disciplines into an online role-playing course.

continued on page 7



Arrive early to be part of these conversations about new techniques, issues, and designs.

8:30 a.m. to 4:30 p.m.



Distance Learning 2003 features three all-day advanced seminars conducted by nationally-known experts. Each seminar is directed toward key professionals (see audience descriptions below). The seminar fee includes materials, lunch, and transportation from the Monona Terrace to the Pyle Center on campus where the seminars will be held. Enrollments are limited. Register now to reserve your place.

## Advanced Seminar I

### Partnerships, purchasing, pricing, and marketing: practical business issues in distance learning

Enrollment limit: 40  
Fee: \$175 (includes lunch)

#### Seminar focus

In tight times, distance education programs get challenged from both sides—budget cuts put pressure on expenses, and the slow business environment limits participants' ability to pay tuition. This seminar will recommend ways to address both sides, and specifically, explore key business decisions and their implications to an organization's overall business health.

Issues to be covered include

- Strategic planning and its impact on the success of a distance learning effort
- Business partnerships and their effects on expenses
- Issues to consider when purchasing products and services, especially the financial extent of those decisions
- Pricing models and their effects on revenues
- Marketing—who to target for distance learning and how to reach them

Dr. Carliner will explain the implications of these issues, present key choices available to you, and explore the impact of those choices, whether you work internally in an academic or continuing education unit, at an independent agency, or for a corporation serving the academic market.

#### Who should attend

Administrators, planners, managers, and senior instructional designers responsible for business decisions on distance learning and teaching.



#### Seminar leader

**Dr. Saul Carliner** is an assistant professor of educational technology at Concordia University in Montreal. His research focuses on

emerging genres of online communication and business issues in corporate training and communication. He is the author of more than 70 articles, and his books include *ISD for e-Learning* (ASTD Press, 2002), *An Overview of Online Learning* (HRD Press, 1999), and *Techniques for Technical Communicators*. He is a fellow and past international president of the Society for Technical Communication and past president of Atlanta ISPI. He holds a Ph.D. in instructional technology from Georgia State University.

## Advanced Seminar II

### Supporting the development and use of e-learning: designing and building portals

Enrollment limit: 40  
Fee: \$175 (includes lunch)

#### Seminar focus

Transitioning from traditional to electronic approaches to learning and performance development requires direct and adequate support to faculty, administrators, and learners. The issues and requirements for each group vary, but the solution to providing appropriate resources and support is similar—portals that integrate content and knowledge, support for tasks and processes, individual and group data, and tools and mechanisms for collaboration. In this seminar Gloria Gery will define the attributes and behavior of successful portals and will use numerous

demonstrations that will achieve understanding and inspire design. Participants will apply these ideas to a seminar project. Ms. Gery will also discuss the methods and processes required to achieve successful results.

#### Who should attend

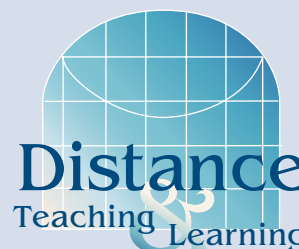
Administrators, managers, and individuals responsible for strategic and tactical implementation of distance learning. Interface designers, instructional designers, and those focusing on performance support will also benefit.



#### Seminar leader

**Gloria Gery** is an internationally known author, speaker, and consultant on e-learning and performance support. She has

written benchmark texts in each field and has articulated the nature of portals and software that enable rapid and sustained performance by novices and experts. She has consulted with numerous corporations and government entities and is the recipient of the 2000 Distinguished Contribution Award by the American Society for Training & Development. She was inducted into the HRD Hall of Fame sponsored by *Training* magazine.





8:30–11:30 a.m. *continued from page 5*

## Advanced Seminar III

Inventing learning games  
“digital natives” will love

Enrollment limit: 40  
Fee: \$175 (includes lunch)

## Seminar focus

Today’s students are “digital natives.” They are “native speakers” of the digital language of computers, video games, and the Internet. Playing computer games is the most common way that students use computers. Can the principles that make games so much fun be used to influence educational software? What is the learning potential of technology-enhanced play? What role do digital games play to promote or enhance social interaction?

Marc Prensky offers case studies from simple quiz games to intensive virtual reality simulations, showing that often simple are better. Not only the type of learner but also the kind of subject/skill to be mastered should determine the approach. Games possess inherent advantages over simulations. Bring your most difficult learning problems—the ones for which nothing works—and together we will conceptually design a game or games (or other ways) to assure that people learn the material, skills, and/or attitudes needed.

## Who should attend

Instructors, trainers, course developers, instructional designers, and those focusing on building learning objects and activities.

## Seminar leader



**Marc Prensky** is the founder, CEO, and chief creative officer of games2train.com and Corporate Gameware LLC and the author of *Digital Game-Based Learning* (McGraw-Hill 2001). A noted authority

in the training and learning field, he speaks extensively in the U.S., Europe, and Japan. Mr. Prensky has created more than 50 software games and learning systems and is now creating training games and game communities for the U.S. military. Mr. Prensky has been featured in articles in *The New York Times* and *The Wall Street Journal* and was named one of training’s top 10 “visionaries” by *Training* magazine.

## D

Constructing learning content to build  
Web pages and videoconference classes

*Thomas Cyrs*, President, Educational Development Associates, LLC and Professor Emeritus, New Mexico State University; *Eugenia Conway*, Assistant Director for Faculty Development, The Teaching Academy, New Mexico State University; *Carol Cyrs*, Vice President for Business, Educational Development Associates, LLC

To make course planning and design manageable, content must first be broken into learning segments or chunks. This workshop will offer a template to help distinguish and visualize learning chunks and will present a series of steps to identify potential exercises and activities that foster deep learning of content. This approach works with either Web or videoconferencing. Participants will practice using the template and chunking approach on samples from several subject areas.

## E

Understanding and utilizing tools to  
make compliant learning objects

*Donald Costello*, Senior Lecturer, University of Nebraska and *Daniel Costello*, NASA e-Learning Program Manager, High Technology Solutions

This workshop will examine standards and software for developing and using learning objects and Standard Conceptual Objects (SCOs). Presenters will address writing learning objects, meta-data indexing, locating a repository for storage, and testing for Sharable Content Object Reference Model (SCORM) compliance. Discussion will include work being done in Europe and Asia, intellectual property management, and digital rights management.

## F

Assessing learning: strategies for  
developing assessment tools

*Molly (Herman) Baker*, Consultant, New Leaf Learning Designs

This workshop will focus on the assessment of student learning in K through college online and videoconference courses. Potential solutions to plagiarism, test security, and individual accountability will be examined. How-to segments will include examples along with step-by-step strategy and try-it activities for designing and developing assessment instruments like tests with higher-order questions and rubrics and rating scales for projects and portfolios. Bring your own assessment materials and questions.

## G

Designing effective faculty  
development institutes

*David Starrett*, Director, Center for Scholarship in Teaching and Learning and *Michael Rodgers*, Professor of Chemistry, Southeast Missouri State University

This workshop addresses important needs and concerns in the development and implementation of a successful instructional technology program for distance faculty. Topics include building collaboration with available expertise or resource centers, managing costs, selecting institute subjects, defining the level of rigor, setting the focus on pedagogy, scheduling, advertising, and assessing outcomes.

## H

Universal design of Web-based  
instructional resources

*Jon Gunderson*, Coordinator, Assistive Communication & Information Technology, University of Illinois Urbana-Champaign and Chair-W3C User Agent Accessibility Working Group

Web resources designed to W3C standards are important for learners with disabilities, for older students, and for an emerging group of learners who access the Web with handheld technologies. This workshop will demonstrate how these devices and learners experience the Web and showcase how universal design can make a difference to all learners.

## I

International humanitarian  
organizations: meeting the learning  
needs of a global audience

*Paul Thompson*, Partner and *Charles Dufresne*, Partner, InterWorks LLC

Even though the distance education efforts of international humanitarian and development organizations are often under-funded and over-extended, there are many success stories. This workshop will detail the effective practices of several organizations with audiences across many cultures, languages, and learning styles and with varying access to computers and the Internet. Invited guest speakers include Michael Moore of Penn State—*Teacher education in Brazil*; John Stremikis of the University of Wisconsin—*Matching tools with target audiences*; and from the United Nations: Dominique Chantrel—*Training for international trade and investment*, Akiko Kojima—*E-learning in Africa*, and Gary Lebowitz—*Real-time IT training between the U.S. and Europe*.

**J****Converting from HTML to XHTML and Cascading Style Sheets: improving your course Web pages**

*Wayne Batchelder*, Instructor, The Art Institute of Dallas

More efficient, faster loading Web pages are possible by moving from standard HTML to XHTML and Cascading Style Sheets (CSS). XHTML 1.0 combined with CSS offers superior design and usability because they allow separation of document structure from the content presentation. The result is better designed pages, less coding, and compliance with Web Standards. (NOTE: Must be familiar with html.)



Workshops K and L will be on the UW campus. A bus will leave Monona Terrace at 8:15 a.m. and return at about 11:45 a.m. Enrollments are limited.

**K****The 3 Es of distance teaching: Energy! Enthusiasm! E-magination!**

*Richard Harrison*, Production/Program Manager, San Diego County Office of Education

Teaching with video technology may seem complicated and cold at first, however, with a few important principles and techniques it can become an engaging and exciting way to communicate. This hands-on workshop for novice and experienced distance educators, offers instructors, course developers, program managers, and production staff a framework and focus for building lessons, presentation skills, and camera and microphone techniques. Includes an overview of equipment basics, strategies for adding a new dimension to information presentation, and production of a brief video sample. **ENROLLMENT LIMIT: 18**

**L****Multimedia made easy and inexpensive with Microsoft Producer**

*Barry Dahl*, Dean of Technology and Distance Learning, Lake Superior College

Microsoft Producer is a free plug-in for Power-Point 2002 (XP) that educators can use to create engaging digital media learning objects, online training demonstrations or lectures, on-demand broadcasts, and published archives of live presentations. These can be distributed on intranets, the Internet, or CD. You will practice creating a mini-presentation with Producer in this hands-on session and will receive a CD tutorial for using Producer.

## Workshops — M to Y



**1:30–4:30 p.m.**

*Choose one session from Workshops M to Y. Workshops have enrollment limits.*

*Fee: \$50*

**M****Distance education leadership, technology, and culture: strategies for organizational change**

*Don Olcott*, Executive Director for Extended Programs, Western Oregon University; *Don Hanna*, Professor of Educational Communications, University of Wisconsin–Extension; *Michael Johnson*, Associate Professor, Educational Leadership, University of Alaska Anchorage

Leadership, technology, and academic culture are the key structural elements of distance programs in higher education. This workshop will address the issues and steps distance administrators face when integrating these three elements into a solid yet adaptable framework. Topics include: instructional-pedagogical practices, academic and student support services, academic and administrative policies, learning resources, student and program assessment, and the blurring of traditional distinctions between distance learning and conventional campus instruction.

**N****Developing a virtual toolkit: promoting success for learners and instructors**

*Rena Palloff* and *Keith Pratt*, Core Faculty, Capella University and Managing Partners, Crossroads Consulting Group

Faculty often ask for specific examples of guidelines, tools, and techniques that can help them to be successful in their online classes. This workshop will present a number of ideas that can be implemented in existing online classes and incorporated in the design and development of new offerings to address different learning styles and situations and increase the likelihood that collaborative online activities will achieve learning outcomes. Session includes presentation of new ideas and roundtable sharing of success tips from participants.

**O****The 3 Ts of online assessment: tools, techniques, and (saving) time**

*Curt Bonk*, Professor, Indiana University and President, CourseShare and *Vanessa Dennen*, Assistant Professor, San Diego State University

Online learning assessment encompasses a range of concerns and a range of strategies and methods. This workshop will offer guidelines on how to measure what online students are learning and detect and limit online cheating. It will also provide options for reducing the time needed for assessment of online discussion forums, chats, and papers. Presenters will include an overview of online tools and Web resources useful in developing an assessment plan for any setting.

**P****Supporting successful videoconferencing**

*Karen Bruns*, Leader, Ohio State University CARES and Outreach Engagement, Ohio State University; *Cindy Bond-Zielinski*, Program Coordinator; *Julia Keller*, Program Coordinator, OSU Learning Center, Ohio State University

Videoconferencing can offer immediacy and interaction comfort that may not be felt with other distance technologies. But working with several conference origination points or delivering to multiple sites requires effective behind-the-scenes support. By sharing responsibilities and organizing with TNT—teams for new technology—credit and non-credit interactive video offerings can be manageable and productive. Presenters will discuss the roles in an integrated technology team from instructional, content, and technology specialists, to local program developers and multi-site facilitators. They will also examine the use of Learning Centers, agreement forms, team-member training, and evaluation.

**Q****Building supports for learner self-regulation into distance education courses**

*Kathryn Ley*, Associate Professor and Program Coordinator, University of Houston–Clear Lake; *Jane Zahner*, Professor, Valdosta State University; *Mahnaz Moallem*, University of North Carolina at Wilmington

Self-regulation is a hallmark of high-achieving learners. This workshop will define learner self-regulation and describe the practical implications for distance education. Discussion will include research on the four principles that support learner self-regulation and features or activities that can be incorporated in distance course offerings with minimal instructor effort.



## R

### Students as partners in global learning design for the 21st century

*Madelyn Blair*, Senior Consultant, World Bank and *Maureen Miller*, Senior Project Officer, Pelerei, Inc.

In this age of the global classroom, three essential elements—learners, objectives, and constraints—are key for creating the most effective course or training. This workshop will present advanced techniques that are rooted in these essential elements and aimed at fostering individual and group learning and communication, learning over extended time, creation of local support groups for continued learning, and using technology to retain students – all with an emphasis on the international setting.

## S

### Bridging the gap: preparing developers with little or no distance learning experience

*Bill Corrigan*, Director, Distance Learning Design and *Linda Baker*, Senior Instructional Designer, University of Washington Educational Outreach

Developing a distance course is a formidable task for instructors and subject matter experts with little or no distance teaching experience or training in pedagogy. This workshop will present and explore strategies for better preparing novice distance educators by linking what they already know and are able to do with what they need to know and do in their new environment. Includes how to describe the basic elements, scope, roles, and tasks of the distance course development process and a starter sample of teaching techniques.

## T

### Online learning in K-12 schools: conforming to school code and meeting local needs

*Robert Blomeyer*, Program Associate; *Jane Crozier*, Program Associate, North Central Regional Educational Laboratory; *Lisa Fuller*, Program Associate, North Central Regional Technology in Education Consortium

An abundance of issues and questions challenge K-12 educators and stakeholders, whether their distance learning interests are at the district or individual school level. This workshop will provide case-based examples illustrating major policy issues along with practical guidelines for implementing, evaluating, selecting, and assessing K-12 online learning options.

## U

### Practical research for distance education programs

*Ted Lannan*, Director of Research, Class.com and *Kirk deFord*, Associate, Technology in Education Center, Northwest Regional Educational Laboratory

This workshop will offer guidance and techniques to demystify and simplify the process of doing acceptable research on education programs.

Presenters will show how to write survey questions, collect and process data, and use descriptive statistics to quantify the performance of a distance education offering. Participants will receive sample questions, a list of data collection recommendations, and an outline of practical methods for analyzing and reporting data.



Workshops V–Y will be held on the UW campus. Buses will leave Monona Terrace at 1:15 p.m. and return at about 4:45 p.m. Enrollments are limited due to lab space.

## V



### Everything you ever wanted to know about chat

*Susan Weier*, Information Processing Consultant and *Lisa Jansen*, Instructional Technology Specialist, Learning Support Services, UW–Madison College of Letters and Science; *April Reed*, Coordinator, Booth Teacher Training Initiative (BTTI), Pikeville College

Distance education encompasses a variety of communication tools to promote discussion and engage learners. This hands-on exploration of chat as an instructional tool offers the opportunity to compare chat sessions with other synchronous and asynchronous communication tools, including instant messaging, bulletin boards, and e-mail lists. Presenters will address the basics of chat and issues that affect the success of a chat activity, usefulness of both moderated and unmoderated chat sessions, pre-activity planning, guidelines for a productive chat environment, learner preparation, and evaluation.

## W



### Creating accessible tagged Adobe pdf

*Karen McCall*, Owner, Karlen Communications

Online documents can be more accessible and usable for students using screen magnification, screen reading, or text to speech programs when they are created with newer software releases like Adobe Acrobat 5 or 6. This hands-on workshop will provide step-by-step instructions for creating accessible yet secure pdf documents, allowing even more content in distance courses to meet the ADA/508/504 guidelines and standards.

## X



### Transforming assessment and learning using online tools

*Leslie Perelman*, Associate Dean, Massachusetts Institute of Technology (MIT); *Elizabeth Coughlin*, Professor, DePaul University; *Shannon Larkin*, Project Director, MIT

This workshop will describe and demonstrate newly developed procedures and Web-based tools for the production and evaluation of student writing samples. Different uses, such as online placement testing and the holistic assessment of writing, for the iCampus/MIT Online Assessment Tool (iMOAT) will be shown. Presenters will discuss student, faculty, and administrative perspectives in evaluating online placement and compare fairness and validity questions between online and traditional writing assessments. Includes examples from MIT, CalTech, LSU, University of Cincinnati, and DePaul University and hands-on experience with iMOAT for student essays, portfolios, and secure Web-based feedback on student writing.

## Y



### Flash-ing your students: creating educational Flash animations for student learning

*Stevie Rocco* and *Eleanor Lehman*, Instructional Designers, Penn State World Campus

This hands-on workshop will introduce Flash animation and discuss how it can be used to enhance the interactivity between learners and content with self-check quizzes, animated charts, and content demonstrations. Presenters will address how to create simple animations, time and space considerations when developing animations, and education enhancements available in the program.

## THURSDAY

10:15-11:00  
SESSIONS  
1-11

### COURSE DEVELOPMENT STRATEGIES

**1** **The RIT P-R-P-A instructional design model**  
*Sarah Donaldson*  
*Karen Vignare*  
Rochester Institute of Technology

### TEACHING METHODS

**2** **Designing peer feedback opportunities into online learning experiences**  
*Vanessa Dennen*  
San Diego State University

### INSTRUCTIONAL DESIGN

**3** **Performance assessment in online learning**  
*Judith Neill*  
*Leah Osborn*  
Wisconsin Technical College System Foundation-WIDS

### SIMULATIONS AND MULTIMEDIA

**4** **Case study: Problem-based learning and simulation in online graduate courses**  
*Henry Merrill*  
Indiana University

11:15-12:00  
SESSIONS  
12-22

**12** **Mission impossible: 38 WBT modules in how many months?**  
*Sharon Smith*  
*Arval Cogdill*  
National Guard Professional Education Center

**13** **Creating an online interactive teaching and learning environment while using the master teacher model**  
*William Wilhelm*  
Indiana State University  
*Richard Dunfee*  
Johns Hopkins University

**14** **52+ guiding principles for the design of electronic courses: discovery and revelation**  
*Thomas and Carol Cyrs*  
Educational Development Associates, LLC  
*Eugenia Conway*  
New Mexico State University

**15** **How simulation-like questions can replace expensive multimedia simulations**  
*Will Thalheimer*  
Work-Learning Research

1:15-2:00  
SESSIONS  
23-33

**23** **Transferring and applying learning objects in various delivery formats**  
*Rosemary Lehman*  
University of Wisconsin-Extension  
*Simone Conceição*  
University of Wisconsin-Milwaukee

**24** **The role and responsibility of the learner in online courses**  
*Rena Palloff*  
*Keith Pratt*  
Capella University/Crossroads Consulting Group

**25** **Paradigm busters for online learning designers**  
*Les Howles*  
University of Wisconsin-Madison  
*Diana Howles*  
CUNA Mutual Group

**26** **International distance learning: technology and content (or how to manage teachers, trees, turtles, and television)**  
*Dottie Kluge*, Smithsonian Environmental Research Center  
*Mark Kornmann*  
Ball State University

2:15-3:00  
SESSIONS  
34-44

**34** **Recipe for success: a winning combination of course development strategies**  
*Jacquelyn Abromitis*  
*Cristine Clarke*  
*Kay Lehmann*  
University of Northern Iowa

**35** **How to combine Web Assignment Checker (WAC) with academic courses?**  
*David Pundak*  
*Shmaryahu Rozner*  
Ort Braude College

**36** **Enhancing student interaction in online courses: the virtual instructional designer**  
*Christine MacDonald*  
Indiana State University

**37** **PowerPoint with a learning point**  
*Dianne Jones*  
University of Wisconsin-Whitewater

## FRIDAY

10:00-10:45  
SESSIONS  
45-55

**45** **Venturing into SCORM with a government project**  
*Penelope Semrau*  
*Barbara Boyer*  
California State University

**46** **Empowering learners to lead**  
*Rita-Marie Conrad*  
Florida State University  
*J. Ana Donaldson*  
University of Northern Iowa

**47** **Assessing Web-based learning**  
*Kay Wijekumar*  
The Pennsylvania State University Beaver

**48** **Simulations, scenarios, and multimedia to enhance student engagement in online courses**  
*Ron Joekel*  
*Joe McNulty*  
University of Nebraska-Lincoln

11:00-11:45  
SESSIONS  
56-66

**56** **Converting a hands-on curriculum into a Web-based distance learning experience**  
*Robert Bill*  
Purdue University

**57** **Inquiry-based learning using the Internet: research, resources, WebQuests**  
*Maureen Yoder*  
Lesley University

**58** **What? How? How long? How much? Meeting scoping challenges**  
*Donna Bratonja*  
*Ellen Goldstein*  
GE Medical Systems

**59** **Multimedia in online courses: bells and whistles or solutions?**  
*Eli Collins-Brown*  
Connected Creativity

1:00-1:45  
SESSIONS  
67-77

**67** **Quality assurance testing: a 'how to' guide**  
*Karen Olivas*  
*Jon Kaupla*  
Kohl's Department Stores

**68** **Large-scale interaction strategies for Web-based training**  
*Paul Giguere*  
Education Development Center, Inc.

**69** **This CD packs a punch: teaching law-enforcement decision-making**  
*Peter Seaman*  
U.S. Coast Guard Training Center

**70** **Designing animations on an (almost) shoestring budget**  
*Leslie Krongold*  
Whatever Productions

2:00-2:45  
SESSIONS  
78-88

**78** **Designing accessible Web-based instruction for all learners**  
*Seak-Zoon Roh*  
*Minhee Kim*  
*Hyo-Jeong So*  
Indiana University

**79** **Wedemeyer Award**  
Presentation by the Outstanding Scholar in Distance Education

**80** **A five-step maturity model for online course design**  
*Charlotte Neuhauser*  
Madonna University

**81** **The cost of attention: measuring the cost of online interactive technologies**  
*Eric Wignall*  
Purdue University Calumet

Information sessions 1-44



Information sessions 45-88



**PLANNING AND MANAGEMENT**

**5 Create demand before you purchase the LMS: the CUNA experience**  
*Jon Aleckson*  
Web Courseworks  
*Plumer Lovelace*  
Credit Union National Association

**BLENDED-DELIVERY TECHNOLOGIES**

**6 Conducting effective distance educational programming using multicast technologies**  
*Kevin Gamble and Janet Poley*, American Distance Education Consortium (ADEC)  
*Dan Cotton*, Communications and Information Technology–INR

**EVALUATION AND RESEARCH**

**7 Benchmark study of online education in Illinois**  
*Ivan Lach*  
Illinois Virtual Campus

**INNOVATIVE APPLICATIONS**

**8 E-book creation and use in asynchronous courses: promises and problems**  
*Robert Fleck*  
*Tena McQueen*  
Columbus State University

**FACULTY DEVELOPMENT**

**9 Effective partnerships = sustainable faculty development = successful distance programs**  
*Marie Barber*  
*Sheran Cramer*  
University of Nebraska

**LEARNING SUPPORT**

**10 When, where, how to teach: new remote learning models**  
*Thomas S. Gibb*  
University of Wisconsin–Madison  
*John Streifel*  
UW–Extension

**16 Developing a cooperative online degree program: the practical mechanics**  
*Roger Von Holzen*  
*Darla Runyon*  
Northwest Missouri State University

**17 Designing of ubiquitous learning integrating textbooks and mobile devices**  
*Haruo Nishinosono*  
*Kiyoharu Hara*  
*Yasufumi Kuroda*  
Bukkyo University

**18 Supporting learning style online: research findings show the way**  
*Diana Garland*  
*Barbara Martin*  
Southwest Missouri State University

**19 Content repositories: managing digital content in a distributed environment**  
*Trey McCallie*  
*LeAnn McKinzie*  
The Texas A&M University System

**20 Faculty development/rewards**  
*Barbara Farrell*  
*David Sachs*  
*Nancy Hale*  
Pace University

**21 Get an ASAC to support your library**  
*Carol Speer*  
*Donald Leavelle*  
*Patricia H. Hines*  
University of Wisconsin–Stevens Point

**27 Online course delivery at 50 accredited institutions: the critical issues**  
*Robert Colley*  
*Shelly Blowers*  
Syracuse University

**28 In synch with synchronous online testing**  
*Jay Held*  
*Jodi Delfosse*  
Johnson Controls, Inc.

**29 The future of distance education: research, conceptual development, and practice**  
*Farhad Saba*  
San Diego State University

**30 Understanding open source philosophies and using free software in your programs**  
*Vanessa Haakenson*  
Distance-Educator.com

**31 Peer coaching: a faculty development strategy to improve online instruction**  
*Jason Baker*  
*Shauna Tonkin*  
Regent University

**32 Collaborating with community libraries to support distance education**  
*Lynn Hoffman*  
Slippery Rock University

**38 Creating presence: there can be a “there” there**  
*Janette Hill*  
University of Georgia

**39 Leveraging satellite delivery: how blended technologies increase audience participation**  
*Ed Kronholm*, Distributive Learning Networks, Inc.  
*Ed McDowell*, Dept. of Defense Satellite Education Network  
*Greg Browning*, Convergent Media

**40 Building online learning communities: factors supporting collaborative knowledge-building**  
*Joe Wheaton*  
*David Stein*  
*Connie Wanstreet*  
Ohio State University

**41 Exploring development and design of Web-based learning environments for children**  
*Trudy Dunham*  
*Swetal Sindhvad*  
Center for 4-H Youth Development

**42 Library—more than a book: faculty use digital collections to enhance learning**  
*Christopher Bundy*  
*Carole Turner*  
*Lee Konrad*  
University of Wisconsin–Madison

**43 Ensuring success in online learning**  
*Daniel East*  
*Mingming*  
*Vince Shriver*  
Western Georgia State University

**49 Great Plains IDEA: a model for inter-institutional distance education programs**  
*Lona Robertson*  
*Shona Gambrell*  
Oklahoma State University

**50 Wireless and handheld devices for language learning**  
*Jodi Samuels*  
University of Wisconsin–Madison

**51 Using a question generation approach to improve Web-based collaborative learning**  
*James Belanich*, U.S. Army, Research Institute for the Behavioral & Social Sciences  
*Robert Wisher*, Defense Dept.  
*Kara Orvis*, George Mason Univ.

**52 Building tools for teachers: the listening assistant**  
*Dianna Murphy*  
University of Wisconsin–Madison  
*Preston Austin*  
Clotho Advanced Media, Inc.

**53 Measuring faculty participation in ALN as a basis for faculty development**  
*Stanley Trollip*  
*Seugnet Blignaut*  
Capella University

**54 Challenges for supporting learners: an approach to faculty development**  
*Jeannette*  
University of Wisconsin–Stevens Point

**60 Best practices: meeting the benchmarks**  
*Jennifer Sparrow*  
IMPAC University

**61 Using video-based cases to create a virtual field experience**  
*Emily Hixon*  
*Suzanne Sanborn*  
Indiana University

**62 Effects of peer interaction on learning outcomes facilitated by CMC**  
*Deborah LaPointe*  
Albuquerque Technical Vocational Institute

**63 The personal learning lab: an object-based virtual learning environment**  
*Jim Weaver*  
*David Wright*  
Learning Assistant Technologies

**64 Taking the BATE: inter-institutional cooperation and breaking barriers**  
*Gregory Boris*  
University of South Dakota  
*James Crawford*  
University of Nevada–Las Vegas

**65 Library services for designing reading materials for online learning**  
*Elaine Ma*  
*Kay Johnson*  
*Tony Tin*  
Athabasca University

**71 Virtual schools and e-learning: planning for success**  
*Tom Clark*  
TA Consulting  
*Zane Berge*  
University of Maryland, UMBC Campus

**72 Hybrid courses: obstacles and solutions for faculty and students**  
*Robert Kaleta*  
*Carla Garnham*  
*Alan Aycock*  
University of Wisconsin–Milwaukee

**73 Assigning learning roles to promote critical discussions during problem-based learning**  
*Mary Annette Rose*  
*Jim Flowers*  
Ball State University

**74 HTMLeZ: the easy way to create a class Web site**  
*Henry Borysewicz*  
*Dan Herring*  
University of North Dakota

**75 Blogging to disseminate best online learning practices and technology news**  
*Ray Schroeder*  
University of Illinois at Springfield

**76 Best practices for students: degree programs**  
*Faye Lesh*  
*Naj Shaikh*  
University of Wisconsin–Stevens Point

**82 Integrated courseware, learner support, and administrative systems at Athabasca University**  
*Colleen Huber*  
*Joe Connolly*  
*Kerri Michalczuk*  
Athabasca University

**83 Using blended learning at PNC Bank**  
*Alan Coates*  
*Patricia Flaus*  
PNC Bank

**84 Quality management for multiple section online courses**  
*Thomas Thompson*  
University of Maryland University College

**85 VideoIDEAS: a streaming video resource for the classroom**  
*Tina Hauser*  
Wisconsin Public Television  
*John Fischer*  
University of Wisconsin–Extension

**86 Faculty development at a distance: implementing an online module**  
*Christina Goode*  
*Jennifer Gramling*  
*Jean Derco*  
University of Tennessee

**87 Supporting students: for 100% success**  
*Maureen Lesley*  
University of Wisconsin–Stevens Point



hy, and how to  
etwork skills for  
arners

mith  
son  
of Wisconsin-

miks  
sion

SSIST and  
our students'  
online

th  
e  
ain  
of Nebraska-Lincoln

ate,  
icate, celebrate:  
ul delivery of  
ervices for the  
learner

mann  
ck University

program  
through learning  
ities

stmond  
Jiang  
ader  
governors University

es and solutions  
ort of distance  
a collaborative

McDonald  
of  
-Madison

ervices:  
om the digital  
room to support  
arning

gusin  
son  
University

ctices in helping  
complete online  
programs

t  
of Illinois

ng online  
strategies  
retention

Yoder  
iversity

CASE  
STUDIES

**11** Bringing college  
mathematics online:  
letting pedagogy drive  
technology

Michael Kantor  
University of  
Wisconsin-Madison

**22** Distance education and  
the workplace: situated  
learning in dietetic  
programs

Laurie Hackenberger  
Penn State World Campus  
Beth Egan  
Penn State University

**33** Migrating from old  
e-learning platforms to  
new ones: a Mexican  
experience

Fernando Mortera-Gutierrez  
ITESM-CCM

**44** Online salmonella: using  
video and interactivity to  
teach food safety

Krista Johansen  
Anita Dincesen  
University of Minnesota  
Extension Service

**55** Competence certification  
model and courses for  
distance technical  
training

Mario Doria  
ITESM Campus Toluca  
Rafael Santana  
Consultant

**66** Five years of veterinary  
distance education:  
learning from our  
mistakes

John August  
Noberto Espitia  
Texas A&M University

**77** Teaching technical  
writing courses online:  
challenges and strategies

William Van Pelt  
Matthias Jonas  
University of  
Wisconsin-Milwaukee

**88** Cooperative learning  
at a distance: what are  
they doing?

Richard Fasse  
Online Learning

Exhibit hall



Find out about the latest in distance learning resources, services, and technologies. An opening reception, refreshment breaks, and lunch in the Exhibit Hall will allow plenty of time to visit with exhibitors.

Course design showcases



EXHIBIT HALL

Wednesday, August 13

Exhibit Hall Grand Opening & Reception 4:30-6:30 p.m.

Thursday, August 14

Exhibit Hall open from 9:15 a.m.-4:00 p.m.

2003 Exhibitors to Date

GOLD SPONSOR **classesUSA**

Peterson's  
WebCT  
Class.com  
eCollege<sup>SM</sup>  
Wiley

Spectrum Industries, Inc.  
University of Phoenix Online  
Desire2Learn Inc.  
WIDS-WorldwideInstructional  
Design System

Join these exhibitors at Distance Learning 2003. Reserve your space now. For exhibit booth and sponsorship information, contact Kimary Peterson at 608-265-4159.

Course Design Showcases

During each time slot, you will have the opportunity to tour eight computer stations where presenters will demonstrate actual online courses.

SHOWCASE 1 — Friday 9:15-10:00 a.m.

**Liaisonics:  
circumventing  
weaknesses in past  
online experiences**

Tipton Chesney  
Independent Contractor  
Linda Gillis, Region IV  
Educational Service Center

**Creative design  
solutions**

Kerri Scobel  
Michael Markiewicz  
Kohl's Department Stores

**Teaching business  
writing to MBA students  
via the Internet**

Judith Fisher  
University of Florida

**Using WebCT to  
provide online library  
instruction to English  
composition students**

Steve McDonald  
Walter Shultz  
Pennsylvania College  
of Technology

**Team projects: tools for  
effective learning and  
increased course  
capacity**

Sheran Cramer  
University of Nebraska-Lincoln

**Analyzing my business  
idea: an online course for  
entrepreneurs**

Terri Fredenberg-Holzman  
University of Wisconsin-  
Extension

**Interactive online  
writing courses for  
all and sundry**

Deborah Albert  
Byron Crossley  
University of Victoria

**Business  
communications**

Gregory Herbert  
Touro University  
International

SHOWCASE 2 — Friday 12:15-1:00 p.m.

**Drugs and society:  
enhancing critical  
thinking through  
interaction and  
collaboration**

Jan Engle  
Governors State University

**An online course for  
advanced placement  
chemistry teacher  
development**

Michael Rodgers  
Mike Readnour  
Southeast Missouri State Univ.

**EPEC online**

Frank Ferris  
Nicholas Molodyko  
The EPEC Project

**iMBA 516: a sample  
MBA course**

Lynne Johnson  
Stevie Rocco  
Penn State World Campus

**Next generation faculty  
library instruction:  
designing effective  
information literacy  
assignments**

Lenore England  
Susan Olson  
University of Maryland  
University College

**Exploring creativity  
in the digital age**

Barbara Harbach  
University of Wisconsin-  
Stevens Point

**New technology  
improves online  
lecture delivery**

Robert Schramm  
University of Wisconsin-  
Whitewater

**Developing new  
content for electronic  
delivery of advanced  
business courses**

Sandra Mudd  
Certified General  
Accountants of Canada

New directions forums



New Directions Forums bring together a select group of experts to present and discuss key issues and emerging trends in a critical area of distance education. Each forum will be designed as a four-part panel discussion and presentation running concurrently with the information sessions. Attendees are welcome to attend the forum in part or for the whole day.

Benchmarks and milestones for measuring quality

**THURSDAY**  
10:15 a.m. to  
3:00 p.m.



**CO-SPONSOR**  
Alfred P. Sloan  
Foundation  
Sloan-C  
Asynchronous  
Learning  
Networks

How do you know when you have met the quality standards for learning and cost effectiveness? What are reasonable benchmarks and milestones to define your accomplishments?

Panelists from public, private, and government educational settings will explore the practical applications of quality benchmarks and share their insights and experiences. An overview of quality standards from several organizations, including the Alfred P. Sloan Consortium's Five Pillars of Quality Online Education, will be used to frame the discussion with the emphasis on learning and cost effectiveness.

**MODERATOR Dr. Terry Gibson** is a professor and assistant to the dean for e-Extension at the University of Wisconsin–Extension.

**PANELIST Dr. Karen Swan** is research professor at the Research Center for Educational Technology at Kent State University, online instructor for the SUNY Learning Network, and Sloan Consortium's *Learning Effectiveness* editor. Her research on media and learning includes a recent focus on online learning, specifically learning effectiveness and social supports. Her presentation will give an overview of the research on learning effectiveness in online environments and its implications for practice.

**PANELIST Dr. Tana Bishop** is the associate dean for administration in the Graduate School at the University of Maryland University College. She has been an administrator and adjunct faculty member with the university for 12 years. She currently serves as the editor of the cost-effectiveness pillar of the Sloan Consortium.

**PANELIST Dr. Robert Wisher** serves as the director of the Advanced Distributed Learning Initiative, as a representative of the Office of the Secretary of Defense. He has published more than 80 technical reports, book chapters, and journal articles related to training and training technologies and serves on the editorial advisory board for the *American Journal of Distance Education*.

**PANELIST Dr. Stan Trollip** is on the faculty of Capella University in Minneapolis where he was director of Learning Strategies for six years, responsible for the development of more than 500 online courses. As the director of E-Learning Research & Development he pioneered the development of a tool for categorizing faculty participation in asynchronous discussions. Dr. Trollip is co-author of *Multimedia for Learning: Methods and Development (3rd Ed.)*, Boston: Allyn and Bacon, 2001.

New models of learning: blending asynchronous and synchronous formats

**FRIDAY**  
10:00 a.m. to  
2:45 p.m.

New synchronous collaboration tools have increased the potential to deepen and reinforce student engagement. By blending synchronous and asynchronous activities, course designers can enhance collaboration and content integration. This forum will explore lessons learned by distance programs that integrate synchronous and asynchronous learning activities in creative new ways. Presentations will include an overview of Web-based collaboration tools and case studies of current courses and training projects that combine these tools with asynchronous ones. An afternoon instructional design panel will discuss what works and what doesn't and provide practical techniques for blending tools and teaching methods to create engaging activities and experiences.

**CASE STUDY PANELIST Wayne Pferdehirt** is director of the University of Wisconsin–Madison Master of Engineering in Professional Practice (MEPP) program, a two-year, cohort, Web-based degree program for engineers. This program combines several asynchronous and synchronous tools to enhance collaboration among students and between faculty and students, creating a dynamic, supportive learning space that is accessible from anywhere.

**CASE STUDY PANELIST Dr. Rick Lillie** teaches advanced accounting courses at California State University–San Bernardino and distance learning courses for the UCLA Extension program. He uses "Groove" peer-to-peer software to support live-class sections and to deliver an online CPA Review Course. Currently he is measuring and comparing

outcomes and attitudes of students from both traditional and online classroom courses in accounting and information systems courses.

**CASE STUDY PANELIST Ellen Goldstein** is an instructional designer at GE Medical Systems' Performance Solutions, responsible for the creation of a rapid design process for synchronous training for GE's global field engineers. GE's training solutions involve distance education offerings using synchronous interactions, self-paced computer sessions, and performance support tools to optimize the time spent in training to improve productivity in the field.

**DESIGN PANELIST Jennifer Hofmann**, president of InSync Training Synergy, is a training consultant who specializes in the design and delivery of synchronous learning. She regularly contributes to the ASTD online publication, *Learning Circuits*, is the author of *The Synchronous Trainer's Survival Guide*, and has taught the Certified Online Instructor Program at Walden University.

**DESIGN PANELIST Dr. Chuck Kater** is associate dean of Professional Studies and SC Online at Southwestern College. He was the architect and lead instructor for the Walden Institute "Certified Synchronous Instructor" program, which successfully prepared corporate trainers to design and conduct interactive learning events using a blend of synchronous and asynchronous software.





## TUESDAY, AUGUST 12

### Cracker-barrel Discussions

6:30–8:30 p.m.

Informal discussion groups provide a chance to talk about a variety of topics while you relax and socialize. In the tradition of the old country store, cheese, crackers, and beverages will complement the discussions. See page 5 for list of topics.

## WEDNESDAY, AUGUST 13

### Lunch on Your Own

11:00 a.m.–2:00 p.m.

Enjoy a spectacular view of Lake Monona while dining in the company of your peers at the Grand Terrace Cafeteria. Salads, sandwiches, hot meals, and à la carte items will be available on a cash basis. Prices range from \$5-10.

### Exhibit Hall Grand Opening and Reception

4:30–6:30 p.m.

Join us at this year's Exhibit Hall to see demonstrations, view displays, and talk with exhibitors about distance learning resources, products, and services. This event is the first of two chances to network with industry leaders and find out about the latest distance education developments. A cash bar and complimentary hors d' oeuvres will be available to kick off the grand opening.

## THURSDAY, AUGUST 14

### Exhibit Hall

9:15 a.m.–4:00 p.m.

Enjoy refreshment breaks and lunch in the Exhibit Hall while meeting with exhibitors. Benefit from the wide range of booth displays, product demos, and resources available from national companies and non-profit organizations.

## FRIDAY, AUGUST 15

### Dessert Reception

2:45–4:00 p.m.

Put the icing on the cake by joining us for an informal dessert reception in the Grand Terrace. This is our final opportunity at Distance Learning 2003 to acknowledge our presenters, visit with old friends, and network with peers. Tables will be available for topic discussions and special interest groups.

PHOTO © JEFF MILLER, UW-MADISON COMMUNICATIONS



PHOTO © JEFF MILLER, UW-MADISON COMMUNICATIONS



### Ideas for self-guided activities

If you are staying on after the conference, check out some of Wisconsin's best attractions, recreation areas, and event calendars via the following Web sites:

#### Mad about Madison

[www.ci.madison.wi.us/rectourism.html](http://www.ci.madison.wi.us/rectourism.html)

#### Greater Madison Visitor's and Convention Bureau

[www.visitmadison.com/](http://www.visitmadison.com/)

#### Wisconsin Division of Tourism

[www.travelwisconsin.com](http://www.travelwisconsin.com)

#### American Players Theatre

[www.americanplayers.org](http://www.americanplayers.org)

#### Michael Feldman's "Whad'Ya Know?" Radio Program

[www.notmuch.com/](http://www.notmuch.com/)





We encourage you to make reservations early with the conference hotels listed here to ensure room availability and special pricing. To receive these rates, mention that you are attending the *Distance Teaching & Learning Conference*, and, if applicable, the ID/Group Code number listed in the hotel description. Please check with your hotel about parking arrangements/fees and complimentary shuttle bus service. The conference will provide shuttle bus service to and from the Monona Terrace and the conference hotels at specified times.

### Hilton Madison Monona Terrace

9 East Wilson St., Madison, WI 53703  
 Phone: 608-255-5100 Fax: 608-251-4550  
 Toll-free reservations: 866-403-8838  
 Web reservations: www.hiltonmadison.com  
 Online Group/Convention Code: UDT

Connected by skywalk to the Monona Terrace Convention Center, this hotel is located within walking distance to most downtown attractions. Guest rooms feature coffee makers, irons/boards, hair dryers, complimentary daily newspaper, Neutrogena bath amenities, 2 phone lines, data ports, and voice mail. Hotel also has indoor pool, fitness center, 24-hour room service, and complimentary shuttle to/from Dane County Airport.

### Best Western Inn on the Park

22 South Carroll St., Madison, WI 53703  
 Phone: 608-257-8811 Fax: 608-257-5995

Located two blocks from the Monona Terrace Convention Center on the State Capitol Square. All rooms have high-speed Internet access, coffee makers, hair dryers, 2-line phones, and irons/boards. Hotel offers complimentary airport shuttle service, valet parking, on-site restaurant and lounge, fitness room, and indoor pool.

### The Madison Concourse Hotel and Governor's Club

1 West Dayton St., Madison, WI 53703  
 www.concoursehotel.com  
 Phone: 800-356-8293 Fax: 608-294-3018  
 Request reservation ID: #DIS0812

Within easy walking distance of the Monona Terrace Convention Center, this hotel offers an on-call airport shuttle and complimentary parking for guests. Other features include a business center, indoor pool, whirlpool, steam room, fitness center, restaurant, and bar. All guest rooms include coffee makers, hair dryers, data ports, and irons/boards. The Governor's Club Level includes complimentary continental breakfast, complimentary cocktails and hors d'oeuvres, bathrobes, turn-down service, and free local calls.

### The Edgewater Hotel

666 Wisconsin Ave., Madison, WI 53703  
 Phone: 608-256-9071  
 Toll-free reservations: 800-922-5512  
 Web reservations: www.TheEdgewater.com  
 Request Group Code: 4920

Located on Lake Mendota in the Mansion Hill District, only four blocks from unique State Street shopping, cafes, museums, the Capitol, the University of Wisconsin, and many nightclubs. Featuring bottled spring water, ice refill, towel refresh, and nightly turn-down service. Suites are available with refrigerators and microwaves. Hair dryers, irons/boards, coffee and brewers, and free underground parking are provided. Limousine airport pickup available.

### The Lowell Center

610 Langdon Street, Madison, WI 53703  
 Phone: 608-256-2621  
 Toll-free reservations: 866-301-1753  
 Web reservations: http://conferencing.uwex.edu  
 Conference Code: distance Password: Lowell

The Lowell Center is a conference center/hotel operated by the University of Wisconsin. Located conveniently close to State Street, the University campus, and Monona Terrace, this hotel features an indoor pool, sauna, exercise room, in-room coffee makers, hair dryers, and both data and modem ports in the guest rooms. Parking and an expanded continental breakfast are included in the room rate.

### Sheraton Madison Hotel

706 John Nolen Dr., Madison, WI 53713  
 Phone: 608-251-2300 Fax: 608-251-1189

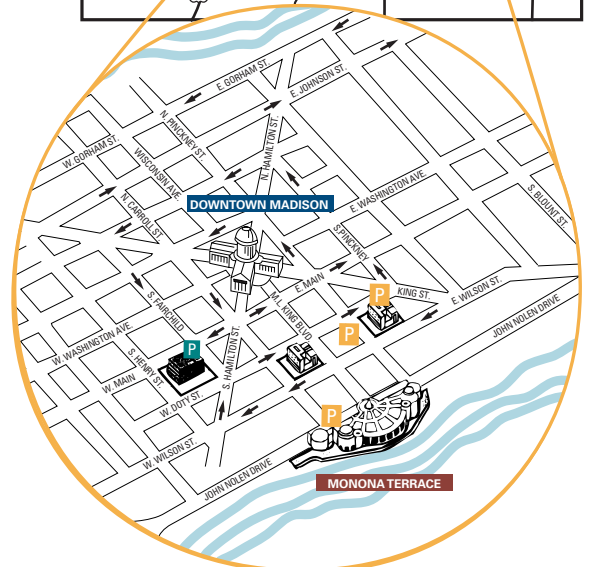
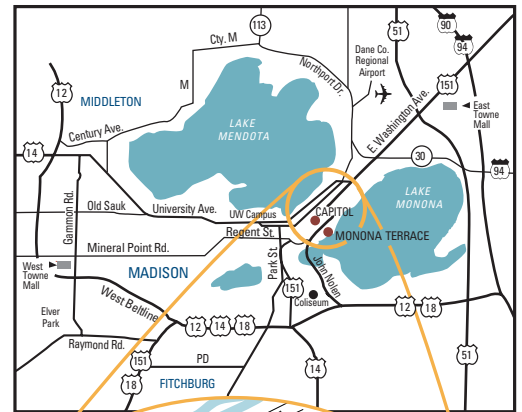
Located within five minutes of Monona Terrace, overnight guests receive free parking and complimentary shuttle service to the Monona Terrace Convention Center and airport. The hotel features a restaurant, lounge, indoor pool, whirlpool, exercise room, and sauna. Guest rooms have many extra amenities such as hair dryers, coffee makers, irons/boards, and data ports. The secured Club Level includes continental breakfast and hors d'oeuvres in the evening.

Special rates are offered to our attendees on a first-come, first-served basis for a limited time. See hotel chart above.

PLEASE NOTE: Hotels are listed in proximity to the Monona Terrace Convention Center. Shuttle bus service will only be provided from these hotels to and from the conference site at specified hours.

Conference Hotels	Daily Rates	Block Release
Hilton Madison Monona Terrace	\$110-210	July 20
Best Western Inn on the Park	\$89-99	July 20
The Madison Concourse Hotel and Governor's Club	\$109-149	July 20
The Edgewater Hotel	\$111-149	July 15
Lowell Center	\$70-80	July 12
Sheraton Madison Hotel	\$89-109	August 1

For additional information on conference hotels, plus other lodging options in the Madison area, please visit our Web site at [www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference).





## Monona Terrace Convention Center Madison, Wisconsin ■ August 13–15, 2003

### Conference Location and Parking

The conference will be held at the Monona Terrace Convention Center, One John Nolen Drive, Madison, Wisconsin. See map on page 15. You will receive an informational brochure with maps for parking with your registration confirmation. To date, daily parking rates at the Monona Terrace Convention Center and nearby city lots range from \$8-\$10.

### Travel Information

**By car:** The Monona Terrace Convention Center is located in downtown Madison on Lake Monona. Take John Nolen Drive exit from Hwy. 12/18 or from Hwy. 151.

**By air:** Madison is served by Dane County Regional Airport ([www.co.dane.wi.us/airport](http://www.co.dane.wi.us/airport)) located about 15 minutes by taxi from the Monona Terrace Convention Center. Airlines serving Madison are Northwest, American Eagle (American), United Express, Midwest Express Skyway, Comair (Delta), Chicago Express/American TransAir (ATA), and Continental.

Car rental agencies located at the airport include Enterprise, Avis, Hertz, and National. Budget Car Rental is located near the airport. Taxi service is also available. Check page 15 to find out about individual hotel/airport shuttles.

### Lodging

Attendees are responsible for making their own lodging arrangements. Please see page 15 for detailed information on hotels, special rates, and room block release dates. The Hilton Madison is connected via skywalk to the Monona Terrace Convention Center.

### Conference Registration

To ensure your place at the conference, we advise you to register as early as possible. Space in the Wednesday Advanced Seminars and Workshops is limited and will be accepted on a first-come, first-served basis. To be included in the attendee roster, please register by August 6, 2003.

To register by phone: 608-262-0810

To register by fax: 800-741-7416 or 608-265-3163

To register by mail:

Distance Teaching & Learning Conference  
The Pyle Center, Dept. 111  
702 Langdon St.  
Madison, WI 53706

Make checks or money orders payable to UW–Madison.

To secure your registration, a written confirmation will be sent to all enrolled participants. For questions about registration or to check on your enrollment status, call 608-262-0810.

### Conference Materials

Conference materials, including proceedings and name badges, may be picked up at the Conference Registration Desk located in the Monona Terrace Convention Center. Please see conference agenda on page 3 for registration hours.

### Conference Program/ Exhibit Information

If you have general questions about the conference program, please contact:

**Kimary Peterson**, Conference Manager  
Phone: 608-265-4159 Fax: 608-265-7848  
E-mail: [distel@education.wisc.edu](mailto:distel@education.wisc.edu)

**Bill Winfield**, Conference Director  
Phone: 608-265-9753 Fax: 608-265-7848  
E-mail: [winfield@facstaff.wisc.edu](mailto:winfield@facstaff.wisc.edu)

### Cancellations and Refunds

To cancel your registration, you MUST obtain a cancellation number from the Registration Office (608-262-0810). Registrants who do not attend and have not cancelled prior to the conference are liable for the total registration fee. If you contact us by August 6, substitutes may fill in for people who have registered and cannot attend.

Cancel by 7/25/03 Full refund less \$20 administrative charge  
Cancel by 8/6/03 50% refund  
Cancel after 8/6/03 No refund

### Registration Fees

Conference fee . . . . . \$365

Includes Tuesday cracker-barrel discussions; Exhibit Hall access and receptions; all keynote presentations and concurrent sessions; continental breakfasts, lunches, and breaks on Thursday and Friday; and a CD of proceedings and conference materials. Does NOT include entry into the optional activities.

Student fee . . . . . \$200

Covers attendance at all regular conference sessions and activities for currently enrolled, full-time students. Does NOT include optional activities requiring separate fees. Students must send a copy of their student ID along with their fully completed registration form. NOTE: The student rate may not be used in conjunction with any other discounts.

### Optional Events include:

Wednesday, August 13  
Advanced Seminars I-III (\$175)  
Workshops (\$50)

**NOTE: Limited space available for all optional events**

### CEU/DPI Clock Hours

Continuing Education Units (CEU) may be earned by participation in this conference. DPI will no longer offer clock hours. Instead, educators may apply for CEU toward their license renewal. Please refer to your Conference Handbook for the procedures to obtain these credits.

Register now  
to ensure a  
spot at this  
premier event.

[www.uwex.edu/disted/conference/](http://www.uwex.edu/disted/conference/)



### Register by phone

608-262-0810

### Register by fax

1-800-741-7416 or  
608-265-3163

### Register by mail

DT&L Conference  
The Pyle Center  
Dept. 111  
702 Langdon St.  
Madison, WI 53706  
U.S.A.

Please enter or  
tell us your 3-digit  
code number from  
the mailing panel

### UW #

---

### NOTE:

We intend to distribute our 2003 roster to all conference participants and exhibitors. If you do not want your contact information included please indicate below.

Please omit my contact information from the roster.

*UW-Madison provides equal opportunities in employment and programming, including Title IX requirements.*

## Please register me for Distance Learning 2003

Please indicate if you want vegetarian meals.

Conference fee (\$365)  vegetarian meals \_\_\_\_\_

Student conference fee\* (\$200)  vegetarian meals \_\_\_\_\_

Wednesday advanced seminar (\$175, includes lunch)  vegetarian meal  
Please put #1 for first choice and #2 for second choice in case seminar is full.

Seminar I \_\_\_\_\_ Seminar II \_\_\_\_\_ Seminar III \_\_\_\_\_

Wednesday morning workshop (\$50)  
Please put #1 for first choice and #2 for second choice in case workshop is full.

A\_\_ B\_\_ C\_\_ D\_\_ E\_\_ F\_\_ G\_\_ H\_\_ I\_\_ J\_\_ K\_\_ L\_\_ \_\_\_\_\_

Wednesday afternoon workshop (\$50)  
Please put #1 for first choice and #2 for second choice in case workshop is full.

M\_\_ N\_\_ O\_\_ P\_\_ Q\_\_ R\_\_ S\_\_ T\_\_ U\_\_ V\_\_ W\_\_ X\_\_ Y\_\_ \_\_\_\_\_

Total amount \$ \_\_\_\_\_

Name (please print) \_\_\_\_\_ Title \_\_\_\_\_

Organization \_\_\_\_\_

Business address \_\_\_\_\_

City \_\_\_\_\_ State/Zip \_\_\_\_\_

E-mail address \_\_\_\_\_

Daytime phone \_\_\_\_\_ Fax \_\_\_\_\_

*\* If you are applying for the full-time student rate, you must send a copy of your student ID and provide the following information (the student rate may not be used in conjunction with any other discounts):*

Institution \_\_\_\_\_

Academic department \_\_\_\_\_ Student ID # \_\_\_\_\_

### Payment method

P.O. or check enclosed (Payable in U.S. funds to UW-Madison)

MasterCard  VISA  American Express

Cardholder's Name \_\_\_\_\_

Card No. \_\_\_\_\_ Expires \_\_\_\_\_

### Voluntary information to enhance UW programming

Birthdate: M \_\_\_\_\_ D \_\_\_\_\_ Y \_\_\_\_\_

Female  Male

Heritage:  African American 1  
 Asian/Pacific Islander 2  
 American Indian/Alaskan Native 3  
 Hispanic/Latino 4  
 White/Other 5

Are you enrolling primarily for career-related reasons?  YES  NO

Occupational area:  02 Education  
 04 Finance, Insurance, or Real Estate  
 05 Health Services  
 06 Manufacturing  
 08 Public Administration (Government)  
 13 Other

Please advise us at time of enrollment if you are a person with a disability and desire special accommodations. Requests are confidential.

If you need this material in an alternate format, please contact the conference manager at 608-265-4159 or the UWEX Affirmative Action Office at 608-262-0277.



## Keynote Speakers

**Jack Wilson**, UmassOnline  
*After the fall: the lessons of an indulgent era*

**Marc Prensky**, games2train.com and Corporate Gameware LLC  
*Overcoming our digital immigrant accents: understanding gaming and other digital native behaviors*

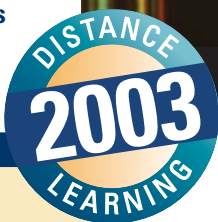
**Gloria Gery**, Training Consultant  
*Learning portals: integrating resources on the desktop*

**More than 150 presentations to select from**  
**Cracker-barrel discussions for early arrivals**  
**Exhibit Hall grand opening and reception**

MONONA TERRACE®



**Monona Terrace Convention Center**



## NEW GROUP RATES THIS YEAR

Contact Kimary Peterson at 608-265-4159 to find out more about group rates.

*If you receive an extra copy of this brochure, please share it with a colleague.*

Printed on recycled paper.

**August 13–15, 2003**  
**Madison, Wisconsin**

FOR CONFERENCE UPDATES  
[www.uwex.edu/disted/conference/](http://www.uwex.edu/disted/conference/)



University of Wisconsin–Madison  
Continuing and Vocational Education  
1050 University Avenue, Rm B136  
Madison, WI 53706–1386



_____	Nonprofit
_____	Organization
_____	U.S. Postage
_____	PAID
_____	Permit No. 658

**IMPORTANT!**  
**UW# CODE**

Please include this number with any address change.