



*Faculty Summer Institute*  
*2004*

*May 24-26, 2004*

*University of Illinois at Springfield*

*Presented by the Illinois Online Network*

*<http://www.ion.illinois.edu>*



# Schedule At-A-Glance

Monday, May 24

11:00 a.m. – 5:00 p.m.	Registration	Main Concourse - PAC
1:00 p.m. – 1:30 p.m.	Conference Welcome	Brookens Auditorium
1:30 p.m. – 3:15 p.m.	Keynote Presentation: Faculty Panel <b>Getting Started in Online Teaching</b>	Brookens Auditorium
3:30 p.m. – 5:00 p.m.	Roundtable Sessions	Food Emporium
5:00 p.m. – 7:00 p.m.	Reception - Cash Bar - Hors D'oeuvres	Food Emporium/Patio

Tuesday, May 25

7:30 a.m. – 4:00 p.m.	Registration	Main Concourse - PAC
7:30 a.m. – 8:15 a.m.	Continental Breakfast	Brookens Auditorium
8:30 a.m. – 10:00 a.m.	Keynote Presentation: <b>The Perfect E-Storm: Emerging Technology, Enhanced Pedagogy and Enormous Learner Demands Dr. Curtis Bonk, Indiana University</b>	Brookens Auditorium
10:00 a.m. – 4:15 p.m.	Exhibit Hall	Main Concourse - PAC
10:15 a.m. – 11:45 a.m.	Concurrent Sessions 1 – 13	Various Locations
11:45 a.m. – 12:30 p.m.	Electronic Showcase	Main Concourse - PAC
12:30 p.m. – 1:30 p.m.	Lunch	Sangamon Auditorium Lobby
1:45 p.m. – 3:15 p.m.	Concurrent Session 14 – 27	Various Locations
3:30 p.m. – 4:15 p.m.	Electronic Showcase	Main Concourse - PAC
4:30 p.m. – 5:30 p.m.	Keynote Presentation: <b>Online Learning: Changing Age-Old Assumptions in Higher Education Ray Schroeder</b>	Brookens Auditorium
5:30 p.m. – 7:30 p.m.	Dinner	Sangamon Auditorium Lobby

Wednesday, May 26

7:30 a.m. – 12:00 p.m.	Registration	Main Concourse - PAC
7:30 a.m. – 8:15 a.m.	Continental Breakfast	Brookens Auditorium
8:15 a.m. – 9:15 a.m.	Keynote Presentation: Administration Panel <b>Trends in Online Teaching and Learning</b>	Brookens Auditorium
9:15 a.m. – 9:45 a.m.	Refreshments	Brookens Auditorium
9:45 a.m. – 11:15 a.m.	Concurrent Sessions 28 – 38	Various Locations
11:30 a.m. – 1:00 p.m.	Concurrent Sessions 39 – 49	Various Locations
1:00 p.m. – 2:30 p.m.	Lunch - Closing Reception	Sangamon Auditorium Lobby
2:30 p.m.	Conference Adjourns	



# Welcome

I would like to take this opportunity to welcome all of you to the 6<sup>th</sup> Annual Faculty Summer Institute (FSI). Every year, this conference continues to offer participants informative and exciting opportunities to learn and share their experiences about the world of online education.

This year we have planned two Keynote presentations as Panel discussions. Our hope is that this will allow for differing points of view and wider audience participation. Please feel free to speak up at the Panel discussions and in fact throughout the entire FSI. I know I can speak for all of our presenters when I say "Speak Up".

I would like to thank all the presenters for agreeing to share their knowledge and expertise with us. I would also like to extend a special thank you to some key people without whom this conference would not be the same – Curtis Bonk, Ray Schroeder, Iris Stovall, Teri Karpman, Terri George, Virgil Varvel, Carolyn Sackett, Mae Noll and the ION Steering Committee and Liaisons.

This program includes descriptions of all the concurrent sessions, the exhibit hall, and the roundtable discussions. There is also a "centerfold" detailing the tracks and sessions associated with each track.

Let's get started because we have planned a full schedule of learning, networking, and of course, eating!

Sincerely,

Michael Lindeman  
Illinois Online Network

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The Illinois Online Network (ION) Faculty Summer Institute (FSI) is an annual conference on learning technologies for faculty and staff from Illinois Online Network partner institutions. Included on the program for this year's FSI are hands-on laboratory sessions in computer classrooms, discussion sessions and presentations on a wide variety of topics, roundtable discussions, an electronic poster session, and social activities to allow participants to get to know and learn from one another.

Partner institutions have sent a team of faculty members and instructional support personnel to the Institute. The Institute will:

- \* introduce faculty members to the use of learning technologies, such as the World Wide Web and asynchronous conferencing,
- \* introduce participants to the use of the Internet and computer technologies in teaching and learning,
- \* advance the knowledge of those already familiar with the World Wide Web and its uses in education,
- \* create a network for sharing in the development of the curriculum and use of learning technologies, and
- \* provide an opportunity for faculty teaching in similar disciplines to share best practices.

The FSI is directed at faculty and staff preparing to begin teaching and learning in the online environment. Past years attendees have included:

- \* Faculty
- \* Advisors
- \* Counselors
- \* Members of the Administrative Steering Committee
- \* Instructional Designers
- \* Division Chairs/Department Heads
- \* Library Staff



# Steering Committee and Liaisons

Black Hawk College  
Steering Committee-Thomas Coley

Carl Sandburg College  
ION Liaison-Michael Walters  
Steering Committee-Larry Benne

City Colleges of Chicago  
Steering Committee-Peggy Rademaker

College of DuPage  
Steering Committee-Annette Haggray

College of Lake County  
Steering Committee-Page Wolf  
Steering Committee-Connie Bakker

Danville Area Community College  
ION Liaison-Jon Spors  
Steering Committee-David Kietzmann

Elgin Community College  
ION Liaison-Billie Barnett

Heartland Community College  
ION Liaison-Padriac Shinville  
Steering Committee-Allan Saaf

Highland Community College  
Steering Committee-Nancy Barker  
ION Liaison-John Sullivan  
ION Liaison-Paul Rabideau

Illinois Central College  
Steering Committee-Janice Kinsinger

Illinois Eastern Community Colleges  
ION Liaison-Alex Cline  
Steering Committee-Chris Cantwell

Illinois Valley Community College  
Steering Committee-Emily Vescogni

John A. Logan College  
Steering Committee-Tom Bell

John Wood Community College  
Steering Committee-Scott Johnson

Joliet Junior College  
Steering Committee-Dennis Wright

Kankakee Community College  
ION Liaison-Jeff Bathe  
Steering Committee-Sam Hill

Kaskaskia College  
Steering Committee-Bruce Conner

Kishwaukee College  
Steering Committee-Brian Magnuson

Lake Land College  
Steering Committee-Deb Hutti

Lewis and Clark Community College  
ION Liaison-Tracey Smith  
Steering Committee-Mary Hales

Lincoln Land Community College  
Steering Committee-Dana Grove  
ION Liaison-Rebecca Parton

McHenry County College  
Steering Committee-Julie Giuliani

Moraine Valley Community College  
Steering Committee-Mary Kay Kickels  
Steering Committee-Neil Holman

Oakton Community College  
ION Liaison-Phyllis Deutsch  
Steering Committee-Gary Newhouse

Parkland College  
Steering Committee-Brett Coup

Prairie State College  
Steering Committee-Linda Uzureau  
ION Liaison-Chet Lyskawa

Rend Lake College  
ION Liaison-Robin Yukus  
Steering Committee-James Hall

Richland Community College  
ION Liaison-David Zindel

Rock Valley College  
Steering Committee-Hung Lee

Sauk Valley Community College  
Steering Committee-Alan Pfeifer

Shawnee Community College  
Steering Committee-Larry Choate

South Suburban College  
Steering Committee-Douglas Tweeten  
ION Liaison-Pam Daniel

Southeastern Illinois College  
Steering Committee-Debra La Cour  
ION Liaison-Gary Jones

Southwestern Illinois College  
Steering Committee-Philip Carlock  
ION Liaison-Tracy Louis

Spoon River College  
Steering Committee-Beverly Bowen

Triton College  
Steering Committee-Tim Moore

Waubensee Community College  
Steering Committee-Jane Regnier

William Rainey Harper College  
Steering Committee-Sarah Stark

University of Illinois  
Steering Committee-Charles Evans  
Steering Committee-Iris Stovall  
Steering Committee-Michael Lindeman



# FSI Information

## CEU Credits

This year's ION FSI is offering CEU credit issued from the University of Illinois at Urbana-Champaign's Office of Continuing Education.

### Number of CEU Credits

Faculty who wish to participate will receive 1.5 CEU credits pending approval.

### Criterion for Receiving CEU Credit

Faculty must attend at least 80% of the scheduled events to receive credit. A form for those faculty who wish to participate will be included in the registration packet.

## Registration Desk

The Registration Desk will be located on the Main Concourse just inside the lower doors (circle drive) of the Public Affairs Center (PAC) Building. The desk will be open from

- 11:00 AM to 5:00 PM - Monday
- 7:30 AM to 4:00 PM - Tuesday
- 7:30 AM to 12:00 PM - Wednesday

A representative from the Springfield Convention and Tourism Bureau will be available on Monday to answer questions about Springfield tourism.

## Email Stations










There will be a cyber cafe dedicated to email stations for participants located in the Main Concourse. Four email stations will be open each day during the hours of the conference. If you have a wireless laptop, WI-FI connectivity (802.11b) is available. Please go to the Registration Desk for required software and installation instructions.

## Door Prizes

Door Prize drawings will be held during the conference meals. Every registered participant is automatically entered into the drawing. You **must** be present to win. Vendors and institutions have donated prizes to be given away.

## Tracks

This years concurrent sessions have been broken down into tracks to enable participants to focus their learning. Each track has been assigned a shape. The descriptions of the concurrent sessions contain the shapes that correspond to the track. The tracks are as follows:

-  Getting Started
-  Course Development
-  Teaching Methods
-  Instructional Design
-  Assessment and Evaluation
-  Interaction, Communication & Collaboration
-  Innovative Technologies
-  Student Services & Support
-  Quality, Standards & Exemplary Practices
-  Software Skills Development

## Evaluations

Evaluation forms will be handed out after each session along with a general evaluation form that will be in participant packets. Please take some time and fill out these evaluations. We appreciate feedback on how to improve the FSI.

Making the Virtual Classroom a Reality (MVCR) has seven courses available for credit through the University of Illinois at Springfield.

The courses are as follows:

- Encouraging Communication in Online Courses
- Technology Tools for Online Teaching and Learning
- Web Design Principles for Online Educators
- Copyright, the TEACH Act, & Intellectual Property Issues in Education
- Online Learning: An Overview
- Instructional Design for Online Course Development
- Student Assessment in Online Courses
- Practicum

# Keynote Presentations



**Curtis Bonk, Indiana University**

***The Perfect E-Storm: Emerging Technology, Enhanced Pedagogy and Enormous Learner Demands***

***Tuesday, May 25th  
8:30 am - 10:00 am  
Brookens Auditorium***

Emerging technologies – such as electronic portfolios, computer games and simulations, digital books, wireless and mobile computing – are generating waves of new opportunities in K-12 and higher education. As enrollments in online courses surge, today's students – immersed in an increasingly digital world – are seeking richer and more engaging learning experiences. Amid the rising tide of expectations, instructors are exploring innovative ways to use technology to foster interaction, collaboration, and excitement for learning.

While we may not realize it, says Curtis Bonk, professor of educational psychology at Indiana University, we have entered the perfect electronic storm, where technology, the art of teaching, and the needs of learners are converging. Before venturing farther into these uncharted waters, Bonk says we need to think carefully about the speed and direction in which we are headed.



**Ray Schroeder, University of Illinois**

***Online Learning: Changing Age-Old Assumptions in Higher Education***

***Tuesday, May 25th  
4:30 pm - 5:30 pm  
Brookens Auditorium***

The impact of online learning is only beginning to be felt in higher education. It is shaking the very foundations of venerable institutions, creating new competition where there was none, creating new alliances, and opening a world of opportunity to those who are prepared to see the future and take on the challenge.

Ray Schroeder is the director of the Office of Technology Enhanced Learning (OTEL). OTEL is a unit of the Center for Teaching and Learning (CTL) at the University of Illinois at Springfield. The mission of this unit is to promote faculty use of the Internet and allied developing technologies to enhance learning, scholarship and service.



# Keynote Presentations

## **Faculty Panel Getting Started in Online Learning**

Experienced online instructors will describe a best practice that they have used in an online course and then answer questions you have about getting started in online teaching.

The members of the Faculty Panel will be:

**Dan Balzer**  
Teaching/Learning Instructional Designer  
Waubonsee Community College

**Jacqueline Cunningham**  
ESL and Foreign Languages Instructor  
Triton College

**Terry Fenci**  
Speech and Theater Instructor  
Triton College

**Kathy Ford**  
English Instructor  
Lake Land College

**Thomas Higgins**  
Paralegal Program Director  
Illinois Central College

**Marsh Wilkinson Jones**  
History Instructor  
Parkland College

*Monday, May 24th  
1:30 pm - 3:15 pm  
Brookens Auditorium*

## **Administration Panel Trends in Online Teaching & Learning**

Leaders of Illinois online education initiatives will discuss important trends affecting teachers and students in Illinois. The trends discussed will address issues related to students and enrollment, faculty, technology and pedagogy.

The members of the Administration Panel will be:

**Deborah Hutti**  
Associate Vice President for Educational Services  
Lake Land College

**Todd Jorns**  
Senior Director for Instructional Technology  
Illinois Community College Board

**Holly McCracken**  
Program Coordinator  
College of Liberal Arts and Sciences Online  
University of Illinois at Springfield

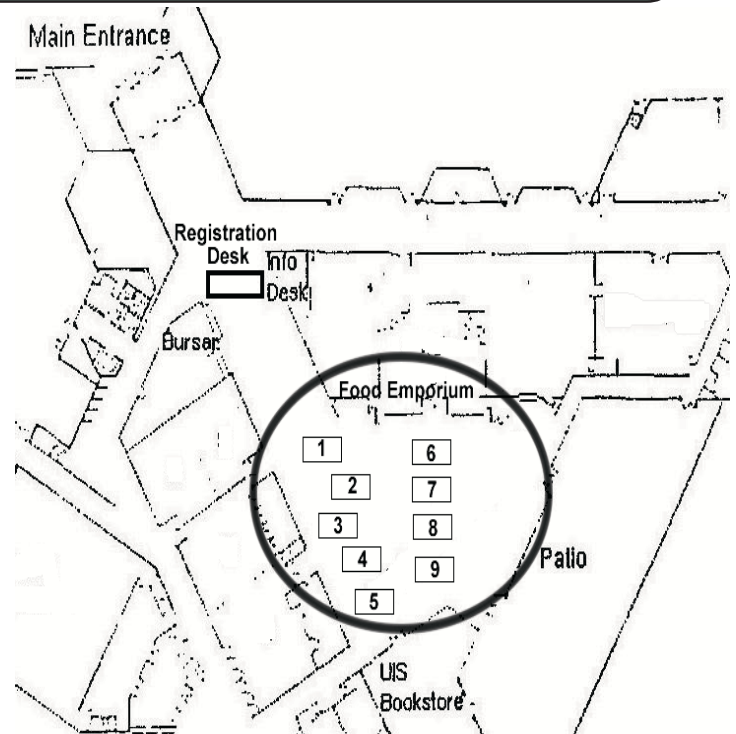
**Iris Stovall**  
Director  
Illinois Virtual Campus

*Wednesday, May 26th  
8:15 am - 9:15 am  
Brookens Auditorium*

# Roundtable Discussions

The Roundtable Discussions will be lead by an MVCR instructor and will include “Starter” questions listed under the topic areas below. Each Roundtable group will meet at the table associated with the topic number. The Roundtable discussions are an open forum, so please feel free to travel from table to table.

1. **Online Learning: An Overview**  
**Moderator:** Susan Manning  
 What are some key elements of an online course?  
 How does the instructor’s role change when teaching/learning online?
2. **Technology Tools for Online Learning**  
**Moderator:** Jeff Bathe  
 How do we know if a technology is appropriate for an online course?  
 Are we ready to use audio & video in an online course?
3. **Student Assessment in Online Courses**  
**Moderator:** Leanda Hemphill  
 What are the main purposes of assessing students learning online?  
 How can instructors minimize or eliminate cheating online?
4. **Instructional Design for Online Course Development**  
**Moderator:** Mike McNett  
 Why is systematic instructional design particularly important for online courses?  
 What are the general steps in the process of Instructional Design?
5. **Encouraging Communication in Online Courses**  
**Moderator:** Terry Fencil  
 How can we design interactive communication into our classes?  
 How can instructors develop and communicate an electronic personality?
6. **Web Design Principles for Online Educators**  
**Moderator:** Rodger Hergert  
 Is it important for an online instructor to be able to design and create Web pages?  
 What are the major barriers instructors encounter when designing Web pages?



**The Roundtable discussions will take place in the Food Emporium area of the PAC building.**

7. **Copyright, the TEACH Act, and Intellectual Property Issues in Education**  
**Moderator:** Thomas Higgins  
 What types of copyrighted materials do you use regularly in your courses?  
 How has your institution addressed TEACH?
8. **Multimedia Principles for Online Educators**  
**Moderator:** Virgil Varvel  
 How can I integrate multimedia into my online course?  
 What are the principles of effective video and other forms of multimedia?
9. **Time Management for Online Instructors**  
**Moderator:** Tracey Smith  
 What do you believe is the most time consuming aspect of facilitating an online class and why are they such “time-users”?  
 What is the relationship of a systematic structured instructional design to “saving” time when creating and facilitating an online course?

**Tuesday, May 25th**  
**10:15 am - 11:45 am**

**1. ■ Let's Get Started. . . Introduction to Online Learning**

**Presenter:** Iris Stovall

**Audience Level:** Beginner

**Format:** Hands-On Lab/Discussion

**Location:** HRB 111

In this hands-on session participants will explore online learning as a student in a computer lab by interacting with other participants, as well as with the session leader. Participants will explore common online course features, and engage in online activities similar to those that participants might use in their own online courses.

**2. ● Blended Web Learning: Advantages, Disadvantages, and Plenty of Examples**

**Presenter:** Curtis Bonk

**Audience Level:** All

**Format:** Discussion

**Location:** PAC F

In this talk, Dr. Bonk will lay out several different models and definitions of blended learning. The session will expose the advantages as well as the disadvantages of blended learning as related to the different models. The session will include more than two dozen different examples of blended learning in actual courses.

**3. ● "Around the World in 80 Clicks" Journals and Guest Speakers**

**Presenter:** Dawn Wrobel

**Audience Level:** All

**Format:** Hands-On Lab/Discussion/Demonstration

**Location:** PAC G

Guest speakers and an online journal assignment have been instrumental in creating a sense of community in geography courses developed and facilitated by the presenter. Learn how the assignments were developed, modified, graded using simple rubrics, and most important, how they developed a sense of community for online students. Develop two sample assignments for your own course. The techniques have wide applicability to the social, behavioral and physical sciences.

**4. ▲ Applying Selected Learning Theories in eLearning: A Primer**

**Presenter:** Temba C. Bassoppo-Moyo

**Audience Level:** All

**Format:** Lecture/Discussion/Demonstration

**Location:** PAC D

The majority of learning theories were formulated way before the emergence of today's dynamic multi-media information technologies. As we continue to use new technologies as part of our instructional environments, what practical considerations should we place on integrating eLearning with learning theories that have governed the way we apply classroom instruction for centuries? This session will discuss which learning theories have probably the best fit with our online instructional delivery technologies.

**5. ● Rubrics**

**Presenter:** Virgil Varvel

**Audience Level:** Beginner/Intermediate

**Format:** Discussion

**Location:** PAC C

Assessment is a major component of any course. In this session we will look at the creation, utilization and evaluation of exemplary rubrics as a tool to simplify and improve scoring.

**6. ◆ Asynchronous Discussion: The Owner's Manual**

**Presenters:** Tracey Smith, Jeff Bathe & Susan Manning

**Audience Level:** Beginner/Intermediate

**Format:** Discussion

**Location:** PAC H

Most of us know how to drive a car, but few consult the owner's manual until there are problems. So it goes with online learning and asynchronous discussions. There is enough research reported in the literature to establish asynchronous discussions as one of the most significant factors in effective online courses. Reading the owner's manual before you drive could prevent engine problems, knocks and annoying pings in your online course. Should you use asynchronous discussions in your course? What will they accomplish? How can they be effective? The answer to these may be found in this owner's manual. This presentation will explore the nature of asynchronous discussions, how to establish a structure for them, how to facilitate meaningful discussion that supports student learning, and how you might evaluate student performance and the impact on your course (summative and formative evaluation). In addition to reviewing the current literature and research, the presenters will offer practical strategies and share how the asynchronous format can be used for professional discourse and work across distances. Drive carefully!

**7. ○ Using Convertible Tablet Laptops in the Classroom**

**Presenter:** Beth Gemmill

**Audience Level:** All

**Format:** Lecture/Demonstration

**Location:** PAC 3B



# Concurrent Sessions

Gateway's unique M275 convertible laptop computer is taking colleges across the US by storm. Many departments are standardizing on the M275 for faculty and student use. Combine the incredible capabilities of this laptop / tablet computer with wireless projection, and watch your classroom become an exciting collaborative learning environment.

## 8. **Web-Based Courseware - Plato Learning**

**Presenter:** Jessie Trickett

**Audience Level:** All

**Format:** Demonstration

**Location:** BRK 413

Demonstration of the newest web-based PLATO curricula which includes mathematics, reading, writing and science. In addition to alignments to state and national tests, PLATO Learning can provide simulations of the GED, PPST and Parapro tests. Furthermore, PLATO curricula can be tailored to the specific needs of learners in adult basic education, workforce development and developmental studies.

With the merger of Lightspan's Academic Systems, PLATO Learning now offers complete online developmental and freshmen level math and composition courses which can be launched from within an e-learning platform.

## 9. **Jump Start your Online Course with WebTutor**

**Presenter:** Jill Staut

**Audience Level:** All

**Format:** Lecture/Discussion/Demonstration

**Location:** CBM 12

Using WebTutor content from Thomson is one of the easiest ways to get started teaching online.

WebTutor provides robust learning aids and tutorial content designed to assist students with mastering the concepts in their textbooks in a flexible format that you can customize to meet your unique teaching style. WebTutor content is available for use in Blackboard, WebCT and other leading course management systems. Learn how WebTutor can help you get your course online today!

## 10. **Student Orientation For Online Programs**

**Presenters:** Adam Fein & Monica Campbell

**Audience Level:** Beginner/Intermediate

**Format:** Discussion

**Location:** PAC 3F

This session will examine key components to a successful New Student Online Orientation. We'll discuss what has worked, what hasn't worked, recent improvements (including a demo of our new tutorials),

and online staff management. We will wrap-up with a Q and A session.

## 11. **Guidelines for Designing, Developing and Delivering Quality Online and Web-Supported Courses**

**Presenters:** Patrice Hess & Janice Kinsinger

**Audience Level:** All

**Format:** Discussion

**Location:** PAC E

Illinois Central College will describe the process they have developed and are using to enhance the quality of online courses. The recommended guidelines and the development process will be shared. The implementation of these guidelines will be discussed. Participants will gather ideas or strategies to use within their own institutions.

## 12. **Learning Object Creation using Tribeworks iShell**

**Presenter:** Tim Hunter

**Audience Level:** All

**Format:** Hands-On Lab/Demonstration

**Location:** HSB 108

Create Drag & Drop learning interactions for supplemental class material FAST and EASILY. With the use of an Excel spreadsheet table and iShell's data element feature, instructors can create learning objects for their class in no time. No database server required. Enter in an UNLIMITED amount of questions, terms or pictures along with feedback. The questions in the table get shuffled when the student wants to continue review. Everything is customizable.

## 13. **Developing Interactive PowerPoint Presentations**

**Presenter:** Sherri Hedman

**Audience Level:** Intermediate

**Format:** Hands-On Lab/Lecture/Discussion/  
Demonstration

**Prerequisite Skills:** Rudimentary PowerPoint Skills

**Location:** PAC 493

Oftentimes, PowerPoint presentations resemble static overheads that encourage a linear approach to lectures. Integrating hyperlinks into a PowerPoint presentation encourages interactive student participation by providing students the freedom to choose the direction, style, and depth of the lecture to best meet their individual learning needs. This, in turn, efficaciously increases the potential of satisfying the varied learning styles and preferences found in every classroom. Join this session to learn strategies for taking your static PowerPoint presentation to the next level.



# Concurrent Sessions

Tuesday, May 25th  
1:45 pm - 3:15 pm

## 14. ■ Bending the Technology to a New Online Instructor

**Presenter:** Georgia Voils

**Audience Level:** Beginner

**Format:** Lecture/Discussion/Demonstration

**Location:** PAC H

This session describes one faculty trainer's checklist approach to creating a new online course. Emphasis is on organizing the online environment rather than pedagogy. This method's goal is to make maximum use of all available resources while bending technology to the instructor's will -- rather than the other way around. Unexpected pitfalls, as well as unrecognized support mechanisms, will be discussed, and responsible use of institutional assets will be emphasized.

## 15. ● Creating Universally Accessible Instructional Resources for the Web

**Presenter:** Jon Gunderson

**Audience Level:** All

**Format:** Hands-On Lab/Lecture/Demonstration

**Location:** HSB 108

Designing Universally Accessible Web Resources workshop will provide experiences in:

1. How people with disabilities access the web
2. "Functional Accessibility" versus "Technical Accessibility"
3. Demonstrate accessible design practices

This workshop will help disability instructors, service professionals, administrators and web developers understand the need for universal design of web resources and how changes to web development practices and testing can create web resources that are not only more usable by people with disabilities, but are more usable to everyone.

## 16. ● Ain't Got Time to Teach: Strategies for Saving Time for Online Facilitators

**Presenter:** Tracey Smith

**Audience Level:** All

**Format:** Discussion

**Location:** PAC C

Just because your online course makes a learning environment available 24/7 to your students, does that mean you have to live online? Certainly not! However being an effective online facilitator does usually take more time to teach than the traditional

F2F class. In this session, we will explore "time wasters" and "time savers" that can be applied (or avoided) in the design and development of your course and during facilitation.

## 17. ▲ Writing Effective Learning Objectives: It's as Easy as ABC (and D)

**Presenter:** Mike McNett

**Audience Level:** All

**Format:** Discussion/Demonstration

**Location:** PAC D

Well-articulated learning objectives streamline and expedite the processes of course design, development, and evaluation. But can you write them if you don't speak "educatorese"? Definitely! Please bring your goals and visions for a course you're teaching or developing, and we'll focus on writing learning objectives in plain, simple, and concrete language. At the end of this session, you will have written at least one fully articulated learning objective—and have the know-how to write many more.

## 18. ● Exploring Reliability and Validity Issues in Performance-Based Online Digital Portfolios

**Presenter:** Temba C. Bassoppo-Moyo

**Audience Level:** All

**Format:** Lecture/Discussion/Demonstration

**Location:** PAC E

The proliferation of on-line courses has become a major concern for some educators when it comes to whether they apply valid and reliable instruments to assess learning outcomes. There does not seem to be a clear consensus of methodology between what is expected from online courses, and what is generally delivered. This discussion examines possible solutions to the issues of validity and reliability of courses administered online. A variety of eLearning classroom measurement and testing instruments will be examined.

## 19. ◆ Oh No! Not Another Online Group Project

**Presenter:** Ron Wroblewski

**Audience Level:** All

**Format:** Lecture/Discussion/Demonstration

**Location:** PAC 493

One of the main reasons students take online courses is so that they can work on them on their own time. Group work seems too much like a regular classroom. Some students complain when group assignments are given, especially if those assignments run the entire semester. Yet, group work can be the bonding agent that will keep students connected with each other and also lower the

dropout rate. This session will demonstrate several "all semester" group assignments that have been effective in keeping interest in the material and serving as a practical teaching point. If you have successful group assignments, please bring them to the session to share with others.

20.  **Flash and Web Design Made Easy with Mediator 7/Mind Mapping: Visual Learning and Thinking**

**Presenter:** Ulrik Merrild

**Audience Level:** All

**Format:** Demonstration

**Location:** PAC F

Participants will learn to create comprehensive Flash websites in a matter of minutes with interactive navigation, object animation and much more. Mediator 7 is an icon-based authoring tool that lets you drag-and-drop your way to interactive websites, Flash presentations and multimedia CD-ROMs - no programming or experience is necessary. Easy to use, with "one-click" exports to Flash and HTML, auto-run CD-ROM and automated FTP upload allows students and teachers to focus on content rather than technology.

Mind Maps help facilitate students' analytical thinking, comprehension, creativity and writing skills across the curriculum.

MatchWare OpenMind allows students and teachers to rapidly visualize, organize, and implement ideas and export them to HTML, Word, PowerPoint or MatchWare Mediator.

21.  **Adding Live Interaction to Your Online Course with HorizonLive**

**Presenter:** Jody Wexler

**Audience Level:** All

**Format:** Lecture

**Location:** HRB 111

Many institutions are now ready to add a live component to their online classes in order to keep their students more engaged. As faculty have grown comfortable using online technology and course management systems, they can now increase student satisfaction and retention by blending live online collaborative tools into their existing self-paced classes. This presentation - featuring a co-presenter logged in live from New York City - will explore when and how to complement your existing online courses with HorizonLive's virtual classroom (which includes tools such as streaming audio and video, application sharing, chat, whiteboard, polls and surveys, 508 accessibility, and archives) and will also lend insight into the many benefits of live online instruction.

HorizonLive will share its company history and vision and will also recount experiences of schools that use HorizonLive to bring excitement and interaction to their online classes. This presentation should particularly benefit those already teaching an online course but wish to create real-time, instructor-student interactions.

22.  **Introduction to NetOp School Classroom Management Software**

**Presenter:** George Williams

**Audience Level:** All

**Format:** Demonstration

**Location:** CBM 12

During the session I will demonstrate the various features of NetOp School software which allow the teacher to control and manage the teaching environment in a computer lab. The NetOp program enables the teacher to control student computers and the internet, communicate in privacy with individual students or by voice, develop interactive lesson plans, form subgroups of students, and do screen recordings of the teacher's computer as well as of a student's computer.

23.  **MERLOT - Peer Review of Digital Scholarship**

**Presenter:** Catherine Swift

**Audience Level:** All

**Format:** Discussion/Demonstration

**Location:** PAC G

This session will introduce MERLOT, the Multimedia Educational Resource for Learning and Online Teaching. Faculty members are being asked to stay current with technology and use technology in their classrooms. However, many don't have the time to create simulations, animations, and tutorials. MERLOT is a free resource where faculty from many disciplines can share their work and learning modules.

24.  **IVCTutor: Online Tutoring for Illinois Colleges**

**Presenters:** Ivan Lach & Teri Karpman

**Audience Level:** All

**Format:** Discussion/Demonstration

**Location:** PAC 3B

This session will describe and demonstrate the features of Illinois Virtual Campus' online tutoring system, IVCTutor; show the rationale for providing online tutoring support for college students; explain how each college can benefit by participating in IVCTutor; and identify the requirements for colleges to participate in IVCTutor. Time will be allotted for questions and suggestions.

**25. ★ I Need to Learn What?!?! Skills for Teaching Online**

**Presenter:** Jeff Bathe  
**Audience Level:** Beginner  
**Format:** Lecture/Discussion  
**Location:** PAC 3F

During the session there will be a combination of discussion and presentation about the competencies that an online faculty member should possess. This session is for faculty who are moving into the online realm or those who provide training to faculty.

**26. ☾ Snag-It, My New Best Friend!**

**Presenter:** Mary Robson  
**Audience Level:** Beginner/Intermediate  
**Format:** Hands-On Lab/Demonstration  
**Prerequisite Skills:** Basic computer skills  
**Location:** BRK 413

Cover the basics on how you can use SnagIt to capture images, text and video from your Windows desktop. If you can see it, SnagIt will capture it—immediately, easily and for your direct use. After you make your capture, SnagIt gives you the ability to manipulate, alter, and save the capture for numerous uses and applications. Let your imagination take you to a whole new level! See why everyone is buzzing about SnagIt.

**27. ☾ Using Photoshop to Create Fun Graphics for Your Online Courses**

**Presenter:** Steve Campbell  
**Audience Level:** All  
**Format:** Hands-On Lab  
**Prerequisite Skills:** Basic Windows skills  
**Location:** LIB 141B

Participants will get a first-hand taste of the power of using Adobe Photoshop to create fun, usable imagery for their online courses. They will learn to optimize photographic images with high quality and small file size for quick download time. They will also get to create fun animations using Photoshop with its plug-in program, ImageReady. Come prepared to learn, create, and have fun with Photoshop.

**28. ■ 89 Things to Embed within the First 10 Days of an Online Course - Revisited**

**Presenters:** Patrice Hess & Janice Kinsinger  
**Audience Level:** All  
**Format:** Discussion  
**Location:** PAC C

A practical session covering the "things" needed for students and faculty to do within the first 10 days of

an online course will be discussed. The "things" are divided into various topics such as "The Learning Cycle", "Communication Processes", and "Printing". Participants will work together to develop methods/lesson plans to embed these "89 things" into the online courses.

**29. ● Principles of Web Design**

**Presenter:** Rodger Herbert  
**Audience Level:** Beginner/Intermediate  
**Format:** Lecture/Discussion  
**Location:** PAC H

This is not a session on HTML, but rather a discussion on effective web design techniques for educational Web sites. Design guidelines will be discussed and the reasoning behind them. We will also browse to several good and bad examples of web design and provide commentary.

**30. ◆ The Art of Scenario-Based Teaching Online**

**Presenter:** Dan Balzer  
**Audience Level:** Intermediate  
**Format:** Hands-On Lab  
**Prerequisite Skills:** Some online teaching or elearning experience suggested but not required.  
**Location:** PAC D

Using demos from online course modules, this session will provide concrete examples of scenario-based teaching strategies. Discover how these methods use narrative to connect theory and practice. We will explore the why and how of incorporating scenario-based elements into online courses. Participants will engage in a scenario-building activity. At the end of the session you will walk out with plans and work aids that allow you to establish an online scenario learning element for your class. This session is a co-production of the ILCCO Learning Academy and The Performance Group.






**31. ▲ Storyboarding**

**Presenter:** Virgil Varvel  
**Audience Level:** Beginner/Intermediate  
**Format:** Hands-On Lab/Lecture  
**Location:** PAC 3B





This presentation will discuss the method of using storyboards to layout a course in an effective manner as an early step in the instructional design process. A template will be provided that faculty can use in their own practice.

**Wednesday, May 26th  
 9:45 am - 11:15 am**

# SESSION

	Getting Started 	Course Development 	Teaching Methods 	Instructional Design 	Assessment & Evaluation 
<p>Tuesday, May 25</p> <p>10:15 a.m - 11:45 a.m.</p>	<p>1. Let's Get Started ... Introduction to Online Teaching (HRB 111) Iris Stovall</p>	<p>2. Blended Web Learning: Advantages, Disadvantages, and Plenty of Examples (PAC F) Curtis Bonk</p>	<p>3. "Around the World in 80 Clicks" Journals and Guest Speakers (PAC G) Dawn Wrobel</p>	<p>4. Applying Selected Learning Theories in eLearning: A Primer (PAC D) Temba C. Bassoppo-Moyo</p>	<p>5. Rubrics (PAC C) Virgil Varvel</p>
<p>Tuesday, May 25</p> <p>1:45 p.m - 3:15 p.m.</p>	<p>14. Bending the Technology to a New Online Instructor (PAC H) Georgia Voils</p>	<p>15. Creating Universally Accessible Educational Resources (HSB 108) Jon Gunderson</p>	<p>16. Ain't Got Time to Teach: Strategies for Saving Time for Online Facilitators (PAC C) Tracey Smith</p>	<p>17. Writing Effective Learning Objectives: It's as Easy as ABC (and D) (PAC D) Mike McNett</p>	<p>18. Exploring Reliability and Validity Issues in Performance-Based Online Digital Portfolios (PAC E) Temba C. Bassoppo-Moyo</p>
<p>Wednesday, May 26</p> <p>9:45 a.m - 11:15 a.m.</p>	<p>28. 89 Things to Embed within the First 10 Days of an Online Course - Revisited (PAC C) Patrice Hess &amp; Janice Kinsinger</p>	<p>29. Principles of Web Design (PAC H) Rodger Hergert</p>	<p>30. The Art of Scenario-Based Teaching Online (PAC D) Dan Balzer</p>	<p>31. Storyboarding (PAC 3B) Virgil Varvel</p>	<p>32. Using Classroom Assessment Techniques in Online Courses (PAC 3D) Leaunda Hemphill &amp; Hoyet Hemphill</p>
<p>Wednesday, May 26</p> <p>11:30 a.m - 1:00 p.m.</p>	<p>39. Tips on Teaching an Online Course for the First Time (PAC H) Susan Manning</p>	<p>40. Copyright and Intellectual Property (PAC F) Virgil Varvel</p>	<p>41. D.I.S.R.U.P.T.I.V.E. Online Students (PAC 3F) Tracey Smith &amp; Mike McNett</p>	<p>42. Online Learning Activities (PAC C) Norma Irwin</p>	<p>43. Assessing Student Learning Online: Researching What Illinois Online Instructors Are Doing (PAC D) Leaunda Hemphill</p>

# TRACKS

Interaction, Collaboration & Communication 	Innovative Technologies 	Student Services & Support 	Quality, Standards & Exemplary Practices 	Software Skills Development 	
<p><b>6. Asynchronous Discussion: The Owner's Manual (PAC H)</b> Tracey Smith, Jeff Bathe &amp; Susan Manning</p>	<p><b>7. Tablet Laptops by Gateway (PAC 3B)</b> Beth Gemmill</p> <p><b>8. Plato Learning (BRK 413)</b> Jessie Trickett</p> <p><b>9. WebTutor by Thomson Higher Education (CBM 12)</b> Jill Staut</p>	<p><b>10. Student Orientations for Online Programs (PAC 3F)</b> Adam Fein &amp; Monica Campbell</p>	<p><b>11. Guidelines for Designing, Developing and Delivering Quality Online and Web-Supported Courses (PAC E)</b> Patrice Hess &amp; Janice Kinsinger</p>	<p><b>12. Learning Object Creation using Tribworks iShell (HSB 108)</b> Tim Hunter</p> <p><b>13. Developing Interactive PowerPoint Presentations (PAC 493)</b> Sherri Hedman</p>	<p>Tuesday, May 25</p> <p>10:15 a.m - 11:45 a.m.</p>
<p><b>19. Oh No! Not Another Online Group Project (PAC 493)</b> Ron Wroblewski</p>	<p><b>20. Flash and Web Design by Matchware (PAC F)</b> Ulrik Merrill</p> <p><b>21. Live Interaction by HorizonLive (HRB 111)</b> Jody Wexler</p> <p><b>22. NetOp by the Williams Group (CBM 12)</b> George Williams</p> <p><b>23. MERLOT (PAC G)</b> Cathy Owens Swift</p>	<p><b>24. IVCTutor: Online Tutoring for Illinois Colleges (PAC 3B)</b> Ivan Lach &amp; Teri Karpman</p>	<p><b>25. I Need to Know What?!?! Skills for Teaching Online (PAC 3F)</b> Jeff Bathe</p>	<p><b>26. SnagIt, My New Best Friend! (BRK 413)</b> Mary Robson</p> <p><b>27. Using Photoshop to Create Fun Graphics for Your Online Courses (LIB 141B)</b> Steve Campbell</p>	<p>Tuesday, May 25</p> <p>1:45 p.m - 3:15 p.m.</p>
<p><b>33. Feedback: The Flip Side of Assessment (PAC 3f)</b> Susan Manning</p>	<p><b>34. Bells and Whistles: Technology Tools to Enhance the Online Classroom (PAC 493)</b> Mike McNett &amp; Jeff Bathe</p>	<p><b>35. Technical Support for Online Education (PAC E)</b> Anthony Hurst</p>	<p><b>36. So What Does an Exemplary Online Course Look Like? (PAC G)</b> Michael Lindeman</p>	<p><b>37. Getting Started with WebCT - Part 1 (CBM 12)</b> Diana Billeter</p> <p><b>38. Going Online with Blackboard 6 - Part 1 (BRK 413)</b> Sharon McCurdy &amp; Pat McCue</p>	<p>Wednesday, May 26</p> <p>9:45 a.m - 11:15 a.m.</p>
<p><b>44. Groups is NOT a Four Letter Word (HSB 108)</b> Dan Balzer</p>	<p><b>45. You Can Do All That on a Palm Handheld? (HRB 111)</b> Mary Robson</p>	<p><b>46. How to Develop, Implement and Promote Library Services for Distance Learners (PAC 493)</b> Bill Pankey</p>	<p><b>47. Ethical Issues in Online Teaching (PAC G)</b> Iris Stovall</p>	<p><b>48. Moving On with WebCT - Part 2 (CBM 12)</b> Diana Billeter</p> <p><b>49. Going Online with Blackboard 6 - Part 2 (BRK 413)</b> Sharon McCurdy &amp; Pat McCue</p>	<p>Wednesday, May 26</p> <p>11:30 a.m - 1:00 p.m.</p>

## 32. Using Classroom Assessment Techniques in Online Courses

**Presenters:** Leanda Hemphill and Hoyet Hemphill

**Audience Level:** All

**Format:** Discussion

**Location:** PAC 3D

Classroom Assessment Techniques (CATs) are activities to get simple, non-graded, anonymous feedback on student learning and attitudes. We will look at how CATs can be adapted for web-enhanced and online courses. Practical online use of commonly-used CATs such as the Background Knowledge Probe, Minute Paper, Muddiest Point Activity, and One-sentence Summary will be discussed.

## 33. Feedback: The Flip Side of Assessment

**Presenter:** Susan Manning

**Audience Level:** All

**Format:** Lecture/Discussion

**Location:** PAC 3F

Feedback is a critical step in the learning process. The best assessments and learning activities can be enhanced through meaningful and timely feedback. More than grading papers and exams, the quality and quantity of feedback can be tied to instructional effectiveness as well as instructor presence. This session will explore some of the principles of feedback along with strategies for giving feedback.

## 34. Bells and Whistles: Technology Tools to Enhance the Online Classroom

**Presenters:** Mike McNett & Jeff Bathe

**Audience Level:** All

**Format:** Discussion/Demonstration

**Prerequisite Skills:** Basic computer skills

**Location:** PAC 493

Everyone involved with online learning can benefit from an awareness of the new technologies that are available for communication, collaboration, and instruction. This presentation is an "interactive demonstration" designed to take participants on a tour of the various technology tools that are available.

## 35. Technical Support for Online Education

**Presenter:** Anthony Hursh

**Audience Level:** All

**Format:** Discussion

**Location:** PAC E

Research indicates that effective technical support is an important factor in the success of online degree programs. The technical support team from the CTER online degree program at the University of Illinois at Urbana-Champaign (now entering its seventh year) receives consistently high rankings

from both students and faculty. I will discuss several strategies we've developed for providing effective technical support for off-campus students.

## 36. So What Does an Exemplary Online Course Look Like?

**Presenter:** Michael Lindeman

**Audience Level:** All

**Format:** Discussion/Demonstration

**Location:** PAC G

In this presentation, we will look at several online courses that demonstrate exemplary practices in the following areas:

- \* Organization and Structure
- \* Instructional Design
- \* Interaction & Collaboration
- \* Assessment & Evaluation
- \* Appropriate & Effective Use of Technology
- \* Learner Support & Resources

## 37. Getting Started with WebCT - Part 1

**Presenter:** Diana Billeter

**Audience Level:** Beginner

**Format:** Hands-On Lab/Demonstration

**Prerequisite Skills:** A general knowledge of WebCT and its function in the classroom.

**Location:** CBM 12

This workshop will be a hands-on exploration and tutorial on the use of WebCT by instructors. Topics will include managing students, adding course information, using discussion forums, and quizzing.

## 38. Going Online with Blackboard 6 - Part 1

**Presenters:** Shari McCurdy & Pat McCue

**Audience Level:** Intermediate/Advanced

**Format:** Hands-On Lab/Lecture/Discussion

**Prerequisite Skills:** Participants should be familiar with browsing the Internet, using the computer and sending Email. If a participant is not familiar with using the computer, they may attend and sit next to someone who is.

**Location:** BRK 413

Blackboard 6 is a very popular Course Management System that can be used to present online content, facilitate communication, conduct online quizzes, and manage student grades. In this session, participants will:

- \* Learn how to structure a course in Blackboard (syllabus, lectures, etc.)
- \* Become familiar with the Blackboard environment
- \* Learn how to add items/folders
- \* Learn how to use the Discussion Board (and Archiving discussion)
- \* Learn about the characteristics of and issues associated with the Virtual Classroom

Wednesday, May 26th  
11:30 am - 1:00 pm

**39. ■ Tips on Teaching an Online Course for the First Time**

**Presenter:** Susan Manning

**Audience Level:** Beginner

**Format:** Lecture/Discussion

**Location:** PAC H

Login date: next week. What now? This very practical and possibly self-effacing program will reveal some of the do's and don'ts about teaching online the first time. Walk away with a sense of what's to come while developing a set of personal coping strategies and skills to make sure your first time isn't the last!

**40. ● Copyright and Intellectual Property**

**Presenter:** Virgil Varvel

**Audience Level:** All

**Format:** Discussion

**Location:** PAC F

We will use a discussion format to look at the top issues in education today including the TEACH Act, DMCA, and ownership.

**41. ◆ D.I.S.R.U.P.T.I.V.E. Online Students**

**Presenters:** Tracey Smith & Mike McNett

**Audience Level:** All

**Format:** Lecture/Discussion

**Location:** PAC 3F

Defiant, Insubordinant, Scornful, Rude, Uncooperative, Pushy, Threatening, Intolerant, Verbose, and yes, Evil online students are your worst nightmare. Feeling free of the social restraints of the face-to-face classroom, they can be so unruly that the course becomes a nightmare for the other students—and for you. As an online facilitator how do you effectively deal with these students from hell? We will share our personal experiences and explore some strategies you'll want to have ready before a D.I.S.R.U.P.T.I.V.E. student enrolls in your own online course.

**42. ▲ Online Learning Activities**

**Presenter:** Norma Irwin

**Audience Level:** Beginner/Intermediate

**Format:** Lecture/Discussion/Demonstration

**Location:** PAC C

Learn to create and teach online courses. This session will explore the challenges involved in transitioning from traditional classroom teaching to online teaching. Participants will learn the major differences required for the successful development and presentation of online content. During the presentation, class members will have an opportunity

to look at several online courses to observe how the different components are presented.

**43. ◐ Assessing Student Learning Online: Researching What Illinois Online Instructors are Doing**

**Presenter:** Leaunda Hemphill

**Audience Level:** All

**Format:** Lecture/Discussion

**Location:** PAC D

Interested in what online instructors are doing to assess student learning online? Leaunda Hemphill is currently researching assessment strategies that online instructors in Illinois higher education are using. Come see what she has found so far and join her in a discussion of acceptable methods and categories for assessing online learning. Dr. Hemphill has taught the MCVR Online Student Assessment course for three years.

**44. ◆ Groups is NOT a Four Letter Word**

**Presenter:** Dan Balzer

**Audience Level:** Intermediate/Advanced

**Format:** Hands-On Lab/Discussion/Demonstration

**Prerequisite Skills:** Familiarity with web-based tools - forum, surveys.

**Location:** HSB 108

Do group projects in online courses really work? Step into a scenario-based faculty development course and join Laura Penbough, the protagonist of the story, in her quest to design and deliver an effective online group project. Participants will analyze a sample group project. Proven approaches for structuring group projects will be shared along with current resources on designing online group projects. This session is sponsored by the ILCCO Learning Academy.

**45. ○ You Can Do All That on a Palm Handheld?**

**Presenter:** Mary Robson

**Audience Level:** Beginner/Intermediate

**Format:** Hands-On Lab/Demonstration

**Location:** HRB 111

This workshop is for the individual who doesn't really know all the capabilities of a handheld device and for a person who is a fairly new user. The workshop will cover topics such as how to use the contact list, the calendar, the "to do" list and memo features. Special features are covered such as categories, preferences, digitizing and much more! The instructor will also demonstrate a variety of uses for the Palm Handheld. Participants do not need to own a Palm Handheld. If you are curious about the mysteries of a handheld device, this class is for you.

46.  **How to Develop, Implement and Promote Library Services for Distance Learners**

**Presenter:** Bill Pankey

**Audience Level:** All

**Format:** Hands-On Lab/Lecture/Discussion/Demonstration

**Location:** PAC 493

Supporting distance learners requires a shift in the traditional "library" mindset. Librarians who serve distance learners must come up with new and innovative ways to meet the needs of their unique users. Librarians must attempt to define and identify who their distance users are and what their needs are, and in turn, develop and implement a set of library resources and services in support of these needs.

will be able to manage and archive your discussion boards, install a spell-check feature to use within the Blackboard text-box, create assessments, manage gradebooks, and archive/recycle your course sites.

47.  **Ethical Issues in Online Teaching**

**Presenter:** Iris Stovall

**Audience Level:** All

**Format:** Lecture/Discussion

**Location:** PAC G

Not only do online instructors need to create engaging and interactive online courses, they also need to be aware of the ethical issues surrounding online education. This presentation will explore issues that new online instructors should consider while creating their courses, and all online instructors should consider while teaching online.

48.  **Moving on with WebCT - Part 2**

**Presenter:** Diana Billeter

**Audience Level:** Beginner

**Format:** Hands-On Lab/Demonstration

**Prerequisite Skills:** A general working knowledge of WebCT and its function in the classroom.

**Location:** CBM 12

This workshop will be a hands-on exploration and tutorial on the use of WebCT by instructors. Topics will include managing students, adding course information, using discussion forums, and quizzing.

49.  **Going Online with Blackboard 6 - Part 2**

**Presenters:** Shari McCurdy & Pat McCue

**Audience Level:** Intermediate/Advanced

**Format:** Hands-On Lab

**Prerequisite Skills:** 1) Download and install files from the Internet. 2) Understand file structure and ability to locate files on your hard drive.

**Location:** BRK 413

The University of Illinois at Springfield uses Blackboard for over half of its classes. During this session we plan to share with you some of the tips we've discovered along the way. Upon completion of this session you

## Blackboard

**Product(s):** Blackboard Academic Suite, Blackboard Academic Framework

**Description:** With a common, cross-campus learning environment that students, instructors and other community members quickly acclimate to, the Blackboard Academic Suite™ is flexible enough to support multiple approaches to teaching, learning, research and collaboration. Across art departments and engineering schools; bridging professors and students; supporting in-house staff and outreach programs, the Blackboard Academic Suite supports widely diverse constituencies and education missions. The Blackboard Academic Suite provides one common interface across applications, one set of system management tools, and a totally scalable solution from one department to an entire institution. The Blackboard Academic Framework is based on technology adoption on a Double S curve, taking known challenges for institutions and melding them with known paradigms in technology to provide a strategic initiative from an exploratory to mission critical platform in eLearning for Higher Education

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## EMC Paradigm

**Product(s):** Benchmark Series Office 2003, Marquee Series Office 2003, Computers: Understanding Technology Series, Netability Series

**Description:** For over 50 years, EMC/Paradigm Publishing has had a rich and successful history of commitment to developing quality educational materials and providing excellent personalized service to educators. EMC/Paradigm publishes textbook programs in the areas of accounting, allied health, computer technology, business communications, keyboarding, and office technology. Programs are available in a variety of media, including online delivery of Web courses and Web support materials.

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## Gateway

**Product(s):** Gateway Computer Products, Peripherals, Laptops, Projectors, Digital Camera, Plasma Displays.

**Description:** Since its founding in 1985, Gateway has been a technology and direct marketing pioneer, working hard to build direct customer relationships. As a branded integrator of personalized technology solutions, Gateway offers schools a wide range of thin TVs, digital cameras, connected DVD players, enterprise solutions and other products which work together seamlessly with its award winning line of PCs. Gateway is now the third largest PC company in the US.

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## HorizonLive

**Product(s):** HorizonLive OpenCampus 4.0, HorizonLive OpenRoom 4.0

**Description:** HorizonLive provides the most accessible real-time collaboration software designed for distance education and live, online, interactive communication. HorizonLive enables educators and learning professionals to teach live online classes and lectures, conduct virtual meetings, deliver interactive webcasts, hold remote office hours, train personnel, and allow students to collaborate on group projects. HorizonLive's web-based architecture ensures accessibility to users regardless of geographic location, bandwidth, operating system or physical disability. Based in New York City, HorizonLive is the leading solution for educators and learning professionals who want to offer their users an accessible, collaborative tool.

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## Kendall/Hunt Publishing Company

**Product(s):** Publishers of Educational Textbooks, WebCOM

**Description:** WebCOM™ offers a unique approach.

Our approach is to bring you a website that adds educational value as opposed to offering the tool. WebCOM™ provides you the opportunity to create a website that is based on your needs and the needs of your students. With our philosophy, Kendall-Hunt works on a course by course basis, becomes a publishing partner that assists in developing and building the site, will format and typeset, upload the educational content, has the ability to create interactive exercises designed specifically for your course, custom programming, maintain the site, and pay royalties.

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**Matchware**

**Product(s):** Mediator 7, ScreenCorder 4, OpenMind  
**Description:** Mediator is a drag-&-drop tool for creating Flash, HTML and CD-ROMs. ScreenCorder records your desktop actions including audio and exports as a video. OpenMind is a MindMapping tool ideal for planning, critical thinking, brainstorming and storyboarding. OpenMind can export MindMaps to Word, PowerPoint and HTML.

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**MERLOT**

**Description:** The MERLOT project is an international initiative enabling faculty to integrate technology in higher education. Twenty-one systems and institutions of higher education as well as the National Science Foundation support MERLOT. Over 110 faculty from these institutions have been performing the peer review of instructional technology, modeled after the peer review processes for research and scholarship.

The MERLOT project is an online community of faculty and institutions collaborating to increase the quantity of high quality, web-based, interactive teaching and learning materials. A continually

growing collection of high quality online teaching and learning materials is realized through the peer review process.

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**Plato Learning**

**Product(s):** PLATO Library, Academic Systems Products

**Description:** PLATO curricula offers adult content in mathematics, reading, writing, science, social studies and life and job skills. PLATO also offers specific alignments in its curricula to GED, Workkeys, TABE, CASAS, Accuplacer, PPST and other adult-related assessments. PLATO curricula can be tailored to the specific needs of adult learners in basic education courses as well as developmental studies in colleges. It is highly interactive multi-media content.

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**Thomson Higher Education**

**Product(s):** WebTutor for Blackboard, WebCT and other leading course management systems.

**Description:** Thomson Learning is a leading global provider of educational content and learning solutions for individuals, businesses, and educational institutions. Our WebTutor content products provide educators with textbook-specific, pre-formatted, and customizable text and multi-media content to enhance traditional classroom materials or provide the basis for distance learning courses. WebTutors are available for a wide variety of academic and vocational disciplines and operates in the leading Course Management Systems. Thomson consultants are available for on-campus training and support.

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## Tribeworks

**Product(s):** iShell, iShell Mobile

**Description:** iShell and iShell Mobile are multimedia authoring tools that are object-oriented and drag-and-drop in terms of their authoring approach (no scripting required). They compete w/ Macromedia Director and Authorware, but promise a much easier learning curve, and faster development time. For six years artists, designers, photographers and programmers have used iShell for creating compelling multimedia and distance education applications.

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## WebCT

**Product(s):** Campus Edition, Vista

**Description:** WebCT is the world's leading provider of integrated e-learning systems for higher education. WebCT's e-learning systems deliver the most advanced educational technology available to support a full range of teaching and learning styles, while making the most intelligent and efficient use of an institution's intellectual and technical resources. Using WebCT allows institutions to provide more personalized learning options for students, to expand access to academic programs, and to continually improve course and degree program quality.

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## The Williams Group

**Product(s):** NetOp School

**Description:** NetOp School is a software program that gives the teacher total control of the learning environment. It allows the instructor:

- to demonstrate the teacher's monitor or a student's screen to all students,
- to freeze all student monitors,

- to restrict any or all internet sites and applications,
- to monitor one or all student screens,
- to record student or teacher computers,
- to send and receive messages and files,
- to launch applications and multimedia files,
- to remote control any student computer,
- to create dynamic lesson plans and record them
- to record teacher or student actions
- to log out, restart or shut down PCs.

In brief, NetOp enables the instructor to keep students focused and on task.

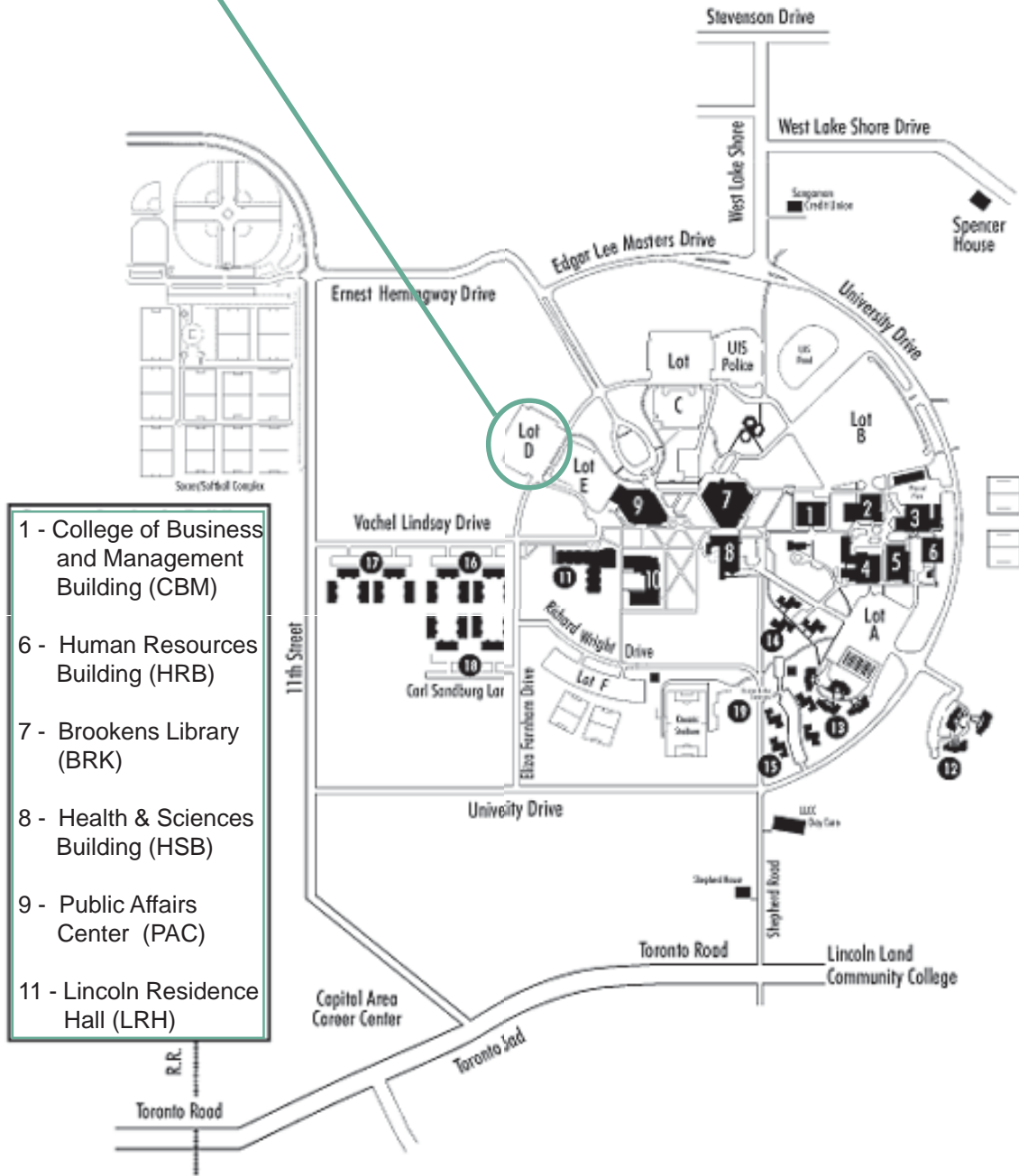
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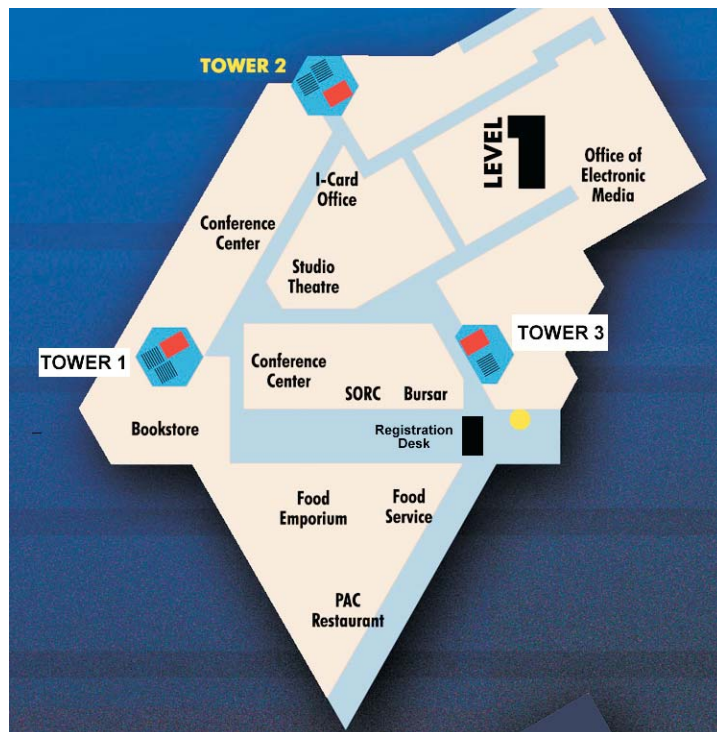
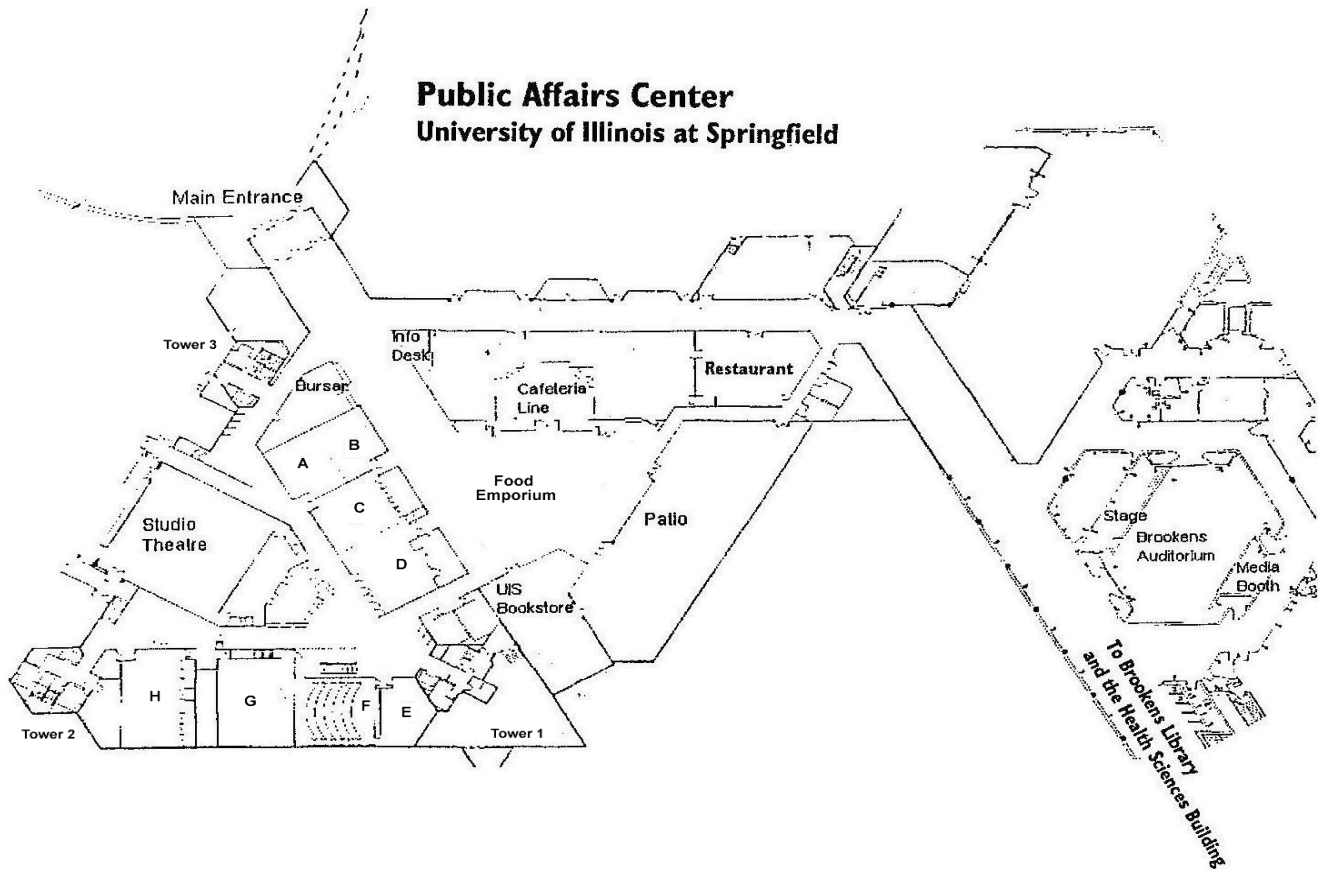
# Location Information

We will be using the following buildings for the FSI - Public Affairs Center (PAC - Bldg 9), Brookens Library (BRK - Bldg 7), College of Business and Management Building (CBM - Bldg 1), Human Resources Building (HRB - Bldg 6), and the Health and Sciences Building (HSB - Bldg 8). The on campus housing will be located in the Lincoln Residence Hall (LRH - Bldg 11). The campus map below shows the location of all buildings and parking lots on the University of Illinois at Springfield campus. Maps of the individual floors of the PAC are located on the next pages.

Parking for the FSI will be designated in Lot D. Parking tickets will be issued to participants who park in non-designated lots.

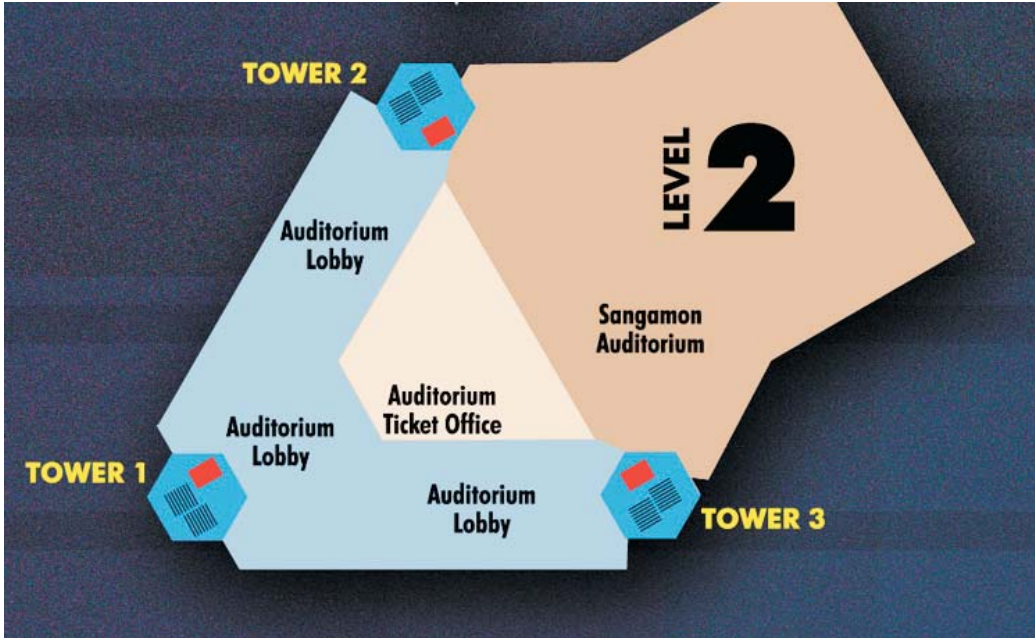


## PAC Level 1



# Location Information

## PAC Level 2



## PAC Level 3



