



E-Learn 2007

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

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testing of students. In application will be used technologies of Visual Basic.NET inside WebCT and as stand alone application.

Anonymity in Cyber Education...Should you be concerned?

Bobbe Baggio, Advantage Learning Technologies, Inc., USA

The purpose of this presentation is to explore the pros and cons of anonymity in cyber education and discuss possible implications in online learning. It evaluates both sides of the issue and presents them in a way that will help cyber educators and instructional designers understand the social, cultural and educational implications of anonymity. The PATRIOT Act and other initiatives impacting anonymity are discussed, including the far-reaching effects of anonymity within online educational settings and group dynamics. This presentation will further compare and contrast anonymity's potential for limiting and monitoring academic freedom to the social benefits it brings, while discussing the social identity model of deindividuation and how social presence can be enhanced by planning for interaction through the instructional design process.

eLearning Production and Academic Health

Angela Bah, University of Brighton, UK

Abstract: The creation of eLearning in HE (Higher Education) is a complex issue and the accessibility of resources to students has not been widely assessed. Teachers in HE are subject experts, but have variable IT skills, transferring course resources to a VLE (Virtual Learning Environment) in digital form is a challenge. A wide range of skills and knowledge of computing, design, and pedagogy are required to create effective online learning resources. Currently the quality level of online learning resources in HE is generally controlled by academics. The cost of professional eLearning design is very high, so academics will be expected to acquire new skills, as well as find time to create quality learning applications in a digital environment. The addition of the requirement to comply with disability legislation is another level of complexity in the situation but has to be addressed to make online learning accessible to all students.

How Medium Affects Message in Digital Learning Environments

Angela Bah, University of Brighton, UK

Abstract: HE (Higher Education) institutions in the UK are increasingly relying on VLEs (Virtual Learning Environments) to deliver courses online; but true accessibility of resources is variable and typically does not meet the needs of all students. Disability legislation should ensure access for those with special educational needs when "reasonable adjustments" are made. Evaluating access to course resources by students with SENs (Special Educational Needs) such as vision impairment, and SpLDs (Specific Learning Difficulties) such as dyslexia, led to an examination of the problem and initial development of a model to aid categorisation and quantification of access difficulties. Those preparing course resources need to know where problems may lie, how to test for them, and how to find priority areas to address.

The Nintendo Wii Games Console and its potential for Supporting Disabled Learners in Education

Christopher Bailey, Elaine Pearson, University of Teesside, UK

This paper describes a new project aimed at investigating the potential of the Nintendo Wii games console to support learners with disabilities. The Wii represents an innovation in the way players interact with games through the use of a remote control input device that provides a more intuitive and interactive means of control. The project builds on existing research that demonstrates that video games can be used successfully in an educational context to develop skills and as a motivational tool. By selecting a variety of game genres and evaluating them with focus groups based on students with particular types of disability, the objective is to examine the accessibility of the games console and evaluate its potential for supporting disabled learners in an educational context. We anticipate the results of our evaluations will enable us to produce an outline specification for bespoke games that can be used in an educational context.

*** Virtual Laboratory for Chemistry (VLab-Chem) Based on Constructivism-Cognitivism-Contextual Approach**

Hajah Norasiken Bakar, University of Technical Malaysia Melaka(UTeM), Malaysia

This paper highlights the development and evaluation of the virtual laboratory for teaching and learning of chemistry (VLab-Chem). Through the VLab-Chem, Students can interact with the materials and apparatus, and are also able to do experimental observations through animation and simulation technology. Discussions in this paper will involve descriptions on the theoretical framework and modeling of the system, of which the developmental process can be divided into four parts: analysis, design, development and evaluation. The paper will also discuss the problem statement, the development of the VLab-Chem for teaching the topic: salt; the design and architecture involved, sound learning theories such as the constructivism-cognitivism-contextual approaches embedded in the design, and the implementation of concepts such as learning-by-doing, contextual education, simulation, and animation to create a virtual based learning in the VLab-Chem.

Anchored Instruction, Situated Cognition, Ill-structured Problem-Solving: A Cognitive Evaluation of Multimedia Case-based Instruction

Elizabeth Baker, University of Missouri-Columbia, USA

Effective literacy teachers share a variety of instructional traits such as the ability to kidwatch, cognitively reflect, and make informed decisions based on ill-structured and complex data. Teacher educators face the challenge of helping preservice teachers develop such traits so as to prepare them to be successful literacy teachers. One method being used is case-based instruction (CBI). With the support of three grants, over a six-year period, we created a series of multimedia cases for literacy education referred to as ChALK (Children As Literacy Kases). The purpose of this empirical report is to weave together insights that emerged during multiple investigations into the use of ChALK and compare them with findings from other CBI studies. During this session we will demonstrate ChALK and discuss research findings.