CULTURE LEARNING AND TECHNOLOGY DIVISION AWARDS

McJulien Scholar Best Paper Award (plaque supported by Routledge Publishing)
Sandra G. Nunn, Lequisha Brown-Joseph, Michelle Susberry-Hill, University of Phoenix
Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review

DESIGN AND DEVELOPMENT DIVISION AWARDS

Nova Southeastern Univ. Award for Outstanding Practice by a Graduate Student
Rob Moore, North Carolina State University; Yan Chin, Northern Illinois University
Rob Moore: Land Use e-Learning Library Project
Yan Chin: A Mobile-Assisted Chinese Language Instructional Design for Young Chinese Heritage Learners: My New Science Discovery

Outstanding Book Award
Abbie H. Brown, East Carolina University; Tim D. Green, California State University, Fullerton

Outstanding Journal Article Award
Andrew Tawfik, Northern Illinois University; Hui Rong, Ike Choi, University of Georgia

Outstanding Practice Award
Designers for Learning http://studio.designersforlearning.org/fall2015openabedesign/team/ Project Name: “OpenABC MOOC”

Robert M. Gagne’ Award for Graduate Student Research in Instructional Design
Andrea Gregg, The Pennsylvania State University
Dissertation Title: Online graduate students’ experiences with asynchronous course discussions (Dissertation Chair: Ali Carr-Chellman)

Presidential Service
Ward Cates, Retired Lehigh University

Presidential Service
Wilhelmina Savenye, Arizona State University

DIVISION OF DISTANCE LEARNING AWARDS

Best Practice, 1st Place
Amy Grincewicz, Bethany Simunich, Kent State University “Online Classroom Examples and Ideas: A Showcase Course”

Best Practice, 2nd Place
Victoria Lowell, Iryna V. Ashby, Purdue University “Building a Collaborative Online Learning Community Through the Development of Professional and Interpersonal Competencies”

Best Practice, 3rd Place
Jongpil Cheon, Texas Tech University; Steven Crooks, Idaho State University; Marjorie Jenkins, TTUHSC Laura W. Bush Institute for Women’s Health; Robert Casanova, Texas Tech University Health Sciences Center “Sex and Gender Specific Health (SGSH) Online Learning System”

Book Award, 1st Place
Curtis J. Bonk, Indiana University; Mimi M. Lee, University of Houston; Thomas C. Reeves, National University “MOOCs and Open Education Around the World”

Book Award, 2nd Place
Joseph Rene Corbeil, Maria Elena Corbeil, University of Texas Rio Grande Valley; Badrul H. Khan “The MOOC Case Book: Case Studies in Design, Development, and Implementation”
DIVISION OF CULTURE, LEARNING, AND TECHNOLOGY (CLT)
The Division of Culture, Learning, and Technology (CLT) serves AECT members who are interested in issues at the intersection of culture, learning, and technology. CLT members have the opportunity to share professional experiences and learn from the experts in this new and growing area of interest. Join our Facebook Group at http://www.facebook.com/groups/aectclt

This year’s convention features 16 CLT concurrent sessions, six CLT panel sessions, two CLT roundtable sessions, one CLT poster session, four CLT governance meetings and the CLT Luncheon. Daily session highlights are listed below.

Tuesday, October 18
Diversity and Inclusion in School and at Work
Tuesday, Oct 18, 10:30 to 11:30am, Conference Rm 6
Examining the culture of women in STEM fields: How micro-aggressions may be increasing attrition, Christine Herlihy and Laurie Campbell, University of Central Florida

Creative Ways to Include LGBTQ Students: Everyone Deserves an Education, Lenora Justice and Steven Hooker, Morehead State University

Culture, Learning and Technology: The Book
Tuesday, Oct 18, 2:15 to 3:15pm, Conference Rm 4-5
Angela Benson; The University of Alabama; Roberto Joseph, Hofstra University; Joi Moore, University of Missouri (co-chairs)
The editors and chapters authors of Culture, Learning and Technology: Research and Practice (Routledge) will discuss the content of the newly published book.

Wednesday, October 19
Student Empowerment and Safety
Wednesday, Oct 19, 9:15 to 10:15am, Conference Rm 2-3
Children Have Rights Too: Using Creative Games and Simulations to Teach Children’s Rights, Suzanne Ensmann, Indian River State College

Creative Solutions for Preventing Cyberbullying:

Everyone Deserves to Feel Safe in School, Lenora Justice, Morehead State University

Membership Meeting
Wednesday, Oct 19, 10:30 to 11:30am, Conference Rm 2-3
AECT members with interests at the intersection of culture, learning and technology are invited to attend the CLT Membership Meeting.

Luncheon and McJulien Scholar Best Paper Presentation
Wednesday, Oct 19, 11:45am to 2:00pm, Pavilion 6

Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review, Lequisha Brown-Joseph, Sandy Nunn and Michelle Hill, University of Phoenix

The use of social media tools provides users with enhanced skills to create and share information to influence society and the global community. However, a key issue concerns whether the increased use of social media reflects improved communication using cultural competency. Though theoretical foundations exist in the literature for social media and cultural competency, few studies synthesize these constructs and provide strategies. This presentation presents results of a literature review study to address these issues.

Technologies and Training Practices that Impact Cultural Competence and Diversity in Academia
Wednesday, Oct 19, 2:15 to 3:15pm, Conference Rm 4-5

Joi Moore; University of Missouri; Amy Bradshaw, University of Oklahoma, Camille Dickson-Deane, University of Melbourne, Australia; Angela Benson, The University of Alabama

Panelists will discuss how technology has been used to create synergies and understanding of culture and diversity within antagonistic environments on college campuses. Along with examples of positive practices and impacts, panelists will discuss how tools and their uses also have contributed to creating more division and misunderstandings regarding culture and diversity. Audience members will be able to discuss experiences related to the
students' learning questions. 983 questions were collected from a Q & A platform implemented by four large programming courses in a research university. Questions were manually classified into three categories: 1) learning-content-irrelevant, 2) effective learning-content-relevant, 3) ineffective learning-content-relevant. Four machine learning algorithms, including Naive Bayes Multinomial, Logistic Regression, Support Vector Machines, and Boosted Decision Tree, will be used for automatic classification and compared to the manual classification.

191. CLT - McJulien Scholar Best Paper Presentation
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 6

**Foundational Theories of Social Media Tools and Cultural Competency: A Systematic Literature Review**
Lequisha Brown-Joseph, University of Phoenix; Sandy Nunn, University of Phoenix; Michelle Hill, University of Phoenix

The use of social media tools provides users with enhanced skills to create and share information to influence society and the global community. However, a key issue concerns whether the increased use of social media reflects improved communication using cultural competency. Though theoretical foundations exist in the literature for social media and cultural competency, few studies synthesize these constructs and provide strategies. This presentation presents results of a literature review study to address these issues.

192. D&D - Membership Meeting
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 4

193. DDL - Evaluating Quality
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 10

**Online Course Design: A Review of National and Statewide Evaluation Instruments**
Sally J Baldwin, Boise State University; Yu-Hui Ching, Boise State University

This research identifies seven evaluation instruments used nationally or in statewide systems in designing and developing online courses. We examined the physical qualities (i.e., number of standards and criteria) and coded the elements that guide the design of online courses. In our presentation, we will discuss in detail what these evaluation instruments focus on, their similarities and differences, and how these instruments impact course design in higher education.

**The Validity, Reliability, and Utility of a Rubric for Evaluating Online Course Quality: An Empirical Study**
Ji Eun Lee, Utah State University; Mimi Recker, Utah State University

The purpose of the study is to investigate the reliability, validity, and utility of a rubric designed to evaluate online course quality. We used a rubric (based on a widely used rubric in higher education) and the quality scores from 199 online courses offered a mid-sized public university in the Western U.S. Inter-item reliability, confirmatory factor, and regression analyses showed that many rubric items were unreliable and invalid. We conclude with suggestions for improving the rubric.

194. DDL - Learner Behavior
1:00 pm to 2:00 pm
Conf Ctr - Pavilion 11

**Learners' Self-regulatory Behavior in Blended Learning Environments: Towards Design Guidelines for Supporting Self-Regulation**
Stijn Van Laer, CIP&T, KU Leuven; Jan Elen, CIP&T, KULeuven

In response to the need for design guidelines to support learners' self-regulation in blended learning environments, six blended learning environments were compared and linked to learners' self-regulatory behavior (n=137). A dedicated framework was developed to describe these environments and trace data was used to identify learner self-regulatory behavior profiles. We found that when more self-regulation supporting attributes were integrated, fewer poor self-regulating learners were observed. Finally, gaps were identified and design guidelines proposed.

**Online Course on Online Instruction and Virtual Field Experiences on Students' Self-Efficacy**
James Hong, University of Virginia; Stephanie L. Moore, University of Virginia

15 Graduate students participated in an online course on K-12 online instruction where a virtual field experience was a required part of the course. Students answered a survey before the class on confidence and attitudes towards online instruction. 2 Lesson plans were completed by the students throughout the semester during practicum and analyzed to observe possible changes in students' self-efficacy on their ability to do online instruction.