8TH ANNUAL INNOVATIONS IN e-LEARNING SYMPOSIUM

NEW SKILLS FOR A GLOBAL WORKFORCE

INFORMAL LEARNING AND SOCIAL MEDIA
LEARNING AND PERFORMANCE ANALYTICS
COMPETITIVE EDGE THROUGH INNOVATION

MASON INN
Conference Center & Hotel
JUNE 05, 06 & 07 2012

George Mason University | Fairfax, Virginia
8th Annual Innovations in e-Learning Opening Day Reception
Wednesday, June 6, 2012
5:30 pm – 7:30pm

Open to all symposium attendees, the Opening Day Reception is an excellent forum to share information on the day’s activities, engage with one another about ongoing work and critical issues in the field, or just relax and enjoy a variety of beverages and hors d’oeuvres.
# 8th ANNUAL INNOVATIONS IN e-LEARNING SYMPOSIUM
**June 05, 06 & 07 2012**

## Tuesday, June 5, 2012
**Workshops – Schedule-at-a Glance**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker/Presenter</th>
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<tr>
<td>7:30 am - 9:00 am</td>
<td>Registration/Continental Breakfast</td>
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<td>Pre-Function Area &amp; Main Ballroom</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Workshop A - Social Media Analytics</td>
<td>Stephane Hamel</td>
<td>Junior Ballroom Salon A</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Workshop B - The Collaboratory Exercise</td>
<td>Mr. David Coleman</td>
<td>Junior Ballroom Salon B</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Workshop C - Google Workshop for Higher Educators</td>
<td>Dr. Christopher Craft</td>
<td>Meeting Room 1</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Workshop D - iPad Workshop for Learning Leaders</td>
<td>Sharon McCarthy</td>
<td>Meeting Room 2</td>
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**10:15 am – 10:30 am**
**Morning Break**

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<tr>
<th>12:00 pm - 1:00 pm</th>
<th>Lunch</th>
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<td>Workshop E - The Online Rogue Professor</td>
<td>Dr. Dan Quigley</td>
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**2:15 pm – 2:30 pm**
**Afternoon Break**
On Your Way to the Top?  
DAU Can Help You Get There.

If you’re in the Defense Acquisition Workforce, you need to know about the Defense Acquisition University. Our education and training programs are designed to meet the career-long training needs of all DoD and defense industry personnel.

**Comprehensive—Learn what you need to know**

DAU provides a full range of basic, intermediate, and advanced curricula training, as well as mission-specific and continuous learning courses. Whether you’re new to the acquisition workforce or a seasoned member, you can profit from DAU training.

**Convenient—Learn where and when it suits you**

DAU’s programs are offered at five regional campuses and their additional training sites. We also have certification courses taught entirely or in part through distance learning, so you can take courses from your home or office. Check out the 100-plus self-paced modules on our Continuous Learning Center Website at [http://clc.dau.mil](http://clc.dau.mil).

You’ll find the DAU 2012 Catalog at [www.dau.mil](http://www.dau.mil). Once you’ve chosen your courses, it’s quick and easy to register online. Or contact DAU Student Services toll free at 888-284-4906 or student.services@dau.mil, and we’ll help you structure an educational program to meet your needs. DAU also offers fee-for-service consulting and research programs.
Workshop A 9:00am – 4:00pm

Social Media Analytics for Higher Education - Stephane Hamel, Director of Strategic Services

Calculating the ROI of social media is often guesswork and anecdotal. You've heard it dozens of time: What's the ROI of a virtual handshake?

Stéphane Hamel, a recognized expert in online analytics, who is director of strategic services at Cardinal Path and teaches web analytics at Université Laval (Québec-city, Canada), will share insights on how higher education institutions can measure the impact of social media.

You will not hear about magic tricks, cool tools or anecdotal success. Hamel will focus on the real thing: outcomes. He will share a process and methodology to monitor, measure, act and improve your social media strategies.

What you will learn:

- Why and how to measure the impact of your social media marketing
- How to find insights in your analytics data
- How to optimize your social media activities

Who should attend:

- Primary audience: social media, web communications, marketing and communications executives and teams, web services managers, directors and coordinators.
- May also attend: communication directors, marketing managers, publication officers, web designers, web developers, staff members using social media to engage students, alums or other target audiences.

Workshop B 9:00am – 4:00pm

The Collaboratory - David Coleman, Founder and Managing Director of Collaborative Strategies

The Collaboratory environment combines team dynamics (behavior) with technology and puts them in the context of a critical process (the scenario) to help teams understand how they work, and which collaboration tools support them best.

The goal of the Collaboratory is to help teams to determine which collaborative features and functions are needed and which tools fit best with their team. This is all done within the context of a scenario where each team plays together using a variety of collaborative solutions to work through the scenario to a satisfactory outcome. Attendees can participate in person and assume an active role or observe, attend virtually with or without a role. The Collaboratory provides a unique live forum for decision makers and team members to explore, compare and assimilate specific solutions. All participants will need a tablet, netbook or other mobile device with broadband access.
Workshop C  
9:00am – 4:00pm

**Google Workshop for Adult Education** - Christopher Craft, Google Certified Teacher and a Google Certified Apps EDU Trainer

This workshop will focus on the use of technology to support teaching in an adult learning environment. The session will be intended for an audience of teachers and administrators with intermediate technology skills. The content will focus on the use of free Google tools in education. Specifically, content will focus on Google Search, Google Docs, Google Maps, Google Sites, and Google Groups. Time permitting, additional Google tools will also be covered. Materials and activities will be similar to those developed by CUE for the Google Teacher Academy. CUE will provide a workshop instructor, online resources for the participants, and an online evaluation for the session. Each participant will also be inducted into the Google Workshop for Educators, an online professional development community. All participants will need a laptop with broadband access.

Workshop D  
9:00am – 12:00pm

**iPad Workshop for Learning Leaders** - Sharon McCarthy, President of Envision, Inc.

Don’t be a victim of the App Gap! Find out first-hand why iPad tablets are a must for all professionals looking to work smarter instead of harder. Discover how to increase your productivity while transforming a traditional paper-based workflow. Improve the way you organize, communicate, consume and create. Increase your ability to have your finger on all your data as you shift content seamlessly across all of your work devices. Stay connected to all that is important, regardless of your location. Learn how to take advantage of all that this device has to offer from downloading and managing apps to an exploration of the latest author and iEducation apps to increase productivity as well as student learning.

**NOTE:** This workshop requires participants to bring their own tablet (iPad or PC-based.) Internet access/wireless connections will be provided.

Workshop E  
1:00pm – 4:00pm

**The Online Rogue Professor 2.0** - Dan Quigley,, Associate Dean, College of Arts and Sciences and Associate Professor New York Institute of Technology

Rogue Technology Instructors, (Part Deux): Exploring and Combining Cloud and Web Options to Enhance Student Learning in These Financially Strapped Times.

In this workshop, the presenter will briefly outline the importance of the role Pioneering (Rogue) Technology Instructors play in advancing innovative uses of rapidly emerging technologies in the classroom. Participants will explore the steps of pulling together a functional, personalized set of free or inexpensive mobile apps as well as Web 2.0 and cloud-based tools with which to augment the student learning experience. In addition, participants will explore resources for keeping current with new technology developments, and will develop strategies for preparing teaching material for the constantly shifting world of cloud based applications. Finally, participants will explore the potential and challenges of the rapidly emerging mobile apps and “smart” devices present.
WORKSHOP INSTRUCTORS

David Coleman

David Coleman, the Managing Director of Collaborative Strategies Inc. He helps end-user organizations of all sizes to turn the millions wasted on collaboration technologies into less frustration, greater productivity and the satisfaction of project completion. One of the ways he does this is through the Collaboratory Workshop.

David is an analyst and writes for GigaOM Pro and is the author of Collaboration 2.0. Get your free copy of David’s white paper, The 3 Cardinal Sins of Social Project Management.

Christopher Craft

Dr. Christopher Craft is an award-winning educator in South Carolina. He teaches Spanish and Latin at CrossRoads Middle School in Columbia. He has been recognized both locally and nationally for innovative teaching with technology. He has a B.A. in Spanish, a M. Ed in Educational Technology, and a Ph.D. in Educational Psychology and Research from the University of South Carolina.

Chris is a Google Certified Teacher and a Google Certified Apps EDU Trainer. Find out more about Chris at www.christophercraft.com or follow him on Twitter @crafty184.

Stephane Hamel

With nearly twenty years experience empowering individuals and organizations to analyze and optimize their online channels, Stephane has cemented his position as a leading voice for web analytics. A frequent speaker at conferences, such as the eMetrics Marketing Optimization Summit, and a long time member of both the Web Analytics Association and International Institute of Business Analysis, he is creator of the Online Analytics Maturity Model, founder of the WASP: Web Analytics Solution Profiler and gaAddons: Google Analytics addons, creator of concepts such as Just-In-Time Tagging, holder of the WAALTER (Web Analytics Association Leadership and Technical Excellence Recognition) Award, was among the first to receive the Certified Web Analyst title. Stephane holds an MBA in eBusiness from Laval University (Quebec City) where he teaches a graduate class on web analytics. He also lectures the Award of Achievement in Web Analytics and Fundamentals of Business Analysis classes at the University of British Columbia.

He is currently Director of Strategic Services at Cardinal Path, where his responsibilities include creating innovative company-wide solutions and digital measurement strategies to deliver maximum value and insight for Cardinal Path clients.
Sharon McCarthy

Sharon McCarthy is President of Envision, Inc., a consulting firm that specializes in the areas of group dynamics, behavioral engineering, quality teaching, and effective leadership. In addition, Ms. McCarthy is a lead trainer with FEA/NJPSA and also trains extensively state-wide and nationally for health organizations, educational institutions, and businesses. In the past, under her leadership, Ms. McCarthy’s school was recognized twice by the Computer Learning Foundation as well as Apple’s Classrooms of Tomorrow. Currently, Ms. McCarthy’s focus is on the juncture of the classroom, technology, and the world. Educators walk away from her workshops with the skills to enable their schools’ classrooms to be centers of engaged participation.

Daniel Quigley

Dr. Quigley received his Ph.D. in Renaissance drama from the University of Notre Dame. He has been teaching at NYIT for 23 years and has been an Associate Professor since 1993. He has been teaching online since 1990 and has served on NYIT’s Educational Technology committee for the last 15 years. He has been the Associate Dean since 2005. Dr. Quigley has also been actively involved in long range planning for NYIT as a member of the NYIT 2030 strategic planning process. He continues to serve on the steering committee now overseeing the implementation of the strategic plan. As part of this effort, he served as chair of the Teaching Quality through Technology sub-committee and authored its final report. This year, Dr. Quigley was elected President of the NYIT Academic Senate and is the faculty representative on the NYIT Board of Trustees.
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<td>8:30am-8:45am</td>
<td>Welcome/Opening Remarks</td>
<td>Dr. Mark R. Ginsberg</td>
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<td>Introduction</td>
<td>Dr. Nada Dabbagh</td>
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<td>8:45am-9:50am</td>
<td><strong>Keynote Speaker</strong></td>
<td>Dr. Tony O'Driscoll</td>
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<td>Learning in an Era of So-Lo-Mo Enterprise</td>
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<td>Getting Lost in a 3D Virtual World: Selecting and Evaluating Appropriate Virtual Worlds for Learning</td>
<td>Dr. Karl Kapp</td>
<td>Junior Ballroom – Salon A</td>
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<td>Building Online Learning Communities with Multiuser Blogging Environments</td>
<td>Prof. Michael Wilder</td>
<td>Meeting Room 1</td>
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<td>Fill the Gap: Mobile First</td>
<td>Rebecca Clark</td>
<td>Meeting Room 2</td>
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<td>The Special Sauce of Social Learning</td>
<td>Dr. Marc J. Rosenberg</td>
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<td><strong>Session 2</strong></td>
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<td>Applying Learning Science at Scale</td>
<td>Dr. Bror Saxberg</td>
<td>Junior Ballroom – Salon A</td>
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<td>7+/-2 Things Learning Professionals Need to Know About Analytics</td>
<td>Ellen Wagner</td>
<td>Junior Ball Room – Salon B</td>
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<td>Organizational Leadership Capability - Knowing What Leadership Investments You Need</td>
<td>J. Keith Dunbar</td>
<td>Meeting Room 1</td>
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<td>Avoiding Ready. Fire. Aim with a Mobile Learning Strategy</td>
<td>Christopher King</td>
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<td>Recommendations for Designing Learning Events in 3D Virtual Worlds</td>
<td>Dr. Lee Taylor-Nelms &amp; Trey Reyher</td>
<td>Meeting Room 3</td>
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<td>12:00pm-1:00pm</td>
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<td>Afternoon Introduction</td>
<td>Dr. Nada Dabbagh</td>
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<td>1:10pm–2:10pm</td>
<td><strong>Keynote Speaker</strong></td>
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<td>Analytics: Sensemaking, Prediction, Performance</td>
<td>Dr. George Siemens</td>
<td>Main Ballroom</td>
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<td>2:20pm–3:10pm</td>
<td><strong>Session 3</strong></td>
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<td>Working Smarter in Networks</td>
<td>Dr. Harold Jarche</td>
<td>Junior Ballroom – Salon A</td>
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<td>Examining Interaction and Immediacy Behaviors in Distance Education</td>
<td>Kathy Bohnstedt &amp; Marci Kinas-Jerome</td>
<td>Junior Ballroom – Salon B</td>
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<td>The Federal Government and Social Media: Agencies are Doing WHAT??</td>
<td>Elizabeth D. Hochberg</td>
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<td>Innovation &amp; The Competitive Edge</td>
<td>Rovy Branon</td>
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<td>Innovative Use of a Community of Practice (CoP) in an On-line Course!</td>
<td>Ivan Teper</td>
<td>Meeting Room 3</td>
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<td>3:20pm–4:10pm</td>
<td><strong>Session 4</strong></td>
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<td>Fostering an Innovation Culture in the Federal IT Marketplace</td>
<td>Mary Davie</td>
<td>Junior Ballroom – Salon A</td>
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<td>Learning Analytics: The Holy Grail of Social Media</td>
<td>Karine Joly</td>
<td>Junior Ballroom – Salon B</td>
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<td>Informal Learning in the Intelligence Community with IntelliMedia</td>
<td>Ben Bonnet &amp; Kevin Knowles</td>
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<td>Enculturating Innovation: Changes in Design Process and Identity as</td>
<td>Dr. Brenda Bannan, Jesse Ortel &amp; Michelle Dunham</td>
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<td>Perceived by Instruction Designers After Graduate Study</td>
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<td>Mobile Learning is so 10 Minutes Ago: Mobile Performance is NOW</td>
<td>Prof. Rich Mesch</td>
<td>Meeting Room 3</td>
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<td>4:20pm–5:10pm</td>
<td><strong>Session 5</strong></td>
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<td>Facilitating Innovation: Leveraging Technology</td>
<td>Dr. Clark Quinn</td>
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<td>Data Changes Everything</td>
<td>Phil Ice</td>
<td>Junior Ballroom – Salon B</td>
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<td>Meta-Moderated Course Design &amp; Management</td>
<td>Joe McCahill &amp; Dr. Nada Dabbagh</td>
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<td>Tablets in the Classroom</td>
<td>Prof Darrell Van Hutton</td>
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<td>Virtual World Interventions that Work</td>
<td>Karen Cooper, Ph.D</td>
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<td>Chris St.John</td>
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<td>The Future of the Training Department</td>
<td>Dr. Harold Jarche</td>
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<td>A Social Media Marketer Guide to Online Course Design</td>
<td>Karine Joly</td>
<td>Junior Ballroom – Salon B</td>
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<td>Continuing the Learning With Social Media</td>
<td>Laura Mattis &amp; Christopher King</td>
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<td>Staying Connected to Course Graduates; An Experiment in using Social Media and Executives</td>
<td>Prof S. &quot;Dusty&quot; Schilling &amp; Ivan Tepler</td>
<td>Meeting Room 2</td>
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<td>The 2012 Gaming State of Affairs</td>
<td>Dr. Alicia Sanchez</td>
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<td>The Performance Ecosystem: Merging Formal and Informal Learning</td>
<td>Dr. Clark Quinn</td>
<td>Junior Ballroom – Salon A</td>
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<td>Making Ideas Reality: The TALL Experience</td>
<td>Dr. Judith Hall Bayliss &amp; Janine Leboeuf</td>
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<td>Twitter Goes to School</td>
<td>Mark Oehlert</td>
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<td>Communities of Practice Put into Practice</td>
<td>Leslie Wallington &amp; Marybeth Galvin</td>
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<td>Harnessing Your Creative Self</td>
<td>JR Delaney</td>
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<td>Afternoon</td>
<td>Introduction</td>
<td>Dr. Judith Bayliss</td>
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<td><strong>Keynote Speaker</strong></td>
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<td>1:10pm-2:10pm</td>
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<td>Making the Most of Informal Learning</td>
<td>Ms. Jane Hart</td>
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<td>2:20pm-3:10pm</td>
<td><strong>Session 3</strong></td>
<td>Effective Analytics Practices</td>
<td>Dr. Shelly Metzenbaum <strong>&quot;Invited&quot;</strong></td>
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<td>Knowledge Sharing &amp; Social Media Using Immersive Learning</td>
<td>Sabrina Christian &amp; Jill Garcia</td>
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<td>Collaboration Across Campus: The Harvard Experience</td>
<td>Mr. Stephen Laster</td>
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<td>Thinking Differently with Mobile</td>
<td>Dr. Nancy Proctor</td>
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<td>Innovative Distance Education: A New Twist on Service Delivery</td>
<td>Kara Zirkle &amp; Korey Singleton</td>
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<td>3:20pm-4:10pm</td>
<td><strong>Session 4</strong></td>
<td>The Truth About Social Learning</td>
<td>Dr. Jane Bozarth</td>
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<td>Study Results: Failure-Triggered Training Trumps Traditional Training</td>
<td>Daniel Harris Bliton &amp; Charles Gluck</td>
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<td>eLearning or eWaste of my Time: Getting More Serious Games</td>
<td>John Low</td>
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<td>Enabling enterprise-wide eLearning development at the USDA</td>
<td>John Rehberger &amp; Joe Gorup</td>
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<td>Learning on Demand: How Technology is Shaping the Future of Learning</td>
<td>Reuben Tozman</td>
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<td>4:20pm-5:10pm</td>
<td><strong>Session 5</strong></td>
<td>From Funnel to Filter: Improving Results Courtesy of Learning and Development</td>
<td>Tracy Bissette &amp; Ian Huckabee</td>
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<td>Internet Memes: Instructional Foundations &amp; Strategies</td>
<td>Faizan Mujeebuddin &amp; Heather Stayrook</td>
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<td>Business Acumen for e-Learning Professionals: Tie Your Initiatives to the Bottom Line</td>
<td>Karen Gardner</td>
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June 06, 2012

Program Details

Welcome/Open Remarks  8:30am-8:45am

Dr. Mark R. Ginsberg
Dean, College of Education and Human Development at GMU

Mark R. Ginsberg, PhD is the dean of the College of Education and Human Development at George Mason University. George Mason University, located in Fairfax, Virginia, is the largest university in Virginia with over 33,000 students. Consistently identified by U.S. News and World Report as a “national university to watch,” George Mason University is an innovative, entrepreneurial institution with global distinction in a range of academic fields. The university is a leading example of the modern, public university.

Dr. Ginsberg’s career spans more than a 30-year period as a professor, psychologist, and as a skilled administrator. He has published extensively in the areas of education, psychology, human development, and human services. In addition, he has lectured and presented at over 200 conferences, seminars, and other educational meetings and professional development events both within the United States and internationally.

Dr. Ginsberg served as the executive director of the National Association for the Education of Young Children (NAEYC) from January 1999 until June 2010. Prior to joining NAEYC, Dr. Ginsberg was chair of the Department of Counseling and Human Services in the Graduate Division of Education at The Johns Hopkins University and a member of the faculty of both the Department of Psychiatry and Behavioral Sciences and the Department of Medicine in the School of Medicine. Before joining Johns Hopkins, Dr. Ginsberg held the position of executive director of the American Association for Marriage and Family Therapy in Washington DC, from 1986 to 1993. From 1981 to 1986 he was a senior member of the management staff of the American Psychological Association.

He is the current past-president of the International Step by Step Association, a nongovernmental organization of 30 education-focused NGOs in Eastern Europe and Central Asia. He also is a past-president of the Society of Psychologists in Management, a fellow of both the American Psychological Association and the Maryland Psychological Association, and a clinical member of the American Association for Marriage and Family Therapy.

Dr. Ginsberg completed his master’s degree in 1978 and his doctoral degree in 1981 at The Pennsylvania State University, after having been awarded a bachelor’s degree from the State University of New York at Cortland. He also completed a fellowship in clinical psychology at the Yale University School of Medicine. In 2006, he was awarded the honorary degree of Doctor of Humane Letters by the State University of New York.

He is married to Elaine A. Anderson, chair of the Department of Family Science at the School of Public Health at the University of Maryland. They have two grown children, Andrew and Robert.

Keynote Speaker  8:45am – 9:50am

Learning in the Era of the So-Lo-Mo Enterprise
Dr. Tony O'Driscoll, Professor, Duke University's Fuqua School of Business

Not yet 20 years old, the browser-based web has permeated what we do socially, professionally and educationally to such an extent that we have become oblivious to the profound changes it has brought to how we connect, communicate, coordinate, collaborate and take collective action.

Today, the web is weaving wireless connections via mobile devices allowing us to simultaneously reach more people around the globe with increasingly localized and personalized content. Welcome to the So-Lo-Mo era. Join Dr. O'Driscoll as he unpacks the impacts that the convergence of Social, Local and Mobile technologies will play in redefining the role of learning in the modern-day digital enterprise.
TAKE YOUR CAREER TO THE NEXT LEVEL
EXPLORE DEGREE OPTIONS IN

E-Learning
Instructional Design and Development (IDD)
Learning Technologies Design Research (LTDR)

The Division of Learning Technologies in the College of Education and Human Development at George Mason University offers a graduate certificate in e-learning (online delivery), a masters degree in IDD (blended delivery), and a PhD in LTDR.

Programs focus on:

- Technology-based learning systems and environments using current and emerging learning technologies, design processes, and theoretical models
- Preparation for professional practice that is informed by knowledge from diverse disciplines and fields
- Emphasis on multidimensional solutions for complex problem solving
- Emphasis on collaboration, teamwork, and project based experiences
- Exploration of the field through the sharing of networking opportunities and resources

VISIT LearnTech.gmu.edu

Over 80 job announcements in the field have been circulated since January 2012
Balancing Training Evaluation Impact with Business Outcomes: Why Hard ROI Numbers Distract Your Boss from the Real Value You Add to the Organization

Kenneth Reynolds, Senior Economist & Principal, SRA International & Alena Nikitsina, Senior Analyst, SRA International

Today’s training evaluations have evolved towards a ROI focus that calculates “hard” dollar returns to justify an organization’s training budget. What is getting lost are “soft” returns focusing on non-financial metrics such as customer and employee satisfaction, which allows an evaluation to more comprehensively align training outcomes (hard plus soft) to the organization’s strategic goals. We will start by detailing a programmatic approach to training evaluations that balances a training evaluation outcomes approach. Our emphasis will be on developing, collecting, and reporting training evaluation business outcomes and performance measures that align strategically to the organization’s mission.

Building Online Learning Communities with Multiuser Blogging Environments

Prof. Michael Wilder, Instructional Design Coordinator, Office of Online Education at UNLV

Successful online learning environments encourage interaction between all participants. Unfortunately, traditional learning management system communication tools (such as text-based discussion forums and chat rooms) are often difficult to use and isolating. This session offers a potential solution using the multiuser blogging capabilities of WordPress and the social media features of the BuddyPress plugin to develop a fully integrated online learning community. This innovative combination of technologies provides secure communication and collaboration through such techniques as blog authoring, peer evaluation, social media, podcasting, and student-developed multimedia.

Fill the Gap - Mobile First

Rebecca Clark, Program Manager - Learning Technologies Integration, Defense Acquisition University

Research in online learning led Defense Acquisition University leadership to encourage mobile learning as a primary factor in instructional delivery. In creating the DAU mobile assets that are now accessible via our mobile portal, we came to understand how requirements that call for a mobile solution can fill learning and performance gaps by delivering information, maps, skill development games, and on the job support.

Getting Lost in a 3D Virtual World: Selecting and Evaluating Appropriate Virtual Worlds for Learning

Dr. Karl Kapp, Consultant, Writer and Professor of Instructional Technology at Bloomsburg University

This presentation details the trials and tribulations of selecting, implementing evaluating and teaching within a 3D virtual World. The presentation is based on the experience of DAU as the organization journeyed down the road of 3D virtual world implementation. From cataloging hundreds of virtual worlds to working with a vendor to create a browser-based virtual world solution to preparing learners to enter a virtual world, you’ll gain an understanding of the entire process from start to finish. Join your tour guides who will describe the process undertaken to choose a vendor, work out technical details, prepare instructors and conduct a pilot program learning within a 3D virtual environment. This engaging, exciting session highlights lessons learned from a real live implementation. You will be provided with tips and techniques for selecting your own 3D virtual world for learning, advice on conducting a pilot and a few pointers about what to avoid during the process.
Session 1  
10:00am – 10:50am

The Special Sauce of Social Learning
Dr. Marc J. Rosenberg, Marc Rosenberg and Associates

Years ago, when McDonalds introduced the Big Mac, it wanted to separate its new sandwich from the rest of the crowd. It was the sauce, they said, that made it unique. The special sauce made the Big Mac a success. In the new era of social media, we must fully understand what makes one social learning experience stand out and another peter out. That's our special sauce. With all the excitement over social learning, we can lose focus as to how difficult it can really be to do it well. The good news is that nine key success factors are emerging, beyond just getting the technology up and running, that make social media work in a learning context. This presentation focuses less on social media technology and more on the learning and organizational strategies that make it work.

Session 2  
11:00am – 11:50am

7+/2 Things Learning Professionals Need to Know About Analytics
Ellen Wagner, Partner and Sr. Analyst, Sage Road Solutions, LLC

(Note: the title refers to a classic 1956 article by George Miller called “The Magical Number Seven, Plus or Minus 2: Some Limits on our Capacity for Processing Information”. http://www.musanim.com/miller1956/)

This session is an executive briefing on the emerging field of analytics that matter for learning professionals. It offers a summary of key facts about the power, promise and perils of analytics for learning, education and training. Participants will get a high level view of web, content and learning analytics, will consider technology and talent requirements for successful program implementation and will examine examples of descriptive, inferential and predictive techniques used for exploratory analysis.

We will take a look at what is meant by “big data” and consider how analytics are being used to promote personalization, convenience and consistency in all facets of our online lives. We define terms and demystify the language of statistics and quantitative measures in workplace settings. We show how intelligence gleaned by applying statistics analyses to the data routinely collected in learning settings, enabling better informed, more accountable decision-making. After considering use cases where analytics have transformed the ways in which people do their work, participants will identify opportunities where analytics techniques can be used in learning settings to improve learner engagement and motivation.

- Session participants will learn the basic vocabulary needed to talk knowledgeably about learning analytics in workplace settings, and will have a heightened understand of how analytics can effectively inform enterprise decision-making
- Session participants will be able to articulate how analytics are used in everyday consumer life to personalize online experiences, including learning experiences
- Session participants will identify workplace opportunities where collecting data and analyzing results may be able to help personalize learning experiences and make it more relevant for improving workplace performance.

Session 2  
11:00am – 11:50am

Applying Learning Science at Scale
Bror Saxberg, M.D., Ph.D., Chief Learning Officer

There are decades of careful, randomized controlled trial research on what helps, or hinders, learning, and quite a bit known from laboratory studies about the specific ways in which text, audio, and images can help (or hinder) learning. There are not that many examples of applying this kind of research at scale to learners, and looking to see whether good principles, applied at scale, can actually "move the needle" for learning. We'll discuss some of the research results that have been out there for a while, then describe a recent intervention built from these for a virtual higher education learning environment, and discuss the possibilities for more success going forward with careful measurement applied at scale.
Session 2 11:00am – 11:50am

Avoiding "Ready, Fire, Aim" with a Mobile Learning Strategy
Christopher King, Principal Consultant, SRA International, Inc.

Is mobile learning really the future, or is it just another "the classroom is dead" hype cycle? Are you on track to add real value by rethinking learning activities from a mobile perspective? What does a mobile learning strategy include? Can you even define "mobile learning?" Attend this session to examine your organization's readiness for mobile learning; evaluate content suitable for "m-Learning;" consider a strategic framework for mobile; and discuss how to build a business case. This session is suitable for both those just getting started with mobile learning, and those looking for help explaining "why mobile learning?"

Session 2 11:00am – 11:50am

Recommendations for Designing Learning Events in 3D Virtual Worlds
Dr. Lee Taylor-Nelms, Senior Consultant, Booz Allen Hamilton & Trey Reyher, Senior Consultant, Booz Allen Hamilton

Designing instructional events for virtual worlds requires new competencies for even the most experienced instructional systems designers. The environments, the courses, and the interactions are limited only by one's imagination. Practice your emergency response to a virtual bio-terrorism in a NY city subway with key players from around the world. Teach your medical students how to stop a heart attack from inside a virtual heart/classroom. Do old instructional design strategies even apply? In this highly interactive session, we will see if Robert Gagne's classic Nine Events of Instruction apply to 3D virtual worlds.

Session 2 11:00am – 11:50am

Organizational Leadership Capability - Knowing What Leadership Investments You Need.
J. Keith Dunbar, Learning & Talent Development Intelligence, Surveillance and Reconnaissance (ISR) Group Science Applications International Corporation (SAIC)

In an environment that is volatile, uncertain, complex and ambiguous…the VUCA environment...organizations must continue to create agile and adaptable workforce capabilities. This includes the most critical capability...leadership. This session will look at environmental factors affecting leadership development, importance versus effectiveness of developing future leaders and a Human Capital Development model for identifying the right leadership capabilities that inform investment decisions. Please join us as senior learning & talent management executive, J. Keith Dunbar of SAIC shares with us:

- The environmental factors affecting leadership development.
- The Importance vs. Effectiveness Curve of developing future leaders.
- Human Capital Development Model for identifying the right leadership capabilities.

Keynote Speaker 1:10pm – 2:10pm

Analytics: Sensemaking, Prediction, Performance
Dr. George Siemens, Author of Knowing Knowledge and Researcher, Athabasca University

Data is an asset. Managing and understanding it should be as critical an organizational concern as financial or supply chain management. Organizations and individuals now face more data than ever before, but are unfortunately trying to cope with antiquated methods and tools. As a consequence, enormous value is lost daily as data goes unanalyzed and important insights are lost "in the mass of the inconsequential". Inefficient use of data is particularly evident in the learning and development needs of employees. The costs, financial and in lost capacity for performance, of this missed opportunity are significant. This presentation will provide an overview of how successful organizations are using analytics to help employees make sense of complexity, how data trails and multiple data sources can help predict learner success, and finally, how organizational performance can be improved through learning analytics.
Examining Interaction and Immediacy Behaviors in Distance Education
Kathy Bohnstedt, Ph.D, Researcher/Technical Writer, GMU & Marci Kinas-Jerome, Ph.D, Assistant Professor and Program Coordinator, GMU

The study presented examines the experiences of professors teaching in a multi-point videoconferencing instructional environment and how they interacted with students in proximate and remote classrooms. Qualitative and quantitative data were analyzed to gain an understanding of the teaching experience and examine differences between instructor interaction and immediacy behaviors based on student location. Results indicate that no clear difference existed in instructor interaction behaviors with local and remote populations, but that they engaged in more immediacy behaviors with the remote population in their classes. Additionally, instructor interaction behaviors were more closely tied to student interaction behavior than to student location.

The Federal Government and Social Media: Agencies are Doing WHAT??
Elizabeth D. Hochberg, LLM, Assistant General Counsel, General Services Administration

Agencies and departments across the government are successfully using social media platforms in powerful ways. From helping tornado victims, to protecting diplomatic personnel overseas, to helping citizens navigate airport checkpoints - social media is being well-utilized in government to deliver services to taxpayers in entirely new and innovative ways. Social media is not a fad and it’s not going anywhere. It has changed the rules of the game not only for how industry works but for government, too. Learning to utilize these new technologies and understanding the legal limitations that agencies face when implementing them is crucial for all government personnel.

Innovation, Learning and the Competitive Edge
Rovy Branon, Executive director, University of Wisconsin-Extension in Madison

New technology is expanding the bounds of human capability. Tools are exceeding the capacity our organizational, economic, and societal systems to keep pace. At a time when innovation is no longer optional, our aging educational institutions are struggling to adapt. Efforts at change can seem futile and yet transformation of our environment continues. We will take time to explore some of the myths and realities of innovation and how learning technologies hold the key to personal and organizational competiveness.

Working Smarter in Networks
Dr. Harold Jarch, Centre for Learning Technologies and e-Com Inc.

As complexity increases in the networked economy, we need to integrate learning into the workflow. Communities of practice bridge the gap between getting work done and serendipitously connecting to social networks. Learning and development in the networked workplace must move from content delivery to community enablement. Harold Jarche will present a new framework for working smarter in Enterprise 2.0 and the importance of narration of work, transparency and knowledge-sharing in increasing innovation.
Innovative Use of a Community of Practice (CoP) in an On-line Course
Ivan Teper, Knowledge Manager, Defense Acquisition University

Background: CLR 151- Analysis of Alternatives, is an on-line continuous learning module that presents the process used by the DoD to conduct an Analysis of Alternatives (AoA) in support of requirements, system acquisition, and resourcing. The content in this course is built upon numerous DoD policies and procedures that are frequently changing.

Problem: How to quickly communicate changes in DoD policies and procedures to the students who are taking an on-line course without having to go through the course vendor's change order process.

Solution: A link to the Requirements Management Community of Practice (CoP) was added to the on-line course. When students click on the CoP link, they are taken to the CoP where they can obtain the most recent policies and procedures related to the course topic. Faculty are able to add and delete content in the CoP at any time. Summary: Integrating social media platforms (Communities of Practice) with formal learning (on-line courses) saves time & money for the University and enables the students to quickly access current and relevant content.

Learning Analytics: The Holy Grail of Social Media
Karine Joly, Executive Director, Higher Ed Experts

The 2012 State of the Web and Social Media Analytics in Higher Ed While the use of "Learning Analytics" is currently gaining more traction in higher education, some marketers in universities and colleges across the country have been using web and social media analytics for a few years. Started 2 years ago, the "higher-ed web analytics revolution" can now be analyzed. In this session, you'll get a good quantitative and qualitative overview of how institutions have adopted analytics to inform their marketing decisions. By sharing the main results of the 3rd yearly survey on the State of Web and Social Media in Higher Ed, trends, emblematic success stories and useful resources. Karine Joly will also help you become a web and social media evangelist at your institution.

Informal Learning in the Intelligence Community with IntelliMedia
Ben Bonnet, Instructional Developer, Booz Allen Hamilton & Kevin Knowles, Instructional Developer, Booz Allen Hamilton

The Intelligence Community (IC) in the United States has undergone a major transformation in the way that members share information. Blogs, microblogs and wikis now facilitate collaboration between agencies. There has been a clear need to build a learning experience that extends the tools of social and informal information sharing by bringing curated, rich-media to learners through informal channels. This presentation will focus on IntelliMedia, the first learning application in the IC to integrate multiple media formats with social media components. This fusion is building community around high quality learning content for all learners in the IC.

Fostering an Innovative Culture in the Federal IT Marketplace
Mary Davie, Assistant Commissioner, Office of Integrated Technology Services (ITS)

Today's Federal IT acquisition marketplace is in a state of ongoing transformation. Administration priorities have shifted from large IT infrastructure investments to more modular, cost-conscious projects, thereby influencing the procurement strategies of contracting offices across government. To stay competitive in this changing landscape, federal organizations will need to implement strategies that foster a culture of innovation. Such strategies could involve:

1. Taking smart risks - Experimenting with new technology and generate lessons learned so that knowledge can be transferred seamlessly across organizations.
2. Creating collaborative environments - Collaborating with external stakeholders to drive the creation of innovative solutions.
3. Leveraging social media - Encouraging newer and more effective modes of communication to promote dialogue while monitoring market trends.
Session 4 3:20pm – 4:10pm

Enculturating Innovation: Changes in Design Process and Identity as Perceived by Instructional Designers After Graduate Study
Dr. Brenda Bannan, Associate Professor Instructional Technology, Graduate School of Education, George Mason University & Jesse Ortel, PhD in Education student, Learning Technology Design Research concentration, George Mason University & Michelle Dunham, PhD in Education student, Learning Technology Design Research concentration, George Mason University

Corporations now more than ever require an innovative and adaptable workforce to compete in our continually changing world and economy. Those involved in learning professions such as instructional design are challenged to grow and change with the field’s ever-evolving demands. These skills are often learned on the job or honed through formal graduate study. This qualitative study examines self-perceived changes in design process and identity of several professional instructional designers. The study reveals interesting insights such as use of user-centered design processes and life-long learning perceptions that can inform employers in cultivating their designer’s learning trajectories.

Session 4 3:20pm – 4:10pm

Mobile Learning is so 10 Minutes Ago. Mobile Performance is NOW!
Prof. Rich Mesch, Senior Director, Strategy & Innovation

Mobile applications aren’t just about brevity, they’re about applicability. People "learn" from their mobile devices all the time, they just don’t call it training. People tend to use mobile devices in short intense bursts, when they need information right away, in downtime, such as between appointments, to retrieve information that may not be at their fingertips, or to get information that may be so current or time-sensitive, there’s no other way to get it other than right now. Session participants will learn that the most success occurs when organizations turn from mobile learning to mobile performance support. You'll learn that we must redefine our definition of training success ... not going through "training" to check off a box, but acknowledging that completion may just be a peek at the right content or a connection to the right person at the point of need. You’ll learn that you need to design differently, you need to do needs analysis differently, and you need to consider things that you have never considered before. In this session, you will learn:

- How to create a mobile strategy that supports performance rather than learning
- Why adapting conventional learning paradigms to mobile devices is ineffective
- The relevant research on how adults use mobile devices
- How to use mobile technology effectively for performance support
- Some reusable strategy and design models for creating effective mobile performance

Session 5 4:20pm – 5:10pm

Meta-Moderated Course Design & Management
Joe McCahill, Instructional Systems Design Consultant & Dr. Nada Dabbagh, Professor & Director, Division of Learning Technologies, George Mason University

Meta-moderation is the process by which users of a website rank-order content provided by a site moderator. These rankings can then be assessed to determine the relative value of the information provided by that moderator. In this way users and moderators work together to design a more effective online experience. This presentation explores how the concept of content meta-moderation might repurposed to support the increasingly democratic relationships emerging between teachers and learners. In particular we will examine how web-based content ranking systems such as meta-moderation may be applied to online course (and content) design and management.

Session 5 4:20pm – 5:10pm

Data Changes Everything
Dr. Phil Ice, Ed.D, VP, Research & Development, American Public University System

Institutions of all types are operating under the most intense scrutiny of our lifetime. They are sitting on terabytes of currently unusable, siloed data that could unlock answers to some of their most pressing problems, as it relates to student retention, learning effectiveness and institutional productivity. In the corporate sector, elearning provides a dynamic means of disseminating training, however, measuring the success of implementations is dependent on relating initiatives to outcomes. In higher education, data is often siloed and not readily accessible to create timely business intelligence. This session will present participants with strategies for raising awareness of data readiness within the institution, obtaining buy-in and motivating stakeholders. The focus will be placed on harnessing data to implement cycles of continuous quality improvement for both learners and faculty.
Facilitating Innovation: Leveraging Technology
Dr. Clark Quinn, Quinnovation

Going forward, continual innovation will be the only truly sustainable differentiator, so how do you take advantage? Innovation doesn't happen spontaneously, but instead must be cultivated, and certain factors contribute while others hinder. How do you then increase the likelihood of success? The answer is a confluence of culture, process, and infrastructure. In this talk we will explore how the myth of individual innovation has been busted, and talk about what leads to successful innovation. We will explore what makes it likely that innovation will happen, what can be done to foster innovation, and how technology can play a role in optimizing the process.

Tablets in the Classroom
Prof. Darrell Van Hutten, Professor of Acquisition management, Defense Acquisition University

Recent advances and wide proliferation of eReader devices has brought increasing interest in making effective use of the devices in the classroom. This presentation will present some real world reality of implementing eReaders based on DAU’s experience adapting printed course materials to eReader formats in support of the Nook, Kindle DX and iPad. Planning considerations and lessons learned will be shared. Two main takeaways are planned: Importance of understanding assumptions, and effectiveness is not about the eReader itself.

Virtual World Interventions that Work
Karen Cooper, Ph.D, Research Scientist, Future Workforce Technologies and Strategies

Virtual Worlds have been shown to be a highly effective platform for instruction and learning. Although virtual worlds such as Second Life or Open Sim are experientially rich by design, it is the instructional design aligned with the learning goals, not the media delivery platform, that creates effective instruction and the greatest learning.

This session presents a collection of instructional interventions that have been shown to be extremely conducive to immersive virtual worlds settings, and therefore highly effective instructional designs. Virtual world examples will be presented, along with a discussion of the effectiveness of the design and platform, for each example. This workshop will demonstrate what makes certain instructional designs better than others, as well as highlighting the learning skills they promote.
June 07, 2012

Program Details

Welcome/Open Remarks  8:30am-8:45am

Dr. Christopher Hardy
Director, Defense Acquisition University

Christopher R. Hardy, Ph.D., is the Director of the Global Learning and Technology Center of the Defense Acquisition University. His mandate is to take DAU to the next level leveraging technology and learning innovation catalyzing DAU’s Second Transformation. Previously, as DAU’s strategic planner, he provided the road map for DAU’s rapidly rise to national preeminence as an award winning corporate university that has repeatedly been recognized as one of the best throughout the public and private sectors. This powerful story is recounted in “Leading a Learning Revolution: the Story Behind DAU’s Reinvention of Training,” Pfeiffer, 2007, in which he was a co-author. Dr. Hardy has a Ph.D. from Virginia Polytechnic Institute and State University. Prior to DAU, he served both in government and private industry becoming Vice President, INNOLOG, Inc., a Global Supply Chain Logistics Company headquartered in McLean, Virginia.

Keynote Speaker  8:45am – 9:50am

Closing the Talent Gap with e-Learning
Mr. Mitchell Kapor, Founder of the Lotus Development Corporation

In the midst of a major new wave of information technology aimed at learning delivery via the Internet, let us consider how best to leverage it to maximum effect. All organizations in our society, and society as a whole, face major challenges in maintaining a sustainable advantage in an increasingly competitive global economy. We can only accomplish this by developing the entire national talent pool, leaving no future engineer or skilled worker behind. To do this, we must learn to use e-Learning resources in ways that narrow, rather than widen gaps in educational access and achievement across race and class. The opportunity is at hand if are able to seize it in a truly innovative way.

Session Details

Session 1  10:00am – 10:50am

A Social Media Marketer Guide to Online Course Design
Karine Joly, Executive Director, Higher Ed Experts

Marketing online is different from teaching online. Or is it? In this presentation showcasing a case study of 3 online courses targeted to people working in universities and colleges, you’ll learn how social media and web marketing principles can be used in the design of online courses. While you might not think like a marketer by the end of this session, you’ll be able to see with brand new eyes how to approach the design, implementation, measurement and maintenance of your online course.

Session 1  10:00am – 10:50am

Continuing the Learning with Social Media: Turning training from a one-time event to an ongoing experience!
Laura Mattis, Sr. Training/Instructional Design Consultant, SRA International, Inc. & Christopher King, Principal Consultant, SRA International, Inc.

Training shouldn’t be something you go to, or something you dread. It should be something you experience ongoing, over time and enjoy. Social media is a great way to turn your training "event" into an ongoing learning "experience". With more than 800 million Facebook users, 100 million Twitter users, and 135 million LinkedIn users, your audience is potentially already leveraging social media. Why aren’t you when it comes to developing your employees or customers? This session explores the valuable role social media can play in learning and identifies best practices for incorporating social media in your training programs.
Session 1 10:00am – 10:50am

The Future of the Training Department
Dr. Harold Jarch, Centre for Learning Technologies and e-Com Inc.

Courses are artifacts of a time when information was scarce and connections were few. That time is almost over. The increasing complexity of our work is a result of our global interconnectedness. Today, routine work is being automated while standardized work is outsourced.

Only creative work gives organizations unique business advantages. However, creative work is difficult to replicate, constantly changes, and requires greater tacit knowledge. We know that tacit knowledge is best exchanged through conversations and social relationships. Learning amongst ourselves is becoming essential for work, as social learning networks enable better and faster knowledge feedback loops. Harold Jarche will examine the future of the training department in an informal, social, and mobile environment.

Session 1 10:00am – 10:50am

Staying connected to course graduates; an experiment in using Social Media
Prof. S. "Dusty" Schilling, Defense Systems Management College & Ivan Teper, PM for Knowledge Management, Defense Systems Management College

This presentation will describe our approach to continuing the relationship with Executive students after they complete our resident Executive Program Management Course. We will describe our ongoing experiment using the Program Management Community of Practice (PM CoP) as a method for "Electronic Reach Back" to the Executive students. Our objective is to meet the Executive’s needs in the field, at their moment of need. We will discuss how we are addressing some of our challenges, including:

- Understanding our customers and what they really want
- Identifying appropriate content in terms of usability and usefulness
- Applying the Five Moments of Need criteria
- Dealing with the evolution of our customers, our faculty, and their use of Social Media; and our unique DoD security issues.

Session 1 10:00am – 10:50am

The 2012 Gaming State of Affairs
Dr. Alicia Sanchez, Defense Acquisition University

This session will review the state of the industry for Serious Games. Recent research findings pertaining to the technology, pedagogy and effectiveness of serious games will be presented for discussion. This session will also review new and emerging trends in serious games such as gamification and the use of badges and the common misconceptions that surround these topics. This session will additionally discuss concepts related to implementation of games in various contexts and settings ranging from education to training.

Session 2 11:00am – 11:50am

The Performance Ecosystem: Merging Formal and Informal Learning
Dr. Clark Quinn, Quinnovation

eLearning is much more than courses on the web with a quiz, or a classroom session delivered through the web. In reality, elearning is a vibrant ecosystem of technologies aligned towards empowering individuals to meet their full suite of learning needs from formal to informal, from active to reflective, across delivery environments. In this talk, we will a strategic look at performance, and explore the full spectrum of needs. We will then characterize the different opportunities, unpacking the different ways needs can be met including performance support, eCommunity, mobile, and more. We'll talk about creating an elegantly integrated ecosystem of support designed to help individual keep focused on task, with tools 'to hand'. Stop doing elearning tactically, and come get a more integrated picture.

Session 2 11:00am – 11:50am

Communities of Practice Put Into Practice
Leslie Wallington, Associate, Booz Allen Hamilton & Marybeth Galvin, Associate, Booz Allen Hamilton

Booz Allen Hamilton has over 25,000 employees located across the United States and has met the challenge to capture, store, and
leverage intellectual capital through Communities of Practice (CoP). With over 50 CoPs we have been able to tackle the challenge of managing the information overload associated with the ease of information access. Each CoP is comprised of a group of individuals who share a common interest or expertise in an area of study, a client, or business methodology. The CoPs are member driven and their offerings are tailored to meet the needs of the community members.

**Session 2 11:00am – 11:50am**

**Harnessing Your Creative Self**
**JR DeLaney,** Instructional Designer, SRA International

An essential aspect of creativity is not being afraid to fail.” Edwin Land said it best and is something all instructional designers should live by; striving to unleash that inner creative self should be at the forefront of every designer. Drawing, telling stories, and dancing allowed us to release this “beast” when we were children, but growing up has imprisoned it into the catacombs of what is "socially acceptable". This session will provide a pathway to opening up the prison doors where your creative self lies in wait through interactive exercises, enlightening examples, and the occasional self-deprecating joke.

**Session 2 11:00am – 11:50am**

**Twitter Goes to School**
**Mark Oehlert,** Learning Technologies Team Manager

Twitter has millions of users who send billions of Tweets. It generates huge amounts of data and has become the world’s best earthquake detector. How though can we use it in the realms of learning and training? Join us in this session and learn to select the best Twitter client for your intended use, how to start building your own Personal Learning Network and how to start thinking about integrating Twitter into your classes or learning experiences. Mark Oehlert is an Innovation Evangelist and has worked with the federal government, Fortune 500 firms and speaks and writes extensively about using social media for learning.

**Session 2 11:00am – 11:50am**

**Making Ideas Reality: The TALL Experience**
**Dr. Judith Hall Bayliss,** Director, Teaching and Learning Lab (TALL), Defense Acquisition University & **Janine Leboeuf,** Program Manager, Teaching and Learning Lab (TALL), Defense Acquisition University

What happens when you build it? Will they come? The DAU Teaching and Learning Lab was created to provide strategic support through research, faculty training, and turning ideas into reality. This session provides an overview of the Lab’s services and the research management process that guides critical business decisions about instructional technology implementations. Discussion topics include: How do you turn curiosity into a business case? What are the challenges, and possible solutions, encountered in starting up a Lab for professional educators? The session will cover the fundamentals: funding, footprint, strategic alignment, and staying in touch with the future.

**Keynote Speaker 1:10pm – 2:10pm**

**Making the Most of Informal Learning**
**Ms. Jane Hart,** Founder of the Centre for Learning & Performance Technologies (C4LPT)

Although many studies show that most of the learning that takes place in an organization is informal, it is clear that the term "Informal learning" is not well understood and its potential has not yet been exploited. However, the emergence of social media tools at last allow us to appreciate its potency, and at the same identify ways to support it in the workplace. But this also means that we need to think very differently about the types of services that we offer in order to address the broader learning and performance needs of the organization. In other words, it's no longer just about training!

**Session 3 2:20pm-3:10pm**

**Effective Analytics Practices**
**Dr. Shelly Metzenbaum**

Dr. Metzenbaum will discuss the importance of analytics to the Administration's approach to performance management. Historically, the Federal Government excelled at gathering very large quantities of data but not at analyzing it. Dr. Metzenbaum will explain how this is changing across the government and needs to change more.
**Session 3  2:20pm-3:10pm**

**Knowledge Sharing and Social Media Using Immersive Learning**  
**Sabrina Christian**, Instructional Systems Specialist, Defense Acquisition University & **Jill Garcia**, Knowledge Project Officer

Does your organization share knowledge? Does it use social media? Learn how a federal government organization is fostering a collaborative environment using knowledge sharing and social media. We will share how the Defense Acquisition University (DAU) used an immersive learning approach to motivate its faculty to use social media and knowledge sharing for collaboration and training. Be prepared to share your organization's experiences with social media/knowledge sharing including challenges and successes.

**Session 3  2:20pm-3:10pm**

**Collaboration Across Campus: The Harvard Experience**  
**Mr. Stephen Laster**, Chief Information and Technology Officer of Harvard Business School

Harvard Business School has developed a best of breed of ecosystem to provide students, faculty and staff with an integrated, highly collaborative teaching, learning and working environment. The School’s set of robust tools were designed to closely align with the voice of the HBS community, helping to match the right tools with key areas of demand. The framework was built to encourage collaboration in natural ways, helping students, faculty and staff more effectively participate in knowledge creation, teaching and learning. HBS has also embraced an integrated, single sign on environment to enhance findability and content management across all collaboration tools further improving the way people share information. And, as a leader in the bring your own device movement, HBS has designed its ecosystem to ensure the collaboration tools extend to the variety of devices used across campus, further extending collaboration outside the classroom and across globe. In this session you will learn more about Harvard Business School’s approach to collaboration, including its use of agile, iterative developments to continually improve the way faculty, students and staff use collaboration technology to enhance the way they teach, learn and work.

**Session 3  2:20pm-3:10pm**

**Innovative Distance Education: A New Twist on Service Delivery using Collaborative Techniques**  
**Kara Zirkle**, IT Accessibility Coordinator, George Mason University & **Korey Singleton**, ATI Manager, George Mason University

Living in the digital age allows Universities to promote distance education using innovative technology and resources to reach a wide, diverse population and to provide a learning environment that is available at all times. We will look at the delivery and how we can use collaborative techniques to help make the class more accessible. Therefore by using a Universal Design aspect to also touch on various learning styles simultaneously for the same class we can reach more students.

**Session 3  2:20pm-3:10pm**

**Thinking Differently with Mobile**  
**Dr. Nancy Proctor**, co-chair of the Museums and the Web annual conference

We've all heard of the incredible rise in use of mobile devices, and predictions that anticipate the majority of Internet use will come from mobile devices as early as 2014. But are we really taking advantage of the near-ubiquity of mobile devices to think, learn and engage with our communities differently in the cultural sphere? Drawing on examples from the Smithsonian Institution, whose strategic vision is to use mobile to "recruit the world" for the increase and diffusion of knowledge, Nancy Proctor looks at the transformative potential of mobile as a social media platform and connective tissue in the "museum as distributed network."
Study Results: Failure-Triggered Training Trumps Traditional Training

Daniel Harris Bilton, Instructional Strategist, Booz Allen Hamilton & Charles Gluck, Instructional Design Consultant, Booz Allen Hamilton

We didn’t expect our highly interactive eLearning (that generated great post-test scores) to be completely ineffective in changing behaviors in the work environment! Could the same eLearning be made effective if delivered as failure-triggered training? Come learn the outcomes of a blind study of nearly 500 employees over nine months which analyzed multiple training approaches. The study shows that the same eLearning was significantly more effective when delivered as spaced events that employed learning at the point of realization. This combination of unannounced exercises and failure-triggered training (a See-Feel-Change approach) significantly reduced improper responses to phishing attacks by 36%.

The Truth About Social Learning

Dr. Jane Bozarth, eLearning Coordinator, State of NC; author, Social Media for Trainers

“Social learning” and “informal learning” are among the training industry's hottest phrases these days. But there’s so much confusion over what they mean, and what they mean to those of us in the business. A few truths:

- Social learning isn’t new.
- Social learning isn't necessarily ‘managed’, 'launched', ‘controlled’, or ‘measured’.
- People in the workplace are learning all the time - without us.
- Those people likely don’t think of what they’re doing as "learning".

In this session we’ll spend some time looking at real examples of social and informal learning as it happens in workplaces all the time, every day. Along the way we’ll generate some ideas for locating, supporting, facilitating --and assessing -- social learning opportunities toward the greater goal of enhancing organizational performance.

eLearning or e-Waste of My Time; Getting More Using Serious Games

John Low, Chief Creative Officer, Carney, Inc.

Much of the eLearning being developed for federal agencies falls seriously short of impacting knowledge, skills, or behaviors on the job. It doesn’t have to be this way. Serious games are being recognized as an effective way to motivate learners, encourage practice, and promote skill development and behavior change that extends to the job. Best practices are emerging for defining, scoping, and designing serious games to support a variety of performance and business objectives. We will present a soup to nuts approach for developing serious games that align game mechanics with performance objectives, audience needs, and project scope.

Enabling enterprise-wide eLearning development at the USDA

John Rehberger, Deputy Director, U.S. Department of Agriculture & Joe Gorup, CEO, CourseAvenue

Presenters will share a case study of enterprise e-Learning development based on the U.S. Department of Agriculture's business process review and redesign. The USDA's innovative solution enables large-scale content development while maintaining centralized control over its learning and technology standards. The presenters will discuss: the results of the USDA's review of its e-Learning development process; actions taken to address process deficiencies; and results of the software pilot program that enabled the creation of more than 175 hours of self-paced, SCORM-conformant and Section 508 compliant e-Learning modules containing more than 15,000 pages and 5,000 media objects.

Learning onDemand: How technology is shaping the future of learning

Reuben Tozman, Chief Learning Officer, edCetra Training Inc.

This session is based on the upcoming book published through ASTD Press. Web innovation outside of learning and development is feeding a content on demand model, the likes of which, we have never seen before. As a model for learning there has never been
greater potential to fulfill the dream of personalized, just in time training. Yet learning and development organizations are still trying to focus on using technology to support an archaic model of education. What can we learn from innovation elsewhere? Find out in this thought provoking session.

**Session 5 4:20pm - 5:10pm**

**From Funnel to Filter: Improved Business Results Courtesy of Learning and Development.**  
**Tracy Bissette,** President, WeejeeLearning & **Ian Huckabee**, CEO, WeejeeLearning

A corporate L&D department often acts as a funnel. Learning content is generated solely from the L&D function and bottlenecking occurs as different departments vie for L&D's resources, reducing productivity and compromising business results. An emerging model for L&D is that of filter where valuable information is collected and filtered from the very beginning of the project lifecycle. After this session, participants will be able to describe the ROI of a filter model for learning development, leverage existing resources with more impact, implement strategies for building community, and reach learners faster.

**Session 5 4:20pm - 5:10pm**

**Internet Memes: Instructional Foundations and Strategies**  
**Faizan Mujeebuddin,** Learning Architect, CSC & **Jack Welch** Management Institute's Executive MBA Program

If you spend any amount of time on the Internet, you have seen, shared, or maybe even created an Internet meme. The global and rapid transmission of information on the social web means that within a matter of minutes, millions of people can laugh at a lolcat or say “aww” watching a video of a kitten. Internet memes provide great entertainment, but did you know they can also be great learning tools? Join the discussion on the role of social media as a cultural medium and how information and ideas are shared beyond a tweet or blog post. Participate by examining what make memes a powerful vehicle for transmitting knowledge and effective as instructional tools.

**Session 5 4:20pm - 5:10pm**

**Business Acumen for e-Learning Professionals: Tie Your Initiatives to the Bottom Line**  
**Karen Gardner,** Executive Director, ManTech International Corporation

Tying e-Learning initiatives to your company's bottom line financial performance is a business imperative in today's competitive environment. Learn how to make connections between business fundamentals and key business drivers and your e-Learning programs and initiatives. By aligning training with business strategies and metrics, you are tying your efforts to how a company makes money and measures business performance.

**Session 5 4:20pm - 5:10pm**

**S2 Operations Staff Simulation**  
**Darlene Smith,** Task Lead, C2 Technologies & **Gayla Thompson,** Sr. Project Manager, C2 Technologies

The S2 Operations Staff Simulation course places learners in a unit S2 staff, creates a realistic 3D environment, and simulates S2 activities during pre-deployment and deployment. Learners are provided an option to enter a traditional training path or go directly to the simulation exercise. Accordingly, an inexperienced analyst may choose to complete the training and then the simulation exercise and the experienced S2 may choose to complete the simulation exercise only. Although lessons are addressed independently, scenario events incorporate and build upon previous topics.

**Session 5 4:20pm - 5:10pm**

**Photoe-Powerful Visual Stories that Learners Remember**  
**Patti Shank,** Owner, Learning Peaks & **Steve Haskin,** Principal, Industrial Strength Learning, LLC

Photoe is a mashup of the words photo and video. The "Ken Burns" effect is the popular name for panning and zooming photographs that was popularized in the 1990 production of Ken Burns' PBS series, "The Civil War". This is the basic concept of Photoe, but Photoe goes much farther than panning and zooming still images. Photoe is visual a storytelling technique that builds emotionally powerful narratives that help learners to remember. Photoe stories are a masterful way of getting training messages and information across to learners.
Ms. Jane Hart is the Founder of the Centre for Learning & Performance Technologies (C4LPT), one of the world’s most visited learning sites on the Web. She is the author of many articles and a number of books on social learning and the use of social media for learning, and is a regular speaker at learning conferences and events.

Jane has worked with business and education for over 25 years, providing independent advice on the acquisition, implementation and use of new technologies. Jane currently helps organizations use a SMARTER approach to Workplace Learning; which is about encouraging and engaging learners in new ways that are relevant both to today’s workers and at the same time meet the needs of today’s organizations. Jane is also a Principal of the Internet Time Alliance, a think tank of leading learning and business performance practitioners helping organizations exploit emerging practice to work smarter.

Mr. Mitch Kapor is a startup investor, philanthropist, and entrepreneur. He founded Lotus Development Corporation in 1982 and designed Lotus 1-2-3, the "killer app" which made the PC ubiquitous in business. In 1997, he established the Mitchell Kapor Foundation (http://www.mkf.org), a private foundation that works to ensure fairness and equity, particularly for low-income communities of color. He is a co-founder of the Electronic Frontier Foundation (http://www.eff.org), which defends free speech, privacy, innovation, and consumer rights in the digital realm. He is also the founding Chair of the Mozilla Foundation (http://www.mozilla.org), creator of the Firefox web browser.

Mitch is a Board member of the Level Playing Field Institute (http://www.lpfi.org), working to increases fairness in education and the workplace by closing the opportunity gap and removing barriers to success. He is currently Managing Partner at Kapor Capital (http://www.kaporcapital.com), which invests in seed and early-stage startups whose success in business generates positive social impact.

Dr. Tony O’Driscoll Ed.D. is a Professor of the Practice at Duke University’s Fuqua School of Business where he also serves as Executive Director of Fuqua’s Center for Technology, Entertainment and Media (CTEM); a research center dedicated to understanding the strategic, structural, operational and business model issues in these vibrant and volatile sectors.

His research has been published in leading academic journals such as Management Information Sciences Quarterly, the Journal of Management Information Systems, and the Journal of Product Innovation Management. He has also written for respected professional journals such as Harvard Business Review, Strategy and Business, Supply Chain Management Review and Chief Learning Officer Magazine. His most recent book Learning in 3D: Adding a New Dimension to Enterprise Learning and Collaboration explores how emerging virtual technologies will influence how organizations will orchestrate and coordinate work and learning in the future. Prior to joining Fuqua, Tony was a founding member of IBM Global Service’s Strategy and Change consulting practice. In that role, he consulted with business leaders around the world on how to best leverage technology to create sustainable competitive advantage in an increasingly global, networked and knowledge-driven economy.

Dr. George Siemens is writer, theorist, speaker, educator, and researcher on learning, networks, technology, analytics and visualization, openness, and organizational effectiveness in digital environments. He is the author of Knowing Knowledge, an exploration of how the context and characteristics of knowledge have changed and what it means to organizations today, and the Handbook of Emerging Technologies for
Learning. Siemens is currently a researcher and strategist with the Technology Enhanced Knowledge Research Institute at Athabasca University. Knowing Knowledge has been translated into Mandarin, Spanish, and Hungarian. Previously, he was the Associate Director, Research and Development, with the Learning Technologies Centre at University of Manitoba.

Siemens has pioneered open connectivist courses that have included over 10,000 educators and students as participants. He is a frequent keynote speaker at conferences detailing the influence of technology and media on education, organizations, and society, having presented at conferences in more than 30 countries. His work has been profiled in provincial, national, and international newspapers, radio, and television. Siemens has maintained the elearnpace blog (http://www.elearnspace.org/blog) for eleven years and http://www.connectivism.ca for six years.

Session Presenters

Brenda Bannan

Brenda Bannan is an Associate Professor in the Instructional Technology/Learning Technologies Design Research programs at George Mason University in Fairfax, Virginia, USA. Her research interests primarily revolve around the definition and delineation of methods related to the integration of design and research processes in learning technology design and development. As a design research scholar in the field, she has authored numerous articles and chapters on the emerging method of design research related to areas such as mobile learning, augmented reality, inquiry-based instruction, language learning and cognition, motivation and special education. Dr. Bannan has been invited as a keynote speaker for conferences in China, Canada, Peru and the U.S and serves on the international program committee of the Association for Learning Technologies (ALT) in the United Kingdom. Dr. Bannan’s honors include designations such as a National Science Foundation CAREER grant awardee, invited member of international research panel introducing design research to Chinese educational researchers and appointed as a visiting scholar at Stanford University’s Design School. Dr. Bannan has supervised numerous learning technology design and development projects and has been intimately involved in launching a new, innovative Doctoral program at GMU focusing on design process, design research and diffusion of innovations.

Judith Bayliss

Dr. Judith Hall Bayliss serves as the Director of the Teaching and Learning Lab (TALL) for Defense Acquisition University (DAU). In this capacity, she is responsible for two learning management systems, the faculty training program, and research in improving learning outcomes, technology implementation, and delivery methods through the TALL. She also serves as the Chief Education Advisor to DAU. Prior to DAU, she held instructional design, training management, and LMS management positions in both industry and the non-profit sector. She has a PhD in Instructional Technology from Virginia Tech.

Tracy Bissette

Tracy Bissette, M.Ed., co-founded WejeeLearning, LLC, and as President has formed partnerships with organizations worldwide to determine training needs and gaps. She has created enterprise-wide learning solutions for Fortune 500 companies, including GlaxoSmithKline, Cisco and Royal Dutch Shell. Prior to WejeeLearning, Tracy was Vice President of Mindworks Multimedia, Inc., where she created an e-Learning division and guided its rapid growth. She was selected by Raleigh’s Triangle Business Journal as one of RTP’s Top 40 under 40, and her work has been recognized in Training Magazine’s Top 125. Tracy speaks regularly at industry conferences on topics of best practices and effective instructional design techniques and shares her ideas in industry magazines and journals. Tracy received her M.Ed. in Instructional Technology from George Mason University.
Dan Bliton

Dan Bliton is a learning strategist with Booz Allen Hamilton. He consults for a variety of non-profit and governmental organizations on designing and implementing emerging technologies and instructional approaches. He is a passionate learner and has been designing computer-based and Web-based training solutions for over 22 years. His unique and engaging sessions contain many examples and practical tips. In his spare time, he has been deeply engaged with research on effective learning transfer. He is the creator of the documentary film “The Machinima Primer” which showcased the use of video game technologies for storytelling and the rapid production of movies.

Kathy Bohnstedt

Dr. Kathy Bohnstedt received her PhD in Instructional and Assistive Technology from George Mason University. She has more than 20 years’ experience in instructional and information technology administration, distance education support, the design of instructional spaces, and faculty technology training and support in higher education. She has served the Director of Classroom Technologies at George Mason University, and as the managing editor of the Journal of Technology and Teacher Education. Her research interests center on the impact of technology on instructional interaction, the design of flexible learning environments, and the use of collaborative technology applications in distance education.

Ben Bonnet

Ben Bonnet is the lead developer for IntelliMedia. IntelliMedia allows learners in the Intelligence Community (IC) to create, discover and share learning content. The IntelliMedia team vision was formed from the way we see people learning, both inside and outside the IC. In today’s environment, people increasingly rely on informal learning from sites like YouTube, Khan Academy, Wikipedia and Vimeo to learn about a topic quickly in order to perform a job-related task. IntelliMedia addresses the unique concerns of the IC, while providing access to multiple forms of learning media in an informal, easy to access application.

Jane Bozarth

Dr. Jane Bozarth is an internationally known trainer, speaker, and author. A training practitioner since 1989, Jane holds an M.Ed. in Training and Development/Technology in Training and a doctorate in Training and Development. She is the author of several books: Pfeiffer’s E-Learning Solutions on A Shoestring; Better than Bullet Points; From Analysis to Evaluation; and, with Jim Kouzes & Barry Posner, The Challenge Continues workshop package. Dr. Bozarth’s new book, "Social Media for Trainers," offers concrete ideas for using social media tools to enhance and extend workplace training efforts. Following a 10-year stint as a member of Training Magazine’s “In Print” book review team, She began writing Learning Solutions Magazine’s popular “Nuts and Bolts” column. In addition to her work as E-learning Coordinator for the state of North Carolina, USA, Dr. Bozarth has a longstanding collaborative relationship with InSync Training, LLC and serves as their Social Media Strategist. Jane Bozarth is the recipient of a Live and Online Award, a Training Magazine Editor’s Pick Award, and a North Carolina State University Distinguished Alumni Award for Outstanding Contributions to Practice. Dr. Bozarth and her husband live in Durham, NC, USA. She can be contacted via her website http://www.bozarthzone.com, via Facebook at Jane Bozarth Bozarthzone, and via Twitter at @janebozarth. Dr. Bozarth will teach EDIT 772-Intro to Web 2.0/Social Software.
Rovy Branon

An associate dean for online learning and the executive director of the Academic Advanced Distributed Learning Co-Lab at the University of Wisconsin-Extension in Madison. He is also an adjunct faculty member in the Instructional Systems Technology department at Indiana University Bloomington. Prior to his appointment with UW, he led the U.S. Sales instructional design team at Eli Lilly and Company in Indianapolis. He has more than 18 years of instructional media and learning technology development experience in corporate, higher education, and not-for-profit settings. Rovy holds a Ph.D. from Indiana University with a major in Instructional Systems Technology and a minor in Human-computer Interaction. He regularly speaks at training and education conferences covering a range of topics including: learning technology, training organization effectiveness, and instructional design trends.

Sabrina Christian

Sabrina Christian is an Instructional Systems Specialist with the Defense Acquisition University (DAU). She has worked with various acquisition career fields to design, develop, implement, and evaluate training programs. Sabrina currently serves as the Faculty Performance Development (FPD) Coordinator for DAU, responsible for managing the operations and implementation of faculty training. The FPD program provides DAU faculty with the training support to successfully execute all elements of the DAU Performance Learning Model (PLM). Sabrina has over 20 years in instruction design and faculty development. One of the FPD Program's recent success was the development of the FPD course on social media and knowledge sharing for which Sabrina served as project manager and instructional design expert.

Rebecca Clark

Rebecca Clark is leading the mobile strategy team at Defense Acquisition University supported by key players from across the university - Roy Stiles, Dave Sweede, Dusty Shilling, Mark Oehlert and James McDaniel with support from GDIT, CSC, and various sub-contractors. The mobile strategy team is intertwined with an initiative to expand the types of continuous learning products offered to the workforce (games, simulations, eBooks, podcasts, general media) and infuse social collaboration approaches to sharing and disseminating knowledge in informal learning solutions.
Karen Cooper

Karen Cooper is a Research Scientist for Future Workforce Technologies and Strategies at the Naval Air Warfare Center Aircraft Division (NAWCAD). She is currently leading a NAWCAD strategic studies team in both future workforce efforts and in virtual world (VW) exploration. She serves as Horizontal Integrator across NAWCAD sites. She also represents NAWCAD as the principal on VW investigation, collaboration, and partnering. She has taught, held speaking engagements, and participated in conference panels in VWs. Karen holds a Ph.D. in Instructional Technology from the University of Central Florida. Her research focuses include the most emergent technologies - virtual worlds, mobiles, serious games, participatory architectures - and their impact on our 21st century learner, worker and service person.

Mary Davie

Mary Davie is the Assistant Commissioner for the Office of Integrated Technology Services (ITS) in GSA’s Federal Acquisition Service (FAS). As the ITS Assistant Commissioner, Mary is responsible for the largest fee-for-service information technology (IT) procurement and services operation in the U.S. government. Mary leads a highly-skilled and diverse workforce that manages more than 7,000 contracts, providing access to relevant and timely IT and telecommunications products, services, and solutions to defense and civilian agencies, as well as to state, local, and tribal governments.

JR Delaney

Mr. DeLaney is an experienced instructional designer and professional trainer, having over 10 years of experience in the development and delivery of e-learning and instructor-led training courses ranging from soft-skills to technical training. Mr. DeLaney has also created training programs related to Lean Six Sigma and CMMI, and is certified in both of these methodologies. Mr. DeLaney currently lives in Northern Virginia and is an eLearning consultant at SRA International. Currently, he is working on how to incorporate emerging learning technologies into new learning environments.

J. Keith Dunbar

J. Keith Dunbar, Vice President and Director, Learning & Talent Development Intelligence, Surveillance and Reconnaissance (ISR) Group Science Applications International Corporation (SAIC)

As a transformational leader in the talent management and development field, J. Keith Dunbar has a wide range of experience: from strategic human capital planning and execution to trusted advisor of senior leadership. Creating cross-boundary collaboration opportunities, he has a proven ability to transform talent development into a strategic tool enabling organizations to overcome challenges and achieve business success. He champions the development and execution of a portfolio of integrated and adaptive talent management frameworks and solutions that identify and create key strategic people capabilities.

Currently Keith serves as the Director of Learning & Talent Development within the ISR Group at SAIC supporting over 12,000 employees. He currently leads ISR Group efforts to align learning & talent development activities with business strategy by creating agile and adaptable leadership and people capabilities that have business impact and are key differentiators of business success. These projects include leadership development and new employee onboarding augmentation, ISRG Talent Council, and High
Potential and Emerging Talent identification and development. Prior to this role, Mr. Dunbar served as the Director of the Leadership Academy and Global Learning Solutions Group at DIA. There he was a key figure in revitalizing leadership development, onboarding and professional development globally within the Defense Intelligence Enterprise. While there, his teams have won a number of awards under his leadership including the 2009 CLO Magazine Learning-in-Practice Gold award for Global Learning and was recognized for a 40% increase in global learning enterprise learning capability. Mr. Dunbar retired from the U.S. Navy in 2006 after a 21 year career as a Naval Intelligence Officer.

Mr. Dunbar has been a frequent speaker and presenter at professional conferences and workshops in the areas of leadership development, enterprise learning, talent management and human capital development.

Mr. Dunbar earned his Masters of Science in Strategic Intelligence (MSSI) from the National Defense Intelligence College (NDIC) in 2008 and earned a BA in Political Science from the University of New Mexico in 1993. He is currently pursuing his Doctorate of Education through the University of Pennsylvania Chief Learning Officer (CLO) program.

Michelle Dunham

Michelle Dunham has recently become the Training Manager for the New Superintendents Academy, National Park Service. She has a Master’s degree in Education from the University of Oklahoma and is currently working toward her PhD in Education from George Mason University. Ms. Dunham has an extensive background in designing, developing, and teaching leadership and professional development courses. She presented Inquiry-Based Learning for Leader Development: shifting Paradigms, at the League for Innovation in the Community College's Innovations 2009 Conference. Ms. Dunham is a retired U.S. Army Lieutenant Colonel. Her current research Interests include exploring and leveraging technologies to enhance leadership professional development.

Marybeth Hart Galvin

Marybeth Hart Galvin was born and raised on Long Island, New York. She earned a Bachelor of Science degree from the State University of New York, College at Oneonta and her Master’s degree from Adelphi University in Garden City, NY. After serving 10 years as a teacher in Elementary and Special Education, Ms. Galvin worked as a Training Analyst at American Systems Corporation (ASC), for 12 years, where she supported Naval Sea Systems Command training programs for nuclear submarines, ensuring courses were developed in accordance with military standards. Marybeth joined Booz Allen Hamilton in March of 1999, where she continues to develop her skills as an Instructional Systems Designer (ISD). Marybeth and her project team recently received an award from the U. S. Distance Learning Association for programming of online training curriculum. Ms. Galvin leads the Systems Training Community of Practice within Booz Allen.

Jill Garcia

Knowledge Project Officer with the Defense Acquisition University (DAU), responsible for facilitating the development and operation of communities of practice (CoPs) for the DoD acquisition workforce. Jill is the Project Manager for Acquisition Community Connection (ACC) and led the development of the DAU CoP Implementation Guide, which serves as the operational guide for establishing and nurturing communities within ACC. Jill has sixteen years of experience working in the knowledge management field, and served as the subject matter expert lead in the development of the faculty professional development course on social media and knowledge sharing (FPD 301).
Karen Gardner

Dr. Gardner, Executive Director of Training and Organizational Development for ManTech University, is an accomplished professional in developing e-Learning solutions in higher education, government and corporate educational settings. She is a hands-on learning professional with working knowledge of end-to-end learning processes. She spent a career as a Special Agent with the Federal Bureau of Investigation, with her last assignment teaching the FBI’s future generation of Agents and Analysts. Facing this new assignment, she went back to the classroom and pursued a Master’s and Doctorate from the University of Virginia. After retiring from the FBI in 2006, she worked as a goal-oriented instructional design professional in the intelligence community, with significant and progressive curriculum development expertise interacting with people and teams in instructional settings. She came to ManTech in 2010, and was key in designing and executing a learning strategy that was recognized in 2011 with the “Learning Elite” award from Chief Learning Officer Magazine.

Charles Gluck

Charles Gluck’s instructional design background specializes in social learning with a focus on communities of practice, web based training, game design, and instructor led training. Mr. Gluck leads an internal Community of Practice of 1700 members focused on training, education and performance at Booz Allen Hamilton. He is a creative thinker who has effectively developed multi-media instructional design tools for a variety online and classroom training courses.

Steve Haskin

Steve Haskin began his involvement in video production and computing in the 1970s. He has worked with Digital Video and e-Learning since the late 1980s and was a pioneer of streaming media for eLearning. Steve is a producer and director of film and video, and has won and is still winning many awards for his work. Steve worked for the University of Michigan for several years, but now works in the private sector, where he currently directs video and Photoo projects and consults for distance learning projects and video. He is a frequent speaker at conferences and seminars and is the author of several books.

Elizabeth D. Hochberg

Beth is a member of the General Services Administration’s Office of General Counsel. She advises the agency in all areas of intellectual property law and strategy, specializing in trademark, domain name, copyright and social media law. Beth is acknowledged as a leading expert and practitioner in the fields of open government and federal agency use of social media. You can find her most places online as SheofDC. Prior to earning her JD and LLM degrees in intellectual property law from UNH Law School's Franklin Pierce Center for Intellectual Property, Beth received a bachelor’s degree in chemistry and a master’s degree in piano performance from Kansas State University. She is the author of two books on intellectual property law and has released two CD’s of classical piano music.
Ian Huckabee

Ian Huckabee is co-founder and CEO of WeejeeLearning. He is a social strategist and technologist specializing in social media and training and has formed partnerships with leading technology companies in the learning and social media spaces. Ian has over twenty years experience within communication technology industries. Prior to WeejeeLearning, Ian was VP Audio Operations and Marketing for Sony Music Entertainment Inc. in New York. He served on the board of directors of CEA’s TechHome division, representing the wired home and networking products channel. Ian shares his thoughts about communications and coming trends through WeejeeLearning and through teaching and speaking engagements.

Phil Ice

Dr. Ice’s research is focused on the impact of new and emerging technologies on cognition in online learning environments. He has been recognized with three Sloan-C Effective Practice of the Year Awards, the AliveTek/DLA Innovation on Online Distance Learning Administration Award and Sloan-C Gomory Award for his team’s efforts on Data Driven Quality Improvement. He serves as Principal Investigator on a $1.05 million WICHE/WCET grant to explore online retention patterns across six institutions, and his work has covered the use of technology mediated feedback, multi-level institutional assessment techniques, learning analytics and application of semantic analysis for mapping institutional learning assets.

Harold Jarche

Harold Jarche helps organizations learn, work, and innovate in the network era. He has been described as “a keen subversive of the last century’s management and education models”. People have connected with Harold over the past decade, through his blog (jarche.com) and consulting practices, for innovative ideas on leadership, social business, and collaboration. He also distills heady topics like complexity theory into practical advice.

A graduate of the Royal Military College, Harold served over 20 years in the Canadian Army in leadership and training roles. Harold has held senior positions at the Centre for Learning Technologies and e-Com Inc. He is a co-author of The Working Smarter Fieldbook with his colleagues at the Internet Time Alliance.

Karine Joly

Karine Joly is a web marketing expert, an independent blogger and a passionate writer. She founded Higher Ed Experts, a provider of professional development webinars, master classes and online courses for executives and professionals working in universities and colleges around the world. At Higher Ed Experts, Karine oversees the development of the curriculum. She teaches an eight-week online course on Social Media Marketing for Higher Ed (http://higheredexperts.com/smc) as well as the capstone graduate online course for the MBA in Social Media at Southern New Hampshire University: Social Media Marketing Campaigns. Her professional career spans more than 18 years of experience in communications in the U.S., Canada and France, including eight years in Web content development, marketing and strategy in higher education. A recognized Web advocate and expert in higher education, Karine shares her insights about emerging web trends on collegewebeditor.com (http://collegewebeditor.com), a popular and independent blog launched in February 2005. She also authors the Internet Technologies column of University Business and writes periodically for other publications (University Affairs, CASE Currents, etc.). Karine is a regularly invited speaker at leading Web conferences (CASE, American Marketing Association, EduComm, eduWeb, CUPRAP, etc.).
Karl Kapp
A consultant, writer and professor of instructional technology at Bloomsburg University in Bloomsburg, PA and is a well know blogger and writer on the convergence of learning and technology. His books include: "Gadgets, Games and Gizmos for Learning" and "Learning in 3D" as well as his latest book, "The Gamification of Learning and Instruction." He blogs at the popular "Kapp Notes" web site and frequently speaks at national and international conferences, Karl teaches graduate level courses including "Learning in 3D" and "Instructional Game Design". He is a Co-Principal Investigator on a National Science Foundation (NSF) grant titled "Simulation and Modeling in Technology Education (SMTE)." The goal of that grant is to develop a 3D interactive game to teach middle school student's math, science and engineering concepts.

Marci Kinas Jerome
Dr. Kinas Jerome is an Assistant Professor at George Mason University specializing in the areas of severe disabilities (SD) and assistive technology. Together with her responsibilities as the project coordinator for a statewide collaborative SD training grant, she serves as the instructor in both the assistive technology certificate/masters program and the special education licensure/masters program in the Graduate School of Education at GMU.

Christopher King
Mr. King has many years of experience creating innovative learning and development interventions across many industries. He currently serves as principal consultant and project manager for SRA’s Human Capital and Learning Solutions practice. Currently, he is crafting a virtual hybrid training conference concept with a government agency facing severe cuts to travel budgets. He has developed full life cycle training programs, including a novel certification program for classroom instructors making the transition to virtual classrooms. His experience encompasses the entire spectrum from needs analysis to evaluations, and he specializes in expanding the web 2.0 toolsets utilized by the training organizations.

Kevin Knowles
Kevin Knowles implements his expertise in design and user experience to oversee the IntelliMedia on-demand learning application for the Intelligence Community (IC). IntelliMedia is a collaborative, media-diverse learning experience that brings learning content to through a searchable, customizable framework. Kevin helped conceive of this breakthrough solution which meets the growing need for easily discoverable and sharable learning content within the IC.

Stephen Laster
Mr. Stephen Laster is the Chief Information and Technology Officer of Harvard Business School and a member of the HBS administrative leadership team, which oversees the School's academic, research and administrative computing teams. Laster sits on several Harvard University committees focused on leveraging technology across the Harvard community. As an educator, he has taught courses at the undergraduate, graduate, and
executive/professional levels in the areas of Web development, problem solving, software design, virtual team management, and e-learning product development. Prior to joining Harvard, Mr. Laster held several critical leadership positions for Babson College, including CTO for Babson Interactive, Babson’s for-profit eLearning company, and Director of Curriculum Innovation and Technology. Mr. Laster served as a trustee for Babson College from 1992-94.

Mr. Laster is considered to be a leader in e-Learning and digital community building. He presented the Innovation Keynote address at the 2010 Campus Technology Conference and has contributed to many publications, including; EDUCAUSE Review, CIO Magazine, Campus Technology Magazine and Ed Tech Magazine, as a thought leader in educational technology.

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**Janine Leboeuf**

Janine manages the Teaching & Learning Lab (TALL) for DAU. The lab provides support and services to DAU faculty in the areas of technology research, evaluation and pilots in support of curriculum development and course delivery. Prior to DAU, Janine was a Sr. Project Manager at Sprint managing a strategic team on the 2Ghz Relocation Project. She brings over 7 years of LMS program management experience having worked at Meridian KSI (VIP) and Plateau, Ltd. Janine graduated from James Madison University with a B.S. in Public Administration and Political Science.

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**John Low**

Over the past 16 years Mr. Low has led the artistic creation of more than 500 technology-based training and performance solutions. These projects have been recognized with 100 industry awards since 1998. John is currently the Chief Creative Officer for Carney, Inc. In this capacity John provides creative direction on projects, and consults with federal government clients on how best to use advanced learning technologies to achieve organizational goals. Current focus areas include the use of serious games for practice, learning, and assessment; and the use of mobile technology and augmented reality for training and performance support.

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**Laura Mattis**

Laura Mattis is a Senior Training/Instructional Design Consultant with SRA International, Inc. Laura has 17 years of business experience that includes management and leadership, instructional design, training delivery, project management, business development, and social media. Laura is passionate about helping others achieve their desired performance objectives. She enjoys listening to people, understanding their challenges and desires, and helping them navigate towards the best solutions. Laura is well experienced with the government, education, IT, and telecommunications industries. She graduated from Indiana University in Bloomington, IN, with a Bachelor of Arts in Psychology and Biology. When she is not busy chasing after her three young children, she enjoys running, painting, and crossword puzzles.

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**Joe McCahill**

Joe McCahill is an Independent Instructional Design Consultant and founder of the Social Learning Design Group. Over the last ten years, he has designed, developed and managed educational content and programs for a variety of notable organizations including America Online, George Mason University, NASA and The Center for Disease Control.
His recent professional efforts have increasingly focused on the field of Social Learning and in particular on the ongoing synthesis of social media and eLearning.

Shelley H. Metzenbaum “Invited”

Shelley H. Metzenbaum is the Associate Director for Performance and Personnel Management at the White House Office of Management and Budget, reporting to the Nation’s first Chief Performance Officer. She was appointed in September 2009. As the Associate Director, Dr. Metzenbaum manages the day-to-day implementation of the Administration’s approach to Federal Government performance management. President Obama’s vision for the government is to make it leaner, smarter and more effective. This means using taxpayer dollars in the most effective and cost-efficient ways we can, continually searching for better ways to serve the American people through spreading what works and cutting what doesn’t. Dr. Metzenbaum is at the forefront of this effort. She previously served as founding director of the Collins Center for Public Management at the University of Massachusetts - Boston’s McCormack School, Associate Administrator for Regional Operations and State/Local Relations at the U.S. EPA, and held numerous other posts in government at the Federal, State and Local levels as well as in academia. She is a fellow of the National Academy of Public Administration and holds a Ph.D. in public policy from Harvard’s Kennedy School of Government. Dr. Metzenbaum is recognized as one of the Nation’s leading experts in the field of performance management and measurement in the public sector. She has authored many publications, articles, and case studies on performance management, leadership, and accountability.

Rich Mesch

Rich Mesch has been working in the field of experiential and contextualized learning for 25 years. He has pioneered the idea of scenario-based simulation and simulation-centric learning, and has designed and implemented simulation solutions for dozens of Fortune 1000 companies in all industries. His projects have won multiple awards, including multiple Brandon Hall Excellence Awards, the New Media Invision Award for Simulation, the New York Festivals Silver Medal, and the HR Executive Top 10 Products. He is a frequent conference presenter, having spoken on experiential and contextualized learning at the mLearnCon, ASTD International Conference, ASTD TechKnowledge, TechLearn, eLearning Guild Learning Solutions, SPBT, Interactive Learning Conference, and the Linkages Conference on Leadership. He has published articles on simulation in several publications, including Training Magazine, Focus Magazine, and Technology for Learning Newsletter. He is Senior Director, Strategy & Innovation for Performance Development Group in Malvern, PA.

Faizan Mujeebuddin

Faizan Mujeebuddin is a learning and development professional with experience in the public and private sector. He is currently a Learning and Collaboration Consultant with Accenture. Faizan uses his knowledge of learning technologies and Internet trends to provide organizations with strategic learning and performance solutions. He is also a proud alum of GMU’s College of Education and Human Development (CEHD).
Alena Nikitsina

Ms. Nikitsina is a Senior Member of the Professional Staff in SRA International’s Human Capital and Learning Solutions program, where she currently serves as a technical lead for various human capital performance measurement projects. Ms. Nikitsina has been with SRA International, Inc. for over four years and has supported numerous program evaluations, performance measurement efforts, data and statistical analysis, and economic and financial analysis initiatives at SRA. Ms. Nikitsina has developed methodologies and evaluation models in support of various federal government agencies, including the Department of Veterans Affairs, Department of Health and Human Services, Environmental Protection Agency, and Federal Aviation Administration.

Mark Oehlert

Mark Oehlert is a recognized expert, author and speaker in the fields of innovation, emerging technology and game-based learning. He has worked in the e-Learning field for over 10 years, bringing his unique insight as a trained historian and anthropologist to a range of challenges from performance support to mobile computing and learning strategy development. Mark served as a Learning Strategy Architect at the global consulting firm of Booz Allen Hamilton, working with a range of clients in formulating enterprise-wide learning and technology strategies. He also supported the Advanced Distributed Learning initiative for many years as the Deputy Director for Communications where he acted as the leadership team’s primary e-Learning research coordinator. Mark also served as the Director of Learning Innovations at the MASIE Center, a think tank focused on learning strategies in the corporate space. Mark was an Innovation Evangelist at the Defense Acquisition University - A U.S. Department of Defense University focused on improving the learning outcomes for over 150,000 acquisition personnel. Mark now works for CSC, a global consulting firm, working with client to help create social learning ecosystems.

Jesse Ortel

Jesse Ortel is a Lieutenant Colonel in the US Army, and holds a doctorate degree in Physical Therapy. He has practiced physical therapy in the Army for over 16 years, and has also provided continuing education courses to other therapists on such topics as wound care, biomechanics, clinical prediction rules, and clinical decision making. He is currently half-way through a three year sabbatical to pursue a PhD in Education with concentration in Learning Technologies Design Research, with a specialization in Instruction Systems Design. His areas of research interests are exploring the use of technology and peer support in healthcare worker’s professional development and maximizing training transfer.

Nancy Proctor

Nancy Proctor heads up mobile strategy and initiatives for the Smithsonian Institution, and is co-chair of the Museums and the Web annual conference. With a PhD in American art history and a background in filmmaking, curation and art criticism, Nancy Proctor published her first online exhibition in 1995. She co-founded TheGalleryChannel.com in 1998 with Titus Bicknell to present virtual tours of innovative exhibitions alongside comprehensive global museum and gallery listings.
The Gallery Channel was later acquired by Antenna Audio, where Nancy lead New Product Development from 2000-2008, introducing the company’s multimedia, sign language, downloadable, podcast and cellphone tours. She also directed Antenna’s sales in France from 2006-2007, and worked with the Travel Channel’s product development team. From 2008-2010 she was Head of New Media at the Smithsonian American Art Museum. Nancy served as program chair for the Museums Computer Network (MCN) conference 2010-2011, and co-organizes the Tate Handheld conference among other gatherings for cultural professionals. She also manages MuseumMobile.info, its wiki and , and is Digital Editor of Curator: The Museum Journal.

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**Clark Quinn**

Dr. Quinn has been helping organizations deliver strategic learning technology solutions for over three decades. Clark combines a deep background in the learning sciences with broad experience in technology applications, which he applies to the corporate, government, education, and not-for-profit sectors. He’s the author of Engaging Learning: Designing e-Learning Simulation Games, Designing mLearning: Tapping Into the Mobile Revolution for Organizational Performance, and The Mobile Academy: mLearning for Higher Education. He supports learning experience design through Quinnovation, and organizational learning strategy as a principal in the Internet Time Alliance.

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**John P. Rehberger**

Education: Graduate degrees from George Washington University (MBA) and George Mason University (MSIS); two professional certifications (PMP, COR) Work History: GAO for 10 years doing IT audits and policy work; OMB in 2006 doing IT budget reviews; USDA for 10 years in the IT budget and training areas.

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**Trey Reyher**

A systems administrator for a number of virtual worlds including Second Life Enterprise, Open Wonderland, VastPark, and OpenQwaq. He served as the technical subject matter expert on virtual wargames delivered to the Air Force Research Laboratory. Prior to beginning his consulting career, he worked in the commercial and academic video games industries. In the former, he produced interactive games; in the latter, he developed research-oriented games at the Massachusetts Institute of Technology, from which he received a Bachelor of Science degree in Brain and Cognitive Sciences.

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**Kenneth Reynolds**

Dr. Reynolds is a Senior Economist and Principal in SRA International’s Human Capital and Learning Solutions program, where he serves as a thought-leader in the practice of talent management performance measurement. Dr. Reynolds has over 25 years of professional experience as a researcher and consultant for the Air Force, the RAND Corporation, and SRA International, consulting and conducting research for the Office of the Secretary of Defense, Federal Aviation Administration, Health and Human Services, Office of Personnel Management, Department of Labor, Veterans Affairs, Environmental Protection Agency, and the private sector. His primary experience encompasses measuring individual and organizational performance using econometric modeling, economic, and statistical analyses. Dr. Reynolds has published numerous articles while at the RAND Corporation and SRA International.
Marc J. Rosenberg

Dr. Marc J. Rosenberg is a leading management consultant, speaker and educator in the fields of training, organizational learning, e-Learning, knowledge management and performance improvement. He is the author of the best-selling books, E-Learning: Strategies for Delivering Knowledge in the Digital Age (McGraw-Hill), and Beyond E-Learning: Approaches and Technologies to Enhance Organizational Knowledge, Learning and Performance (Pfeiffer). His monthly column, "Marc My Words," appears in the eLearning Guild's Learning Solutions online magazine. Marc is a past president of the International Society for Performance Improvement (ISPI), and holds a Ph.D. in instructional design, plus degrees in communications and marketing. He also holds the Certified Performance Technologist (CPT) designation from ISPI. Dr. Rosenberg has spoken at The White House, debated the future of e-Learning at Oxford University, keynoted numerous professional and business conferences around the world, authored more than 50 articles and book chapters in the field, and is a frequently quoted expert in major business and trade publications. He a former vice president of his local community's Board of Education. More information about Marc is available at www.marcrosenberg.com.

Alicia Sanchez

Dr. Alicia Sanchez specializes in the implementation of games and simulations into a variety of learning environments. Leveraging decades of research in Education and Simulations, Alicia's focus lies in the appropriate use of games within curriculum and emerging technologies that continuously redefine the potential of games based learning options.

Alicia completed her doctoral work with the University of Central Florida, at the Institute for Simulation and Training's Modeling and Simulation program. Since completing her degree, she served as a Research Scientist and Educational Cluster Director at Virginia Modeling, Analysis and Simulation Center prior to joining Defense Acquisition University.

Bror Saxberg

Bror Saxberg is responsible for the research and development of innovative learning strategies, technologies and products across Kaplan's full range of educational services offerings. He also oversees future developments and adoptions of innovative learning technologies and maintains consistent academic standards for Kaplan's products and courses. Saxberg most recently served as Senior Vice President and Chief Learning Officer at K12, Inc., where he was responsible for designing both online and off-line learning environments and developing new student products and services. Prior to joining K12, Inc., he was Vice President at Knowledge Universe, where he co-founded the testing and assessment division that became known as Knowledge Testing Enterprise (KTE). Saxberg began his career at McKinsey & Company, Inc. and later served as Vice President and General Manager for London-based DK Multimedia, part of DK Publishing, and education and reference publisher.

Saxberg holds a B.A. in Mathematics and a B.S. in Electrical Engineering from the University of Washington. As a Rhodes Scholar, he received an M.A. in Mathematics from Oxford University. He also received a Ph.D. in Electrical Engineering and Computer Science from M.I.T. and an M.D. from Harvard Medical School.
S.L. “Dusty” Schilling

Mr. S. L. “Dusty” Schilling joined DAU in October 2008 as a Professor of Program Management, having spent 30 years in and around the US Navy, as a Naval Officer, a government civil servant, and then as a management consultant.

He teaches in the Defense System Management College Executive Program courses and is the manager of the PM Community of Practice.

Dusty's education includes an MBA from National University, a BA in General Physics from UCLA, completion of the Program Manager’s class at the Defense Systems Management College and DoD Level III DAWIA certification in Program Management.

Patti Shank

Patti Shank, PhD, CPT, is the Research Director for the eLearning Guild, and President of Learning Peaks LLC, an internationally recognized instructional design consulting firm. Learning Peaks provides learning and performance consulting along with training and performance support solutions. Patti is listed in Who's Who in Instructional Technology and is an often-requested speaker at training and instructional technology conferences. Patti is quoted frequently in training publications and is the co-author of Making Sense of Online Learning (Pfeiffer, 2004), editor of The Online Learning Idea Book (Pfeiffer, 2007, 2011), co-editor of The e-Learning Handbook (Pfeiffer, 2008), and co-author of Essential Articulate Studio ’09 (Jones and Bartlett, 2009).

Korey Singleton

Korey Singleton manages the George Mason University Assistive Technology Initiative (ATI). The ATI works collaboratively with other units within the Mason community to develop and coordinate the implementation of a university-wide plan to ensure equivalent access for individuals with disabilities to information technology and communications. He has worked as an assistive technology specialist for over 17 years providing needs assessments, training, and technology support at home, in the workplace, and in the educational environment for individuals with sensory, physical and cognitive impairments, including persons with multiple disabilities.

Darlene Smith

Mrs. Darlene Smith has over 20 years experience analyzing human performance support needs, designing curriculum, and leading diverse teams in the development of human performance support products. She has developed training products in a variety of subject areas for customers in both the commercial and Federal sectors. She has contributed to over 25 training projects developed in various media including instructor-led, computer-based, and web-based. Current projects include developing games and simulation for the Judge Advocate General Law Center and School.
Ivan A. Teper

Mr. Teper has over 30 years of experience providing diverse transactional and strategic project management solutions focused on knowledge management, e-Learning, consulting services, and new business development. He has managed a broad array of projects valued in excess of $1 billion for Fortune 1,000 companies and the Department of Defense.

For the past eight years, Mr. Teper has been responsible for converting DAU’s strategies and visions into successful knowledge sharing solutions. He is Program Manager for numerous mission critical Knowledge Management initiatives that support the DoD Acquisition, Technology and Logistics (AT&L) workforce and industry. Currently Mr. Teper is Chief Editor for the Program Management Community of Practice (CoP), Requirements Management CoP, International Acquisition Management CoP, and over two dozen collaborative workspaces. Mr. Teper is a graduate from Emory University.

Gayla Thompson

Ms. Gayla Thompson is a Senior Project Manager with C2 Technologies, Inc. She has a combination of over 30 years of experience in military service, education and training development, with a unique background that includes military standup classroom training, web design, and instructional designer for training effectiveness, and management training resource needs. She has M. A. in instructional Design, B.A. Engineering Science, and B. A. Communications.

Lee Taylor-Nelms

Lee Taylor-Nelms, Ed.D. serves as a learning consultant for Booz Allen Hamilton. Prior to joining the team, Dr. Nelms spent 16 years in schools and universities, working with educators on how to integrate and evaluate technology tools. She designed immersive learning solutions for ISTE - the International Society of Technology and is currently working on testing problem-solving activities inside a virtual build of Hadrian’s Villa - an NSF grant-funded project. Dr. Nelms holds an Arts of Bachelorette in Government from Smith College, a Masters in Journalism from New York University, and a Doctorate in Computing and Education from Columbia University. She is formally certified as a subject matter expert in virtual worlds from the University of Washington in Seattle.

Reuben Tozman

Reuben is the founder and Chief Learning Officer of edCetra Training Inc. In 1998 Reuben obtained his Masters degree in Educational Technology from Concordia University in Montreal, Quebec and has worked in the field of technology based training since. First as an instructional designer, Reuben advanced his career by managing production teams, product development and finally began his own company in 2002. Reuben has been an active member of standards committees such as DITA for Learning and has been an active contributor to industry publications and speaker at industry events. Reuben’s latest achievement is the publication of his first book with ASTD press titled ‘Learning On Demand: How the evolution of technology is shaping the future of learning’. The book is due for release in October 2012.
Darrell Y. Van Hutten

Mr. Van Hutten joined the Program Manager’s Course (PMC) team in 2005. While serving over 27 years in the US Navy’s Civil Engineer Corps, he acquired more than 15 years of contracting and program management experience. His tours included command of Officer in Charge of Construction, Naples, Italy, where he managed a $700M construction/lease-construction program and command of Engineering Field Activity, Mediterranean, where he managed Navy construction programs at 10 bases in six European and Southwest Asian countries. Level III certified in contracting, Mr. Van Hutten holds a Bachelor of Science Degree in Electrical Engineering, a Master of Science Degree in Electrical Engineering, and a Master of Science Degree in Systems Management. He is also a graduate of the Naval War College seminar program, the Advanced Management Program at The Wharton School, and PMC. He has taught at the Civil Engineer Corps Officer School and has been an adjunct professor for the University of Maryland and Valdosta State University.

Ellen Wagner

Ellen Wagner is Partner and Senior Analyst with Sage Road Solutions, LLC, a management services company specializing in accelerating the adoption of learning technology innovations. She serves on retainer as the Executive Director of the WICHE Cooperative for Educational Technology (http://wcet.wiche.edu). Ellen is the former senior director of worldwide eLearning, Adobe Systems, Inc. and was senior director of worldwide education solutions for Macromedia, Inc. Prior to working in software solutions marketing and product development, Ellen was Chief Learning Officer and Director of Education for Vivian ne new education, a Swiss-based elearning company, and was Chief Learning Officer and VP of Consulting Services for Informania, Inc. Before joining the private sector, Ellen was a tenured professor and Chair of the Educational Technology program at the University of Northern Colorado.

Leslie M. Wallington

Leslie M. Wallington has over 25 years of experience in training and education as a training project manager, training team lead, instructional designer, school administrator, and educator. As a project manager she has led teams to develop and deliver a variety of training solutions including instructor led training courses, e-Learning solutions and blended learning products for both private industry and the federal government. She has also served as a mentor, manager, and an administrator in public education. On a personal level, Ms. Wallington has been an active volunteer and adult member of the Girl Scouts for over eight years. She has served as the service unit manager for the Fort Belvoir girl scouts and has been responsible for organizing and running the all-volunteer force of over 50 adults and over 250 girls. She has actively pursued extensive training offered by the Girl Scout Council of the Nation’s Capital (GSCNC) to better serve the adults and girls in her service unit.
Michael Wilder

Destiny has led Michael on a dual-career path in both education and technology. The result is a hybrid individual with skills and perspectives from both fields. With more than 24 years experience as an educator, he has worked as teacher and trainer in a variety of environments, serving as instructional designer, learning technologies specialist, Blackboard administrator, and college faculty. Michael received his B.A. in English from UCLA, and received his master's degree in Educational Leadership, with emphasis on computer-based education, from Gonzaga University. He is currently completing his doctoral program in Learning and Technology through UNLV's Educational Psychology department.

Kara Zirkle

Kara Zirkle has worked at George Mason University as the IT Accessibility Coordinator for 4+ years. She works to ensure that the electronic and information technology (E&IT) is accessible to faculty, staff, and students and public both with and without disabilities. She specifically looks at Section 508 compliance for the University as a whole which includes but not limited to: web and document accessibility, captioning of videos, transcript for audio and purchasing and procurement of applications.

Introductions

Nada Dabbagh

Nada Dabbagh is professor of Instructional Design and Technology in the College of Education and Human Development at George Mason University. She teaches graduate courses in instructional design, e-Learning design and pedagogy, and cognition and technology in the Instructional Design and Development (IDD) program of the Division of Learning Technologies. In 2003, Dr. Dabbagh received the George Mason University Teaching Excellence award.

Dr. Dabbagh’s research explores the pedagogical ecology of technology mediated learning environments with the goal of understanding the social and cognitive consequences of learning systems design.

Dr. Dabbagh has published numerous journal articles and book chapters and presented her work at over 100 scholarly venues participating as a keynote and invited speaker at several international, national, and regional conferences. For more information on Dr. Dabbagh’s academic profile and publications visit her homepage at: http://mason.gmu.edu/.

Christopher St. John

Christopher St. John is a Program Manager in the Global Learning and Technology Center of the Defense Acquisition University. He provides day-to-day management and research in technology, training and development projects, ensuring that program plans and initiatives generate the desired results, and influencing the development of DAU as the foremost corporate university in the U.S. with learning technology systems that have transformed learning within the DoD and federal workplace. Mr. St. John was trained at Carnegie Mellon University, Dyke College, Georgetown University Law Center, and received his Masters Degree in Education from The Johns Hopkins University. He is a published author and is currently pursuing a doctoral degree in Educational Leadership.