

2015 ANNUAL MEETING PROGRAM
TECHNOLOGY, INSTRUCTION, COGNITION & LEARNING
SPECIAL INTEREST GROUP
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION



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Note. Please double check meeting times and locations with the official conference program at <http://convention2.allacademic.com/one/aera/aera15>

TICL EXECUTIVE COMMITTEE 2014-2015

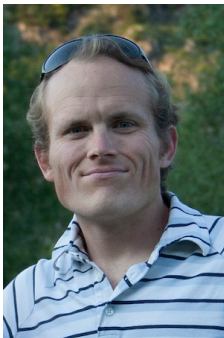
Chair



**Dirk Ifenthaler, University of Mannheim and Curtin University
(dirk@ifenthaler.info)**

Dirk Ifenthaler is Professor for Instructional Design and Technology at the University of Mannheim, Germany as well as an Adjunct Professor at Deakin University, Australia. His previous roles include Professor and Director, Centre for Research in Digital Learning at Deakin University, Australia, Manager of Applied Research and Learning Analytics at Open Universities Australia, and Professor for Applied Teaching and Learning Research at the University of Potsdam, Germany. Dirk was a 2012 Fulbright Scholar-in-Residence at the Jeannine Rainbolt College of Education, at the University of Oklahoma, USA. Professor Ifenthaler's research focuses on the intersection of cognitive psychology, educational technology, learning science, data analytics, and computer science. His research outcomes include numerous co-authored books, book series, book chapters, journal articles, and international conference papers, as well as successful grant funding in Australia, Germany, and USA – see Dirk's website for a full list of scholarly outcomes at www.ifenthaler.info. Professor Ifenthaler is the Editor-in-Chief of the Springer journal *Technology, Knowledge and Learning* (www.springer.com/10758). Dirk is the Past-President for the AECT Design and Development Division and Co-Program Chair for the international conference on Cognition and Exploratory Learning in the Digital Age (CELDA).

Program Chair



Benjamin E. Erlandson, VESIC Institute, Inc. (ben.erlandson@gmail.com)

Benjamin Eric Erlandson holds a PhD in Educational Technology from the Division of Advanced Studies in Learning, Technology, and Psychology in Education in the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University. Dr. Erlandson's primary research interests include the usefulness of meso-immersive 2D and 3D virtual environments – much like those used for many popular computer games – for learning about complex systems, as well as how these meso-immersive platforms can best be developed from a cognitive perspective for unobtrusive measurement and assessment of learning performances. Dr. Erlandson has recently co-authored a book “Design for Learning in Virtual Worlds” with Dr. Brian Nelson of Arizona State University.

**Communications
Officer**



Elena Novak, Western Kentucky University (elena.novak@wku.edu)

Elena Novak serves as an Assistant Professor in Instructional Design at Western Kentucky University, where she teaches graduate courses in Instructional Design, supervises students' ID projects, and develops the Instructional Design program curriculum. She earned her Ph.D. in Instructional Systems from Florida State University, and has 15 years of experience in instructional design and information technology. She received the 2010 AECT award for Outstanding Practice in ID for her dissertation. Her research interests include digital learning, educational games and simulations, attention and action video games, and adaptive tutoring technologies in STEM learning. She participated in several large-scale research projects that concerned technology integration in educational and military settings, published in international refereed journals, and also regularly presents at national and international conferences and reviews AERA and AECT conference submissions.

Secretary/Treasurer

Dale S. Niederhauser, West Virginia University (dsniederhauser@mail.wvu.edu)

Senior Advisor

Joseph M. Scandura (scandura@scandura.com)

TICL SESSIONS AT A GLANCE

Friday, April 17	Saturday, April 18	Sunday, April 19
<p>8:15 to 9:45am, Marriott, Fourth Level, Sheffield, Paper Session</p> <p>26.076 - Teaching and Learning With Technology</p>	<p>8:15 to 9:45am, Marriott, Fourth Level, Sheffield, Symposium</p> <p>46.084 - The Bright Side of Uncertainty, Variability, Forgetting, and Bias: Rethinking the Cognitive Processes Involved in Learning</p>	<p>8:15 to 9:45am, Hyatt, East Tower - Purple Level, Riverside East, Roundtable</p> <p>60.083-6 - Adaptivity, Flipped Learning, Attention, and Formative Assessment</p>
<p>10:35am to 12:05pm, Marriott, Fourth Level, Sheffield, Paper Session</p> <p>29.088 - Measurement and Assessment With Technologies for Learning</p>	<p>10:35am to 12:05pm, Sheraton, Fourth Level, Chicago VI&VII, Poster Session</p> <p>49.089-4 - Exploring the Current Landscape of Technology, Instruction, Cognition, and Learning</p>	<p>10:35am to 12:05pm, Hyatt, East Tower - Purple Level, Riverside West, Roundtable</p> <p>61.086-11 - Gesture, Graphing, Tablets, Assessment, Games, and Engagement</p>
<p>12:25 to 1:55pm, Marriott, Fourth Level, Sheffield, Paper Session</p> <p>31.087 - Science Learning, Complexity, and Problem Solving in and With Technological Environments</p>		
<p>2:15 to 3:45pm, Marriott, Fourth Level, Sheffield, Paper Session</p> <p>33.076 - Teaching and Learning Mathematics With Technology</p>		<p>2:15 to 3:45pm, Marriott, Fifth Level, Chicago ABC, Symposium</p> <p>65.077 - Game-Based Assessment and Learning of Argumentation Skills</p>
		<p>4:05 to 5:35pm, Hyatt, East Tower - Purple Level, Riverside East, Roundtable</p> <p>66.079-5 - Reasoning, Modeling, Embodied Pedagogy, Expertise, and Self-Regulation</p>
<p>6:15 to 7:45pm, Marriott, Fourth Level, Sheffield, Business Meeting</p> <p>39.055 - Technology, Instruction, Cognition and Learning SIG Business Meeting: Reception and Keynote by Russell Almond</p>		

TICL BUSINESS MEETING AND RECEPTION

Friday, April 17 - 06:15pm - 7:45pm

Marriott, Fourth Level, Sheffield

The annual business meeting of the Technology, Instruction, Cognition & Learning SIG will include a discussion of new business and the TICL keynote by Russell Almond. Please join us after the business meeting for a reception with appetizers and a cash bar.

Business Meeting Agenda

1. Welcome (Dirk Ifenthaler)
2. SIG Chair Report (Dirk Ifenthaler)
3. SIG Program Chair Report (Benjamin E. Erlandson)
4. SIG Treasurer Report (Dale S. Niederhauser)
5. TICL Outstanding Early Researcher Award (Dirk Ifenthaler)
6. TICL Outstanding International Research Collaboration Award (Dirk Ifenthaler)
7. New SIG Officers (Dirk Ifenthaler)

Keynote Presentation: Evidence-centered assessment design by Russell Almond

If researchers are addressing learning in novel fields (as many TICL researchers do), then they need custom assessments to evaluate the effectiveness of their techniques. Evidence-centered assessment design (ECD) provides a framework for answering these questions. Thinking about what observations in student work provide evidence of changes in cognition, and then how to structure tasks to elicit that evidence is an approach that leads to better and more valid assessments, especially assessments focused on cognitive models. This talk will provide an introduction to ECD and will illustrate its flexibility with some examples.

Key Note Speaker

Russell Almond, Florida State University (ralmond@fsu.edu)



Russell Almond is an associate professor in the [Department of Educational Psychology and Learning Systems](#) in the [College of Education](#) at [Florida State University](#). His [professional biography](#) and curriculum vitae ([XHTML](#), [PDF](#)) are available on-line, as is a list of publications (both in [html](#) and as a [BibTeX database](#)). Russell has been a frequent contributor to the [Uncertainty In Artificial Intelligence](#) conference, and was a past chair of the [Bayesian Applications workshop](#).

Before coming to Florida State, Russell worked at Educational Testing Service and StatSci (later MathSoft and now Insightful) where he designed the [Graphical-Belief](#) software for building and evaluating graphical belief functions. Although this work was never formally released as a product, it has several interesting features which can be found in the link above.

SCHEDULE FOR FRIDAY, APRIL 17

26.076 - Teaching and Learning With Technology

Fri, April 17, 8:15 to 9:45am

Marriott, Fourth Level, Sheffield

Chair: *Corinne Hyde*, University of Southern California

Discussant: *Richard F. Schmid*, Concordia University

Flipping the Classroom: Embedding Self-Regulated Learning Prompts in Videos

Daniel Charles Moos, Gustavus Adolphus College; Caitlin Bonde, Gustavus Adolphus College

Fostering Psychological Need Satisfaction via Gamification: A Design-Based Research Study

Michael Sailer, Ludwig-Maximilians-Universität München; Heinz Mandl, University of Munich

Microgenetic Learning Analytics: A Computational Approach to Research on Student Learning

Florence R. Sullivan, University of Massachusetts - Amherst; Kevin Keith, University of Massachusetts - Amherst

Teaching Training in a Kinect-Integrated, Virtual Reality Learning Environment

Fengfeng Ke, Florida State University; Sungwoong Lee, Florida State University; Xinhao Xu

The Influence of Team Composition and Shared Team Knowledge on Team-Based Performance

Dirk Ifenthaler, University of Mannheim; Ralf Scheid, University of Mannheim

29.088 - Measurement and Assessment With Technologies for Learning

Fri, April 17, 10:35am to 12:05pm

Marriott, Fourth Level, Sheffield

Chair: Ajay Singh

Discussant: Russell Almond, Florida State University

Development of a Self-Regulation in a Social Context Scale in a Collaborative Problem-Solving Environment

Victor Law, University of New Mexico; Xun Ge, University of Oklahoma; Deniz Eseryel, North Carolina State University

Got Game? A Choice-Based Learning Assessment of Data Visualization Skills

Doris B. Chin, Stanford University; Kristen Pilner Blair, Stanford University; Daniel L. Schwartz, Stanford University

Local Semantic Trace: A Method to Analyze Very Small and Unstructured Texts for Propositional Knowledge

Pablo Nicolai Pirnay-Dummer, University of Halle, Germany

Screencasts as a Formative Assessment Tool for Mathematical Explanations

Melissa Marie Soto, San Diego State University; Rebecca Ambrose, University of California - Davis

Simplifying Complexity for Assessment Automation in Computer-Supported Collaborative Learning

Wanli Xing, University of Missouri - Columbia; Michael Marcinkowski, Pennsylvania state; Sean Goggins, University of Missouri - Columbia

SCHEDULE FOR FRIDAY, APRIL 17 CONT.

31.087 - Science Learning, Complexity, and Problem Solving in and With Technological Environments

Fri, April 17, 12:25 to 1:55pm

Marriott, Fourth Level, Sheffield

Chair: Leila Mills, University of North Texas

Discussant: William Quinn Burke, College of Charleston

Differential Effects of Science Learning With Computer-Based Concept Maps, Refutational Text, and Expository Text

Olusola Olalekan Adesope, Washington State University; Andy R. Cavagnetto, Washington State University; Nathaniel Hunsu, Washington State University; Carlos Joe Anguiano, Washington State University; Joshua Lloyd, Washington State University - Pullman

Middle School Students' Science Interest and Epistemic Beliefs in a Technology-Enhanced Problem-Based Scientific Inquiry Unit

Jiangyue Gu, Utah State University; Brian R. Belland, Utah State University; D. Mark Weiss, Utah State University; Nam Ju Kim, Utah State University

Modeling the Processes of Diagramming Arguments That Support and Inhibit Students' Understanding of Complex Arguments

Allan C. Jeong, Florida State University; Hae Young Kim, Florida State University

The Effect of Cognitive Embodiment on Children's Problem Solving in Robotics Education

Ahram Choi, Teachers College, Columbia University; Jenna Marks, Teachers College, Columbia University; Alison Lee, Teachers College, Columbia University; Junghyun Ahn; John B. Black, Teachers College, Columbia University

Visual Signaling in a High-Search Virtual World-Based Assessment: A Situated Assessment Using Virtual Environments (SAVE) Science Study

Brian C. Nelson, Arizona State University; Younsu Kim, Arizona State University



Become involved as
**TICL Officer, Reviewer,
Discussant, Chair**

Contact Dirk Ifenthaler
(dirk@ifenthaler.info)

SCHEDULE FOR FRIDAY, APRIL 17 CONT.

33.076 - Teaching and Learning Mathematics With Technology

Fri, April 17, 2:15 to 3:45pm

Marriott, Fourth Level, Sheffield

Chair: Janet Stramel, Fort Hays State University

Discussant: Saadia A. Khan, Teachers College, Columbia University

Improving Learning and Engagement Within Digital Games for Learning Through Intrinsic Integration and Play Testing

Andre R. Denham, The University of Alabama

Measurement in Learning Games Evaluation: Methodologies Used in Determining the Effectiveness of Math Snacks Games

Barbara Chamberlin, New Mexico State University; Karen M. Trujillo, New Mexico State University; Karin M. Wiburg, New Mexico State University; Alfred J. Valdez, New Mexico State University

Studying the Effect of Guided Learning by Teaching in Learning Algebra Equations

Noboru Matsuda, Carnegie Mellon University; Gabriel J. Stylianides, University of Oxford; Kenneth R. Koedinger, Carnegie Mellon University

Using the Lens of Complexity Theory to Examine a Second Chance at School Mathematizing Through Facebook

Yaniv Biton; Osnat Fellus, University of Ottawa; Sara Hershkovitz; Maurine Hoch

What Predicts Successful Use and Completion of an Adaptive Mathematics Software Intervention?

Jill Bowdon, University of Pennsylvania; Christine M. Massey, University of Pennsylvania; Jennifer Diane Kregor, University of Pennsylvania; Janie Scull, University of Pennsylvania

39.055 - Technology, Instruction, Cognition and Learning SIG Business Meeting: Reception and Keynote by Russell Almond

Fri, April 17, 6:15 to 7:45pm

Marriott, Fourth Level, Sheffield

Chair: Dirk Ifenthaler, University of Mannheim

Business Meeting

Dirk Ifenthaler (University of Mannheim), Benjamin E. Erlandson (Essential Complexity), Elena Novak (Western Kentucky University), Dale S. Niederhauser (West Virginia University)

Keynote: Evidence-centered Assessment Design

Russell Almond, Florida State University

Reception

Dirk Ifenthaler (University of Mannheim), Benjamin E. Erlandson (Essential Complexity), Elena Novak (Western Kentucky University), Dale S. Niederhauser (West Virginia University)

SCHEDULE FOR SATURDAY, APRIL 18

46.084 - The Bright Side of Uncertainty, Variability, Forgetting, and Bias: Rethinking the Cognitive Processes Involved in Learning

Sat, April 18, 8:15 to 9:45am

Marriott, Fourth Level, Sheffield

Chair: Keisha Varma, University of Minnesota

Discussant: Martha W. Alibali, University of Wisconsin - Madison

The Spacing Effect in Children's Science Concept Learning: Allowing Children Time to Forget Promotes Their Ability to Learn

Haley Vlach, University of Wisconsin - Madison

The Ghosts of Memories Replaced: Examining the Memory Distortion Component of Hindsight Bias

Martin Van Boekel, University of Minnesota - Twin Cities

Where Do Ideas Come From During Scientific Reasoning?

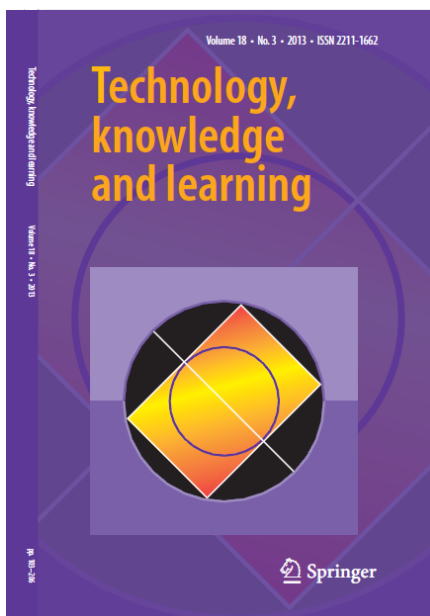
Jean-Baptiste Quillien, University of Minnesota - Twin Cities

Probability Matching: Exploring Mathematical Simplification in Uncertain Contexts

James Houseworth, University of Minnesota

The Role of Variability in Strategy Change

Sarah Brown, University of Wisconsin - Madison



www.springer.com/10758

As a member of **SIG Technology, Instruction, Cognition and Learning** you receive **complimentary access** to all papers published in **Technology, Knowledge and Learning!**

Submit your manuscripts focusing on digital learning, gamification, automated assessment and learning analytics!

Original Research, Work-in-Progress, Integrative Review, Emerging Technology Report, Book Review

Contact Editor-in-Chief Dirk Ifenthaler
(dirk@ifenthaler.info)

SCHEDULE FOR SATURDAY, APRIL 18 CONT.

49.089-4 - Exploring the Current Landscape of Technology, Instruction, Cognition, and Learning

Sat, April 18, 10:35am to 12:05pm

Sheraton, Fourth Level, Chicago VI&VII

12. A Multispatial Analysis of Representation Creation While Teaching With a Digital Learning Game

Grant Van Eaton, Vanderbilt University - Peabody College

13. A Proposed Lightweight Assessment Item Ontology and Implications of the Semantic Web in Education

Erik Anderson, University of Minnesota - Twin Cities

14. Critical Reflection Through Virtual Discourse: Preservice Teachers' Use of an International Videoconference

James Scott Brown, Indiana University; J. Spencer Clark, Utah State University

15. Development and Validation of the Abbreviated Technology Anxiety Scale

Krista Ruggles, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Anne Corinne Huggins-Manley, University of Florida; Matthew Wilson, University of Florida; Savannah Madley, University of Florida

16. Goal Setting and Learning Outcomes in Massive Open Online Courses

Suhang Jiang, University of California – Irvine

17. Sources of Preservice Teachers' Instructional Decision Making

Husa Alangari, Indiana University; Orneal Andre Brown, Indiana University - Bloomington; Thomas Edelberg, Indiana University - Bloomington; Peter Hogaboam, Indiana University; Xiaokai Jia, Indiana University - Bloomington; Jiyeon Jung, Indiana University - Bloomington; Yin-Chan Janet Liao, Indiana University - Bloomington; Ozgur Ozdemir, Indiana University - Bloomington; Krista D. Glazewski, Indiana University; Anne Todd Ottenbreit-Leftwich, Indiana University

18. The Effects of Peer Review Upon Learner Performance in Diversified Conflicts Using Multimedia Simulations

Matthew A. Williams, Kent State University; Scot B Tribuzi, Kent State University; Jesse Wray, Kent State University

19. The Interaction Between Lecture and Computer-Mediated Instruction of Glacier Science

Kuang-Chen Hsu, The Center for Remote Sensing of Ice Sheets at KU; Levi R Houk, The University of Kansas; Richard Branham, The University of Kansas; Hsu Yu-Ping, The University of Kansas

20. The Predictive Utility of Employees' Psychological Factors for Their E-Learning Effectiveness and Satisfaction

Cherng-Jyh Yen, Old Dominion University; Wu He, Old Dominion University

21. The Relationship Between Mathematics and Working Memory: A Meta-Analysis

Peng Peng, The George Washington University; Min Namkung, Vanderbilt University

22. What Does It Mean? Validation of Gameplay Patterns Through Design and Analysis

Girlye C. Delacruz, University of California - Los Angeles; Ayesha Madni, University of California - Los Angeles; Rajesh Jha, SimInsights, Inc

SCHEDULE FOR SUNDAY, APRIL 19

60.083-6 - Adaptivity, Flipped Learning, Attention, and Formative Assessment

Sun, April 19, 8:15 to 9:45am

Hyatt, East Tower - Purple Level, Riverside East

Chair: N.N.

Adaptive Learning: HOW Is It Learned, or WHAT Is Learned?

Joseph M. Scandura, Merge Research Institute

Attention, Action Video Games, and Mathematics

Elena Novak, Western Kentucky University; Janet Lynne Tassell, Western Kentucky University

Exploring Flipped Learning: Its Benefits and Challenges

Barbara A. Bradley, The University of Kansas; Michael F. Hock, The University of Kansas; Irma F. Brasseur-Hock, The University of Kansas; Donald D. Deshler, The University of Kansas; Meghan Arthur, University of Kansas; Marilyn Ruggles, University of Kansas

Informing Instruction Through Formative E-Assessment

Karen Burstein, University of Louisiana Lafayette; Ingrid Zamudio, Arizona State University - Tempe; Renee M. Casbergue, Louisiana State University - Baton Rouge; Catherine Otto, Southwest Institute for Families and Children; Mi-Jung Song, Arizona State University

60.083-6 - Adaptivity, Flipped Learning, Attention, and Formative Assessment

Sun, April 19, 10:35am to 12:05pm

Hyatt, East Tower - Purple Level, Riverside West

Chair: Virginia Walker Snodgrass Rangel,
Independent Researcher

Conceptualizing Automated Formative Assessment in a Digital Tablet Environment: Direct Measurement of Graphing Performance

Benjamin Eric Erlandson, VESIC Institute

Design, Learn, and Play: Designing Engaging Educational Computer Games

Mirela Gutica, British Columbia Institute of Technology

Manipulating Multimedia: How Gestural Control Impacts Attention and Learning

Benjamin Paul Friedman, Teachers College, Columbia University; Alison Lee, Teachers College, Columbia University; Lenin Compres, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University

Using Direct Instruction to Maximize the Learning Potential of Digital Games

Andre R. Denham, The University of Alabama

SCHEDULE FOR SUNDAY, APRIL 19 CONT.

65.077 - Game-Based Assessment and Learning of Argumentation Skills

Sun, April 19, 2:15 to 3:45pm

Marriott, Fifth Level, Chicago ABC

Chair: Yi Song, Educational Testing Service

Discussants: Deanna Kuhn, Columbia University & Nicole Zillmer, Teachers College, Columbia University

Designing a Game-Based Assessment Around Argumentation Learning Progressions: Seaball: Semester at Sea
Yi Song, Educational Testing Service; Jesse R. Sparks, Educational Testing Service; Wyman Brantley, Educational Testing Service

Game-Based Formative Assessment for Argumentation: Mars Generation One: Argubot Academy

Malcolm Bauer, ETS; Tanner Jackson, Educational Testing Service; Seth Corrigan, GlassLab Games; Erin Hoffman, GlassLab, Institute of Play; Maria Bertling, Educational Testing Service; Christopher Kitchen, Educational Testing Service; Katherine Furgol Castellano, Educational Testing Service; Andreas H. Oranje, Educational Testing Service; Kristen E. Dicerbo, Pearson

Digital Games as Laboratories: Modeling Student Development of Argumentation Skills Through Gameplay Data

Seth Corrigan, GlassLab Games; Alison Atwater, iCivics

Cognitive Games for Policy Argumentation

Matthew Easterday, Northwestern University

66.079-5 - Reasoning, Modeling, Embodied Pedagogy, Expertise, and Self-Regulation

Sun, April 19, 4:05 to 5:35pm

Hyatt, East Tower - Purple Level, Riverside East

Chair: Ibrahim Halil Yeter, Texas Tech University

Applying an Expert–Novice Research Method as an Expertise-Based Training Method

Peter Fadde, Southern Illinois University - Carbondale

Designing Embodied Pedagogical Strategies for Learning Computational Thinking: A Design-Based Research Approach

Alison E Leonard, Clemson University; Shaundra Bryant Daily, Clemson University; Sophie Joerg, Clemson University; Sabarish Babu, Clemson University

High School Students' Reasoning of Big Ideas: Matter, Energy, and Models and Multiple Representations of Chemistry Phenomena in the Context of Computer-Based Modeling and Model-Based Assessment

Noemi Waight, University at Buffalo - SUNY; Xiufeng Liu, University at Buffalo - SUNY; Melinda M. Whitford, University at Buffalo - SUNY

Planning Only Versus Self-Regulated Learning: An Examination of Writing Outcomes With the Use of Technology and Media

Kristina V. Mattis, San Francisco Unified School District

AERA SESSION DESCRIPTIONS

Paper Session

Format: In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique, if there is a discussant, and audience discussion. A typical structure for a session with four or five papers is approximately 5 minutes for the chair's introduction to the session, 10 minutes per author presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters are urged to be attentive to the total time available to them and to take steps to ensure that more than one speaker does not detract from the overall presentation of the work or others presenting their work.

Room Set-up: Theater style (chairs only) configuration, head table for 5 next to podium.

Audio Visual: Screen and LCD projector, switcher for multiple connections to LCD, electrical power box with four plugs, podium with microphone

Poster Session

Format: Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Individual presenters set up displays representing their papers in a large area with other presenters. Each poster session has roughly (60) posters.

Room Set-up: Poster boards.

Audio Visual: No audiovisual equipment, such as a screen or lcd projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as power source will not be provided.

Roundtable Session

Format: Roundtable sessions allow maximum interaction among presenters and with attendees. Each table will have three to five researchers of accepted papers clustered around shared interests. Each roundtable at a roundtable session will have a designated Chair knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled for a 90-minute timeslot. Each roundtable session will have roughly 15 roundtables.

Room Set-up: The roundtable sessions will be in a large room and the tables arranged to maximize discussion and interaction. In each session, there are far fewer tables than in prior years to allow enough space between tables to accommodate more participants. Tables will start with 10 chairs, and additional chairs are available around the room to be readily added to popular roundtable discussions.

Audio Visual: No audiovisual equipment, such as a screen or lcd projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as power source will not be provided.

Symposium

Format: A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may also be quite interactive where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction.

Room Set-up: Theater style (chairs only) configuration, head table for 5 next to podium.

Audio Visual: Screen and LCD projector, switcher for multiple connections to LCD, electrical power box with four plugs, podium with microphone.

AERA ROLES AND RESPONSIBILITIES OF CHAIRS AND DISCUSSANTS

Chair Responsibilities

Chairs are responsible for the overall planning and execution of the session to facilitate the sessions' success, as well as evaluation of the session. Responsibilities fall into the following three areas:

In Advance of the Session

- Ensure that all presenters upload final papers no later than March 18th. As Chair, when you login to the online program you will be able to view author's papers and email addresses for your session.
- Send an email to participants reminding them to upload their papers. This will reinforce the notification sent by AERA. For paper and roundtable sessions, the author's initial submission may serve as the final paper if a revised paper is not uploaded. For all other session types, authors must upload a paper no later than the March 18 deadline.
- Download and read the papers for your session after the March 18 deadline, in order to prepare comments and organize your thoughts. (Scroll down for instructions.)
- Contact by email any discussants to ensure they have downloaded and read the papers and begin a conversation about shaping the session.

At the Session

- Be mindful of accessibility of sessions and help AERA cultivate a universally accessible environment. As Chair of the session, attention to the recommended guidelines is greatly appreciated. For detailed information on the accessibility guidelines, please refer to the accessibility resources.
- Open the session at the scheduled time and orient the audience to the context with a few brief remarks.
- Make an announcement at the beginning and end of the session noting that, as part of the changes to enhance the quality of the meeting, attendees are asked to complete an evaluation form for a random sampling of sessions, should your session be chosen for inclusion. Chairs for these sessions are asked to pick up a packet of surveys while onsite at the meeting and distribute the evaluations at the session. Drop boxes will be available for attendees to return completed evaluations. We will be emailing you with further instructions prior to the meeting should your session be selected.
- Introduce the participants before their presentations.
- Strictly limit time for each speaker and discussant. While chairs need to be attentive to time allocations, the role of chair is much more than keeping time. A session's success may depend on the Chair's ability to limit the time of presentations and temper discussion from the floor to allow sufficient time for interaction.
- Raise issues that can facilitate audience engagement and moderate panel or floor discussions.
- Adjourn the session in time to allow the room to clear before the next session begins and remind the audience to complete the evaluation form (if application).

After the Session

- Complete an electronic survey that AERA will email following the Annual Meeting. All Chairs for all sessions will receive this electronic survey and are expected to complete it.

Chairing a Roundtable Session

If you are chairing a roundtable session, your responsibilities are mostly similar to Chairing a paper session or symposium. However, since roundtable sessions are less formal than paper sessions, and emphasis is on interaction among the paper participants, you do not need to strictly limit the time for each speaker. Rather, you will want to facilitate interaction and participation among the paper participants.

Discussant Responsibilities

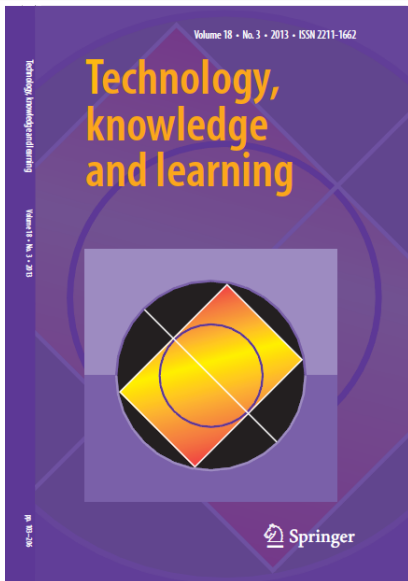
Discussants are responsible for commenting on papers and presentations to provide professional and constructive criticism and raise issues for broader consideration that connect to these works. Responsibilities fall into the following two areas:

In Advance of the Session

- Download and read the papers for your session after the March 18 author paper upload deadline, in order to prepare comments and organize your thoughts. (Instructions on how to access papers are at the bottom of this email.)
- Prepare appropriate analytical or critical commentaries on the significance and contribution of the papers presented in the session. You are under no obligation to comment on papers not uploaded in the online program.
- Connect with the session chair, who should have contacted you by email, to review the shape of the session and time constraints on the length of discussion.

At the Session

- Serve as commentator about the papers and issues on substantive points pertaining to these works. It is expected that you draw upon your expertise and views in commenting on papers or presentations; however, it is not the appropriate occasion to present your work.
- Provide comments on papers that will assist authors in taking steps toward publication in order to help authors minimize the time between presentation and publication. Such commentary may include remarks in the session, comments written directly on the papers, and/or discussions with the authors.
- Encourage authors to submit papers to the appropriate AERA journals.



TECHNOLOGY, KNOWLEDGE AND LEARNING

Editor-in-Chief Dirk Ifenthaler

Technology, Knowledge and Learning emphasizes the increased interest on context-aware adaptive and personalized digital learning environments. Rapid technological developments have led to new research challenges focusing on digital learning, gamification, automated assessment and learning analytics. These emerging systems aim to provide learning experiences delivered via online environments as well as mobile devices and tailored to the educational needs, the personal characteristics and the particular circumstances of the individual learner or a (massive) group of interconnected learners. Such diverse learning experiences in real-world and virtual situations generate big data, which provides rich potential for in-depth intelligent analysis and adaptive feedback as well as scaffolds whenever the learner needs it. Novel manuscripts are welcome that account for how these new technologies and systems reconfigure learning experiences, assessment methodologies as well as future educational practices. *Technology, Knowledge and Learning* also publishes guest-edited themed special issues linked to the emerging field of educational technology.

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Contact Dirk Ifenthaler (dirk@ifenthaler.info) if you are interested in submitting your manuscripts to *Technology, Knowledge and Learning*.

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