Why did the online faculty member bring a laptop to the beach? Because they can "surf" the internet while enjoying some virtual sunshine in Orlando!
(Source - ChatGPT)

Thursday, October 19th

Online Course Design and Structure
7:00 to 7:50am EDT, AECT Virtual Sessions, Zoom Room 6

- **[An Exploration of Dynamic Decision-Making Supporting the Design of Authentic Learning Experiences in Digital Environments](#)**

  This study explored how instructional design faculty promote authentic learning in digital environments as they relate to environmental analysis, dynamic decision-making, and promotion of knowledge acquisition. Emphasis was placed on understanding the challenges instructional design faculty face while designing authentic learning experiences in digital learning environments. This study explored the extent instructors engage in environmental analysis and dynamic decision-making. Recommendations will be made to support dynamic decision-making in authentic learning environments.

  - *Jill Stefaniak*, University of Georgia
  - *Meimei Xu*, University of Georgia
  - *Fan Yang*, University of Georgia

- **[Transforming an Online Course to a Microlearning Program](#)**

  In this presentation, an instructional designer will share how a traditional online course was transformed into a microlearning program. By presenting a prototype module, the designer will demonstrate how Zhang and West's (2020) fundamental principles for microlearning—categorization and reference, brevity, visual tracking, central problem or skill, activation and assessment, and personalized learning—guided the design. The presenter will also ask for audience feedback to strengthen the project in its final phases.

  - *Ashley A Stewart*, University of Pittsburgh

Online Learners in K-12 Contexts
7:00 to 7:50am EDT, AECT Virtual Sessions, Zoom Room 7

- **Effect of a Self-Directed Inquiry-Based Learning Program for Online Learners in 9-12 Grade**

  Researchers have conducted numerous studies on the efficacy of self-directed learning in adult students. Little to no mention of the benefits of this model has been analyzed for children in grades 9-12. The researcher will present the design of a proposed case study for discussion. Questions revolve around what type of information is most effective in determining the efficacy of a self-directed inquiry-based learning program in an online classroom for 9-12 grade learners.

  - *Harley Young*, Boise State University
  - *Kerry Rice*, Boise State University

- **Parental Perspectives on Young Learners' Social Presence in Online Learning**

  This study used an explanatory mixed methods approach to capture Chinese parents' perspectives of social presence in their child's online learning experiences. The researchers first conducted a survey with parents of elementary schoolers and then used follow-up interviews to understand the importance parents place on social presence in their child's online learning. The goal of this study is to inform effective online learning experiences in research and practice for young learners.

  - *Jing Song*, Purdue University
  - *Adrie Koehler*, Purdue University
  - *Jennifer Richardson*, Purdue University

Strategies & Techniques for Online Course Delivery
7:00 to 7:50am EDT, AECT Virtual Sessions, Zoom Room 8

- **Reflective Practice for Enhancing Metacognition and Conceptualization in Experiential E-Learning**

  The study examines reflective practice's effect on enhancing metacognition and conceptualization in experiential e-learning through an online teaching practicum. A systematic examination of summative evaluation reports and weekly teaching logs from 42 teacher candidates will be conducted. The results and implications will be discussed in the presentation.

- *E-Ling Hsiao*, Valdosta State University
- *Xiaoxia Huang*, Syracuse University

- **Exploring Participation in Synchronous Online Discussions: Experiences of International Graduate Students in the U.S.**

This ongoing study employs the Community of Inquiry framework to investigate international graduate students' participation in synchronous online discussions. Six students at a large public U.S. university participated in online interviews. The preliminary analysis revealed that appropriate instructional strategies, learners' interest, and open communication contributed to participants' meaningful learning experiences. However, lecture-based online sessions, without any interaction, hindered their learning and engagement. Still, despite these challenges, the participants expressed resilience in pursuing their career paths.

- *Feliza Mercado*, Texas Tech University
- *Sungwon Shin*, Texas Tech University

Trends in Online Teaching and Learning
7:00 to 7:50am EDT, AECT Virtual Sessions, Zoom Room 9

- **A Bibliometric Analysis on Mobile Assisted Language Learning: Research Trends and Patterns**

This paper presents the findings of a bibliometric analysis conducted on the use of mobile-assisted language learning (MALL). Social network analysis (SNA) and text-mining techniques were used to analyze a corpus of MALL research published between 2008 and 2020. The results suggest five broad areas of research themes such as personalizing learning through artificial intelligence, provisioning learner agency and motivation, self-regulation and goal-setting. The session will highlight research areas that need more attention.

- *Kadir Karakaya*, Iowa State University
- *Aras Bozkurt*, Anadolu University Turkey

- **Online Learning Issues, Challenges, and Trends in Higher Education: An Instructional Design Perspective Beyond the Pandemic**

This paper aims to share the vision for online learning trends beyond the Pandemic in Higher Education from an instructional design perspective by reviewing its potential issues and challenges. This study is focused on the pedagogical and social aspects of online learning and discusses how technological advancement potentially transforms online learning. The study further discusses the potential impacts of these trends on universities, instructors, students, etc.

- *Shanshan Ma*, California Lutheran University