A Diagram Software Tool for Undergraduate Particle Physics
Robert Mann, Vivian Schoner, and Katrina Strampel, University of Waterloo
The results of an ongoing study concerning a software tool for drawing Feynman diagrams will be presented. This tool is currently under development at the University of Waterloo, and is being used in a senior-level undergraduate course in particle physics.

Being a New Online Instructor: Experience and Advice
Jason Caudill, University of Tennessee, Knoxville
This poster session is intended to introduce faculty members to the challenges and rewards of beginning work as an online instructor. It is based on my recent experience finding an online position and facilitating my first online course. This session will focus on what important facts come out of training as well as some of the unexpected challenges that will not be covered in training and how to handle them.

Beyond Digital Correspondence: Simple Multimedia Online
Karen Hardin, Cameron University
Many online courses are text-based, digital correspondence courses. Online courses provide an unprecedented opportunity to service multiple learning styles of students. In this poster, I will demonstrate simple techniques for developing interactive multimedia instructional materials.

Building a Collaborative Virtual Healthcare Workplace for Online Learning
Irene Mueller and Mary Teslow, Western Carolina University
The electronic workplace is becoming the norm. Role-modeling this context for students is challenging for educators. WCU faculty members from diverse departments are creating a virtual model of a complex, reality-based healthcare system. This innovative use of WebCT and MERLOT provides an environment for students in many programs to access information content resources for completing learning activities. This model is very time and resource efficient for faculty and is easily adapted to other educational disciplines.

Can You Teach Online Science Without an On-ground Lab?
David Stanislawski, Carol Helton, and Paul Ramp, Chattanooga State Technical Community College
One of the topics that always arises when we discuss offering science courses online is how do you offer the laboratory? A certain segment of the science community feels that you cannot offer a true science course without a hands-on laboratory component, preferably in an on-ground laboratory environment. Various options to offering a laboratory science course online, the online programs developed for the add-on endorsements in Chemistry and Biology for High School teachers in Tennessee, and the delivery of introductory level science courses using simulations and kitchen chemistry will be covered.

Collecting Learning Objects for Fun and Profit
Janna Robertson, The University of Memphis
The presenter is an author of several online companion websites for textbooks in Special Education by Prentice Hall. She has used Merlot and other sources to become an expert in locating learning objects for her field. She is now paid to collect these learning objects and create online activities for students to use. Her poster presentation will demonstrate how individuals may learn to collect learning objects and create companion websites for textbooks in their fields.

ComPADRE Digital Library User Interface and Tools
Bruce Mason, Thad Lurie, and Lyle Barbato, University of Oklahoma
The ComPADRE Physics & Astronomy Digital Library consists of several collections focused on different user communities. This session will allow the audience to use and critique the content organization, user interface, and user tools designed for these collections. Specific developments to be highlighted are annotation services, an online repository, and a bibliographic citation service.

Comprehensive Library Instruction at the Basic and Departmental Levels--Revisiting CLIP
Allen McKiel, Northeastern State University
There are not enough librarians at Northeastern State University to cover even the basics of instruction in the use of information resources for all freshmen even if unlimited access were given to classroom time. At NSU librarians use CLIP modules to reach all freshmen with over 10 hours of library instruction and are beginning to use them to comprehensively provide program specific instruction.

Connecting Objectives, Instruction, & Assessment with MERLOT as a Partner
Suzanne Stokes and Earl Ingram, Troy University
A plan for course design workshops emphasizing the relationships among objectives, instruction, and assessment is presented. The Dick & Carey model for systematic design of instruction is used as a guide. MERLOT personal collections are the foundation for faculty involvement in pre- and post-workshop activities, particularly in the key areas of writing clear and measurable objectives, designing meaningful learning activities, and developing

assessment tools linked to objectives.

Creating a Website to Provide Individualized Help with Speech Anxiety

Debra Jones, Chattanooga State Technical Community College

Learning to cope with speech anxiety is a major factor in student success. Since each person experiences anxiety differently, individualized help is ideal. A website was developed to guide students through an individualized analysis of their mental and physical experiences and a selection of tools to best match that experience.

Creating Community and Academic Partnerships to Deliver Learning Online

Bonnie Korn and Sarah Swart, University of Detroit Mercy

A demonstration of the use of collaboration and focus groups that contributed to the development of an online Bachelor of Science in Nursing Completion program. It will further provide an overview of how the work of the Institute of Medicine contributed to the importance of including a course in Informatics in the program.

Creating Rubrics for Quality Control in Learning Object Repositories

Kurtis Scalleta and Jenni Swenson, University of New Brunswick

We will share and discuss a rubric for evaluating learning objects and lead a discussion on benefits and problems of using such rubrics, and how rubrics should be structured and implemented to assure quality of content, provide meaningful and helpful feedback to developers, and not discourage further participation.

Creating Web Albums: Creating them for Free

Steve Chastain, University of Tennessee, Knoxville

This presentation is intended to introduce attendees to methods for building online web albums. The class is based on personal experience in building albums for websites and personal use. This session will focus on the ease of setting up an album using Thumb Wizard and Simple Viewer and where to locate open source software for albums.

CWIS and AMSER -- Turnkey Portal Software for Seamless NSDL Integration

Rachel Bower, University of Wisconsin–Madison

This poster will highlight with both graphics and text how the NSDL AMSER portal is being built using the Internet Scout Project's CWIS open source software. Basics about CWIS will be enumerated; a demo of CWIS will be available and initial layout and design information about the AMSER portal itself will be on hand. Merlot participants will be encouraged to play with the CWIS software (two laptop-based demos of the software will be made available) to better understand the CWIS components including the metadata tool, recommender system, and search engine. Participants can also take an online (or paper) survey about how they use web-based resources in their own teaching and learning environments to help guide the development of the AMSER project.

Designing Strategies to Motivate Non-Traditional Adult Learners in Online Courses

Agnes Bellel, Jackson State Community College

Motivating Non-traditional adult learners in higher education to take the responsibility to learn and use resources in their immediate educational community is a rewarding yet challenging undertaking for today's instructors and professors.

Effective Use of Learning Resources in Content-Based Online Courses

Pil-Won On, Bill Turner, and Billy Irwin, Appalachian State University

The main focus of effective use of the learning resources in a Communication Disorders online class at ASU is that the specific guidelines of material use for students come with the learning resources. The designed guidelines and application experience will be shared with the audience.

Enhancing Content-Based Materials in World Languages: Using History and Art Content & Methodology

Margarita E. Hodge, Northern Virginia Community College

Foreign language instructors primarily make use of content-based materials in the target language to develop second language acquisition. Instructors can greatly enrich a curriculum by employing native language learning objects to provide for content, and adding specific-discipline methodology outside of second language acquisition theory and methodology. The presentation will focus on how both World Languages and English materials can help bridge the knowledge gap between languages, develop discipline-specific skills, and enhance writing across the curriculum.

Evaluation Model for Blended Instruction

Eunjoo Oh and Doohun Lim, University of Tennessee, Knoxville

This paper presents current practices in evaluation methods based on several blended courses offered at a southeastern university. In this paper, an evaluation framework of blended instruction is proposed based on the analysis of the evaluation procedures and the results of the selected blended instruction. In addition, this paper suggests how to redesign and improve current evaluation procedures and instruments for online and classroom instruction.

Forward into Uncharted Territory: Designing An Engaging Interprofessional Health Practice Course

Cynthia Russell, *University of Tennessee Health Science Center*

This session will describe the development of a sophisticated online interactive patient simulation and decision-making program that uses text, images, audio, and video to facilitate student learning about the roles of healthcare professionals and, in particular, professionals' roles in relation to specific case-based patient/family scenarios. Discussion will focus on challenges associated with designing and delivering effective situational learning, including issues associated with storyboarding and implementing appropriate multi-media systems for its support. Additional authors: Victoria Murrell, Richard Peppler, Interprofessional Task Force, Lawrence Hak, Stephanie Connelly, and Stacy Clayton.

GRADE: Georgia Tech Research on Accessible Distance Education

Barbara Christopher, *Georgia Institute of Technology*

The Georgia Tech Research on Accessible Distance Education (GRADE) project provides research, training, technical assistance and information dissemination to improve the accessibility of distance education for students with disabilities. GRADE has developed a free ten module online resource on designing accessible online materials; has worked with professors to retrofit existing courses for accessibility; has created accessible courses from inception; and is hosting a leadership institute on the accessible online design.

How to Ensure Students are Taking Your Test: Re-Thinking Online Testing

Anoop Bhargava, *Finger Lakes Community College*

Copying from the Internet and getting others to take their tests, are just two ways that students are able to cheat on un-proctored online tests. The author discusses how to introduce personal experiences and personal reflection into the testing process, to get the students to reflect on their own experiences and ask content questions that are based on them. Through this process, faculty can be assured that it is the student that is taking the tests and they can understand the content taught in the course.

I Know What I Know: Students, Wise Men and Adaptive Tutorials

Jason Green and Ken Teutsch, *Dyersberg State Community College*

Learn how Dyersberg State Community College is making its e-learning tutorial dynamic, delivering just the content that each student needs.

Interactive Tutorials for Biology and BioInventory: a Learning Assessment Tool

Jean Heitz, Bob Jeanne, Jan Cheetham, and E. Michelle Capes, *University of Wisconsin-Madison*

This poster will focus on the effectiveness of a particular tutorial (Speciation) from Connecting Concepts, a set of nine tutorials developed as learning aids for students in introductory biology courses. We will also present BioInventory, a standard tool developed for assessment of teaching and learning in biology. The inventory is being implemented to assess the effectiveness of these tutorials as a learning tool and has applicability to the evaluation of learning strategies across institutions.

Interactive, online graphs and diagrams inside and outside the classroom

Scott Bonham, *Western Kentucky University*

Web-based visualization, student engagement and feedback are supported by the Physics Applets for Drawing (PADs). PADs permit students to draw graphs and diagrams on the web, receiving instant feedback. This session will demonstrate exercises, describe classroom and homework use, and show participants how to use and create exercises using PADs.

Leveraging MERLOT Personal Collections to Promote Teaching with Technology

James Rutledge, *St. Petersburg College*

Patricia Taylor, *Virginia Community College System*

Elizabeth Turner Smith, *University of Louisiana at Monroe*

Learn how faculty and institutions are creating MERLOT Personal Collections for their academic departments to facilitate and promote the use of Web-based learning materials by both full-time and adjunct faculty. View some department collections, learn how to create your own, and engage in a conversation on how to best promote teaching with technology at your institution.

Library Consortia Federated Search Implementation: From Plans to Practice

Christopher Demas, *Northeast State Technical Community College*

Peter Nerzak, *Tennessee Board of Regents*

The Tennessee Board of Regents (TBR) Community Colleges are in the process of fully implementing a hosted federated search service. The federated search engine searches multiple library online resources with one search. Our plan, vision, and implementation features are explored.

LogMan International College of Knowledge Economy

Stephen Drazhev, *LogMan Academy*

The paper describes the general idea and future activities of the LogMan International College of Knowledge

Economy (LMICKE). On the base of mutual collaboration LogMan created LMICKE as a future crossroad for advanced educational model for 21 century on the Balkans.

Mentoring Long Distance: A Model Learning Resource Course for Faculty

Jacqueline Burchum, Pam Holder, Maria Smith, and Pam Taylor, Tennessee Board of Regents Online Degree Program

This session describes how nursing mentors from the Master of Science in Nursing Regents Online Degree Program (MSN-RODP) addressed the challenge of long-distance mentoring through the development of a model course. This resource serves to provide a prototype for the incorporation of multi-media learning resources specific to the nursing discipline.

Moving Entrepreneurship On-line: Methodology and Assessment

Gerry Scheffelmaier, Middle Tennessee State University

This session will present and demonstrate the methodology used to design an On-line Entrepreneurship course and meet AACSB Standard 15 for assessment. Learn how to develop an interactive course where the learner writes a comprehensive Business Plan using tutorials. Assessment was designed to meet direct assessment for the Standard.

Program Content, Structure, and Coherence in a Teaching and Learning Center

Ludy Goodson, Georgia Southern University

This presentation provides a comparative analysis of program offerings at teaching and learning centers across the country. It is part of several stages of program analysis to help reach beyond "envisioning" to meeting real needs for faculty and departments. MERLOT participants are invited to review and make suggestions for better reaching this goal.

Promoting Global Awareness through Merlot Simulations

Jackie Gilbert, Middle Tennessee State University

Technocratic abuse springs from education that is insular. Simulations that Merlot makes possible will allow students to see in real time the consequences of self-centered action, and activity that takes into account no higher power than their immediate bosses. My presentation will describe some of the present global ethical violations that are perpetuated through egoic action, and ways in which MERLOT can help students to become cognizant of the far-reaching consequences of their behavior on global constituencies.

Promoting the Global Community Using Effective Assignments and Discussion Topics

Margaret Choka and Betty Dahl, Pellissippi State Technical Community College

Creating effective online learning assignments and discussion topics that truly engage students and that help them think globally will be the focus of this workshop. Emphasis will be placed on finding and using relevant and exemplary assignments and discussion topics such as are found in MERLOT and other multi-media resources.

REALIA Project: Building a Collaborative, Digital Collection for Teaching

Glenda Carl, Southwestern University

The REALIA (Rich Electronic Archive for Language Instruction Anywhere) Project provides a Web-based, searchable collection of royalty-free, peer-reviewed materials for teaching foreign languages and cultures. Languages currently represented include French, German, Japanese, Russian and Spanish. This project actively seeks contributors and users in these and other languages.

Referral Center for Development of Educational Materials

Goran Hudec and Ivana Salopek, Zagreb University

Under CARNet (Croatian Academic and Research Network) support Referral Center for Development of Educational Materials is designed. The goal of Referral Center is to contribute to the understanding of the importance of design, its principles and the methods of designing educational Web materials. Special attention is paid to internationally approved standards and application of learning objects in educational materials.

Resources and Tutorials for Oracle and a Client-Server Environment

Lloyd Brooks and Ted Lee, The University of Memphis

A web site provides client-server activities while using a series of Oracle tutorial and instructional resources for students and instructors. Tutorial resources include remote login to a server, documentation, forms, reports, hands-on exercises, and SQL Plus. Separate rubrics assess instructional materials and student learning applications. Resource materials and program components are shown and illustrated.

Retention and Attrition in Online Education

Sabri Bebawi, San Jose City College

Improving retention in online programs has become an area of great concern for colleges, and finding a resolution remains an actively debated topic. Instructional practices are major contributing factors. Instructional design such as the course layout, the tools used and the style the course content is presented, as well as the level of online interaction between students and their class mates, between students and instructor, and the teacher's availability

are closely related to attrition levels.

Sharing Techniques for Promoting Web Accessibility in Higher Education

Harriette Spiegel, University of Tennessee, Knoxville

The purpose of this presentation is to illustrate a learning module on creating accessible distance learning Web pages. This presentation intended for higher education faculty illustrates a module that describes the barriers faced by computer users with disabilities, discusses the issues, and provides solutions for the barriers.

Solutions for Improving Access to Periodicals

Mary Ellen Pozzebon, Jackson State Community College

Librarians know that accessing periodicals can be complicated. This session will discuss several tools that can improve access, including federated searching, electronic journal indexing, OpenURL link resolvers, and online subscriptions. This session will also discuss strategies for providing instruction to patrons on the use of these tools, and the development of document delivery services in order to make effective use of print holdings.

Talking the Talk! Enhancing Access to Learning Object

Jo Ann Carr, University of Wisconsin–Madison
Susan Cramer, University of Wisconsin–Oshkosh

The 'talk' or terminology used by each discipline varies widely and this 'talk' influences the way teachers and students look for information. During the 2004-05 academic year, a joint University of Wisconsin-Madison and University of Wisconsin-Oshkosh project explored the terminology and ways of searching for teacher educators. This exploration resulted in the development of a model interface for teacher education learning objects that was based on talking their talk.

The Art of Case Writing

Jana F. Kuzmicki, Troy University

Teaching effectiveness may be enhanced through cases. This session provides "hands-on" guidelines on writing publishable cases in the area of business education to stimulate student learning of business concepts. The following aspects are discussed: categories of cases; teaching objectives; generating ideas; research process; technical issues; and sources of publication.

The Spirit of Design: Multidisciplinary/Multimedia Database and Website

Rumiko Handa, University of Nebraska–Lincoln

This database connects works of architecture, literature, film, theater and art, and demonstrates how they have inspired the creation of others. The database is designed to allow seamless transitions and users' contribution of otherwise disparate materials. The database will make engaging learning resources for various disciplines and educational levels.

Thorough Training = Knowledgeable Faculty and Quality Online Courses

Jennie Vautrin, University of North Texas

View examples and discuss the training program in the Center for Distributed Learning at UNT. Our training program provides faculty with the knowledge and skills they need to develop good pedagogy for the online learner through effective instructional design.

Use of On-Line Streaming Video-Clips for Lecture Demonstration of Laboratory Experiments, such as Hess's Law

Prem Sattsangi, The Pennsylvania State University

Video clips, available on-line 24/7, for lecture demonstration of Hess's Law experiment will be shown. The entire experiment is subdivided into several short video-clips. These have several advantages over live lecture demonstrations. For instance, they are highly structured and consistently reproducible and require much less time to view in completion. A hand out describing each video-clip is part of the instructional package and provides the essential information for the student to consult while off-line. Students seemed to have liked this approach and it has resulted in markedly better performance in the laboratory. Technical aspects of incorporating the video-clips in the presentation will be made available on-line.

Use the Mouse to Risk the Ball to Learn a Thing or Two

Maria Barriga, Roane State Community College

Use the Mouse to Risk the Ball to Learn a Thing or Two designed by Dr. M. Barriga is a computer game used to develop Spanish vocabulary, Spanish Commands, and to increase the listening comprehension skills of the Spanish language. The game consists of different rooms showing objects that clearly differentiate from each other. The rooms also show Spanish speaking and Spanish written commands related to actions the player must perform on the objects using the computer mouse or keyboard. The actions make the objects move and each movement can lead to success or failure. The player controls the success or failure of the object's actions by leading them to the goal given by the command. The player receiving the highest score wins the game.

Using Electronic Portfolios to Track Student Learning
Judith Kirkhorn, University of Maryland University College
The University of Maryland University College online MBA program uses a robust electronic portfolio system to enhance and track student learning. This session summarizes portfolio strategies used throughout the program to help students chronicle, assess, and reflect on their learning and to demonstrate this learning for multiple audiences - including faculty and both current and prospective employers.

Using MERLOT as a Community Development Tool for P-16 Parent Education
Nicole Kendall, Tennessee State University
As P-12 educators embrace MERLOT, they are discovering the wealth of reference and resource materials that supplement parent education professional development. This presentation will showcase how MERLOT Educational Learning and Reference Objects may be used as references and supplementary reference objects for parent education and for assisting parents with understanding information related to child development, health, nutrition, cognitive development, social-emotional, psychological, physical, and federal guidelines, mandates, and support services for certain types of education needs.

Using RLO's to Liven Up Traditional Courses: Tales from the Morgue
Kevin Patterson, Des Moines Area Community College
For years faculty members have heard how to take material taught in traditional classes and convert them to an online format. As higher education developed online courses, we also developed some great teaching and learning resources. This session will discuss how to utilize online resources in a traditional classroom.

Using Tutorials to Inform Information Literacy Instruction: Plagiarism and More
Gina Garber, Elaine Berg, Lori Buchanan, and Sue Evans, Austin Peay State University
Find out about Austin Peay State University's integration of information literacy instruction into the freshman curriculum. Discover how an open source online tutorial provides interactive learning and assists instruction. Learn how tutorial quiz results are used to assess student knowledge and to inform what is taught in the classroom.

Welcome to the MERLOT Virtual Speaker Bureau
Alice Bedard-Voorhees, Colorado Community Colleges Online
In 2004, MERLOT added a Virtual Speaker Bureau, which provides the mechanism for MERLOT members to list themselves as available course guests in online and other formats. The poster session will provide the basics of how to search or join the MERLOT Virtual Speaker Bureau.

What do Faculty Want and Need from Digital Libraries and What's Stopping Them?
Alan Wolf, University of Wisconsin–Madison
Ellen Iverson, Carleton College
Glenda Morgan, California State University
Cathy Manduca, Carleton College
Flora McMartin, MERLOT
We conducted faculty focus groups at a range of institutions to discover barriers to their use of digital collections. We summarize their discussion of how they find resources, their attitudes on and experiences with sharing their resources and using resources developed by others, and how they get support to use digital resources. This research is leading to a national survey of faculty to help digital library developers make their collections better meet faculty work practices.