



Preliminary Conference Program

2005 NMC New England Regional Conference
October 5–7, 2005

Wednesday, October 5

12:00 pm – 5:30 pm

Registration/Info Desk Open

1:00 pm – 2:15 pm

Opening Plenary Session

Engage Me or Enrage Me

Marc Prensky, CEO, Games2Train

*Marc Prensky is an internationally acclaimed speaker, writer, consultant, and designer in the critical areas of education and learning. He is the author of *Digital Game-Based Learning* (McGraw-Hill, 2001), the founder and CEO of Games2train (whose clients include IBM, Nokia, Pfizer, and the US Department of Defense) and creator of the sites www.dodgamecommunity.com and www.socialimpactgames.com. Marc has created over 50 software games for learning, including the world's first fast-action videogame-based training tools and world-wide, multi-player, multi-team on-line competitions. He has also taught at all levels. Marc has been featured in articles in *The New York Times* and *The Wall Street Journal*, has appeared on CNN, MSNBC, PBS, and the BBC, and was named as one of training's top 10 "visionaries" by *Training magazine*. He holds graduate degrees from Yale (Teaching) and Harvard (MBA).*

2:15 pm - 2:45 pm

Refreshment Break

2:45 pm – 4:00 pm

Conference Sessions

Harvard@Home: Providing Rich Media for Lifelong Learning

Providing lifelong learning opportunities for the Harvard community and a world-wide audience, Harvard@Home, now entering its fifth year, has developed fifty-eight Web-based programs featuring 100+ hours of highly edited video on a broad spectrum of rich, engaging topics. This presentation describes the collaborative process and streamlined technical systems through which multimedia content (video, text, slides, glossaries, QTVR, etc.) is transformed from raw material and program log via XML/XSLT to HTML for Web delivery.

Gina Siesing, Harvard University

Developing Problem Solving Skills Through Game Development

This session describes the course, "Developing Problem Solving and Social Interaction Skills through Video Game Storytelling" being developed at Case which covers all facets of game design including graphics, game play, and storytelling. The goal is to develop compelling stories and narratives for games, elements often secondary to graphics and control. Themes for the stories can be adapted from varying sources, actively engaging the students, while also developing problem solving, social interaction, and writing skills.

Jared Bendis, Case Western Reserve University; Mace Mentch, Case Western Reserve University

DIGIMORPH, An Award Winning Digital Libraries Site

A look at Digital Morphology <http://www.digimorph.org> – featuring unique, dynamic 2D/3D visualizations of the internal and external structure of living and extinct animals, and innovative technologies for archiving, transforming, studying, publishing, and serving digital biological information. This session will show how CT scanning, the development of new visualization protocols and educational approaches have revolutionized information sharing; share insights on what we have learned in the process of developing this site and the future of digital image repositories.

Coco Kishi, University of Texas at Austin

4:00 pm – 4:15 pm

Break

4:15 pm – 5:30 pm

Conference Sessions

Pedagogical Applications of Film and Teacher Education

This presentation will demonstrate a pedagogically based new media application promoting the understanding of classroom dynamics by providing insights into classic representations of educational environments. The purpose of this project is to show specific teacher-student interactions found in eleven films so that they can be examined and analyzed for the purpose of engaging teacher-candidates to think about their own dispositions, to discover those dispositions deemed desirable for effective teachers, and to adopt those desirable dispositions.

David Middleton, Seton Hall University; Tara Hendricks, Seton Hall University

Letting Go of the Reins – Giving Your Learners the Freedom to Play

The great difficulty in implementing games in the classroom is allowing your students sufficient time to explore the systems established by the game. The inclination for many educators is to guide the students' experiences within the game world. This undermines the power of games to build individually meaningful narratives. This session will discuss the theoretical justifications for "playing wrong", the instructional capacity of well designed systems, and the necessary external scaffolding to support deep student inquiry.

William Crosbie, Columbia University; Jessica Hammer, Columbia University

Engaging Learners and Colleagues in Real-Time

This session will explore and demonstrate how to use real-time learning and collaboration tools to capture the imagination of learners and foster productive and meaningful knowledge exchange with peers. Global participants will be on hand remotely to showcase specific, original techniques for using real-time tools in learning environments. The live interaction will be contextualized by also looking how online communities, podcasts, and other forms of rich, asynchronous communication complete the picture.

Jonathan Finkelstein, LearningTimes; John Walber, LearningTimes; Other educators world-wide will join "virtually"

5:30 pm – 6:00 pm

Free Time

6:00 pm – 8:00 pm

Reception and Dinner

Thursday, October 6

7:30 am – 5:15 pm

Registration/Info Desk Open

7:30 am – 8:30 am

Continental Breakfast

8:30 am – 10:15 am

Focused Panel Sessions

A Dialog on Gaming and its Potential

The days when electronic gaming meant "Pong" are long past. The modern gaming world has grown and evolved to encompass rich and diverse array of genres, taking place over a broad range of social scenarios, with each form of play invoking multiple combinations of cognitive and learning processes. This session will explore Interactive Fiction (IF), Massively Multiplayer Online Gamewebs (MMOGs), Alternate Reality Games (ARGs), and their intersection with educational practice.

Ruben R. Puentedura, Hippasus; Marc Prensky, Games2Train; Bryan Alexander, Middlebury College; Nick Montfort, University of Pennsylvania

How Sakai Can Foster Innovation in Teaching and Learning

The Sakai Project is a community source software development effort to design, build and deploy a new Collaboration and Learning Environment (CLE) for higher education. This panel will explore the potential of this project, and the implications it may have for innovation and creativity.

Chuck Powell, Yale University; Victor Edmonds, University of California, Berkeley; Phillip Long, Massachusetts Institute of Technology

Facilitating New Media Research and Creative Production in This Era of Intellectual Property Law Competition

There will be a brief review of IP law categories and important cases/decisions/circumstances as they apply to universities. Then attendees will have a brief review of facilitation steps for establishing and protecting intellectual property prior to publication/distribution. Finally, there will be a Q&A: IP law challenges in the university environment

Ed Lamoureux, Bradley University; Steve Baron, Mandell Menkes, LLC

10:15 am – 10:30 am

Break

10:30 – 11:45 am

Conference Sessions

Testing the Benefits of Fedora as Common Information Infrastructure for COL

The service oriented architecture of Fedora provides a means for the Library to establish common information infrastructure for digital collection building and integration with e-learning and collaboration systems like Sakai. At the storage level the architecture of Fedora provides an object view of data so that it can be re-purposed or used to form virtual collections from real-time knowledge systems. The life cycle management of collections that share a common architecture can be simplified and the overall cost to access, maintain and preserve a collection may be reduced. Fedora should make it easier for a library to achieve its responsibility to serve as a steward and custodian of digital collections. A team from Yale University Library is in the midst of a project to test these assumptions across a range of sample collections and media, and will describe and discuss methods, status, and current observations from the tests.

David Gewirtz, Yale University; Jeffrey Barnett, Yale University; Gretchen Gano, Yale University

Developing the Prisoner's Dilemma Learning Object for the Classroom

The Prisoner's Dilemma is a game in which students are posed with a problem that requires them to make ethically-based rational decisions in the conditions of an algorithm. This presentation will present a learning object we developed that is unique compared to other prisoner's dilemma game simulations in its integration of rich media, assessment components, and linking of game theory strategies to real-world scenarios. Moreover, a two-person version of the game was developed for student-to-student interaction.

Keith Adams, Seton Hall University; Andrew Tatusko, Seton Hall University; Stephen M. O'Brien, Seton Hall University

Visualizing Research in Virtual Reality and Non-Linear Holographic Rhizomes

Two doctoral dissertations presented research using different visualization approaches. "Policy World" is the first virtual reality-based dissertation in public policy, and presents a visual case study of issue transformation and policy change in six policy issues spanning a 28-year period. "Within the Matrix" offers a holographic multimedia window into the experiences of students in an online course. Research approaches, as well as the benefits and challenges of visualizing research results are discussed.

Dwight Toavs, National Defense University; Paulette Robinson, National Defense University

11:45 am – 1:00 pm

Luncheon

1:00 pm - 2:00 pm

Yale University Campus Guided Tours

2:00 pm - 2:30 pm

Refreshment Break

2:30 pm – 3:45 pm

Conference Sessions

Introducing the Academic Commons

The Academic Commons (<http://www.academiccommons.org>) is a recently launched web community that is analyzing the relationship between technology and liberal arts education, asking both how is technology helping institutions achieve their goals of providing students with a liberal education, and how technology is changing what it means to be liberally educated. Members of the editorial staff will both demonstrate the various features of the site, and explain how NMC members can join this initiative and contribute materials.

Michael Roy, Wesleyan University; David Bogen, Emerson College; Rachel Smith, The New Media Consortium

An Instructional Designer Looks at World of Warcraft

World of Warcraft is an online multiplayer game known for its immersive and engaging qualities. Within the game environment, players can explore geography, commerce, teamwork, community-building, conflict and problem-solving. In the context of the game, players amass and process a large and varied amount of

information, and must recall that information in order to progress further within the game. They also receive a variety of rewards and feedback, both from the game and from peers playing with them. This research will survey players of World of Warcraft to determine what the game might teach education professionals about peer learning, exploratory learning, and engagement and feedback strategies.

Katie Livingston Vale, Massachusetts Institute of Technology

Analyzing Archival Material: A Window to Another Time and Place

Imagine undergraduate students thoroughly engaged in reviewing historical texts - it happens. Although the students initially find the material (text, maps, images) visually challenging to navigate and interpret, they delve into the analysis, encode text and develop a deep understanding of content, context and relevant technology. The students collaboratively produce annotated digital editions. Two examples (a 19th-century diary and a 16th-century publication, *The Book of the Misfortunes and Shipwrecks*) demonstrate successful pedagogy that simultaneously furthers faculty scholarly research.

Kathleen Ebert-Zawasky, Wheaton College; Kathryn Tomasek, Wheaton College; Scott Hamlin, Wheaton College

3:45 pm – 4:00 pm

Break

4:00 pm – 5:15 pm

Conference Sessions

What's a Campus-Wide Theme?

Campus-Wide Theme is an opportunity for everyone – students, professors, staff, administrators, community members – to join and to learn together. Pasadena City College chose the theme “What’s Driving LA?” to explore the characteristics defining Los Angeles. Pasadena City College’s Media Center collaborated in several projects – from interactive poetry to digital slides shown in theaters to a website capturing the stories of MTA’s Gold Line from downtown LA to Pasadena. A campus-wide theme encourages interdisciplinary instruction, active learning, collaboration, and collegiality.

Laurie Burruss, Pasadena City College

Could This Game Save Your Life? Online Games and the Nurse Educator

As the need for more nurse educators increases due to escalating market demands, web-based teaching programs are being used to train and certify postgraduate nurses in education theory and practice. Certain aspects of this education present challenges, however, and online educators need innovative models to help elucidate the finer points of clinical environments. One of the issues Boston College nurse educators encountered was how they teach future instructors how to match student learners with appropriate patients in clinical settings. In response to this issue, an interactive Flash-based patient assignment simulation was developed for practice in making clinical site patient assignments. Student teachers “played” the game by pairing hypothetical students with patients on a typical clinical day and revised the assignment when unexpected events ensued. This distance learning challenge and response will be described, demonstrated and discussed. Qualitative evaluation data related to the success of the simulation was analyzed and will be presented. Implications for game-based learning in other clinical settings will also be discussed.

Jeanne Po, Boston College; Sarah Castricum, Boston College

Experiencia, Inc. – Simulation-Based Learning at Scale

Experiencia is a national educational company delivering state-of-the-art simulation centers, standards-based curriculum, teacher training and family engagement currently to more than 150,000 students and hundreds of school districts nationally. Experiencia is a model of a successful for-profit spin-off based on \$11 million of R&D in the non-profit sector. The founders of Experiencia will share their proprietary Immersive Learning (copyright) system and strategies for scaling and capitalizing non-profit intellectual properties in the educational sector.

Connie Campbell, Experiencia, Inc.; Elaine Mondschein, Experiencia, Inc.

5:15 pm – 5:30 pm

Break

5:30 pm – 7:00 pm

Reception at the Yale Center for British Art
Sponsored by Yale Center for Media Initiatives

7:00 pm

Evening on Your Own

Friday, October 7

8:30 am – 12:00 am

Registration/Info Desk Open

8:30 am – 9:00 am

Continental Breakfast

9:00 am – 10:15 am

Conference Sessions

Usable and Accessible System Design for Webs Services and Asset Managements

Students, faculty and staff increasingly require easy to use yet sophisticated web communication tools and services for teaching and learning. This presentation provides explanation of a proven system design and methodology used to create enterprise level usable and accessible systems for a wide range of novice and expert users. A cost effective solution will be presented that demonstrates techniques to design, develop, administrate and maintain a cost effective usable and accessible web complex. Topics include user centered design, content management, web development, streaming media, new media development, asset management, and web operations.

Karl Horvath, Temple University; Viral Mahta, Temple University; Scott Birl, Temple University

The Game Theory of Game Theory

When Morgenstern and von Neumann wrote their treatise on game theory in 1944, it is doubtful that they thought their analysis of economic behavior would one day be applied to electronic games. Nevertheless, game theory can help us better understand the internal mechanics of videogames, as well as the online player interactions crucial to their use in education. While some mathematics is involved in this topic, all examples will be intuitively illustrated using computer models.

Ruben R. Puentedura, Hippasus

"I Remain": Building a Digital Archive and Bringing it to the Classroom

Lehigh University Digital Library's "I Remain": A Digital Archive of Letters, Manuscripts and Ephemera" (<http://digital.lib.lehigh.edu/remain>) spans five centuries and presents hundreds of items from major writers, artists, scientists, politicians, entertainers, and Presidents. This presentation will describe the archive and highlight recent collaborations with students and faculty in Lehigh's History, Computer Science, and English departments.

Julia C. Meserjian, Lehigh University; Edward J. Gallagher, Lehigh University; Megan A. Norcia, Lehigh University

10:15 am – 10:45 am

Break

10:45 am – 12:00 pm

Closing Plenary Session

Bit by Bit: Bringing the Digital Landscape into Focus

Philip Long, CIO, Yale University

The digital bits that power the academic world - educational media, scientific research data, online journals, even everyday administrivia - are being produced, revised, distributed and reused at an ever-increasing pace. But without attention to the life cycle of media, protocols, metadata and tools, all of these digital data will be just bits, randomly tossed or even lost. This presentation tracks the complex ecology of digital materials in the academy and suggests emerging approaches to help organize the bits into coherent digital landscapes.

Philip E. Long, Chief Information Officer at Yale University and a Yale graduate, has worked in information technology for over 30 years developing infrastructure and facilitating the use of technology in support of academic programs. He is active nationally in various professional groups, including eight years as trustee, secretary or vice-president of Bitnet in the early years of academic networking. He is also an active consultant, working on strategic planning with colleges, universities and university systems. Mr. Long has published articles on managing academic technology and building campus data networks, delivered numerous professional presentations and recently concluded two years as an advisor to Educause's NSF-sponsored project supporting Advanced Networking for Minority Serving Institutions.

12:00 pm

Conference Adjourns