August 19–20, 2016
UGA Hotel & Conference Center
Athens, Georgia
Welcome to the third annual IDD@UGA Conference!

We are excited to come together again in an event that celebrates the work of instructional designers, learning professionals, and education leaders in the dynamic and growing field of learning, design, and technology.

In our field we continue to see new development and delivery technologies come into play, along with new temptations to use these tools poorly — to rely on automated features of the technology rather than focusing on good design. And here is one of the great benefits of coming together with other professionals: that we can stimulate each other to take a fresh look at learning — what it is, its clarities and its mysteries, and how to support it creatively and effectively.

The IDD@UGA Conference features keynote speakers and concurrent presenters from around the United States and abroad, as well as metro Atlanta, the University of Georgia, and a variety of professional contexts, all of whom focus on designing for learning. When considering the scope of our event, I always find myself employing the metaphor of the “great kaleidoscope” — the variety of content and contexts in which our practitioners and scholars can find themselves working as they pursue the noble goal of helping people learn and perform. Here, we trust you’ll find a taste of this variety and energy that will lead you to new insights.

Highlights of this year’s event include:

- **The opening session at 1 p.m. Friday**, in which we introduce our first keynote speaker, Ron Price, chief learning officer of Yukon Learning. Ron will follow up his Friday morning workshop with a keynote, “Learning: An Accident Waiting to Happen,” a call to all designers to resist presenting learners with designs that are formulaic and predictable.
- **Friday evening** will feature a networking dinner to help foster connections between participants from different contexts. After dinner, IDD alumni will have a rare opportunity to enjoy a social gathering in downtown Athens.
- **At 8:45 a.m. Saturday**, operations directors Jan Melcher and Bruce Batton will deliver our second featured presentation, giving us a tour of decades of innovative economic development work conducted by Quick Start, Georgia’s training and development agency for economic development.
- **Also on Saturday**, guests will have the opportunity to arise from their lunch tables and interact with creators of multimedia projects on display there. Projects are from current IDD students and first-year alums, as well as from other conference participants.

Special thanks again to all IDD@UGA presenters for sharing their deep knowledge and expertise! And extra thanks to Yukon Learning, Articulate Global, the UGA Office of Online Learning, Converging Solutions, Interactive Advantage, and the UGA Center for Teaching and Learning for their generous contributions.

We hope you have a great conference! Please let us know how we can be of service while you are here with us.

Best regards,

Gregory Clinton, 
conference chair and IDD coordinator and The IDD@UGA Conference Committee
## FRIDAY, AUGUST 19

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## SATURDAY, AUGUST 20

| 8:15-8:45 A.M.: Conference registration |                  |
| 8:45-10:15 A.M.                        |                  |
| **Keynote Address**                    |                  |
| Jan Melcher and Bruce Batton, Georgia  |
| Quick Start                             |
| Masters Hall                            |
| 10:00-10:15 A.M.                       |                  |
| **Refreshment Break**                  | Kellogg Concourse|
| 10:15-11:15 A.M.                       |                  |
| **Concurrent Session III**             |                  |
| What Guitar Building Can Tell Us       | Masters Hall     |
| About Effective Teaching & Learning    |                  |
| in the 21st Century                    |                  |
| Designing for Active Classrooms:       | Room F/G         |
| Polling, Micro-challenges, Videos, &   |                  |
| Magic                                |                  |
| Case-based Learning in Teacher         | Room D           |
| Education: An Instructional Design     |                  |
| Framework                            |                  |
| Hello Theory . . . Meet Practice!      | Room T/U         |
| 11:30-1:30 P.M.                       |                  |
| **Buffet Lunch Followed by Project**  |                  |
| Demonstrations                        | Magnolia Ballroom|
| 1:45-2:45 P.M.                        |                  |
| **Concurrent Session IV**             |                  |
| Visual Thinking Strategies: Learning  | Masters Hall     |
| through Direct Observation            |                  |
| Virtual Advising Centers: The eQuad   | Room F/G         |
| as a Student Advising Tool            |                  |
| A Great First Date: Archival          | Room D           |
| Instruction as a Model for            |                  |
| Introducing New Skills                |                  |
| Flipping ID Onboarding                | Room T/U         |
| 2:45-3 P.M.                           |                  |
| **Refreshment Break**                 | Kellogg Concourse|
| 3-3:30 P.M.                           |                  |
| **Reflection and Wrap-up Session**    |                  |
| Greg Clinton and Robb Bingham         | Masters Hall     |
| 4-5:30 P.M.                           |                  |
| **IDD Program — Session II for New**  |                  |
| Students                             | Room F/G         |
The Building Blocks of Storyline

Ron Price, chief learning officer, Yukon Learning

Room B

Storyline’s greatest strength may be its simplicity. The easy-to-use interface allows you to begin developing e-Learning courses with little or no instruction. What is often overlooked is a simple set of key building blocks needed to build a solid foundation for the course to function properly. In this workshop, we will introduce the four key building blocks of Storyline and how they are used in every course you will ever create. With this foundation in place, tackling more complex course development challenges will be far less challenging.

To participate in this workshop, you should have a recent Windows laptop with Articulate Storyline 2 installed (the trial version is fully functional and available on the Articulate website).
(Note: Macintosh users can install a copy of the Windows operating system using software such as Parallels: www.parallels.com/products/desktop).

Successful Instructional Design: Below the Veneer

Dr. Rob Branch, past president, Association for Educational Communications & Technology; department head and faculty member, Learning, Design, & Technology program, Department of Career & Information Studies, UGA

Room C

Effective use of the instructional systems design process is the number one foundational competency of a professional instructional designer. This workshop will lead you through hands-on experiences that will help you get started with instructional design. Issues addressed in the workshop will include:

• What is instructional systems design?
• How is it different from what classroom teachers do when they create lessons?
• What is ADDIE?
• What does a complete instructional design project look like?
• Where do professional instructional designers work?
• Can you really do any topic with instructional design?
• How do you know whether an instructional design project was successful?

A recent laptop computer with Wi-Fi access is required for participation in this workshop.

The Human Side of Deep Learning

Gail Heidenhain, leadership development and Accelerated Learning expert Delphin, Inc.

Room E

Gail Heidenhain will deliver an intensive hands-on workshop on achieving deep learning with training audiences, students, and leaders. Using examples of programs from a wide range of industries, you will experience how to engage learners face-to-face, through e-learning, and with on-the-job activities. Gail’s consultancy,
Delphin, Inc., has served an extensive range of clients around the world including Royal Dutch Shell, Chevron, Dow Chemical, Coca-Cola, Siemens, Audi, Deutscher Lloyd Insurance, Versicherungskammer Bayern, and Qiagen.

Quick Video Development for Learning (featuring iPad)

Ron Braxley, digital media specialist, UGA College of Education

Room D

Video has become an important component of almost any eLearning experience, so it’s important to do it well. This workshop will focus on using mobile equipment (the iPad in this case) to produce video, so please bring along your iPad, iPhone, or other mobile device. While there are many editing options available, we will work with the iOS version of iMovie during our workshop. A short video project will be produced collectively by the workshop attendees.

Featured Speakers

Ron Price, chief learning officer, Yukon Learning

As the chief learning officer of Yukon Learning, the strategic training partner for Articulate, Ron works closely with the Articulate engineers and community team to design and develop the certified training programs for Articulate Studio and Storyline. He also oversees the certification process for Yukon Learning’s global training partners, including Omniplex (UK), bOnlineLearning (Australia), AFI International (China), eLearning Minds (Malaysia), Distrisoft (France), Interlake (Germany), Actua Solutions (Spain), Partekk (Switzerland), Stratbeams (India), and Courseware (Netherlands).

Learning: An Accident Waiting to Happen
1-2:30 p.m. Friday, Masters Hall

Jan Melcher, director of eastern operations, Georgia Quick Start

Jan Melcher provides leadership for Quick Start training projects throughout central and eastern Georgia. Quick Start is Georgia’s top discretionary incentive for economic development and is recognized as the No.1 workforce development program in the nation. Jan’s clients include Mitsubishi/Hitachi, Gulfstream Aerospace, Kumho Tire, Starbucks, JCB Americas and Alcoa/Firth Rixson Forgings. She supports regional partners such as the local chambers of commerce, development authorities, state developers and technical colleges in business recruitment and retention.

Bruce Batton, director of northern operations, Georgia Quick Start

Bruce Batton is the director of northern operations for the Technical College System of Georgia’s Quick Start Program, where he oversees and directs programs in North Georgia, including metro Atlanta. Bruce brings more than 30 years of experience in technology, management, and training to this position. He holds a B.S. in electronic engineering technology from the University of Memphis and a M.S. in administration from Central Michigan University. His experience includes project and operations management with government-contracted manufacturers and responsibility for operating budgets exceeding $24 million.

Georgia Quick Start, Leading Through Training Innovation
8:45-10 a.m. Saturday, Masters Hall
1-2:30 p.m.
WELCOME AND KEYNOTE ADDRESS
Ron Price, chief learning officer, Yukon Learning
Masters Hall

2:30-3 p.m.
NETWORKING BREAK
Kellogg Concourse

3-4 p.m.
CONCURRENT SESSION I

1(a) Panel - Human Resources and Instructional Design
Wendy Ruona, associate professor, Department of Lifelong Education, Administration, and Policy, UGA
Michael Whatley, senior manager, training initiatives & curriculum design, Autotrader
Andrea Bader, manager, instructional design and development, Anthem
Greg Clinton, Co-moderator, UGA
Dan Richards, Co-moderator, Interactive Advantage
Masters Hall

1(b) Uncovering LMS Data: Using an API to Access Information about Learning
James Castle, UGA
In this session, you will see an overview of how to retrieve a large dataset from an LMS via an API. This session will focus on the technologies used and the technical skills needed in order to access data in this way. The example used in this presentation will be a collection of asynchronous discussion posts (~225,000 posts) made in online courses over a period of two years.
Room T/U

1(c) Infographics on the Brain
Rachel Evans, UGA School of Law & Law Library
Higher Education is often known for a certain type of learning experience in the classroom. Students expect thick books and in many areas of study, the Socratic method, but generally little in the way of visual aids. Students in other areas of study, including K-12, are increasingly benefiting from their educators using infographics in the classroom. The potential uses in higher education range from giving your course syllabus a facelift, to illustrating facts visually, and even to teaching students to create their own infographics as a practice-ready skill. This session will quickly explore why today’s students are drawn to visuals and retain information better from combinations of graphics and text, give examples of educational infographics, and allow the majority of the time for discussing tips and using the free web application Piktochart for creating your own infographic to use in the classroom.
Room D

1(d) Understanding Value
Yoel Yohan, The Progress Group
David Squires, Augmented Reality Education
This session describes online learning designed for performance excellence using Lean Six Sigma principles in business. This is for business processes in medical, life science, retail, warehouse operations, manufacturing, and other supply chain areas. We will have examples of work that show employees working perfectly, yet still leaving opportunity for improvement. Examples of some of these roles are: banks, procurement, logistics, and customer service. The principles are also applicable to knowledge-based roles that are often ignored due to their complexity and lack of definition. The presentation will offer examples of everyday life and business occurrences we perform as the best way to work; but leaving 30-40 percent opportunity for improvement. In this session, participants will 1) learn how to think differently, and 2) develop a lens they do not have.
Room F/G
4:15-5:15 p.m.

CONCURRENT SESSION II

2(a) Aspire to Be a Second-Rate Designer
Lloyd P. Rieber, UGA
The rhetoric that pervades most professional careers, including design fields such as ours, is that our goal is to be the very best. I take a different view. I think our goal should be simply to be the best we can be. This doesn’t mean that we should approve of lazy or incompetent people, but I think we should be very pragmatic and realistic about our work. I believe this attitude will actually improve our designs, a perspective that is supported from the emerging “design thinking” literature.
Masters Hall

2(b) The Application of Data Mining in Education
Qiang Hao, UGA
This one-hour lecture is designed for educational researchers interested in learning analytics and data mining. By the end of the lecture, participants will have a big picture of the application of data mining in educational settings.
Room T/U

2(c) Level Up! Integrating Games and Gamification to Support Teaching & Learning in K-12, Corporate, and Higher Education
Michael M Grant, University of South Carolina
Games and gamification in learning have persistently been cited as important or cutting-edge, about which instructional designers and university faculty should be aware. The purpose of this session is to provide background on learning theory, motivational characteristics, and background research for using games and gamification; explanation and examples of gaming to support learning and increase uses of game design; and strategies and examples of gamification in online courses.
Room D

2(d) Edutainment: Bringing Entertainment Back to Education
Michael Whatley, Autotrader
We all know that compliance or product training isn’t always the most enjoyable experience, but it’s necessary. Why can’t you have a little fun with it? Edutainment is a concept that any instructional designer can easily implement into their creative process to make design and development more enjoyable and increase learner engagement at the same time!
Room F/G

5:30-7 p.m.
NETWORKING DINNER
Magnolia Ballroom

7-8 p.m.
IDD Program - Session I for New Students
Room T/U

END OF DAY ONE
8:45-10 a.m.
KEYNOTE ADDRESS
Jan Melcher, director of eastern operations, Georgia Quick Start.
Bruce Batton, director of northern operations, Georgia Quick Start
Masters Hall

10-10:15 a.m.
REFRESHMENT BREAK
Kellogg Concourse

10:15-11:15 a.m.
CONCURRENT SESSION III

3(a) Hello Theory… Meet Practice!
Robb Bingham, Converging Solutions
There is much to learn while becoming a highly-qualified, well-credentialed Instructional Designer. But learning the theory is only half of the battle. The art of instructional design is the way you execute your craft in the real world. This session explores a model that helps bring together all the divergent theories and tools that IDs learn, into a coherent, intuitive solution, ready for consumption by learners. If theory “had you at hello,” then practice just might knock your socks off!
Masters Hall

3(b) Designing for Active Classrooms: Polling, Micro-Challenges, Videos, and Magic
Larry McCalla, Tong Li, UGA
This presentation is about actively involving learners in experiences supporting the development of design thinking and digital tool skills. With this goal in mind, we developed and tested a project-based course design during the spring of 2016. We developed and implemented a combination of magic performances, lecture materials, instructional videos, and in-class micro challenges as ways of nurturing design thinking and creativity in student work. We will discuss the design, development, implementation, and research results.
Room F/G

3(c) Case-Based Learning in Teacher Education: An Instructional Design Framework
Mutlu Sen, Janette Hill, UGA
The use of cases in teacher education has been advocated by many as a promising instructional method for creating authentic learning environments. However, attempts to systematize case-based methods through additional instructional support have been rare. Educators must determine how to best present cases. For example, should prospective teachers be exposed to cases individually or in small groups? In this session, an instructional design framework for use of cases in teacher education will be presented and implications for future research will be discussed.
Room D

3(d) What Guitar Building Can Tell Us About Effective Teaching and Learning in the 21st Century
Jay Rojewski, UGA
What can the process of building an electric guitar show us about the meaning of learning and the instructional strategies that are necessary for effective education in an increasingly technological world? This presentation uses the activity of guitar building as a way to consider formal education in light of the increasingly rapid changes occurring in almost every aspect of our daily lives. These changes require us to rethink the ways we deliver and assess formal education.
Room T/U
Saturday, August 20

11:30 a.m.-1:30 p.m.
LUNCH FOLLOWED BY PROJECT DEMONSTRATIONS
See page 10 for participants and projects.
Magnolia Ballroom

1:45-2:45 p.m.
CONCURRENT SESSION IV
4(a) Visual Thinking Strategies: Learning Through Direct Observation
Brad Hokanson, University of Minnesota
Visual Thinking Strategies is a collection of methods developed by art educators to deepen the experience of understanding visual images. VTS integrates well with critical thinking and provides a strong basis for both learning and design critique. This presentation will demonstrate how the method works by involving the audience and will describe the process of using visual thinking strategies in teaching. We will also discuss ways this method can be applied to corporate, higher education, and K-12 settings, as well as to different disciplines.
Masters Hall

4(b) Virtual Advising Centers: The eQuad as a Student Advising Tool
Leora Waldner, Dayna McDaniel, Troy University
Is it possible to provide 24/7 student advising? Here we demonstrate how a simple course management system (CMS) can serve as a virtual advising center for academic degree programs and departments. These advising platforms serve as an extraordinary resource for students, providing on-demand access to orientations, program requirements, registration guidance, IM access to advisors, and advising webinars. These platforms benefit online and in-class students alike by promoting advising excellence and improve retention and completion rates.
Room F/G

4(c) A Great First Date: Archival Instruction as a Model for Introducing New Skills
Mary Lynn Miller, Brown Media Archives, Special Collections, UGA
Although teaching with primary sources is generally regarded as a “good thing,” too few instructors take the time to create an experience that will leave their students wanting more. The first date-second-date-third date concept developed by UGA’s Special Collections Libraries is currently being implemented by UGA Faculty and serves as a valuable model for any instructor who must teach students a new skill set before delivering new content.
Room D

4(d) Flipping ID Onboarding
Andrea Bader, Anthem
Tired of soliciting associates to facilitate new hire training for instructional designers (IDs)? Do your new hire IDs feel disconnected to the learning & development organization? In this session, you will learn how to flip ID onboarding so that associates learn at their own pace, have a cohort to collaborate with and learn from, and have opportunities to connect with more senior IDs who mentor and coach them through the program.
Room T/U

2:45-3 p.m.
REFRESHMENT BREAK
Kellogg Concourse

3-3:30 p.m.
REFLECTION and WRAP-UP SESSION
Greg Clinton and Robb Bingham
Masters Hall

END OF DAY TWO

4-5:30 p.m.
IDD PROGRAM - SESSION II FOR NEW STUDENTS
Room F/G
Demonstration Sessions

Join us for a delicious buffet lunch on Saturday, followed by an interactive program with conference participants mingling among graduate students and guest presenters who have submitted IDD projects. This demonstration program is similar to a poster session, with participants at tables engaging with the crowd. Take a minute to browse the projects, meet the presenters, and learn more about their specialties.

ASSISTIVE TECHNOLOGY TOOLKIT
Erin Benson, UGA Disability Resource Center
We have come a long way from “MICROSOFT SAM.” Technology has opened up a world of opportunity for students and educators. This session will focus on the free/low cost assistive technology tools available for all students.

ONLINE CROSSCULTURAL COMMUNICATION ACTIVITIES THROUGH VOICETHREAD
Jeonghun Oh, UGA
Glenn Alton Jackson, Russell Middle School
This research connects secondary school students in the United States and Korea with each other through Voicethread, an online communication technology using multimedia such as audio and videos. This research investigates the changes in students’ intercultural sensitivity, students’ engagement, obstacles in the crosscultural communication activities through interviews, intercultural sensitivity surveys, and the analysis of Voicethread slides and comments after six weeks’ crosscultural communication activities. Through this research, students are expected to improve their multicultural understanding.

SELFIES AND PURPLE RIBBONS: INCREASING SOCIAL ENGAGEMENT IN AN ONLINE, ON-CAMPUS COURSE.
Brad Hokanson, University of Minnesota
This demonstration will present the use of physical, in-person connections as a way to enhance on-campus yet online courses. All students were given a purple ribbon at the in-person start up sessions for an online course. Over the term, students took selfies recording interpersonal engagement with others wearing the purple ribbon. From this personal scavenger hunt, new friendships, connections, project teams, and study groups developed. Observations of the assignment will be presented.

ONLINE TEACHING AND LEARNING: IS THE POWER OF THE MOOC MOOT?
Karah Hagins, UGA
MOOC. What comes to mind when you hear this word? Sadness at its alleged demise? Happiness that you never have to take one again? Should we abandon what was once a potentially education-changing platform for more traditional online learning? I’ll let you decide as I take you through my plan to resurrect the MOOC! This session will explore the journey from MOOC creation to evaluation in the Canvas LMS. In an attempt to create a unique online learning experience, I integrated gamification, avatars, competition, and learner-choices in hopes of re-imagining the power of the MOOC. What worked? What didn’t? And, is there hope for the massive open online course?

IDD GRADUATE STUDENTS - TEAM PROJECTS

XINNIX HELPDESK TRAINING SOLUTION
Alex Thomas, David Newborne, Blake Hudgins, Marissa Munroe
XINNIX is a provider of sales and leadership development programs in the mortgage industry. With a suite of comprehensive learning systems, business management tools, certified instructors and exclusive teaching methods, they deliver essential knowledge, advanced sales skills and core leadership disciplines. We created an Articulate Storyline course that delivers online training to Xinnix employees. Employees learn how to submit a helpdesk trouble ticket and how to monitor the completion of the ticket.
**HISTORY OF REGIONAL COMMISSIONS IN GEORGIA**

Tracy Arner, Megan Bracewell, Nora Cloonan, Lana Garner, Cheri Tenhouse

The Carl Vinson Institute of Government is creating a new curriculum to address development, engagement, and responsibilities for board members of the 12 Regional Commissions in the State of Georgia. The new curriculum will include three delivery methods. The first method involves creating a series of tutorials concerning fundamental concepts related to the history and operation of Georgia’s Regional Commissions. Our project introduces the learner to the history of Regional Commissions.

**MEGA POWERS**

Cheryl Stanga, Stephen Bridges, Ben Hall, Chris Nylund, Jessica McCrea

The client, Peter Emmons (Director of 4D Learning at the Galloway School), contracted with this project team to develop an interactive learning module for Galloway School’s Upper Learning faculty. The project focused on faculty implementing effective student-produced video projects into the curriculum. The client hopes that additional training, as seen in the needs assessment, will empower faculty with the knowledge of how to effectively ask students to produce videos in a manner that is meaningful to demonstrating mastery and/or to developing video production skills.

**IDD GRADUATE STUDENTS: INDIVIDUAL PROJECTS**

The following projects are presented by graduate students in the UGA IDD program:

**Adeline Anyidoho**
Staying Healthy Your Own Way

**Timothy Cone**
“I Made This is Savannah” Workshop

**Sam Cook**
Creating Interactive Text with Inklewriter—An Original Sherlock Holmes Story

**Lana Kempton**
Home Purchase Project
Tutor Training: Group Management Skills

**Sharon Laidlaw-Almaguer**
Austin School District digital Toolkit for Transformative Technology

**Kristen Mitchell**
Life Well Lived: Mabel Mitchell

**Jeremy Worsham**
Quest for a Cure: A Research Primer

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View more information on student projects, including brief video demonstrations, at tinyurl.com/iddatugaprojects

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FOR MORE ON THE IDD PROGRAM, VISIT IDD.UGA.EDU
Join us in 2017 for the fourth annual IDD@UGA conference on Aug. 18-19!

ABOUT LEARNING, DESIGN, AND TECHNOLOGY PROGRAMS AT THE UGA COLLEGE OF EDUCATION

Learn to be a leader in technology-enhanced learning environments with the College of Education’s Learning, Design, and Technology degrees. Our goal is to prepare professionals to identify and analyze learning problems and then create and implement more effective instructional solutions.

Earn a master’s or doctoral degree, or receive a certificate in eLearning Design or Instructional Technology for Teaching. Coursework covers topics such as instructional design, online learning design, information literacy, computer-based education, and instructional product evaluation.

You will find our graduates in schools, corporate settings, higher education, museums, government agencies, and more.

IDD.UGA.EDU