Facilitator:

Yvonne Earnshaw, *Consultant*

Issues and Instructional Strategies for Designing Successful Online courses *Mansureh Kebritchi*, University of Phoenix; *Angie Lipschuetz*, University of Phoenix

Many components of teaching and learning need to be changed in online education. Empirical studies were conducted for examining issues for developing online courses. However, few studies have synthesized the previously conducted studies, provided a combined overview on issues in delivering online courses, and compare them with the current issues in a large higher education institution. This presentation provides an overview about issues and strategies for developing online courses in a higher education institution.

e-Learning Maturity Model: The Implementation of an Assessment Protocol to Examine the Maturity of e-Learning Practices at the Institutional and Programmatic Levels *Darryl Draper*, Old Dominion University; *Anne Mendenhall*, Church of Jesus Christ of Latter-day Saints; *Elizabeth Barrie*, University of Nevada, Las Vegas

This phase two practice proposal examines current e-learning practices using a validated framework to guide pedagogical practices for increased learning outcomes. The e-learning Maturity Model (eMM) is a benchmarking and quality improvement tool that provides online learning initiatives with an evaluation of their e-learning activities. The intent of this research is two-fold; examine the 'maturity' level of e-learning practices to develop a roadmap for success, and the protocol used in the implementation of the assessment.

309. DDL -Membership Meeting
1:00 pm to 2:00 pm
Hyatt Regency - 2nd: Regency C
   Chair:
      Anthony Pina, *Sullivan University System*
310. FRS - Professional Development (RTD)
1:00 pm to 2:00 pm
Hyatt Regency - 2nd: Regency F
   Facilitator:
      Jill Stefaniak, *Old Dominion University*
   Investigating Faculty Technology Mentoring as a Professional Development Approach *Evrim Baran*, Middle East Technical University

   This multiple case study aimed to investigate the adoption of technology integration into faculty's teaching practice during the implementation of a university wide faculty technology mentoring program. The analysis of 24 mentor (graduate students) and mentee (faculty members) reflections, weekly blog posts, case reports, and interviews revealed critical mentoring strategies and success factors that can be

considered for designing faculty learning experiences and professional development programs in higher education institutions.

311. GSA - Designing for Playful Learning
1:00 pm to 2:00 pm
Hyatt Regency - 2: Concept CD
   Facilitator:
      Jason A Engerman, *Penn State University*
   Presenters:
      Ty Hollett, *Pennsylvania State University*
      Jeremiah Isaac Holden, *University of Colorado Denver*
      Jennifer Lynn Weible, *Penn State University*
      Tonia A. Dousay, *University of Wyoming*

      Discussion that concerns how to design for engagement within and across settings, the affordance (and limitation) of various media, and how to design for playfulness when working with different learners and objectives. I believe the work that you are doing will fit well within this agenda and provide an engaging discussion on the possibilities of Playful Learning. This invited panel, would primarily engage the future instructional designers, learning designers,.. etc in graduate students, but may prove to build discussion on cutting edge and innovative practices for the future of the field.

312. INTL - Turkish Teachers' Practice and Attitude: Open Educational Resources and Mobile Devices
1:00 pm to 2:00 pm
Hyatt Regency - 3rd: Studio 4
   Facilitator:
      Cengiz Hakan AYDIN, *Anadolu University*
   Are Teachers too Nomophobic to Teach? : A Case from Turkey *Caglar Yildirim*, Iowa State University; *Evren SUMUER*, Kocaeli University; *Omer Faruk ISLIM*, Middle East Technical University; *Soner YILDIRIM*, Middle East Technical University

   This paper discusses a new challenge emerging from the introduction of smartphones to our lives - nomophobia. Nomophobia, or no-mobile-phone phobia, refers to "the fear of being out of mobile phone contact" (SecurEnvoy, 2012, para. 1). It refers to the feelings of discomfort or anxiety when being out of reach of mobile phones or smartphones. Given the widespread adoption of smartphones in Turkey, the purpose of this study was to investigate Turkish teachers` smartphone use, the degree to which they behave as nomophobic, and the factors impacting their nomophobic behaviors.

   Turkish Teachers' Awareness and Perceptions of Open Educational Resources *Ozgur Ozdemir*, Indiana University; *Curtis J. Bonk*, Indiana University; *Ismail Tonbuloglu*, Yildiz Technical University

   When teaching students, teachers are encouraged to utilize diverse course materials to develop better