

an approach for framing contexts in which blended learning takes place, a key principle in design-based research. We apply the proposed contextual analysis in a mixed-method study on learner retention in blended adult education. By outlining features of policies and resulting practices we expose relevant tracks for further intervention studies.

380. ELT - Vegas Spotlight on Communication

3:30 pm to 4:30 pm

Conf Ctr - Conference Rm 2-3

Vegas Spotlight on Communication: Reasserting the “C” in AECT *Scott Joseph Warren*, University of North Texas; *Jenny S Wakefield*, University of North Texas

This one-hour session discusses role of communicative actions to understand learning and teaching in the context of today’s digital delivery platforms. We overview educational communications theory, along with examples and research outcomes, to frame instructional design principles and spur educational discourses, while explaining how and why learning results. We reassert the communication’s centrality to elucidate why and how learning should occur from our designs, rather accepting the problematic view that media directly influences learning.

381. FR - Learning Theories

3:30 pm to 4:30 pm

Conf Ctr - Conference Rm 9

Using a Mathematical Model of Motivation, Volition, and Performance to Examine Students’ E-Text Learning *Elena Novak*, Kent State University; *Kerrie McDaniel*, Western Kentucky University; *Jerry Daday*, Western Kentucky University; *Thomas C. Reeves*, The University of Georgia

We explored undergraduate biology students’ learning and attitudes toward digital textbooks using a mathematical model derived from Keller’s (2008) Motivation, Volition, and Performance (MVP) theory. A comprehensive data set that included student e-text learning, motivation, cognitive load, engagement, and academic background (N = 1,125) was used to evaluate student e-text satisfaction and demonstrate generalizability of a MVP mathematical model that can be used as a tool for diagnosing learning and performance problems.

382. GSA -3MT Competition Finals

3:30 pm to 4:30 pm

Conf Ctr - Conference Rm 14

With the preliminary round completed, it’s time for the finalists of the 3MT™ Competition to battle one last time for first place and People’s Choice. So, be sure to attend and cheer on your colleagues!

383. INTL - A Look at Technology Integration from Different Perspectives

3:30 pm to 4:30 pm

Conf Ctr - Pavilion 3

The Use of Digital Storytelling in Teacher Education

Omer Faruk ISLIM, Ahi Evran University; *Pelin YUKSEL*, Inonu University; *Soner YILDIRIM*, Middle East Technical University

This study investigate the use of digital storytelling in teacher education. Participants of the study were consisted of 52 sophomores from College of Education. These pre-service teachers were assigned to design and develop digital stories, and evaluate their peers. The data of this study were collected via face-to-face group interviews. The results of the study reveal the reasons of choosing topic, software, opinions of pre-service teachers towards using digital storytelling, and suggestions for future applications. The conference attendance of this paper was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.A3.16.007

American and Taiwanese Pre-service Teachers’ Challenges in Technology Integration

Szu-Yueh Justine Chien, University of Wisconsin-Extension; *Wan-Lin Yang*, National Cheng Kung University

This study aimed at investigating the challenges that American and Taiwanese pre-service teachers encountered while they were learning how to effectively integrate technology in their future classrooms. With the understanding of the challenges, strategies that might help teacher education programs to better assist pre-service teachers would be provided. The findings might provide insights for both researchers and practitioners to design technology integration courses for pre-service teachers’ preparation in teacher education program.

Educational Technology and Mediendidaktik: A comparative study of the two fields

Swapna Kumar, University of Florida; *Kerstin Mayrberger*, University of Hamburg

We present a comparative analysis of educational technology in the US and Mediendidaktik in Germany, fields that have similar goals of facilitating teaching and learning with technology. Educational