control and level of prior knowledge. The design approach takes into account the large number and different levels of individual constructs, their instability over time, space and task, and the challenge to develop more style’s versatility and flexibility. There are four scenarios metaphorically called Ready-made, Tailor-made, Self-made, and Atelier, available for a selection. Each scenario presents the content within a specific pattern of four learning events - explanation, procedures, examples and practice. SMILE Maker builds up a dynamic individual profile of a learner. It identifies learning styles explicitly or draws an inference implicitly about locus of control, prior knowledge and problem solving styles. A special functionality, called Facilitator, prompts some suggestions according to the behaviour of a learner

The Classroom of the Future: Use of the Internet, Video Conferencing and SMARTBoards in Inter Site Collaborative Student Projects

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The Collaborative On-line Research and Learning (CORAL) Team believes that classrooms, restructured to incorporate technology, should offer more than information exchange and knowledge acquisition; they should provide places where students become active learners collaborating on specific learning objectives. The CORAL model uses various technologies to connect university-level students from several distant sites. Students enrolled in different psychology courses at two universities work with peer writing assistants from a third university to collaboratively produce applied research projects. Teams use discussion boards, chat rooms, email, and video-conferencing to plan, carry out, and present their work. CORAL research indicates that this pedagogy succeeds, encouraging students to become cohesive group members despite the distance between sites, and enabling students to generate products qualitatively equal to or superior to those produced in more traditional courses. Further, this collaborative pedagogy offers students these advantages over traditional courses: opportunities to learn actively, and to improve their communication, problem-solving, and technological skills.

A Prototype Web-based Support System for Classroom Teaching

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We are developing a prototype Web-based support system for classroom teaching, called CACCE, Computer Aided Cooperative Classroom Environment. Nowadays, many teachers use Web pages as supplemental materials in the classroom, such as cultural web pages. CACCE is a Web-based software that allows teachers to have control of students’ display. We plan to demonstrate CACCE with two PCs. Participants will have the chance to operate the teacher’s browser and the student’s browser. Participants can do the following controls the student’s browser from the teacher’s browser: to show specified URL, to freeze student’s browser, or to show the mouse pointer to a hot point. Participants can get the configuration of CACCE and manners of it. We hope to encourage additional, creative ideas for the use of this system. We also hope, through our conversation, to distribute our system to participants to experiment in their classroom.

Considerations for the design and development of on-line instruction in software engineering

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The purpose of this paper is to describe the design process of a graduate-level software engineering course. This paper describes how analyses and assessments are used to identify the level of faculty involvement, set performance objectives, and establish the framework of the course. Moreover, some teaching on-line considerations such as incorporating constructivist and sociocultural theories are outlined. The paper concludes with a brief description of different learning styles and explains how the course accommodates the learning style preferences.

Electronic Portfolios in Assessment of Preservice Teachers

Scott Walker, Our Lady of the Lake University, USA

Electronic Portfolios in Assessment of Preservice Teachers Scott Walker Education Department Our Lady of the Lake University United States walks@lake.ollusa.edu Electronic portfolios are valuable as authentic assessment tools in preservice teacher education programs, as they allow for student demonstration of performance, interconnected tasks, responses, and ambiguity while allowing for learner support. Modeled after an electronic portfolio program in Amsterdam, preservice education students at Our Lady of the Lake University conduct self-assessments based on International Society of Technology in Education (ISTE) standards, set learning goals at the onset of their portfolio projects, and plan and develop a learning contract for portfolio development to meet University computer literacy standards in a meaningful way. This poster session reveals the former “shallow” assessment of preservice teacher computer literacy and the transformation to a more meaningful and authentic means of assessment by which students are encouraged to develop relevant, self-planned, action oriented products to demonstrate their proficiency in technology literacy.

Setanta: a school based intranet project

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Abstract: Learning Institutions although often advanced in the development of curriculum, have remained static in the use of technology in teaching and learning. In a world where information communications technologies are much more accessible, we examine how educators can employ these technologies to present subject material in more interesting