

Assignment #2
Professional Conference: International Society for Technology in Education

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The purpose of this paper is to discuss a conference that is relevant in the field of instructional technology and has significance to the professional endeavors of the writer. The areas that will be discussed concerning this professional conference are where and when the conference takes place, who the conference is geared towards, how many participants attend, fees attributed with attendance, the types of presentations available at the conference, and how to submit a proposal to present at the conference. Finally, a brief proposal will be presented as an example for submission the professional conference.

Location

The International Society for Technology in Education (ISTE) holds an annual conference each year for attendees to develop their knowledge in the area of technology and its effective implementation in the K-12 educational setting. The 2012 conference, “Expanding Horizons”, will be hosted in San Diego, California at the San Diego Convention Center from June 24-27 (ISTE conference, 2011).

Audience and Attendance

The targeted attendance rate for the 2012 conference is 13,000 attendees (ISTE 2012 call for exhibitors, 2011, p. 7). Almost one quarter of the attendees are teachers or faculty, administrators and technology coordinators make up the next largest group of attendees. These educational professionals are in the ones in the trenches implementing and managing instructional technology to deliver effective instruction and the ISTE conference is geared specifically for them.

Fees

There are several different fee types associated with attending the conference depending on whether you are an ISTE member, full-time student, retired educator, if you attend every day or choose to attend less, and when the attendee registers. There are three different deadlines for registration, Super Early-Bird by March 31, 2012, Early-Bird by May 1, 2012, and Pre-registration or onsite registration after May 1, 2012. An ISTE member that is a full-time student or a retired educator will pay \$160 to attend every day of the conference during any of the registration periods. Members of ISTE registering by the Super Early-Bird deadline pay \$239 to attend and non-members will pay \$338 (membership fee included) to attend the entire conference (ISTE 2012 registration: Fees, 2011).

Presentation Types

At the 2012 ISTE Conference there will be four different types of sessions available: concurrent sessions lasting one hour in length, learning station sessions lasting two hours in length, research paper sessions lasting one-half to one full hour in length, and workshop sessions lasting three, six or twelve hours in length. Workshop sessions require prior registration and may involve additional fees for attendance (ISTE 2012 program: Categories, 2011). Presentations can be in the following five areas: school improvement, technology infrastructure, professional learning, digital age teaching and learning, and virtual schooling/e-learning (ISTE 2012 program: Themes & strands, 2011)

Proposal Process

Presenters for the ISTE 2012 conference in San Diego will need to submit a proposal online by October 5, 2011. The guidelines for submitting a proposal for the 2012 conference will be available September 2, 2011. After the proposal has been submitted online and reviewed, notification will be sent for approved proposals by the middle of December 2011 (ISTE 2012

program: Categories, 2011). Since the information for submitting a proposal will not be available until September, the process for submitting research papers for the 2011 conference follows. Any presenter that submitted a research paper proposal that was approved for presentation needed to upload their complete research paper in pdf format to the conference website by June 20, 2011.

Proposal

Title: Distance Education Class Size and Interactivity in the K-12 Setting

Type: Research Paper Session

Summary:

Online or E-learning at the primary and secondary levels are relatively new areas of exploration in the field of distance education. Limited research has been completed thus far. In 2010, The United States Department of Education published the *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning*. During the course of that review a total of nine studies out of the 99 that were reviewed included comparison studies of K-12 learners in face-to-face and online or blended learning environments. A preliminary search by the current writer unearthed only a scattering of studies conducted at the K-12 level since the completion of the above referenced meta-analysis. Kingma and Keefe (2006) stated that many studies have been conducted on the effect of class size on student achievement in traditional K-12 classrooms. They reported that the optimal online or blended classroom at the post-secondary level was 23-25 students. Kingma and Keefe stated “student evaluations of online courses initially increase and then decrease as enrollments increase” (p. 142). However, studies evaluating the effect of class size on student achievement in online or blended K-12 classrooms are lacking in the literature. Orellana (2006) reported using the *Rubric for Assessing Interactive Qualities in Distance Courses* and the *Class Size and Interactive Qualities in Online Courses Web-based Questionnaire* to conduct a similar study at the post-

secondary level. These instruments were used to gather data from instructors in the K-12 setting. The current study will reveal the findings from a study conducted in the K-12 setting and what the indications were in relation to the significance of class size on student achievement. The results of this study are of interest to all stakeholders in the K-12 setting: policy makers, administrators, educators, parents, and students.

References

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