POSTER / DEMONSTRATION ABSTRACTS

The planning process began with the faculty exploring the different distance education tools available to them. Next, the faculty looked at the courses that they would deliver to these students and sought to determine what course content was best suited to which instructional delivery method. Based on the rubric that was developed as a result of this planning process the faculty identified the resources that they would need to develop and deliver their online courses.

Redesigning the Traditional Classroom to a Technology Learning Facility

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We encourage faculty to be innovative. We provide teams of instructional designers to aid faculty in the integration of technology, use of the Internet and active learning strategies into their courses. To be successful faculty must have appropriate support systems. The teaching environment is a critical support system. How can we ask faculty to integrate technology without providing them with the equipment, telecommunications and convenience of a "plug and play" environment? The integration of technology in to the classroom coupled with the infusion of the World Wide Web in to the craft of teaching necessitates the rethinking and redesign of traditional classrooms. As instructional designers our role is not only to aid faculty in the pedagogical issues of technology integration, but we must also provide consultation on the redesign of existing classrooms. This poster session will address the problems that arise in converting traditional classrooms to technology learning studios.

The Electronic Portfolio: An Assessment Tool for Online College Courses

Margaret Burk, Muskingum College, USA; Rosemary Carlson, Morehead State University, USA; Bridgett Davis, Morehead State University, USA

With the enormous growth in Web-based or online distance learning at colleges, educators have begun to explore ways to improve assessment of students' performance. Online learning differs from traditional classroom-based learning in several significant ways. Students and educators in online courses are separated by time and space; access to course materials is continuous; students must become more active learners because of the virtual classroom environment; and the usual evaluative practices may be inappropriate. How can educators modify their assessment techniques in light of the con-straints imposed by, and the opportunities afforded by, online classes? The electronic portfolio is gaining popularity among college educators to better reflect the multifaceted learning experiences and outcomes of online courses. While this assessment method is not without potential problems, the electronic portfolio shows substantial promise for resolving many of the difficulties that educators encounter as they strive for improvement in this newest educational format.

Software Tutors Fulfilling Curriculum Topics

Carol Redfield, St. Mary's University, USA

This poster paper presents a mapping of top-level Core Knowledge curriculum topics for grades K through 5 with commercially available computer-based tutors and educational software titles. Many of these tutors could be made available over the Internet. Some of the tutors would be considered 'intelligent' because of the very basic student model represented by a listing of completed sections or information seen by the student in the tutor. Most of the Core Knowl-edge curriculum topics have at least one tutor that teaches or contains some of the subject matter. This paper also points out topics that are not well covered by existing tutors and compares the coverage to the Texas Essential Knowledge and Skills curriculum topics.

HEPAXPERT-III/WWW: AN INTERACTIVE KNOWLEDGE BASE FOR INTERPRETATION OF SERO-LOGIC TESTS FOR HEPATITIS

Clemens Chizzali-Bonfadin, University of Vienna, Austria; Klaus-Peter Adlassnig, University of Vienna, Austria; Andrea Rappelsberger, University of Vienna, Austria

Knowledge-based decision support systems will become more and more important in health care. Based on Internet technology such systems perfectly match the requirements to work in clinical infrastructures for the 21st century. We have developed a fully interactive system based on World Wide Web that interprets serologic tests for hepatitis. HEPAXPERT-III/WWW is a knowledge-based system that interprets the results of qualitative and quantitative routine serologic tests for infection with hepatitis A and B. The system automatically provides and interprets the result of these tests, without the use of additional biochemical or clinical data, and thus helps phy-sicians to understand complex serologic findings. HEPAXPERT-III/WWW can be reached by URL http://medexpert.imc.akh-wien.ac.at/hepax of the World Wide Web. Serologic test results can be entered and will be interpreted immediately. HEPAXPERT-III/WWW is available since April 1998 and it is one of the appli-cations running on our web-based medical knowledge base server MedExpert/WWW.

A Web-Based Case LIbrary to Support Learning

Susan Colaric, Penn State University, USA

Abstract: A Case Library is a collection of cases arranged to allow easy, meaningful access for a user. This Library covers an array of turf problems encountered by golf course superintendents. The cases help fill gaps in a student's knowledge that are a result of their inexperience. Indices to the cases are based on the most salient factors in turf problem-solving. The case was structured to provide a framework that models the thought process users should go though when confronted with a problem as well as to provide the necessary information to make the case meaningful. The deliberate structure of the cases should assist students in using these experiences, drawing productive lessons from them, and encouraging them to build their own "mental libraries" using the framework provided. The cases reside in a database on an SQL server. Active Server Pages are used for easy access to the cases through the indices.