5th Annual teach live Conference

JUNE 7-9, 2017

Virtual Human Interactive Performance (VHIP)
5th Annual International TeachLiveTM Conference: Virtual Human Interactive Performance (VHIP)

Wednesday, June 7, 2017
Morgridge International Reading Center (MIRC)

12:00 pm
Conference Registration Opens

1:00-1:45
Concurrent Session A

GALLERY A

“Have you ever been confused about your sexuality?”: Urban Youth Leverage TeachLivE to Become Critical Qualitative Researchers

Jevon Hunter, Buffalo State University

Urban youth practitioner-scholars working at the intersection of criticality, educational justice, and technology regularly advocate for providing adolescents with learning experiences that center youth voices and foster the development of a critical consciousness to reflect upon and redress social injustices faced by our young people (Haddix & Sealey-Ruiz, 2012; Morrell, Dueñas, Garcia, and López, 2013).

GALLERY B

Practicing Group Mathematics Discussion in Middle School: The SIM Study of Teacher Professional Development

Rachel Garrett & Bri Monahan, American Institutes for Research

Deep student engagement with mathematical content during whole group discussions is a critical but challenging part of middle school mathematics instruction; classroom simulation provides new opportunities for teachers to practice and receive feedback on leading these discussions. The SIM Study will pilot a new teacher professional development (PD) program that uses TeachLivE to support teachers in building their skills to conduct rich mathematics discussions in middle school classes.
GALLERY C

The Use of Authentic Case Studies of Diverse High Ability and gifted students in the Simulated ELEVATE Classroom to examine the nature of ability, achievement, and appropriate curriculum.

Gillian Eriksson & Jennifer Sanguiliano, University of Central Florida

Meet Ji-ho, TeachLivE’s newest student with a unique profile who is part of the UCF Project ELEVATE Gifted Classroom! This presentation focuses on the use of TeachLivE in conjunction with authentic case studies as a professional development tool, bringing awareness to the identification and needs of high ability, low income, and English Language Learner students.

GALLERY D

Negotiating LivE: Integrating TeachLivE to Improve University Faculty Mentoring

Cynthia Walters, Linda Walters & Amanda Anthony, University of Central Florida

Developing and providing relevant, applicable professional development for faculty from various programs and career stages is not an easy task. A partnership with TeachLivE™ allowed a small interdisciplinary group of faculty to create such an opportunity. This session will showcase a university-wide initiative embedding TeachLivE™ into Faculty Mentoring Communities.

GALLERY E

Liminal Learning in Mixed Reality Teaching Environments

Jody Piro & Catherine O’Callaghan, Western Connecticut State University

Liminal learning describes a condition of between-ness for individuals who are between states or places. This session will explore a research project that explored how mixed reality simulations in teacher education can assist preservice teachers in navigating this ‘state of between-ness’ and in the acquisition of threshold concepts of professional educators.
Wednesday, June 7, 2017
Morgridge International Reading Center (MIRC)

2:00-2:45
Concurrent Session B

GALLERY A

**Using TeachLivE™ to Improve Practice for Pre-Service and In-Service Teachers and Administrators**

**Diane Myers, Patsy Sosa-Sanchez, Teresa Starrett & Edward Steffek, Texas Woman's University**

At Texas Woman's University, we have been using TeachLivE™ since 2013 to enhance instruction across all of our programs in the Department of Teacher Education. During this presentation, we will discuss our application of TeachLivE™, our students’ responses to using TeachLivE™, and goals for teaching and research related to TeachLivE™.

GALLERY B

**Lessons Learned From a First Year Laboratory**

**Kate D. Simmons, Auburn University Montgomery**

The College of Education (COE) at Auburn University Montgomery (AUM) is proud to house Alabama's first Virtual Avatar Laboratory (VAL). The goal of this presentation is to: 1: outline successful grant and IRB processes, and 2: describe lessons learned to help others be successful in starting a full license lab.

GALLERY C

**The Effects of Immersive Simulation on Teacher Efficacy when Supporting Executive Functioning in Students with Dyslexia**

**Sandra H. Robbins & Jill M. Drake, University of West Georgia**

Students with dyslexia are increasingly underserved in K-12 schools. This investigation examined the effects of immersive simulation on teacher efficacy when supporting executive functioning in students with dyslexia. Pre-post surveys were administered to measure changes in efficacy. Findings related to organization, prioritization, and planning skills will be shared.
GALLERY D

Using the mixed reality classroom as a preparation tool for novice qualitative researchers working with K-12 students

Kristin Murphy, University of Massachusetts Boston

In this paper and presentation, findings will be presented from using the Mursion classroom as a scaffolded qualitative research learning tool for an undergraduates in a research seminar preparing to engage in youth participatory action research with students from a public urban high school.

2:45-3:00 pm
Break

3:00-4:00 pm

GLOBAL COMMUNICATIONS ROOM

General Session
Mursion and UCF Personnel

Updates for the whole group will be shared.

4:00-5:00 pm

GLOBAL COMMUNICATIONS ROOM

Opening Keynote

Jeff Wirth, Director, Interactive PlayLab

Jeff Wirth directs the Interactive PlayLab, a New York-based company focused on training, research, and prototyping of live interactive story experiences. Jeff has consulted for Cirque du Soleil, Colonial Williamsburg, Blue Man Group, and Disney Imagineering, and in 2012 created a 24-hour immersive story experience for Lincoln Center. He wrote the book, Interactive Acting, has created over 100 interactive performances, and served for 10 years as the Director of the Interactive Performance Lab at the University of Central Florida. Jeff’s eclectic background also includes ballroom dancing, computer programming, and clowning for the Ringling Brothers Barnum & Bailey Circus. Learn more at www.InteractivePlayLab.com.
Wednesday, June 7, 2017
Morgridge International Reading Center (MIRC)

5:15-7:15 pm
MIRC GALLERIES
Cocktail Hour & Poster Session

7:15 pm
Dinner on Your Own

Thursday, June 8, 2017
Morgridge International Reading Center (MIRC)

8:15 am
Conference Registration Opens (Light Breakfast)

9:00-9:45 am
GLOBAL COMMUNICATIONS ROOM
General Session, Educational Testing Services and Mursion
Developing Elementary Teachers’ Ability to Facilitate Discussions in Science and Mathematics via Simulated Classroom Environments
Jamie Mikeska, ETS, Heather Howell & Carrie Straub, Mursion
This session highlights ongoing work studying how teacher educators use a series of simulation tasks in their methods courses to develop elementary preservice teachers’ abilities to facilitate goal-oriented discussions in science and mathematics. We will share example tasks, a scoring rubric, and our newly developed upper elementary avatars and classroom.

10:00-11:30 am
Workshops

GALLERY A
TeachLivE and Grant Writing
Dave Edyburn, University of Central Florida
This session is designed for anyone interested in pursuing grant writing to support and extend their TeachLivE work. Among the topics we’ll discuss: identifying funding sources, strategies for describing the significance of the research, and selecting an appropriate research design and outcome measures.
GALLERY B

**Scenarios for avatars with disabilities**

Taylor Bousfield & Kate Ingraham, University of Central Florida

Be apart of scenario creations for utilizing the secondary inclusive classroom. Join us as we take you along a step-by-step process of creating a scenario of your choice! This workshop will provide a framework for creating scenarios, specifically, with the use of the secondary classroom including Martin and Bailey. Attendees are welcome to work on their personal scenarios while we collaboratively create one together. The scenario that is collaboratively created will be available for use after the conference!

GALLERY C

**Sharing iPad Screens to Rehearse Instructional Conversations with TeachLivE Avatars**

Michael Hynes & Benjamin Gallegos, University of Central Florida

Teachers of all content areas are being challenged to change their instructional practices to include increased dialog about content. Due to the school district provision of iPads or laptops for all students, sharing screens is commonplace and the shared screens become the catalysts for instructional discourse. The presenters will demonstrate the use of the TeachLivE avatars to provide teachers opportunities to rehearse discourse using iPads. Some participants will have an opportunity to interact with the avatars and their iPads during the session.

**12:15-1:15 pm**

Lunch (provided)

**11:40 am-12:10 pm**

Concurrent Session C
GALLERY A
Applications of TeachLive in Counselor Training
Annette Nelligan, University of Maine
This program describes methods of adapting the TeachLivE scenarios in training future school and mental health counselors in active listening and counseling intervention skills on both individual and group levels. The presenter will provide examples of the applicability of TeachLivE in counselor education and will explore, with the participants, possible further usages across disciplines.

GALLERY B
Reactions and Insights from First Time Users
Anni Reinking, Southern Illinois University-Edwardsville
In this project early childhood teacher candidates interacted in a simulated situation where they were co-teachers in different with different roles. Due to the restraints of SIUE’s site license the professor designed simplified personalities for each of the avatars. Therefore, all included parties were interviewed about the experience.

GALLERY C
The Influence of a Simulated Environment on Tutors and Supplemental Instruction Leaders
Talitha Hudgins & Kolene Mills, Utah Valley University
The purpose of this study is to use TeachLivE simulated environment to provide training for tutors and SI leaders in how to handle difficult situations while interacting with virtual students. We argue that tutors will be better able to deal with difficult situations after interacting with student-avatars and that it will transfer to real-world situations.

GALLERY D
Using Virtual Simulation to Prepare Preservice Special Education Teachers for Inclusive Settings
Melissa Driver & Kate Zimmer, Kennesaw State University
We present results from a mixed-methods study investigating the use of TeachLive in teacher preparation course on collaboration. There were significant differences in preservice teacher perceptions of inclusion, readiness to co-teach, and working
in collaborative settings at the beginning and end of the study. Findings hold implications for preparation of special and general education teachers.

1:30-2:15 pm
Concurrent Session D

GALLERY A
High Leverage Simulation Practices for a Secondary Inclusive Classroom
Taylor Bousfield, University of Central Florida
There is a lack of literature in teacher pedagogical practices for serving students with ASD in a secondary inclusive classroom. The purpose of this study was to determine the most important teacher practices using a Delphi study to identify those skills perceived as important by national experts in teacher preparation and ASD to be used by experts in a simulated secondary inclusive environment.

GALLERY B
Learning How to CoTeach and Collaborate Effectively with TeachLivE
Barbara Martin & Susanne James, Southern Illinois University
Edwardsville
The objective of our qualitative study was to build collaboration skills between preservice general education and special education teacher candidates to deliver evidenced-based instruction in a virtual classroom setting with shared planning and discourse. The research examined if co-teaching practice delivered in a VLE produced change in co-teachers’ skills.

GALLERY C
Project MELTS
Joyce Nutta, Leslie Davis & Cynthia Walters,
University of Central Florida
Project Micro-credentialing of English Learner Teaching Skills (MELTS), funded by a US Department of Education National Professional Development grant, has developed a four-semester sequence of ten performance tasks that differentiate instruction for English learners at different proficiency levels that will be embedded into the Elementary Education bachelor’s degree curriculum at the University of Central Florida. Teacher candidates who demonstrate mastery of each skill will earn digital badges. At the end
of the curricular sequence, Project MELTS will compare the effectiveness of teacher candidates’ EL instructional skills between those who practiced the skills through simulation (TeachLivE) or through micro-teaching and examine both groups’ impact on English learners’ gains on classroom-based unit tests compared to non-MELTS pre-service elementary teachers during participants’ final internship.

GALLERY D

Comparing simulation to traditional role-play: Which is most effective at increasing students’ understanding of co-teaching?

Sally Spencer, California State University, Northridge, Talya Drescher, California State University, Channel Islands, Jennifer Holbrook, Angelica Fulchini, & Jillian Schreffler, University of Central Florida

This presentation shares the results of a study that compared traditional role-play in the classroom to the use of a simulated environment as a tool for developing collaborative interpersonal problem-solving skills with a co-teacher. Preliminary analysis found the simulator to be more effective in building understanding of co-teaching behaviors and skills.

2:30-3:15 pm
Concurrent Session E

GALLERY A

Simulations as apprenticeship: Designing approximations of practice that ask candidates to share student assessment data with families

Joan Walker & Angela Legg, Pace University

Engaging families is central to teachers’ work yet few novices receive training for this professional activity. Drawing from situated theories of learning and professional education research, we designed and tested two simulated parent-teacher conferences focused on sharing different student assessment profiles. We also explored what candidates took away from the immersive, probabilistic experiences.

GALLERY B

Teaching Functional Analysis Procedures Using TeachLivE

Claire Donehower, Eleazar Vasquez & Jaime Becker-Best, University of Central Florida

Functional analysis is generally considered to be the most accurate and reliable method for identifying behavioral function, and yet it is not widely used in
schools due to lack of trained practitioners, misconceptions about procedural difficulty, and questions about feasibility in the school environment. The purpose of this study was to determine whether rehearsal in a virtual environment would improve the participants’ ability to implement functional analysis (FA) procedures with fidelity.

GALLERY C

Graduate Speech Language Pathology Students’ Self-Efficacy in Working with English Learners in a Mixed Reality Classroom (TeachLivE)

Hilal Peker & Liying Feng, Florida State University (in collaboration with University of Central Florida)

The purpose of this study was to investigate graduate speech language pathology (SLP) students’ self-efficacy in working with English learners (ELs) in a mixed reality classroom (TeachLivE). The results indicated pre-service SLPs need more opportunities to practice questioning skills especially while working with lower-level ELs compared to advanced level ELs.

GALLERY D

Innovative Practices: Virtual Simulations to Increase Teacher Candidates’ Knowledge of Behavior

Kate Zimmer & Melissa Driver, Kennesaw State University

Presenters will share results from a study on the effects of using virtual avatar students with teacher candidates on learning and using effective behavioral strategies. Teacher candidates collected data, created, and implemented an intervention all within a virtual environment. Results of study and implications for teacher preparation and in-service teachers will be discussed.
Thursday, June 8, 2017
Morgridge International Reading Center (MIRC)

3:30-4:30 pm
GLOBAL COMMUNICATIONS ROOM
Closing Keynote

Dr. Kevin Oden, Manager, Human Performance Engineering at Lockheed Martin Mission Systems and Training

Dr. Kevin Oden is the Human Performance Engineering Manager at the Training and Logistics Solutions (TLS) Line of Business at Lockheed Martin Mission Systems and Training (MST). TLS delivers training products and services for flight, ground, maritime, and special operations missions to domestic and international customers.

Dr. Oden provides management of TLS's Human Performance Engineering (HPE) organization, and provides oversight of internal research and development (R&D) investments and contract R&D programs for aspects of human factors related to psychometrics of complex skills and new roles for humans in next generation battlespaces. His expertise in human cognition and learning ensures that technological solutions developed by TLS meet customer expectations of improving individual and team performance.

In addition to his management duties, Dr. Oden is the Principal Investigator of the Applied Cognition and Training Sciences Lab for the Advanced Simulation Center. In this role, he leads far reaching R&D efforts that will accelerate the rate at which individuals and teams achieve expertise. Dr. Oden is collaborating with key university partners from Massachusetts Institute of Technology, Yale University, and Vanderbilt University.

Dr. Oden holds a Ph.D. in Applied Experimental and Human Factors Psychology from the University of Central Florida, where he also earned a Masters of Science in Modeling and Simulation. A graduate from the University of Florida, Dr. Oden was also a Graduate Fellow Researcher at the Army Research Institute for Behavioral and Social Sciences with sponsorship from the Consortium of Universities located in Washington D.C.

4:30-5:30 pm
MIRC Lobby
Candy Bar & Conversations
Friday, June 9, 2017
POST CONFERENCE WORKSHOPS (Separate Registration)
Teaching Academy

9:00-10:20 am
Charles Hughes or Veysi Isler/Sanam Dehghan Workshop

10:30-11:50 am
Jeff Wirth Workshop

12:00-1:20 pm
Charles Hughes or Veysi Isler/Sanam Dehghan Workshop

TA 117
Interactive Experience Think Tank: building a cross disciplinary field
Jeff Wirth, Interactive PlayLab
Interactive experience is emerging as a key form of engagement for audiences, students, and trainees. This panel is an open dialog between local practitioners from various fields where interactive engagement has applications, to explore how interdisciplinary cross-pollination can strengthen and grow the field as a whole. Audience members will have the opportunity to pose questions and ideas to the the panel.

TA 130
Automated Affect Capture, Analysis, Recognition and Incorporation in Scenarios and Reflection
Charles Hughes, University of Central Florida
Using tracking sensors (image and depth information), we created a gesture database and used it to implement a machine learning-based real-time gesture recognition and feedback application. In a separate but related project, we have developed a large database of participants’ emotional responses to situations that might elicit emotional responses of surprise, disgust, curiosity, etc. This work uses computer vision and machine learning techniques to assess facial expressions, hand to face actions, upper body movement and vocalizations. Our intent is to integrate this research into TeachLivE to understand the dynamically changing emotions of our participants, using this to drive aspects of avatar behaviors and to support both real-time and reflection-based learning.

Those who attend this session will have an opportunity to see their body gestures and facial expressions automatically analyzed.
A serious game design should utilize the domain fundamentals as well as game design principles carefully. This study proposes an ontology-based methodology to design a serious game of various genres. To develop the methodology, a variety of educational and instructional theories were surveyed and Gagne’s Nine Events of Instruction has been selected due to its compatibility with video games’ elements. This theory, in addition with main and essential elements of video game design composes the concepts of Ontology based Serious Game Design Methodology, OSGAM. Unified Modeling Language (UML) has been chosen as the ontology development language. The proposed methodology has been used for developing a serious game for teacher training, called as Game Based Teacher Education System (GATES).
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