6th Annual International TeachLivETM Conference: Virtual Human Interactive Performance (VHIP)

Wednesday, May 23, 2018
Morgridge International Reading Center (MIRC)

12:00 pm
Conference Registration Opens

1:00-2:00 pm

GLOBAL COMMUNICATIONS ROOM
Welcome
Pamela Sissi Carroll, Dean, College of Education and Human Performance

Introduction of Keynote Speaker
Dave Edyburn, Associate Dean, College of Education and Human Performance

Opening Keynote
Measuring Self-Regulation During Learning with Advanced Learning Technologies

Roger Azevedo, Professor, North Carolina State University

Roger Azevedo is a professor in the Department of Psychology in the area of human factors and applied cognition at North Carolina State University. He examines the role of cognitive, metacognitive, affective and motivational self-regulatory processes during learning with advanced learning technologies. He focuses on understanding complex interactions between humans and intelligent learning systems by using interdisciplinary methods to measure cognitive, metacognitive, emotional and motivational processes and their impact on learning and transfer. To accomplish this goal, he conducts laboratory, classroom, and in-situ (e.g., medical simulator) studies and collects multi-channel data to develop models of human-computer interaction; examines the nature of temporally unfolding self- and other-regulatory processes (e.g., human-human and human-artificial agents); and designs intelligent learning and training systems to detect, track, model and foster learners’, teachers’ and trainers’ self-regulatory processes. He is the director of the Laboratory for the Study of Metacognition and Advanced Learning Technologies.
GALLERY A

Chasing our Horizon: Mursion @ ECU
Christine Wilson & Holly Fales, East Carolina University

This presentation will focus primarily on defining the necessary components needed to effectively operate the Mursion lab at East Carolina University. Logistical concerns, such as lab management, marketing, and funding, will be discussed during the session. In addition, we will also explain how faculty is incorporating Mursion into their prospective courses and research ventures.

GALLERY B

Use of Mixed Reality Simulation to Assess Diagnostic Competence Self-efficacy
Enrique Ortiz, University of Central Florida

This exploratory pilot study involved the use of TeachLivE simulation diagnostic tasks to assess pre- and in-service teachers’ diagnostic competence self-efficacy. In this context, diagnostic competence involves the teachers’ ability to listen and notice student thinking in a profound manner. The participants gained great insights into their diagnostic practices in the mathematics classroom, effectively assessed areas of strength and weakness, and increased their diagnostic competence self-efficacy as measured by the MDA scale.

GALLERY C

An Exploration Of The Perceived Change In Administrators’ Skill In Giving Targeted Feedback
Kathryn L. Anderson, University of Central Florida

Teachers require meaningful feedback from their instructional leaders to push their practice forward. Professional learning provides these opportunities and current leadership issues require administrators to deepen their expertise. The study addressed the following problem: The most efficient and effective professional learning model to prepare administrators in giving targeted feedback to teachers is unknown. The purpose of this study was to explore three professional learning models intended to develop administrators’ skill in giving targeted feedback to teachers using both quantitative and qualitative data to analyze five research questions. Results of this study revealed the importance of preparing instructional leaders with the necessary skills to give targeted feedback to teachers’ supporting their instructional practice.
GALLERY D

Candidates’ self efficacy in certain areas of conference preparation and behavior
Michelle Kelley & Taylar Wenzel, University of Central Florida
Our session will focus on the difference between teacher candidates’ perceived and enacted conference behaviors during parent teacher conferences focused on sharing reading assessment data and intervention plans. We will also be sharing changes in teacher candidates’ self-efficacy in certain areas of conference preparation and behavior as a result of their experiences in TeachLivE.

Our session will focus on data collected from research in the 2017-2018 academic year.

GALLERY E

Utilizing TeachLivE to support struggling or at risk interns in the field
Taylor Bousfield & Pam Jones, University of Central Florida
Across the country, only 59% that pursued a 4-year degree undergraduate students graduate within six years. When we narrow down to the profession of education, an estimated 40-50% of new teachers leave the teaching profession after only five years. In order to combat teacher graduation and retention, TeachLivE can be used a tool support students need additional focused support. Learn how to support those that are struggling through TeachLivE, reflection, and mentorship. The strategies presented can be used cross curricular university wide.

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Carrying Cases to School: Using Authentic Case Studies in the Project ELEVATE Simulated Classroom of Diverse Gifted Learners to Train Teachers
Gillian Eriksson & Jennifer Sanguiliano, University of Central Florida
This presentation examines the impact of TeachLivE using 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.
TeachLivE Down Under: Trials and Tribulations as the Journey Begins

John Fischetti, University of Newcastle & Susan Ledger, Murdoch University

This session maps the journey of TeachLivE™ implementation in two Australian States. The authors highlight and reflect on the trials and tribulations of their journey to date and in so doing offer recommendations for future Australian TeachLivE travellers™. They use five key policy threads as a lens to view the Australian policy implementation journey: people, place, philosophy, processes and power (5Ps) and call for support and research collaborations from their experienced US counterparts as they venture further into their TeachLivE™ journey.

Enhancing Pre-Service Teachers’ Early Literacy Instruction with TeachLivE

Lenora Forsythe & Marni Kay, University of Central Florida

This session describes use of the TeachLivE Kindergarten classroom with pre-service teachers to develop an understanding of Shared Reading, an instructional literacy format that is research-based to benefit early literacy development.

Liminal Learning with Avatars: Journeying Toward the Profession with Educational Leadership Candidates

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

Liminal learning denotes a disruption of previously known conventions and norms and a repositioning of the self within the culture of learners. This session will explore how participants in an educational leadership program negotiated liminality within mixed reality simulations.
GALLERY D

The Importance of Active Listening, Rephrasing, and Repeating during Parent-Teacher Conferences in a Simulated Environment

Kate D. Simmons, Amelia Powers-Padgett, & Jana Sparks, Auburn University Montgomery

This presentation aims to discuss the need for integrating active listening skills during parent-teacher conferences simulations within teacher preparation programs. The goal of this presentation is to: (A) discuss and outline the importance of active listening skills, and (B) the effects of practicing active listening skills in simulated environments.

GALLERY E

Mixed Reality Experienced in the M.Ed. Educational Leadership Program: Student Perceptions of Practice and Coaching through TeachLivE

Marjorie Ceballos, Orange County Public Schools/University of Central Florida & Hilary Buckridge, Orange County Public Schools

The M. Ed. in Educational Leadership program at the University of Central Florida began incorporating the mixed reality resource of TeachLivE during the fall of 2013 as an experiential practice interacting as an administrator in parent and teacher conferencing situations in a low risk environment, and has continued to be an integral part of the authentic practice provided to students. Students received immediate coaching and feedback from an expert coach who provided supportive but direct feedback on the experience intended to shape behavior through performance observation, guidance, as well as recommending specific practice. This presentation will share data from the initial research project and the present use of the coaching feedback model using TeachLivE.

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Training Teacher in Virtual Environments: Collaboration of Two Courses (Early Childhood and Elementary)

Barb Martin & Anni Reinking, Southern Illinois University-Edwardsville

In this session the researchers share their experiences using the virtual learning environment (VLE) as well as student feedback after using the VLE in two different college level teacher preparation courses. The goals from the session include: sharing teacher candidates’ experiences in Virtual Learning Environments (VLE), focusing on teacher candidates’ perceptions, growth, and reflection of a VLE experience, and exploring the emerging themes that were found through the Teacher Candidates’ feedback about VLE using survey data.
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3:45-4:00 pm
Break

Introduction of Keynote Speaker
Charlie Hughes, Professor, University of Central Florida

Keynote
Sixteen Years Conversing with Virtual Human Agents

Larry F. Hodges, Professor, Clemson University
Dr. Larry F. Hodges is Professor of Human-Centered Computing in the School of Computing, a Faculty Fellow of the Spiro Institute for Entrepreneurial Leadership, and a Faculty Scholar in the School of Health Research—all at Clemson University. From 2008-2013 he served as the C. Tycho Howle Director of the School of Computing. Prior to joining Clemson University, he served as Chair of the Department of Computer Science at the University of North Carolina at Charlotte for six years. He began his career at Georgia Tech where he was a faculty member for 14 years and was a founding faculty member of both the College of Computing and the GVU Center. He completed his Ph.D. and M.S. at North Carolina State University, the Master of Arts in Religion at Lancaster Theological Seminary, and the B.A. with a double major in mathematics and physics at Elon University.

Dr. Hodges is an active researcher in the areas of Virtual Reality, 3D User Interface Design and Evaluation, Interactive Training Systems and Virtual Humans. His contributions were recognized by a GVU Impact Award from Georgia Tech in 2007, the IEEE Virtual Reality Career Award in 2006, and the Essam El-Kwae Faculty-Student Research Award from the College of Computing and Informatics at UNC Charlotte in 2008. In 2017, he was inducted into the Computer Science Hall of Fame at North Carolina State University.

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

7:15 pm
Dinner on Your Own
GLOBAL COMMUNICATIONS ROOM

Introduction of Panel
Lisa Dieker, Professor, University of Central Florida

Mursion Panel Session
Custom Simulations: Implications for Training and Task Development
Approximately 20 organizations are currently involved in the design and development of their own simulations, whether via a Mursion software license, a research grant, or large-scale assessment development. Our panelists dreamed big and have developed custom simulations to meet their needs, and each has learned a lot. Listen as they share their lessons learned, the challenges they faced, and their most exciting moments as they built their own simulations from the ground up. Special consideration will be given to the importance of developing training materials to support simulation delivery. You will have an opportunity to ask questions of the panel.

10:00-10:45 am
Concurrent Session C

GALLERY A

Improving Early Childhood Teacher Classroom Instruction Using the Early Childhood TeachLivE Scenario/Avatars
Anni Reinking, Southern Illinois University-Edwardsville

In this session the researcher will present initial results from one of the first research uses of the early childhood/kindergarten classroom scenario. The early childhood classroom scenario was used with both early childhood teachers and early childhood teacher candidates. The coursework and professional development sessions involving the early childhood scenario included behavior management, classroom instruction, and co-teaching. The initial results support other research focused on TeachLivE scenarios: engagement in the scenario improves teacher performance.
GALLERY B

Middle School Students in a Rural Community Having Conversations with a STEM Professional before Playing a Science Video Game in their After School Program: Students Talking to a TeachLivE Adult Virtual Avatar before Gaming

Benjamin Gallegos, University of Portland

In this session, attendees will be presented findings and future research recommendations on a study that took place in a middle school after school program located in a rural farming community in the southeast region of the US. The session will discuss how students who were enrolled in the after school program based on their academics needs, received additional supports with TeachLivE coupled with a science video game. In this research study, the students received science content support with Stacey, a TeachLivE adult avatar who served as a STEM professional who spoke to students prior to them playing a science video game on cell structures. The presenter will disseminate the outcomes of the study, implications, and future research.

GALLERY C

Transforming Parent-Practitioner Collaboration through Mixed-Reality Intervention

Hsuying C. Ward & Ignacio Rodriguez, University of Texas, Rio Grande Valley

This presentation reports a teaching practice that narrows the collaboration gap between practitioners and parents of children with disabilities. The practice provides 21 practitioners three mixed reality (MRS) experiences with Spanish-speaking avatar parents in the context of Individualized Education Planning (IEP) meetings. This presentation will show how MRS helped practitioners improve their collaboration with Hispanic families with children with disabilities. Participants will acquire a knowledgebase on the design and implementation of practitioner-family collaboration Mixed Reality simulations. They will critically examine the effect of MRS on practitioners’ confidence and skills in collaborating with Spanish-speaking parents of young children with disabilities.
GALLERY D

Student’s perceptions on teaching
Scott Page, Amy Scheuermann, & Mark Savignano, Minnesota State University, Mankato

During this presentation we will discuss and demonstrate through the use of TeachLivE™ how students are making direct connections to their planning and instruction; specifically their ability to recognize key features in becoming effective teachers. Some of key items included creating classroom environment of respect and rapport, establishing clear expectations for learning, and responding to students in a respective manner. This is supported by video and antidote evidence.

GALLERY E

TeachLive and TWU Teacher Education: A winning team in training future teachers and administers
Edward F. Steffek & Jorge F. Figueroa, 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 ongoing research related to TeachLivE™.

GLOBAL COMMUNICATIONS ROOM

Review of TeachLivE research
Susan Ledger, Murdoch University

This presentation provides a cumulative review of all research conducted on TeachLivE™ from 2012-2017. The findings have implications for researchers and the developers of TeachLivE™. The analysis provides valuable insight and recommendations for future studies in this emerging field where technology is not simply used ‘in the classroom’ but rather ‘as the classroom’.
GALLERY A
Teaching with Avatars: Microteaching 2.0
John Fischetti, University of Newcastle Susan Ledger, Murdoch University & Angelica Fulchini, University of Central Florida
This presentation reviews the initial interaction of Murdoch and Newcastle preservice teachers with TeachLivE™. We draw on TeachLivE™ to facilitate a controlled learning environment to implement a micro-teaching 2.0 approach in the preparation of preservice teachers which is not afforded in a typical classroom setting. The findings provide justification for the continued implementation of the Micro-Teaching 2.0 approach and TeachLivE™ technologies within initial teacher education contexts within Australia.

GALLERY B
Addressing the Elephant in the Room: Using Virtual Simulation to Increase ELL Teacher Candidates’ Awareness of Their Classroom Language Discourse
Ravy S. Lao & Kimberly Persiani, California State University, Los Angeles
From frame clash to rich point – Addressing teacher candidates, who are English Language Learners (ELLs), with their limited English language of instruction use can be a sensitive and touching issue but necessary. In our new use of TeachLive, we explore and discuss the simulated environment as a teacher preparation tool in bringing awareness this elephant in the room and in improving the teaching practice for our pre-service ELL teachers.

GALLERY C
Simulated Instruction in Mathematics (SIM) Study: Findings from Initial Field Testing of a Content-Specific Professional Development Program
Rachel Garrett & Jenny DeMonte, American Institutes for Research
In this session, we will report on what we have learned based on video observations of the professional development activities, coaching forms and individual teacher interviews. We also will share early findings about what teachers are starting to bring from the PD into their actual classrooms, and our initial insights into the benefits and limitations into using classroom simulation for helping teachers make challenging instructional shifts. We will also discuss what we’ve learned about developing content-specific professional development when using the mixed-virtual reality environment.
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GALLERY D

Interactive STEM Education Competence in Teaching (Project INTERSECT)--Year 1 Implementation and Preliminary Data
Holly Fales & Christine Wilson, East Carolina University

In this session, we will review the project design and preliminary results from our first year implementing the NSF Grant “Project INTERSECT” with Elementary Mathematics candidates at East Carolina University. This project seeks to address one area affecting student outcomes, the nature and role of discipline-specific discourse and argumentation. The goal of the project is an empirical exploration of immersive classroom simulation activities (Mursion) on pre-service mathematics and science teachers’ competence and confidence in discourse use. During this session, we will discuss our grant proposal, research design and methodology, scenarios, and logistical aspects of implementing a Mursion research project in teacher education. We will also review our experiences and initial findings from our first semester of implementation.

GALLERY E

Mixed Reality Experienced in the M.Ed. Educational Leadership Program: Student Perceptions of Practice and Coaching through TeachLivE
Susanne James, Anni Reinking, & Barb Martin, Southern Illinois University-Edwardsville

In this session the faculty from Southern Illinois University-Edwardsville will discuss strategies for campus-wide implementation of virtual learning environments (i.e. TeachLivE) using a Mursion site license. Points of discussion in this presentation will include lessons learned, suggested timelines, essential technology to schedule, implement, and organize, developing and signing outside contracts, and important partnerships between campus departments and community organizations. This is the 2nd year with a site license and our first year with campus-wide implementation. Departments on our campus that use the virtual learning environment include, but are not limited to: Business, Marketing, Teacher Development, Pharmacy, and Nursing.

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NOTE Practices for Teaching Content: Simulation in Assessment
Dynell Kellyman, ETS

This session provides an overview of the NOTE Practices for Teaching Content assessment while tracing the history of its development and offering insights for the future of the product.
We will share insights from our national pilot along with our plans to develop capacity to deliver the assessment at scale. Lastly, we invite innovative practitioners to assist in the development of future generations of NOTE and to participate in research studies aimed at understanding the particularities of coupling simulation and assessment.

11:45 am-12:45 pm
Lunch (provided)
Instrument swap on the Loop

12:45-1:00 pm
Break

1:00-2:00 pm
GLOBAL COMMUNICATIONS ROOM
Introduction of Keynote Speaker
Michael C. Hynes, Professor, University of Central Florida

Second Day Keynote
Embodied Learning in Digital Environments

Robb Lindgren, Assistant Professor, University of Illinois
Dr. Robb Lindgren is an Assistant Professor in Curriculum and Instruction. He is associated with the Beckman Faculty in the Organizational Intelligence and Computational Social Science group at the University of Illinois. Dr. Lindgren received his PhD in the Learning Sciences and Technology Design in 2009 from Stanford University. He also has a MA from Stanford in Psychology and an Undergraduate Degree in Computer Science from Northwestern University. As faculty in the College of Education at UIUC Robb brings an interdisciplinary approach to understanding how people learn STEM concepts using new technologies.

Dr. Lindgren's research examines theories and designs for learning within emerging media platforms (e.g., simulations, virtual environments, mobile devices, video games, augmented and mixed reality, etc.). He seeks to understand how digital technologies can be used to construct new identities and generate new perspectives that lead to stronger comprehension of complex ideas, particularly in STEM content areas.
GALLERY A
Learning About while Learning to Be
Sheryl Rogers & LeJon April Payne, TELLAL Institute
This presentation will focus on research conducted with pre-service teacher trainees enrolled in the TELLAL Institute Teach Best qualification program. This study investigates the role of simulation in transforming teacher competence and confidence within the unique multi-cultural context of the UAE international school landscape through a unique model of school situated apprenticeship teacher training. The study also explores the impact of “in-action” feedback and embedded intervention as integral contributors of the transformation process.

GALLERY B
The Impact of Virtual Simulation on the Interprofessional Communication Skills of Speech-Language Pathology Students
Matthew Taylor & Jacqueline Towson, University of Central Florida
The purpose of this study was to explore the use of virtual-reality based rehearsal with coaching on the interprofessional communication skills of SLP graduate students when delivering information regarding a singular patient to different stakeholders. Students’ responses on social validity measures show the intervention was acceptable and feasible. Implications for future research with virtual simulation are explored.

GALLERY C
Promoting Reflective Practice in Teacher Education through iSupervision Technology
Cassandra Kelley, CalStateTEACH Teacher Preparation Program
In the CalStateTEACH online and site-supported teacher preparation program, candidates are placed in clinical experiences while their assigned faculty conducts in-person and virtual observations to monitor their progress. Through the “iSupervision” application, candidates are given the opportunity to showcase specific moments of their teaching and embed reflective annotations, while faculty provide feedback directly within specific timestamps. Analysis of recorded lessons promotes sophisticated levels of reflection while building student-teacher confidence.
Productive talk moves for understanding through virtual reality: The case of elementary pre-service mathematics teachers.

**Jair J. Aguilar**, The University of Texas Rio Grande Valley

TeachLivE was implemented with first year’s elementary mathematics pre-service teachers as a way to enhance their knowledge and skill in how to elicit student’s mathematical knowledge and understanding through the use of productive math talk moves. The interaction with TeachLivE took place as part of an assignment in a Mathematics method course in a teacher preparation program at a deep south Texas institution, in which students were required to conduct a clinical interview with an elementary student, after being exposed to TeachLivE.

**GALLERY E**

Zoom into Learning With Avatars

**Tammy Quick & Carol McLeish**, Saint Leo University

In this practitioner-based session, participants will hear about various ways to implement TeachLive/Mursion avatar sessions to deliver interactive instructional experiences to their K-12 learners. Participants will identify ways to provide this innovative program to enhance their students’ understanding of content knowledge and pedagogical practices in a low-risk, supportive environment. Presenters will share their experiences of using the program for traditional face-to-face and online students. The presenters will describe ways to connect learners from remote locations, provide strategies to enhance their collaboration, and recommend platforms for students to communicate with their peers.

**GLOBAL COMMUNICATIONS ROOM**

Skills for Effectively Creating LGBQ Inclusive Classrooms: A Study Comparing TeachLivE vs. In-Person Skill Building for Educators Implementing Sexuality Education

**Nora Gelperin**, Advocates for Youth & **Jillian Schreffler**, University of Central Florida

The purpose of this study was to compare skill mastery through professional development delivered in a traditional workshop versus TeachLivE. The skill of creating LGBQ inclusive classrooms for secondary teachers was selected due to the overwhelming need and the lack of effective rehearsal techniques that did not involve harming youth. Educators watched a short review video and then rehearsed with colleagues in a role-play or with TeachLivE avatars. Promising results have shown the efficacy of the approach and the demand for scaling across sexual health topics for schools nationwide.
3:00-4:00 pm

MIRC Lobby
Candy Bar & Conversations

Friday, May 24, 2018
POST CONFERENCE WORKSHOP *(separate registration)*
Morgridge International Reading Center (MIRC)

8:30 am
Post Conference Workshop Registration Opens

GLOBAL COMMUNICATIONS ROOM
Deep Dive into Scenario Design
Mursion

9:00-9:30 am
Scenarios beyond Education (What are corporate scenarios look like? Amazon, Best Western, Doctors without Borders)

9:30-10:30 am
Best Practices for Scenario Design (What are examples, templates, and lessons learned?)

10:30-10:45 am
Break

10:45-11:30 am
Taking the Work Forward (How can we apply what we have learned?)

11:30 am - Noon
Best Practices for Facilitating Sessions

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