

POSTER / DEMONSTRATION ABSTRACTS

ways. The visualisation model developed by our educators for Art History was a museum environment where the learners could navigate at their own pace but where the educator had control over the Virtual Art Museum (VAM) content. All data that could be embedded in the VAM is stored in a database on the central server. The educator selects the specific content for the VAM by deciding on a theme. If the educator selected "17th Century Dutch painters" as a theme, all information that satisfies the criteria of the theme is extracted from the database. The retrieved data is used dynamically to create a Virtual 3-D World constructed on the fly using VRML and Java. Once the VAM has been created and placed on the server the learners can browse through the virtual environment. Here they can see the paintings by all the theme artists and can click on embedded links to gain access to information in textual, audio or video format on both the painting and the painter.

Design and Development of Web-based Interactive Tutorials For College Chemistry

Joanne Williams, University of Texas, USA; Jonathan D. Harmon, University of Texas, USA.

The design and development of a prototype interactive web-based tutorial for introductory college chemistry courses will be presented during this poster/demonstration. The project utilizes a staff of undergraduate and graduate university students for design and development. The featured tutorial focuses on helping beginning college chemistry students to visualize and comprehend difficult concepts. The positive and negative aspects of utilizing students in the design and development process; plans for further development, and beta and alpha testing will be discussed during this poster demonstration.

Tomorrow's Teachers and Tomorrow's Technology—theT4 Project

Linda Wilson, Langston University / Tulsa, United States

TOMORROW'S TEACHERS AND TOMORROW'S TECHNOLOGY THE T4 PROJECT Abstract for Poster/Demonstration Session# 7197 November 1, 2000 / 6:00-8:00 P.M. Author Dr. Linda Wilson Langston University Tulsa, Oklahoma Educators in northeastern Oklahoma have collaborated on a special three-year project entitled Tomorrow's Teachers and Tomorrow's Technology (T4) Project. The focus of the project will be to deliver a three-year comprehensive professional preparation program for prospective teachers from the northeastern region of Oklahoma for the purpose of empowering teachers with the technological skills necessary for effectively teaching in twenty-first century schools. The T4 Project is unique for two distinctive reasons. The two primary institutions involved are Tulsa Community College (TCC) and Langston University / Tulsa. Our project was the only one to receive funding which paired a junior college with a university. The T4 Project is also unique because of the B.Y.T.E.S. program, a summer program for teacher education majors in which the students work in the business world using business computers during their internship.

Gender Equality Through Technology: Dimensions of a New Approach

Timothy Youngman, University of Houston, United States

Abstract: Few would argue that providing education for all is a viable and worthwhile goal. For years educators have struggled with decisions about how to give students the opportunity to reach their maximum potential. A possible way to equalize educational experiences is to facilitate interactions in a virtual community where identity is masked. In such an environment, the essence of each person's thoughts can come through and stand on its own merit rather than be judged on the basis of who expressed the ideas. This can be achieved in a synchronous chat room when all people use gender-free, culture-free names. This form of communication has the potential to alleviate some of the problems caused by the struggles for power in the classroom. This presentation will provide an overview of a study that is currently being conducted at a large urban university in the southern United States.

Using animation on the Web in teaching plant biology

Chong Ho Yu, Arizona State University, USA; Ruvi Wijesuriya, Arizona State University, USA; Angel Jannasch-Pennell, Arizona State University, USA; Samuel DiGangi, Arizona State University, USA; Leslie Towill, Arizona State University, USA

This paper describes the design, development, and delivery processes of multimedia modules such as Macromedia Flash, Shockwave movies, and Quicktime movies. These modules were employed to teach a undergraduate plant biology class at a large southwest university. Each medium has different strengths and weaknesses and their proper use resulted from the collaboration among the content experts, instructional designers, and multimedia developers.

Web-Based Learning and Instruction Support System (WBLISS)

Steve Yuen, University of Southern Mississippi, USA; Patrivan Yuen, William Carey College, USA

Web-Based Learning and Instruction Support System is our attempt to apply the performance support system concept to some of the problems of higher education. We wanted WBLISS to augment the initial instruction that the instructional technology students received in the classroom. We also wanted the system to be useful to both new and experienced students who need assistance with specific tasks and procedures while working on projects outside of class. This poster/demonstration session will show our latest results and developments in WBLISS and demonstrate how our self-paced, Web-based, and interactive learning system can assist users in learning and provide just-in-time training, information, help, and advice to users in different training topics.

Beyond Bookmarks: Enriching Web Information. A demonstration of the NESTOR Web Browser and Cartographer

Romain Zeiliger, CNRS-GATE, France

Web users rely on bookmarks to build personal information spaces consisting of focused subsets of information relevant to their work context. To overcome bookmarks drawbacks we have developed NESTOR a Web browser and cartographer