Concurrent Session 3
Friday, April 5, 2024
9:40 AM – 10:10 AM

Room 101

Designing Learning Adventures: Step Inside Healthcare Simulation Wonderland
Marina Monastyrskaya, University of South Florida
The USF Center for Advanced Medical Learning and Simulations (CAMLs) is often called a "Disney World for Doctors." CAMLS provides a high-fidelity clinical environment with 60,000 sq ft dedicated to surgical labs, operating trauma suites, patient exam rooms, and conference space. This session will discuss instructional technology tools that were used to create an "Introduction to Facility" course.

Room 103

From employee to contractor to business founder and owner: Experiences across three decades
Christopher Iansiti
This session puts 30 years of instructional design and human performance into perspectives across three different work/employment types. The session will explore how to create value in each type: employee, contractor, and consulting firm founder/operator. In addition, the topic will briefly explain how to be acquired by a larger entity and the unique aspects of that transaction. Plenty of time for questions will provide a great experience for participants.

Room 114

Evaluation of a Low-Cost Immersive Pilot Training System
Eric Sikorski, Quantum Improvements Consulting
This presentation describes the methods and results of an iterative, user-centered approach to building and evaluating an extended reality (XR) system for U.S. Air Force pilot training. Student and instructor pilot feedback was gathered through a mixed-methods approach to generate training system design recommendations. Attendees will learn about design considerations for XR training technology and why we must use our knowledge to combat "shiny object syndrome."
Room 115

**A Conceptual Framework to Support Volunteer Informal Learning**

Heather Kent, University of Florida

The Council for Certification of Volunteer Administrators (CCVA) recommends volunteer organizations offer opportunities for informal learning. However, there isn't a framework to guide organizations to do this. This presentation shares a conceptual framework designed to foster opportunities for volunteers to engage in self-directed, incidental, and tacit learning experiences.

Room 201

**Scaling Up: Building Consistent Structures for Online Graduate Programs**

Logan Arrington, University of West Georgia

This session describes a college's approach to building consistent course delivery structures for a partnership program. The session will briefly introduce the partnership program and then highlight how a team of faculty, leveraging IDT, created a framework to support faculty teaching courses within various graduate programs.

Room 205

**AI is Here. Are You Ready? Shaping the Future of Instructional Design**

Bryan Howard, Mercury Performance Group

This presentation provides your key to unlock the future of Instructional Design. Learn how AI is reshaping our field, discover new possibilities, and acquire vital skills to thrive in this evolving landscape. Don't get left behind - gear up for the AI revolution in Instructional Design now!

Room 214

**How we Applied the ISD Model to Tallahassee's Own, "The Bigbie Method": A Social-Emotional Blended Learning Program**

Denise Hale, ID for Hire

This presentation will focus on a social-emotional blended learning program as a business concept. Learning aims, key learning challenges, and how the challenges were met using the ISD model will be discussed.