



DUPONT SUMMIT 2013

..... Pressing Issues, Economic Realities

December 6, 2013 * Historic Whittemore House, Washington, DC

The Policy Studies Organization

Speakers

Melissa Layne – *American Public University System*

Phil Ice – *American Public University System*

Sarah Canfield-Fuller – *American Public University System*

“Emerging Trends in Digital Scholarship”

Game-changing advancements throughout business history have established that the market will be anything but stagnant. The inception of the Internet, in particular, has undoubtedly catapulted a fervor for global competition, which in turn, has prompted the rapid worldwide maximization, dissemination and acquisition of knowledge. For example, open access to online information in academe has facilitated the ease to which scholars and researchers around the globe can access several forms of academic scholarship. The fashion by which online journal content is structured, the data that is collected from the journal’s website--and even more important, the analysis and application of this rich data to further strengthen audience exposure and impact, is vital to an online journal’s longevity against competition. In this panel discussion, presenters will introduce *Internet Learning*, an open access, online journal established by the collaborative efforts of American Public University System (APUS) and Policy Studies Organization (PSO). The editors of *Internet Learning* exemplify the continual commitment to remain ahead of the game with each issue by paying close attention to the aforementioned website and data-gathering components, in addition to ensuring open access journal perpetuity by welcoming multidisciplinary manuscripts on all aspects of the electronic learning revolution and the challenges and dilemmas it presents.



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Biographies

Dr. Melissa Layne is the Director of Research Methodology at American Public University System. Layne earned her doctoral degree in reading (digital literacies) from Sam Houston University in Huntsville, Texas and also holds a master's in curriculum and instruction from University of Missouri in Columbia, Missouri. Layne's research agenda includes topics on student retention, adaptive and personalized learning, multi-user virtual environments, self-paced instructional design and implementation, text analytics, informal learning, and quality assurance in online learning at the institutional, program and course levels. Her research has been recognized by several distance learning organizations including the National University Technology Network (NUTN), the Distance Learning Administration (DLA) organization and Sloan-C Consortium. Layne also serves on the advisory council for the New Media Consortium, which is responsible for the annual issue of The Horizon Report and also serves as Editor-in-Chief for the Internet Learning journal. Her work has been covered in well over 30 peer-reviewed journal publications, 5 book chapters, 35 presentations and invited keynotes.

Dr. Sarah Canfield Fuller is the Acquisitions Editor for the APUS ePress. She has her MA in English from Temple University and her doctorate in English Literature at Indiana University, specializing in Victorian literature, science, and science fiction. Sarah has taught college-level English composition and literature courses for over a decade at large and small universities and community colleges, and was an early adopter of eLearning strategies in her classes. She brings her expertise as an instructor to the task of publishing dynamic and engaging online monographs, textbooks, and journals.

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Biographies (Continued)

Dr. Phil Ice is the VP of Research and Development at American Public University System (APUS). His research is focused on the impact of new and emerging technologies on cognition in online learning environments. Work in this area has brought him international recognition in the form of four Sloan-C Effective Practice of the Year Awards (2007, 2009, 2010 and 2013), the AliveTek/DLA Innovation on Online Distance Learning Administration Award, and the United States Distance Learning Associations award for Leadership in Distance Learning, 2012. Sloan-C has also recognized Phil through awarding a team he lead at APUS with the Gomory Award for Data Driven Quality Improvement in 2009 and inducted as a Sloan-C Fellow in 2012. He has been recognized by industry through membership in Adobe's Education Leaders Group and Adobe's Higher Education Advisory Board, as well as a recipient of the Adobe Higher Education Leaders Impact Award, 2010. Phil's vision for the future of technology in higher education is also demonstrated by his inclusion on the advisory council for the 2011, 2012, and 2013 NMC / ELI Horizon Reports and his role as Principal Investigator on two Bill and Melinda Gates Foundation grants, related to Big Data and Learning Analytics, totaling more than \$3.2 million. His work has covered the use of technology mediated feedback, which has been adopted at over 50 institutions of higher education in five countries, multi-level institutional assessment techniques, learning analytics and application of semantic analysis for mapping institutional learning assets. Phil has conducted over 200 peer reviewed and invited presentations and workshops, as well as authoring more than 40 articles, book chapters and white papers related to the integration of emerging technologies in eLearning.