is important that the philosophical underpinning of how information management is perceived through a philosophical lens is addressed. Philosophical viewpoints in information management is a live, continuously developing area that needs to be aired and discussed in an international arena. The following are recommended topics but papers which address related areas will also be considered.

SUGGESTED ISSUES TO BE COVERED

- Finding roots, looking back: taking a historical philosophical perspective and exploring relevance to today's needs.
- Current Philosophical Perspectives
- Discipline boundaries: the differences between information science and information management.
- A framework for design science research activities
- Web Ontologies and Philosophical Aspects of Knowledge Management
- Philosophical Foundations of Information Modelling

Abstracts/Workshops

Web Portfolio Design for Teachers and Professors

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DESCRIPTION

This workshop provides the k-12 and college educator with a creative opportunity to develop a multimedia based electronic portfolio that can be uploaded and viewable from the World Wide Web. Instruction includes conceptualization and categorization of assets and artifacts for portfolio development and technology lab tutorials in the use of digital imaging, MS Office output to web pages, and tutorials in industry standard web development software including Adobe Acrobat, Adobe Photoshop, Adobe Fireworks, and Adobe Dreamweaver. The Instructor will develop a complete web portfolio site during the workshop. Participants with laptops and required software (MS Office and Adobe Web Suite) can follow along. Downloadable assets used in class demonstrations will be available before the event from Professor DiMarco's FTP site.

OBJECTIVES

Upon successful completion of this workshop, particpants will be able to:

- Understand why the web portfolio is an important tool for lifelong learning and communication of scholarship.
- Conceptualize and plan a web based electronic portfolio.
- Evaluate and execute artifact content collection decisions and processes.
- Develop assets and thematic content.
- Use industry standard software packages for design, content development, web authoring, and multimedia.
- Critically review and evaluate web portfolios to insure they meet specific disciplinary criteria.
- Perform reflective writing for the web portfolio

RATIONALE

The Web Portfolio as a Standards Based Assessment Tool

Creating a web portfolio prepares educators to embrace technology and to perform analysis, inquiry, and design. Project based learning is an effective approach to web portfolio development. The portfolio acts as a "personal information system and professional cyber identity". In college as well as k-12, these skills are brought back into the classroom so that teachers can help teach their students how to create personal, professional web portfolios. Web development skills will be important to students in any occupation or field in the future due to the increase of mediated electronic communication devices.

In this workshop, professors, teachers, and information professionals will engage in analysis of their professional content, perform personal inquiry during content development, and sample digital design skills while creating an electronic portfolio that will be posted to the World Wide Web.

Creating a personal electronic/web portfolio makes you a lifelong learner and allows you perform self assessment throughout your career. Teachers and professors can use the electronic/web portfolio for student assessments and for themselves to provide evidence of professional growth applicable in tenure and promotion scenarios.

WORKSHOP OUTLINE

Learning Modules	TOPIC
	Electronic Portfolio Definitions
One	*web Portfolio Definitions* *Defining the web portfolio within your discipline and context.* Describe how the electronic portfolio fits into your academic discipline and career goals. Answer the question: This web portfolio defines me as a _____.
Two	**Conceptualize/Brainstorm the web portfolio.** *Defining the audience.* *Explain how the web portfolio will be used to persuade the audience.*
Three	**Web portfolio Content** *Content Evaluation Methods* *Writing the Content List* *Writing project/work/artifact descriptions*
Four	**Information Design** *Navigation issues* *Developing a Flowchart* *Page counts and scope* *Combining the scope documents(concept statement, content list, content outline, and flowchart)*

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	Visual Design
Five	*Developing storyboards* *Content development and digital capture techniques* *Screen resolution and graphical sizing issues* *web Resumes* *HTML and Graphical text issues*
Six	**Web Page and Graphic Design** *Developing web graphics* *Developing web screens* *Developing navigation* *Digital Artifact Production (MS Office)* *Using Adobe Photoshop*
Seven	**Slicing and Exporting (GIF or JPG?)** *Setting up the folder structure properly and where to put your artifacts* *Understanding the root directory of the web portfolio* *Using Fireworks to slice*
Eight	**Web Authoring** *web page functionality issues* *web page development demonstrations and tutorials* *Using Dreamweaver to author the web site* *Using Word to create web pages* *Using PowerPoint for Web pages*
Nine	**Uploading the web portfolio using FTP** *Testing the web portfolio* *Checking download time* *Checking links and popups* *Testing Usability* *Final Critique and Assessments*

INSTRUCTOR BIO

John DiMarco is a professor, trainer, consultant, writer, and digital media expert with over 10 years experience in training, communication design, and educational technology. Professor DiMarco has helped hundreds of students create web portfolios. As an Assistant Professor at St. John's University in New York City, John teaches courses in mass communications, media graphics, video, and 2d & 3d animation. He also holds adjunct professorships at NYIT, Nassau Community College, Molloy College, and LIU. From 2001-2003, he held the position of Assistant Professor of Digital Art and Design and Interactive Multimedia at Long Island University, C.W. Post in New York. He is the founder of www.portfoliovillage.com, a website that provides web portfolio space and educational content. His latest book: Web Portfolio Design and Applications was published in 2006. In 2004, John published an edited book titled "Computer Graphics and Multimedia, Applications, Problems, and Solutions" for Idea Group Publishing. John DiMarco is the final stages of completing a PhD in Information Studies (Technical Communication and Communication Education) at Long Island University. His educational background includes a Master's Degree in Communication Design from Long Island University-C.W. Post, and a Bachelor's Degree in Communication & Public Relations from the University at Buffalo.

ALICE Tea Party: An Alternative or Supplementary Approach to Traditional Introductory Programming Courses

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OBJECTIVE

To introduce ALICE as an alternative or supplement to traditional introductory programming courses.

DESCRIPTION

ALICE is a 3D programming environment developed at Carnegie Mellon University and funded by the National Science Foundation. ALICE is designed to facilitate learning object-oriented, event-driven programming by drawing on our student's immersion in graphically rich media through animation and games. Evaluations have demonstrated that subsequent to studying ALICE

- students chances of succeeding in programming courses increases
- attraction and retention of women and minorities increases
- student enthusiasm for computing as a major increases.

ALICE has been built upon two premises. First, visualization of abstract concepts aids understanding. Second, syntax errors are a major barrier for novice programmers. To address these issues, ALICE programming uses figures, real or fantasy such as Alice Liddell or a white rabbit, that interact with objects, such as tables, chairs, or place settings, in environments that may contain trees, ponds, or buildings. Programming is achieved through dragging and dropping tiles with commands into an editor. Typing is reserved for assigning values to variables.

ALICE facilitates different approaches to programming, some of which are particularly appealing to underserved groups, such as women and minorities. ALICE programs may be either animations, which tend to tell stories, or interactive worlds, which tend towards games. Storytelling seems to have particular importance for the underserved groups. For example, Hawaiian islanders have used ALICE to preserve Hawaiian cultural heritage by creating animations of traditional stories. Similarly, young women, frequently excluded from programming, have been motivated by the chance to create and tell stories through their ALICE programs. The ability to create interactive worlds in ALICE allows an easy path to game programming and accounting for dynamic environments.

Fundamental computing constructs and logic are introduced through either storytelling or games. For example, to make a character walk, a simple step method – raise right leg, move forward, raise left leg, move forward – can be extended by using a loop. A logical structure, such as an "If…else" can be used to ensure that character avoids walking into an object. Similarly, ALICE allows more complex object-oriented activities, such as creating, exporting, and importing new classes built upon base classes, or invoking events through key presses or mouse actions.

The ALICE environment is an open source JAVA based suite and includes an object tree, event editor, program editor, and visualization area. While ALICE comes with a rich set of models, it is possible to import additional models as well as to import and play back audio tracks. ALICE is currently at Version 2. The

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