

# List of presentations

---

<b>Anne Abraham and Hazel Jones</b>	
Enabling authentic cross-disciplinary learning through a scaffolded assignment in a blended environment	30
<b>Reem Al-Mahmood</b>	
Spatialities and online teaching: To, from and beyond the academy	30
<b>Belinda Allen, Giedre Kligyte, Mike Bogle and Rosalyn Pursey</b>	
Communities in practice: A community dimension for the UNSW Learning & Teaching Exchange	30
<b>Bill Anderson and Mary Simpson</b>	
Acting with integrity online: Some questions for educators	31
<b>Trish Andrews, Robyn Smyth, Belinda Tynan, Deb Vale and Richard Caladine</b>	
Rich media technologies and uncertain futures: Developing sustainable, scalable models	31
<b>Naomi Augar and Annegret Goold</b>	
Teaching IT professional practice with virtual teams	32
<b>Sandra Barker, Brenton Fiedler and Philip Johnson</b>	
Paperless assignments: Moving forward or marking time?	32
<b>Kanishka Bedi</b>	
Measuring the teaching presence of online faculty in a blended program for entrepreneurs	32
<b>Robyn Benson and Gayani Samarawickrema</b>	
Exploring contributions to scholarship in e-learning: Weighing up the evidence	33
<b>Meaghan Botterill, Garry Allan and Sally Brooks</b>	
Building community: introducing ePortfolios in university education (Poster)	79
<b>Stephen Bright</b>	
E-teachers collaborating: Process-based professional development for e-teaching	33
<b>Melanie Brown</b>	
Beauty and blended learning: E-learning in vocational programs (Poster)	79
<b>Tom Browne and Martin Jenkins</b>	
Achieving academic engagement? The landscape for educational technology support in two UK institutions	33
<b>Janet Buchan</b>	
Tools for survival in a changing educational technology environment	34
<b>Janet Buchan</b>	
Online assessment at CSU: Snapshots in time (Poster)	79
<b>Janet Buchan, Lynnette Flynn, Deborah Murdoch and Philip Uys</b>	
A decade of change @ CSU 1999 – 2009 (Poster)	80
<b>Kevin Burden and Simon Atkinson</b>	
The transformative potential of the DiAL-e framework: Crossing boundaries, pushing frontiers	34
<b>Kevin Burden and Simon Atkinson</b>	
Evaluating pedagogical affordances of media sharing Web 2.0 technologies: A case study	34
<b>Des Butler and Janice White</b>	
A slice of Second Life: Academics, support staff and students navigating a changing landscape	35
<b>Des Butler</b>	
<i>Air Gondwana</i> : Teaching negotiation skills by utilising virtual worlds for an authentic learning experience (Poster)	80

<b>Matthew Butler and Peter Neave</b>	
Object appreciation through haptic interaction	35
<b>David Cameron and Brett Van Heekeren</b>	
Hello, and welcome to the show: Applying radio's 'explaining voice' to educational podcasting	36
<b>Nicola Carr</b>	
Wikis, knowledge building communities and authentic pedagogies in pre-service teacher education	36
<b>Rodney Carr and Pauline Hagel</b>	
Students' evaluations of teaching quality and their unit online activity: An empirical investigation	36
<b>Anthony Chan and Catherine McLoughlin</b>	
Where are we up to? A survey of Web 2.0 uptake in a regional high school	37
<b>Rosemary Chang, Gregor Kennedy and Tom Petrovic</b>	
Web 2.0 and user-created content: Students negotiating shifts in academic authority	37
<b>Wing Sum Cheung and Khe Foon Hew</b>	
Examining facilitators' habits of mind and learners' participation	37
<b>Thomas Cochrane</b>	
Mobile Web2.0: The new frontier	38
38	
<b>Gráinne Conole, Juliette Culver, Perry Williams, Simon Cross, Paul Clark, Andrew Brasher</b>	
Cloudworks: Social networking for learning design	38
<b>Helen Correia, Janne Malfroy, Tim Griffin, Jennifer Ireland and Lynnae Rankine</b>	
Quality in the e-landscape: A collegial and developmental approach	38
<b>Glenda Cox</b>	
Defining innovation: what counts in the University of Cape Town landscape?	39
<b>Colin Dalziel</b>	
Using ePortfolios to combat plagiarism	39
<b>Amanda Davies and Barney Dalgarno</b>	
Learning fire investigation the clean way: The virtual experience	39
<b>Shane Dawson, Erica McWilliam and Jen Pei-Ling Tan</b>	
Teaching smarter: How mining ICT data can inform and improve learning and teaching practice	40
<b>Teresa De Fazio</b>	
Academic conversations in cyberspace: A model of dialogic engagement	40
<b>Teresa De Fazio and Michael Crock</b>	
Enabling learning, addressing retention: Supporting students via online tutorials with Smarthinking	40
<b>Rossen Din, Mohamad Shanudin Zakaria, Khairul Anwar Mastor &amp; Mohamed Amin Embi</b>	
Construct validity and reliability of the hybrid e-training questionnaire (Poster)	80
<b>Robert C. Dixon, Kathryn C. Dixon and Mandi Axmann</b>	
Online student centred discussion: Creating a collaborative learning environment	41
<b>Eva Dobozy and Romana Pospisil</b>	
'Just-in-time' virtual assignment help: A case study of first year teacher education students	41
<b>Ian Douglas</b>	
Case studies or suitcases: Addressing graduate attributes with an airline management simulation	42
<b>Kristine Elliott, Kevin Sweeney, Victor Galea, Helen Irving and Elizabeth Johnson</b>	
Scientific inquiry: Where is it in the educational technology landscape? (Poster)	80

<b>Alan Farley, Ameeta Jain, Pam Mulready and Dianne Thomson</b>	
Engagement and learning through social software in finance: The <i>Trading Room</i> experience	42
<b>Brian Ferry</b>	
Using mobile phones to augment teacher learning in environmental education (Poster)	79
<b>Martin Friedel and Denise Wood</b>	
Challenging design students to be ethical professionals in a changing landscape of technologies	42
<b>Bill Genat, Som Naidu and Patrick Fong</b>	
Shifting perspectives about Aboriginal health and history: Using digital archives in an online role play	43
<b>Philippa Gerbic and Marguerite Maher</b>	
Collaborative self-study supporting new technology: The Mahara e-portfolio project	43
<b>Shirley Gibbs</b>	
Internet use equals computer literacy?	43
<b>Stavroula Gkatzidou and Elaine Pearson</b>	
A vision for truly adaptable and accessible learning objects (Poster)	80
<b>Lincoln Gill and Barney Dalgarno</b>	
Influences on pre-service teachers' preparedness to use ICTs in the classroom	44
<b>Annegret Goold, Annemieke Craig and Jo Coldwell</b>	
The student experience of working in teams online	44
<b>Maree Gosper, Margot McNeill, Karen Woo, Rob Phillips, Greg Preston and David Green</b>	
Web-based lecture technologies: Guidelines to support learning and teaching (Poster)	79
<b>Tim Griffin and Rosemary Thomson</b>	
Evolution of blended learning in a large enrolment subject: What was blended and why?	44
<b>Howard Grossman and Virginia Grossman</b>	
Use of interactive multimedia programs for pathology e-learning: Strengths and weaknesses (Poster)	79
<b>Cathy Gunn and Roger Peddie</b>	
A design-based research approach for eportfolio initiatives	45
<b>Gillian Hallam</b>	
The Australian ePortfolio project and the opportunities to develop a community of practice	45
<b>Julia Hallas</b>	
Rethinking teaching and assessment strategies for flexible learning environments	45
<b>Margaret Hamilton and Joan Richardson</b>	
Academic integrity compliance and education	46
<b>John Hannon</b>	
Breaking down online teaching: Innovation and resistance	46
<b>Neil Harris and Maria Sandor</b>	
Student views on participation and interaction in student centred on-line discussion forums	46
<b>Ailsa Haxell</b>	
Cn I jus txt, coz I don wan 2b heard: Mobile technologies and youth counseling	47
<b>Eva Heinrich</b>	
Contrasting approaches: Institutional or individual ownership in ePortfolio systems	47
<b>Anthony Herrington</b>	
Adult educators' authentic use of smartphones to create digital teaching resources	47

<b>Jan Herrington, Jessica Mantei, Anthony Herrington, Ian Olney and Brian Ferry</b>	
New technologies, new pedagogies: Mobile technologies and new ways of teaching and learning	48
<b>David Hirst and Claire Brooks</b>	
Conflicting landscapes: Musing on the implementation on an open source collaboration environment	48
<b>Julie Hughes</b>	
Letting in the Trojan mouse: Using an eportfolio system to re-think pedagogy	48
<b>Michelle Imison and Chris Hughes</b>	
The virtual patient project: Using low fidelity, student generated online cases in medical education	49
<b>David Jones, Jocene Vallack and Nathaniel Fitzgerald-Hood</b>	
The <i>Ps Framework</i> : Mapping the landscape for the PLEs@CQUni project	49
<b>Hazel Jones</b>	
Pestering staff into online learning: An integrated plan for implementation	49
<b>Jennifer Jones</b>	
Supporting the design of online learning through use of learning designs (Poster)	79
<b>Gordon Joyes</b>	
Challenging online learner identity through online learning tools	50
<b>Thierry Karsenti, Diane Lataille-Demore and Michel Demore</b>	
Educational technology to train teachers of minority languages in Canada: Challenges and successes (Poster)	80
<b>Abdul-Hakeem Kasem, Yousef Alreemawi, Jonathan Gould and Ian Charleson</b>	
Pioneering innovative approaches to language teaching at tertiary level in Australia (Poster)	80
<b>Benjamin Kehrwald</b>	
Towards community based learner support: A case study	50
<b>Gregor Kennedy, Barney Dalgarno, Sue Bennett, Terry Judd, Kathleen Gray and Rosemary Chang</b>	
Immigrants and natives: Investigating differences between staff and students' use of technology	50
<b>Thomas Kerr</b>	
Teaching by example, learning by design: Three recent technologies in three learning contexts (Poster)	80
<b>Lisa Kervin and Jessica Mantei</b>	
Taking iPods into the field to capture and share teacher wisdom stories	51
<b>Ian Knox and Deirdre Wilmott</b>	
Virtual teams: Worlds apart	51
<b>Tony Koppi, Fazel Naghdy, Joe Chicharo, Judy Sheard, Sylvia Edwards and David Wilson</b>	
The crisis in ICT education: An academic perspective (Poster)	79
<b>Paul Lam, Shun Leung Lam, John Lam and Carmel McNaught</b>	
Usability and usefulness of eBooks on PPCs: How students' opinions vary over time	51
<b>Jo Lander and Sharon Reid</b>	
"You're breaking up ...": Responding with integrity to the student voice in asynchronous online discussions	52
<b>Tristram Lawson</b>	
Scenario + rapid e-learning = powerful learning (Poster)	80
<b>Ya Ling Lee</b>	
Educational game themes of a fraction brick game (Poster)	80
<b>Geraldine Lefoe, Ian Olney and Anthony Herrington</b>	
Enabling teaching, enabling learning: How does staff development fit the educational technology landscape?	52

<b>Bibiana Lim Chiu Yiong, Hong Kian Sam and Tan Kock Wah</b>	
Acceptance of e-learning among distance learners: A Malaysian perspective	52
<b>Andrew Litchfield and Skye Nettleton</b>	
Work-ready wiki: Supporting the learning and teaching of professional graduate attributes	53
<b>Birgit Loch and Shirley Reushle</b>	
The practice of web conferencing: Where are we now?	53
<b>Phillip Long</b>	
Horizon Report: Australia/New Zealand edition 2008	53
<b>Julie Mackey</b>	
Blending real work experiences and virtual professional development	54
<b>Juliana Mansvelt, Gordon Suddaby and Duncan O'Hara</b>	
Learning how to e-teach? Staff perspectives on formal and informal professional development activity	54
<b>Stephen Marshall</b>	
Copyright policy issues facing tertiary institutions engaged in e-learning	54
<b>Iain McAlpine, Linda Pannan and Kerry Fitzmaurice</b>	
Steps towards using an enquiry-based blended learning design for curriculum change in Health Sciences	55
<b>Christine McDonald and Birgit Loch</b>	
Adjusting the community of inquiry approach to a synchronous mathematical context (Poster)	79
<b>Tony McDonald</b>	
Facilitating online integrity using <i>OpenID</i>	55
<b>Ann McGrath, Julie Mackey, Niki Davis</b>	
Designing for authentic relationships, content and assessment in unpredictable learning contexts	55
<b>P. Craig McIntosh and Debbi Weaver</b>	
Fostering collaboration amongst off-campus students	55
<b>Jo McKenzie, Lina Pelliccione and Nicola Parker</b>	
Developing peer review of teaching in blended learning environments: Frameworks and challenges	56
<b>Wendy McKenzie</b>	
Where are audio recordings of lectures in the new educational technology landscape?	56
<b>Theresa McLennan and Shirley Gibbs</b>	
Has the computing competence of first year university students increased during the last decade?	57
<b>Catherine McLoughlin and Mark J. W. Lee</b>	
Mapping the digital terrain: New media and social software as catalysts for pedagogical change	57
<b>Nona Muldoon, David Jones, Jennifer Kofoed and Colin Beer</b>	
Bringing 'second life' to a tough undergraduate course: Cognitive apprenticeship through machinimas	57
<b>Mai Neo, Tse-Kian Neo and Wei-Li Yap</b>	
Students' perceptions of interactive multimedia mediated web-based learning: A Malaysian perspective	58
<b>Eugenia M. W. Ng and Yiu Chi Lai</b>	
Beyond textbook communication exchanges: Are student teachers ready for virtual assessments?	<b>58</b>
<b>Maria Northcote</b>	
Sense of place in online learning environments	58
<b>John O'Donoghue</b>	
JISC the Joint Information System Committee: A summary of UK funded activity	59

<b>Michael O'Donoghue, Alan Hoskin and Tim Bell</b> Guidelines for podcast production and use in tertiary education (Poster)	79
<b>James D. Oldfield</b> An implementation of the generative learning object model in accounting	59
<b>Ian Olney, Jan Herrington and Irina Verenikina</b> iPods in early childhood: Mobile technologies and story telling	59
<b>Meg O'Reilly and Ken Wojcikowski</b> Clinical diagnosis online	60
<b>Mary Low O'Sullivan and Gayani Samarawickrema</b> Changing learning and teaching relationships in the educational technology landscape (Poster)	79
<b>Hazel Owen</b> Learners re-shaping learning landscapes: New directions for old challenges?	60
<b>Stuart Palmer, Dale Holt and Sharyn Bray</b> The learning outcomes of an online reflective journal in engineering	60
<b>David Parsons and Hokyong Ryu</b> Assessing learning technologies for software design using CRC cards	61
<b>Elaine Pearson, Steve Green and Voula Gkatzidou</b> Enabling learning for all through adaptable personal learning environments	61
<b>Lina Pelliccione and Kathryn Dixon</b> ePortfolios: Beyond assessment to empowerment in the learning landscape	62
<b>Tom Petrovic, Gregor Kennedy, Rosemary Chang and Jenny Waycott</b> Podcasting: Is it a technology for informal peer learning?	62
<b>Robyn Philip, Geraldine Lefoe, Meg O'Reilly and Dominique Parrish</b> A peer review model for the ALTC Exchange: The landscape of shared learning and teaching resources	62
<b>Gloria Pickar and Stephen Marshall</b> Developing standards for best practices in prospective and new student introduction to e-learning	63
<b>Gabriella Pretto and Catherine Pocknee</b> Online project collaboration ... we still have a long way to go (Poster)	80
<b>Megan Quentin-Baxter, Jacquie Kelly, Stephen Probert, Cary MacMahon and Gill Ferrell</b> A model for evidencing the benefits of technology enhanced learning in higher education in the UK	63
<b>Joan Richardson, John Lenarcic and Linda Wilkins</b> <i>Trigger:</i> Bi-directional interaction via text messaging in a Web 2.0 student administration system	63
<b>Matthew Riddle</b> ICTs in the daily lives of Australian students (Poster)	79
<b>Matthew Riddle and Catherine Howell</b> You are here: Students map their own ICT landscapes	64
<b>Diane Robbie and Lynette Zeeng</b> IT's evolving, they're changing, we're listening: Everybody's learning	64
<b>Ian Robertson</b> Sustainable e-learning, activity theory and professional development	65
<b>Luke Rogers</b> Virtual worlds: A new window to healthcare education (Poster)	80

<b>Arianne Jennifer Rourke, Joanna Mendelssohn, Kathryn Coleman and Belinda Allen</b> Did I mention it's anonymous? The triumphs and pitfalls of online peer review	65
<b>Stephen Rowe and Allan Ellis</b> Can one size fit all? Using web-based audiographics to support more flexible delivery and learning	65
<b>Nauman Saeed, Yun Yang and Suku Sinnappan</b> Media richness and user acceptance of <i>Second Life</i>	66
<b>Chinmoy Sahu</b> An evaluation of selected pedagogical attributes of online discussion boards	66
<b>Rachel Sale and Roderick Sims</b> Online learning design: Does generational poverty influence the young adult learner?	66
<b>Gayani Samarawickrema, Elizabeth Stacey and Colin Warren</b> Academic staff take the lead: Experimenting with social software at Deakin University	67
<b>Janet Saw and Matthew Butler</b> Exploring graphical user interfaces and interaction strategies in simulations	67
<b>Annette Schneider, Andrelyn C.Applebee and Joseph Perry</b> Leading from within: Distributing leadership to enhance eLearning at Australian Catholic University	68
<b>Stefan Schutt and John Martino</b> Virtual worlds as an architecture of learning (Poster)	80
<b>Karen M. Scott, Joanna E. MacLean, Tracey Marshall and Peter Van Asperen</b> Medical student use of an online formative assessment resource	68
<b>Stephen Sheely</b> Latour meets the digital natives: What do we really know	68
<b>Simon Shurville, Tom Browne and Marian Whitaker</b> Employing the new educational technologists: A call for evidenced change	69
<b>Mary Simpson</b> Attempting to realise the potential of blended learning: An initial teacher education case study	69
<b>Roderick Sims, Lene Mikkelsen and Paul Iji</b> Poultry production online: Where broilers and layers encounter virtual pedagogy	69
<b>Lou Siragusa and Kathryn C. Dixon</b> Planned behaviour: Student attitudes towards the use of ICT interactions in higher education	70
<b>Helena S. Y. Song and Yuen May Chan</b> Educational blogging: A Malaysian university students' perception and experience	70
<b>Elizabeth Stacey and Philippa Gerbic</b> Success factors for blended learning	70
<b>Caroline H. Steel, Stephen C. Ehrmann and Phillip D. Long</b> Creating community engagement around the concept of ePortfolios: An innovative planning process	71
<b>Graham Steventon, Paul Grove and Mark Childs</b> Shared spaces in a 'safe' urban jungle: Juggling pedagogical goals and student needs and expectations	71
<b>Terry M. Stewart and Mark E. Brown</b> Developing interactive scenarios: The value of good planning, whiteboards and table based schemas	71
<b>Katrina Strampel and Ron Oliver</b> We've thrown away the pens, but are they learning? Using blogs in higher education	72

<b>Harsh Suri and Margot Schuhmacher</b>	
Open-source vs proprietary VLE: An exploratory study of staff perceptions (Poster)	79
<b>Shane Sutherland and Alan Paul</b>	
PortisHEad: Portfolios in successful HE admissions	72
<b>Symposium: Caroline Steel, Gillian Hallam, Wendy Harper, Cathy Gunn and Lorraine Stefani</b>	
International perspectives, case studies and collaborative strategies for developing ePortfolios concepts	73
<b>Symposium: Ian Smissen with a panel of peers</b>	
Do free social networking tools belong in educational environments?	73
<b>Atsushi Takagi</b>	
Intercultural communication by non-native and native speakers of Japanese in text based synchronous CMC	73
<b>Zaidatun Tasir, Norah Md Noor, Jamalludin Harun and Nurul Syazwani Ismail</b>	
A survey on online teaching preference among pre-service teachers in Malaysia: Andragogy vs pedagogy	74
<b>Santhakumari Thanasingam, Swee Kit Alan Soong and Chun Hu</b>	
The impact of a spring cycle blended curriculum model on learning: A case study	74
<b>Julia Thornton</b>	
Framing pedagogy, diminishing technology: Teachers' experience of online learning software	74
<b>Terry Timberlake</b>	
Rationale, restrictions and responses: Online academic development to promote a community of practice	75
<b>Belinda Tynan, Cherry Stewart, Rachael Adlington, Mike Littledyke and Steve Swinsburg</b>	
Participatory action research for professional development: Changing our approach to distance learning	75
<b>Rob van Zanten</b>	
The value of lecture podcasting for distance and on campus students	75
<b>Elena Verezub and Hua Wang</b>	
The role of metacognitive reading strategies and types of links in comprehending hypertexts	76
<b>Ian Warren, Darren Palmer, Tanya King and Stephen Segrave</b>	
<i>Second Life</i> and the role of educators as regulators	76
<b>Abigail Watson</b>	
Developing teaching practice for more effective use of asynchronous discussion: A preliminary investigation	76
<b>Julie Willems</b>	
"See you after school?" How informal virtual learning environments are influencing formal education (Poster)	79
<b>Julie Willems</b>	
From sequential to global: Exploring the landscapes of neomillennial learners	77
<b>Marian Williams, Shilo Brosnan and Jenna Swan</b>	
SkillQuests: Bringing real life to the classroom with a collaborative computer-based instructional tool	77
<b>Amy Wong and Jason Fitzsimmons</b>	
Factors affecting professor facilitator and course evaluations in an online graduate program	77
<b>Denise Wood and Martin Friedel</b>	
Peer review of online learning and teaching: New technologies, new challenges	78
<b>Denise Wood and Lee Hopkins</b>	
3D virtual environments: Businesses are ready but are our 'digital natives' prepared for changing landscapes?	78



## Program in brief

---

### Sunday 30 November 2008

8.00am	Registration desk opens (Exhibition Hall)
9.00 – 12.30pm	Workshops
12.30 – 1.30pm	Lunch
1.30 – 4.30pm	Workshops
6.00 – 8.00pm	Welcome reception and ascilite Awards ceremony (Melbourne Town Hall)

### Monday 1 December 2008

8.00am	Registration desk opens (Exhibition Hall)
9.00 – 9.15am	Conference opening
9.15 – 10.30am	Dr Michelle Selinger: Keynote address 1
10.30 – 11.00am	Morning tea and Poster session 1
11.00 – 12.30pm	Concurrent paper session 1
12.30 – 1.30pm	Lunch
12.30 – 1.20pm	Community mentoring program lunch
1.30 – 3.00pm	Concurrent paper session 2
3.00 – 3.45pm	Afternoon tea and Poster session 1 continued
3.45 – 5.15pm	Concurrent paper session 3
5.20 – 6.30pm	ascilite Annual General Meeting

### Tuesday 2 December 2008

8.00am	Registration desk opens (Exhibition Hall)
9.00 – 9.15am	Presentation of Community mentoring program
9.15 – 10.30am	Associate Professor Piet Kommers: Keynote address 2
10.30 – 11.00am	Morning tea and Poster session 2
11.00 – 12.30pm	Concurrent paper session 4
12.30 – 1.30pm	Lunch
12.30 – 1.20pm	Campus Representatives Lunch
1.30 – 3.00pm	Concurrent Paper Session 5
3.00 – 3.45pm	Afternoon tea and Poster session 2 continued
3.45 – 5.15pm	Concurrent paper session 6
7.00pm	ascilite 2008 Melbourne Conference Dinner (Grand Hyatt Melbourne)

### Wednesday 3 December 2008

8.00am	Registration desk opens (Exhibition Hall)
9.15 – 10.30am	Associate Professor Gary Poole: Keynote address 3
10.30 – 11.00am	Morning tea
11.00 – 12.30pm	Concurrent paper session 7
12.30 – 1.30pm	Lunch
1.00 – 1.25	Professor Phillip Long: Horizon Report
1.30 – 3.00pm	Concurrent paper session 8
3.05 – 3.50pm	Conference Awards, handover and conference close

# Sunday 30 November 2008

## Workshops

Please note that morning and afternoon tea are included for full and half day workshops. Full day workshop attendees will also receive lunch.

8.00 – 17.00						<b>Registration Desk Opens</b> Exhibition Hall							
Location		LT5	he3.007	he3.003	he3.004	he3.001	Location		LT5	he3.007	he3.003	he3.004	he3.001
		<b>Workshop 1</b> Full day	<b>Workshop 2</b> Half day	<b>Workshop 3</b> Half day	<b>Workshop 4</b> Half day	<b>Workshop 5</b> Half day			<b>Workshop 1</b> Full day	<b>Workshop 2</b> Half day	<b>Workshop 3</b> Half day	<b>Workshop 4</b> Half day	<b>Workshop 5</b> Half day
9.30 to 12.30		<b>Julie Willems</b> Virtually there: A theoretical and practical exploration of virtual spaces	<b>Andrew Litchfield, Ryszard Raban &amp; Laurel Evelyn Dyson</b> Investigating low-cost mobile learning to enhance active experiential learning	<b>Naomi Augar, Gayani Samarawickrema, Mary Dracup &amp; Kim Atkinson</b> Teaching and learning 2.0	<b>Kathleen Gray &amp; Terry Judd</b> Educating the Net Generation: The talk and the walk – Sharing lessons and resources from a Carrick / ALT-C project	<b>Barney Dalgarno &amp; Gregor Kennedy</b> Publishing in Educational Technology			<b>Julie Willems</b> Virtually there: A theoretical and practical exploration of virtual spaces	<b>Andrew Litchfield, Ryszard Raban &amp; Laurel Evelyn Dyson</b> Investigating low-cost mobile learning to enhance active experiential learning	<b>Naomi Augar, Gayani Samarawickrema, Mary Dracup &amp; Kim Atkinson</b> Teaching and learning 2.0	<b>Kathleen Gray &amp; Terry Judd</b> Educating the Net Generation: The talk and the walk – Sharing lessons and resources from a Carrick / ALT-C project	<b>Barney Dalgarno &amp; Gregor Kennedy</b> Publishing in Educational Technology
12.30 to 1.30						<b>Lunch</b>							
Location		he3.006	B4.03	he3.002	he3.008	Location		he3.006	B4.03	he3.002	he3.008		
		<b>Workshop 1</b> Full day (cont'd)	<b>Workshop 6</b> Half day	<b>Workshop 7</b> Half day	<b>Workshop 8</b> Half day	<b>Workshop 9</b> Half day			<b>Workshop 1</b> Full day (cont'd)	<b>Workshop 6</b> Half day	<b>Workshop 7</b> Half day	<b>Workshop 8</b> Half day	<b>Workshop 9</b> Half day
1.30 to 4.30			<b>Maree Gosper &amp; Rob Phillips</b> Web-based lecture technologies: issues and implications for learning and teaching	<b>Grainne Conole</b> New approaches to visualising, guiding and sharing designs	<b>Jo Coldwell, Annegret Goold, Dale Holt &amp; Stuart Palmer</b> Integrating multiple technologies to support teaching and learning	<b>Simon Atkinson &amp; Kevin Burden</b> Orienteering in the digital landscape				<b>Maree Gosper &amp; Rob Phillips</b> Web-based lecture technologies: issues and implications for learning and teaching	<b>Grainne Conole</b> New approaches to visualising, guiding and sharing designs	<b>Jo Coldwell, Annegret Goold, Dale Holt &amp; Stuart Palmer</b> Integrating multiple technologies to support teaching and learning	<b>Simon Atkinson &amp; Kevin Burden</b> Orienteering in the digital landscape
18.00 to 20.00						<b>Conference Welcome Reception and Awards Ceremony</b> Melbourne Town Hall							