ASCILITE2010 KEYNOTE AND INVITED SPEAKERS

Keynote Speakers

Dr Martin Oliver

Reader in ICT
in Education
London
Knowledge Lab
Institute of
Education
UK

Biographical note

Martin is a Reader in the Faculty of Culture and Pedagogy at the Institute of Education. His research interests include the impact of new technology on roles and practices within Higher Education (including how this changes what students learn and do), evaluating ICT use and the development of theory and methodologies in the field of e-learning. His recent work has involved studying learning in virtual worlds and from playing digital games.

He is an editor of the journal Learning, Media and Technology http://www.tandf.co.uk/journals/titles/17439884.asp, a past editor of ALT-J: research in learning technology http://www.tandf.co.uk/journals/titles/09687769.asp, and serves on the editorial boards of ALT-J, Research and Practice in Technology Enhanced Learning http://www.worldscinet.com/rptel/rptel.shtml and Innovations in Education & Teaching International http://www.tandf.co.uk/journals/routledge/14703297.html.

Martin has also guest edited special issues of Educational Technology and Society, Quality Assurance in Education and Reflecting Education, and is currently dabbling with podcasting (ltunplugged.wordpress.com/).

Martin teaches on the MA in ICT in Education, and is currently seconded to the UK's Higher Education Academy www.heacademy.ac.uk, where he works as part of the team developing the EvidenceNet service http://www.heacademy.ac.uk/evidencenet, which aims to promote evidence-informed practice in learning and teaching in Higher Education.

Presentation Abstract
"Everything I need to know I learnt from World of Warcraft": why we might need to start asking better questions about games, simulations and virtual worlds

Like many areas of educational technology research, a lot of the work that focuses on games, simulations and virtual worlds consists of case studies that demonstrate proof of concept, enthusiastic position pieces or success stories. All of this is important: we need to know what sort of things we can use these technologies to do, so as to build a broader repertoire of teaching practices. However, this kind of focus neglects a range of other questions and issues that may prove more important in the longer term.

For example, educational research about games typically emphasises the way that playing motivates players; it ignores how successful games (such as massively multiplayer online games) often feel like work, and it also glosses over the way that bringing a game inside the curriculum changes the way that 'players' relate to it. There are also inconsistencies in the way games are thought about: the idea that they cause violence is often criticised as over-simplistic, yet the idea that they cause learning isn't. In virtual worlds, opportunities to create new identities is widespread, but questions about how this relates to our embodied relationships are rarely asked. In simulations, 'realism' is celebrated - but this means that simulations will always be second best to actual experiences, and it ignores how groups can disagree about whether something is realistic or not. Across this work, the complexity of learning and teaching seems hidden by the desire to promote the value of these technologies.

This talk will offer some examples of work that, in small ways, try to engage with these kinds of issue. Different priorities will be suggested, which invite a new kind of engagement with research and practice in this area.

Biographical note

Professor Jan Herrington

School of Education Murdoch University WA Australia

Dr Jan Herrington is Professor in Education at Murdoch University in Perth Western Australia, researching and teaching in the undergraduate and post-graduate programs in the School of Education.

Jan's current research focuses on the design of effective web-based learning environments for higher education and the use of authentic contexts and tasks as a central focus for web-based delivery of courses (http://www.authentictasks.uow.edu.au/). She is also researching other ICT–related areas such as mobile learning (http://mlearning.uow.edu.au/) and design-based research.

Jan has published over 130 refereed journal articles, conference papers and chapters, and several books including a co-edited book (with Anthony Herrington) entitled Authentic Learning in Higher Education, and most recently in 2010, a co-authored book (with Thomas C Reeves and Ron Oliver) A Guide to Authentic e-Learning.

An edited book on pedagogies appropriate to mobile learning entitled New Technologies, New pedagogies is also available for download. She has won many awards for her research including a Fulbright Award, the Association for Educational Communication and Technology (AECT) Young Researcher of the Year Award, and several Outstanding Paper awards at international conferences.

Abstract
Authentic learning and emerging technologies

As a pedagogical model, authentic learning has prevailed for over two decades. Reflecting a constructivist philosophy, and strongly informed by situated cognition, it has served as a robust guide to the creation of authentic and innovative learning environments. But where does it stand now in an education environment moving rapidly towards the participatory culture of web-enabled communities, and the Œlifestream¹ contexts of personalised dynamic content? This presentation will review authentic learning in relation to mobile technologies and a broad range of web affordances and tools, and illustrate how authentic tasks and contexts are more important than ever in a rapidly transforming educational landscape. There will also be discussion on the complex nature of authentic tasks, and how they can be designed to maximise learning opportunities. Finally, the presentation will conclude with discussion of the need for further research and how these environments can be effectively studied.

Biographical note

Dr Lev Gonick

VP, ITS CIO, Case Western Reserve University Cleveland Ohio USA

Today, Lev Gonick is Vice President for Information Technology Services and Chief Information Officer at Case Western Reserve University in Cleveland, Ohio. Case is one of the nation's leading independent research universities. Case's technology infrastructure and reputation for innovation and cutting-edge applications is recognized across the country and around the world. Case has been ranked number #1 in the nation among private, independent universities for wireless technology deployments. Gonick is chair of the CIO Executive Council's higher education committee. He also co-chair Cisco Systems Higher Education Executive Exchange. Gonick founded the award-winning community ultrabroadband provider, OneCommunity. Today he is Chairman Emeritus of the organization and sets on its Board. He has served on multiple national and international Boards related to education, the arts, and technology. His regional, statewide and national leadership and innovation has been the subject of dozens of articles, blogs, panels, and book chapter.

In 2006 Gonick has been recognized in multiple annual editions of Cleveland Magazine, Crain's Cleveland, and Inside Business as one of the top 50 and 100 most influential persons in Greater Cleveland. Lev was acknowledged by ComputerWorld as a Premier100 IT leader and by CIO magazine's CIO100 group. He and Case Western Reserve University have been awarded two Computer World Laureates for the innovation work associated with Cleveland 2.0 and OneCommunity.

Previously, Lev Gonick served as Chief Information Technology Officer for Cal State Monterey Bay (CSUMB). CSUMB is the Cal State's "Bullets to Books to Bytes" campus being built on former Fort Ord as the Cal State's first 21st century campus.

Gonick's national reputation includes an impressive series of major duties and responsibilities related to technology integration in education. Among his board services and consultations:

- New Media Consortium, President of the Board
- Museum of Contemporary Art – Cleveland, Board Member
- Northeast Ohio Software Association, Board Member
- Adobe Higher Education Advisory Committee
- Dell Platinum Council Member
- Cisco Higher Ed Executive Exchange Co-Chair
- Internet Streaming Media Association Content Management Advisory Group
- Internet 2, InCommon Executive Committee
- National Lambda Rail, Board Member
- Consultation to the Kennedy School of Government Executive Program
- Consultations to more than 40 Universities and Colleges across the U.S. & Canada

Gonick's international efforts in education and technology are extensive and date back to 1985.

He has consulted and lectured at 9 universities in Australia, 5 universities in Japan, 4 in South Africa, and spoken to audiences in England, Sweden, Israel, India, Cote d'Ivoire, Zimbabwe, Kenya, Cuba, Mexico, and Botswana and across the United States and Canada. Nineteen years ago Gonick supported the development of HealthNet and Mango, one of Southern Africa's first internet nodes in facilitating connectivity between healthcare professionals and NGOs n the field in Southern Africa. He has been involved in designing and implementing Digital Learning Network project in West African countries and another Multimedia Learning Network initiative called Seeds of Peace in Israel, Egypt, Jordan and Palestine.

Lev received his PhD in International Political Economy from York University in Ontario Canada. He is married to Barbara Weltman-Gonick. They have two grown children and live in Beachwood, Ohio.

Abstract
Building the Smart Connected City: A Platform Vision for the Future of Global Research Challenges, Academics, and Student Engagement

Keynoter Lev Gonick is the CIO Case Western Reserve University and the technology visionary behind a landmark project that will bring fiber connections to five underserved and impoverished Cleveland neighborhoods. Researchers, academics and students at Case Western Reserve University believe broadband, along with training, computers and other broadband-enabled devices, may be a critical factor in improving these residents' lives. Simultaneously, the communities of interest working with Gonick believe they are setting out a course to architect the future and the pursuit of relevance for 21st century global research, academics and student engagement.

Biographical note

Ron Oliver is Pro Vice-Chancellor (Teaching and Learning) at Edith Cowan University. Throughout his teaching career he has used emerging technologies to engage and motivate his students. He has actively researched in this area and has experience in the design, development, implementation and evaluation of technology-facilitated learning materials. His particular interests include authentic learning and task-based learning and the sharing and reuse of technology-facilitated learning activities.

Ron was an early winner of an Australian Award for University Teaching (1997). In his old age he has been recognised for his contributions to learning and teaching with technology through Fellowships from the ALTC, ASCILITE and ACCE.

Professor Ron Oliver

Pro-Vice-Chancellor (Teaching and Learning) Edith Cowan University WA Australia

Abstract
Designing for learning in higher education

Few teachers in higher education have experience or skills in designing for learning. Teaching in higher education often lacks consideration of how learners learn and is often based on supporting knowledge acquisition and theory building more than conceptual change. This presentation will explore the concept of learning design as a critical element of university teaching. It will explore the role of ICT in designing for learning and the research practices that can inform this area of endeavour.

Biographical note

Thomas Reeves is Professor Emeritus of Learning, Design, and Technology at The University of Georgia. He has developed and evaluated numerous interactive learning programs for education and training. In addition to numerous presentations and workshops in the USA, he has been an invited speaker in numerous other countries including Australia, Belgium, Brazil, Bulgaria, Canada, China, England, Finland, Italy, Malaysia, The Netherlands, New Zealand, Peru, Portugal, Russia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, and Tunisia. He is a former Fulbright Lecturer, and a former editor of the Journal of Interactive Learning Research. His research interests include: evaluation of instructional technology, mental models and interactive multimedia, authentic learning environments, and instructional technology in developing countries. Professor Reeves is the Co-founder of the Learning and Performance Support Laboratory (LPSL) (http://lpsl.coe.uga.edu/). His teaching areas include program evaluation, instructional design, and research.

Professor Thomas Reeves

Professor Emeritus of Learning, Design, and Technology The University of Georgia Athens, GA USA

Abstract
Open Learning Requires Open Minds: The Challenges of Online and Blended Learning Environments for 'Generation Me' Students and their Instructors

Immersive Games, Virtual Reality Simulations, Social Networking, 3D Worlds, Twitter, Vodcasts.....these and other technologies are predicted to have enormous potential to enhance teaching and learning for the 21st Century learners in Australia and the rest of the developed world known variously as the Millennials, the NetGen, Generation Y, the Digital Generation, or perhaps most accurately "Generation Me." The session will address questions such as: "How are GenMe learners different from and similar to previous generations of students entering higher education?" "What blends of pedagogical strategies and technological affordances are most effective for these learners?" "How can authentic tasks and enhanced assessment strategies be used to address a comprehensive range of learning outcomes in online and blended learning environments?" "How can instructors more effectively integrate their teaching and research agendas to engage GenMe learners?" Although definitive answers cannot be provided for all these questions, feasible and researchable solutions to meeting the challenges of the Millennials will be proposed.

Professor Shirley Alexander

Deputy Vice-Chancellor & Vice-President (Teaching, Learning and Equity) University of Technology, Sydney

Biographical note

Shirley Alexander is Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) at the University of Technology, Sydney. Professor Alexander is responsible for leading the achievement of the University's key priorities in teaching and learning, student focus, equity and diversity. As Professor of Learning Technologies Shirley has worked at UTS for the past eighteen years, having previously held the positions of Director of the Institute for Interactive Media and Learning, and Dean of the Faculty of Education.

She has an international reputation for her research on the use of information and communication technologies in education. She attended her first ASCILITE conference in 1989 and has been a regular presenter and attendee since. She was a member of the Australian Universities Teaching Committee (AUTC) from 2000-2004, and is currently a Member of the Board of Trustees of the Powerhouse Museum in Sydney, and is Chair of the Academic Board of NSW TAFE Higher Education.