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**Disclaimer:** The ascilite2012 Conference Organising Committee, Conference Secretariat and Conference Manager accept no responsibility for omissions and errors.



## WELCOME FROM ascilite 2012 CONVENOR

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Tēnā tātou katoa

On behalf of the **ascilite2012** Organising Committee, I would like to extend a very warm welcome to delegates to the ascilite International Conference. This is the 29th annual ascilite conference which is being hosted by Massey University at Te Papa Tongarewa, Wellington, New Zealand on 25-28 November, 2012.

The 2012 ascilite conference builds on a long tradition of ascilite providing an excellent forum for delegates from around the world to share and discuss their innovative ideas, latest research findings and practitioner experiences with like-minded people. Often referred to as the 'friendly conference', this year's Committee has worked hard to ensure that this tradition lives throughout the conference programme. Importantly, the Committee has also strived to ensure the conference provides a valuable opportunity to debate and challenge different viewpoints.

The conference theme of 'Future Challenges | Sustainable Futures' is designed to explore some of the serious challenges facing tertiary education against the backdrop of global uncertainty, local government reforms and rapid technological change. With a strong focus on 'sustainability' and the hype and the hope of 'the future', the three conference sub-themes—learning for the future, teachers as future makers and leading in a climate of change—invite delegates to consider how new digital technologies and new models of tertiary education can help to address some of the big problems of our age. More specifically our conference theme provides the opportunity to debate the premise that much of what happened in the past is no longer a reliable guide to the future.

To this end the 29th ascilite conference brings together a diverse range of keynotes, invited speakers, papers and workshops from some of the leading scholars and practitioners in the field. We would like to thank all those who made submissions for conference presentation—be they full or concise papers, workshops, symposia or posters. Your commitment to sharing your expertise, knowledge and insights is invaluable and much appreciated. Delegates will find much to interest and stimulate them in the wide range of topics and quality presentations available over the conference. For the first time, we will be using a dedicated conference app to increase the degree of interaction and engagement between presenters and delegates. We hope it works well for you. We have a number of other innovations such as resident cartoonist, great debate and Pecha Kucha that we hope will ensure all delegates have an enjoyable and memorable conference experience.

The Organising Committee would also like to acknowledge the generous support of our sponsors. Without their continuing support the conference would not be possible and we acknowledge all of them with grateful thanks.

On a personal note, I would like to thank members of the Organising Committee, the Programme Committee, the Conference Secretariat and Conference Manager, individual paper reviewers and the ascilite Executive for their support and invaluable assistance into ensuring the success of the 2012 conference. A big thank you to everyone.

Finally, the real success of the conference depends on the willingness of delegates to immerse themselves in the ascilite conference experience. Please welcome first-time delegates, introduce yourself to as many new people as possible and generally contribute to the conference vibe. We want to ensure that the middle of Middle Earth is as friendly and engaging as possible.

He aha te mea nui?  
He tangata! He tangata! He tangata!

Translation: What is the most important thing? It is people! It is people! It is people!



Professor Mark Brown  
Conference Convenor

## WELCOME FROM ascilite PRESIDENT

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I would like to wish you all a very warm welcome to the **ascilite2012** conference here in Wellington, New Zealand. For first-time delegates, those we haven't seen for a while, and those who are regular attendees, I hope that you locate strong opportunities for intellectual engagement and professional networking in what is shaping up to be a tremendous ascilite conference with lots of surprises in store for you all. A huge thank you to Massey University as Conference Hosts; our Conference Organising Committee; our fabulous Sponsors; our Programme Committee; Conference Secretariat and Manager.

While our ascilite conference is certainly a feature event in our calendars, the ascilite Executive is working hard to create a range of engaging and professionally relevant opportunities for members that extend throughout the year. We take your feedback via our bi-annual survey seriously and use it to inform our future direction and planning. It is worth mentioning a few highlights from 2012 and looking forward:

- In 2012, we ramped up our '**ascilite live**' webinar program to include a research stream. These webinars aim to help build research capacity across our community by exposing members to different methodologies, approaches and some practical tips on conducting and writing up your research. We also offered our first webinar in collaboration with ACODE (Australasian Council of Distance and ELearning).
- We expanded our **Community Mentoring Program (CMP)**, particularly our Collaborative Community Mentoring Program (**C<sup>2</sup>MP**) that we trialled in 2011. CMP enables our members (in groups or pairs) to tap into or contribute expertise across our community in ways that are professionally and personally relevant.
- We teamed up with the Association of Learning Technologies (ALT) in the UK to launch '**CMALT Australasia**'. This portfolio-based professional accreditation scheme will be offered exclusively to ascilite members whose work involves learning technologies. It will enable members to have their experiences and capabilities certified by peers through an evidence-based approach. Prof John Slater of ALT, is attending this conference for the launch of the Australasia scheme.
- With a view ensuring the sustainability and strong international reputation of the ascilite journal, we contracted Professor Paul Bacsich (UK) to conduct an external review and benchmarking of **our open-access journal AJET** in 2012. This review culminated in a set of excellent future-focused recommendations. We also have an exceptional new team of AJET Editors and Associate Editors.
- And as we move forward into 2013 with the new ascilite Strategic Plan (2012-2015), the Executive will be focusing on more community building approaches, whereby we will **encourage more member engagement, sharing and creating member opportunities to contribute** toward the future of our community-based Society. We will be reviewing and improving our information architecture to enable that engagement.

Speaking of engagement, our ascilite conference is a great place for stimulating, connecting and exchanging ideas, and for socializing and extending professional networks. Consequently, many people have reported finding their 'professional families' or 'tribes' in our ascilite community. We value our relationships and hope that you feel valued as our members. Please do find out a little more about 'your' ascilite - how it can help you and how you can contribute.

Enjoy our conference!

Warm regards



Dr Caroline Steel  
ascilite President

# MĀORI WELCOME PROTOCOLS

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## Greetings

Kia ora - Hi  
Tēnā koe - Hello (to one person)  
Tēnā kōrua - Hello (to two people)  
Tēnā koutou - Hello (to three or more people)

## Māori welcome

A Māori welcome on to a marae is a pōwhiri (or pōhiri). Maraes are not the only places where pōwhiri take place – a pōwhiri can happen anywhere that hosts (tangata whenua) wish to formally greet a group of visitors (manuhiri).

Mihimihi are introductory speeches which take place at the beginning of a gathering after the more formal pōwhiri. Mihimihi are generally in Te Reo Māori and can be given by females and males.

Mihimihi establishes links with other people present. Mihimihi involves individuals standing to introduce themselves by sharing their whakapapa (genealogy, ancestral ties) and other relevant information. It is important for Māori to know and to share their whakapapa - to know one's whakapapa is to know one's identity.

Mihimihi can vary in length and duration depending on the reason for the gathering, how well the individuals at the hui know each other and their links to one another.

A person will usually identify specific geographical features associated with their tribal area including their maunga (mountain), awa (river) and moana (sea). They may also identify their waka (ancestral canoe), hapū (sub tribe), iwi (tribe), marae and an eponymous ancestor. This information is considered more important than the individual's own name which may be the last piece of information given in mihimihi.

## Waiata - Song

Tēnā koutou, e hoa mā	Greetings, oh friends
Kua tae mai nei i tēnei rā	Arrived here this day
Nō reira rā, e hoa mā	Therefore, oh friends,
Kia ora rā, koutou katoa	Good health, to you all
Kua rongo hoki ahau	I had heard of course
Kua rongo hoki ahau	I had heard of course
Kua rongo hoki ahau	I had heard of course
Kei te haere mai koutou	That you were all coming
Nō reira rā, e hoa mā	Therefore, oh friends,
Kia ora rā, koutou katoa	Good health, to you all

Source <http://www.korero.maori.nz/forlearners/protocols/mihimihi.html>

## MEMBERS OF CONFERENCE COMMITTEES

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The following Massey University staff contributed to the **2012 ascilite** Conference Programme Committee:

Professor Mark Brown (Convenor)  
Dr Maggie Hartnett  
Dr Terry Stewart

The following Massey University staff contributed to the wider **2012 ascilite Conference Organising Committee**:

Professor Mark Brown (Convenor)  
Dr Maggie Hartnett  
Jean Jacoby  
Andrew Jamieson  
Heather Lamond  
Duncan O'Hara  
John Milne  
Sarah Siebert (Conference Manager)  
Dr Terry Stewart  
Scott Symonds  
Dr Jennifer Thompson

### **Professional Conference Organisers / Conference Managers**

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[www.conferencesandevents.co.nz](http://www.conferencesandevents.co.nz)



## EDITORIAL FROM THE PROGRAMME COMMITTEE

The **ascilite 2012 Programme Committee** is pleased to report on the submissions, review and selection of papers, symposia, workshops and posters for presentation at the Wellington conference. We are delighted with the response to the call for papers for this year's conference and the overall quality of submissions under the broad conference themes (see Tables 1 & 2). In light of significant challenges and strong financial pressures facing the tertiary sector, we are pleased with both the number of presentations and delegates attending this year. After much anticipation and considerable planning we look forward to what promises to be a highly engaging and stimulating conference, which builds on the high standard that we have come to expect. The following data provides a breakdown of the numbers of papers accepted for ascilite 2012 along with demographic information and compares these figures with previous conferences (see Table 2).

**Table 1: No. of submissions and presentations at ascilite Wellington 2012**

Category	Sub	Full Papers		Concise Papers		Posters		Workshops/ Symposia		Reject	Withdraw After Acceptanc e
		Acc	Pres	Acc	Pres	Acc	Pres	Acc	Pres		
Full	75	67	61	5	5					3	6
Concise	77			74	72	1	1			3	2
Posters	29					29	29				
Symposia	7							12	10	1	1
Workshops	12							6	5	6	1
<b>Total</b>	<b>201</b>	<b>67</b>	<b>61</b>	<b>79</b>	<b>77</b>	<b>30</b>	<b>30</b>	<b>18</b>	<b>15</b>	<b>13</b>	<b>10</b>

**Notes:** Data is at October 22<sup>nd</sup> 2012 and may be subject to changes owing to cancellations.

In 2012 (see Table 1), 75 full papers were submitted with 67 conditionally accepted with the requirement being that the author(s) revise the work based on feedback provided from the reviewers. At the time of writing 61 accepted full papers are intending to present at the conference. Of the 75 submitted full papers, 8 were rejected as full papers. Of the 8 rejected for this category, 5 were accepted as concise (all presenting) and 3 were rejected outright.

Of the 77 concise papers submitted, 2 were rejected outright and 1 was accepted as a poster subject to revisions (presenting). Of the 74 accepted papers, in addition to the 5 full papers accepted under this category, all authors were asked to make some minor revisions to their work after the review process to ensure the paper more explicitly addressed the conference theme. Evidence from resubmitted papers suggests this request coupled with reviewers' comments had been well considered by the majority of authors.

This year the quality of posters was very high and the introduction of Pecha Kucha for a selection of posters, which involves a 2-minute presentation with no more than 5 slides, is a novel addition to the conference programme. We hope that Pecha Kucha will create more profile and interest in the posters alongside of other presentation categories.

Of the workshop proposals, 6 were accepted (5 presenting) and 6 rejected; but 5 were accepted subject to revision as symposia (4 presenting). In addition another 7 symposia were accepted based on the quality of their original submissions (all presenting). The Programme Committee was very impressed with the range of symposium topics and the proposed format of sessions, which are generally designed to engage the audience in discussions consistent with the intent of this category.

As in previous years workshop attendance required the registrant to pay an additional fee on top of the conference registration and the most attractive workshops are those being offered by visiting speakers and international delegates. The cost of the workshops is something that may need to be reviewed in future conferences, as it appears to be a significant barrier to higher levels of uptake and the overall viability of the pre-conference workshop programme.

On a less positive note, this year several authors failed to follow instructions on the conference website by only submitting brief abstracts for peer review, rather than 10-page full or 4-page concise papers. This problem may be a legacy of the 2011 conference submission process that involved the reviewing of abstracts before inviting the submission of full or concise papers for full review. Notably, in returning to the previous submission process, there were far fewer full papers submitted for review (n=75) than 2011 (n=88), although a similar number of papers will be presented.

**Table 2: Numbers of presentations at ascilite Conferences 2001-2010**

	<b>Auck 02</b>	<b>Adel 03</b>	<b>Perth 04</b>	<b>Bris 05</b>	<b>Sydn 06</b>	<b>Sing 07</b>	<b>Melb 08</b>	<b>Auck 09</b>	<b>Syd 10</b>	<b>Hob 11</b>	<b>Well 12</b>
Total no. sub received	185	118	153	119	194	195	216	226	207	214	201
Total no. presentations	124	109	131	96	152	166	162	180	155	165	182
Full papers submitted	n/a	n/a	104	82	108	109	113	104	82	88	75
Concise papers submitted	n/a	n/a	44	29	72	63	86	87	71	79	77
Full papers presented	76	60	68	56	69	80	76	72	57	66	61
Concise papers presented	31	38	51	30	53	46	59	69	62	78	77
Poster presentations	17	11	12	10	30	40	27	39	36	21	30
Symposia presentations	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	11	10
Workshops presentations	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	6	5

**Notes:** The table does not record numbers of workshop, special session or symposia submissions and presentations prior to 2010. Again, 2012 presentations may be revised due to cancellations. Numbers for other conferences are from the printed Proceedings and the websites. There are some minor discrepancies between Programmes and Proceedings, presumably due to cancellations, not detailed in this table.

Table 2 compares the number of submission and presentation types at ascilite conferences since 2002 (excluding workshops, symposia and other interactive sessions prior to 2010). Once again, in 2012 the number of concise refereed papers that were presented exceeded the number of full papers presented.



This continues a trend since 2010 in which a decline began in the number of full papers submitted relative to the number of concise papers submitted. For example, Singapore 2007 saw 109 full papers submitted to 63 concise (ratio 1.73), Melbourne 2008 saw 114 full papers submitted to 86 concise (ratio 1.31), Auckland 2009 saw 104 full papers to 87 concise (ratio 1.19), Sydney 2010 saw 82 full papers to 71 concise (ratio 1.15, Hobart 2011 saw 88 full papers submitted to 79 concise (ratio 1.11) and Wellington saw 61 full papers submitted to 77 concise (ratio 1.26).

As previously speculated, it may well be that refereed concise papers are increasingly preferred because they are less time consuming to write and yet still provide an opportunity to report on research work, get peer feedback and review and make connections across our academic communities. Moreover, authors may prefer to submit full papers for refereed journal articles attracting higher ranking and are using concise papers as part of the writing and dissemination process. Certainly this submission preference has a bearing on the conference programme as concise papers are allocated less presentation time than full papers. While a delicate balancing act to ensure presenters have sufficient time to do their paper justice, in response to feedback, this year we have allocated three concise papers over an hour (15 minutes for presentation followed by questions), and full papers have 25 minutes with 5 minutes for movement between sessions. This means there is limited time for moving between concise papers and all papers are expected to be pre-loaded on the presentation computers to avoid delays between sessions. We hope this works for everyone and our chairs will manage the presentation time in each room.

Table 3 reports ascilite conference submissions and acceptances on a regional basis. These tend to vary with the location of the conference. Not unexpectedly, the percentage of paper submissions from New Zealand (26.2%) is higher than recent conferences with 14.4% in 2011 and 11.1% in 2010 and is greater than the 25.1% in Auckland in 2009. However, submissions from Singapore (n=2) and Hong Kong (n=0) in particular are significantly down on recent years (16 in 2011, 14 in 2010 and 9 in 2009). The decline of submissions from Asian-based countries may have been addressed with better marketing of the conference in this region. In the next few years, there may be value in strategically hosting an ascilite conference in Singapore or Hong Kong to help grow the membership base beyond Australia and New Zealand.

**Table 3: Origins of submissions and acceptance rates of full and concise papers by country**

Country	No. Submissions	% of Submissions	No. Accepted	% Accepted
Australia	109	62.2	102	93.5
New Zealand	46	26.2	42	91.3
United Kingdom	6	3.4	6	100
Canada	3	1.7	3	100
South Africa	3	1.7	3	100
United States	3	1.7	3	100
Singapore	2	0.8	2	100
France	1	0.5	1	100
Malaysia	1	0.5	0	0
Pakistan	1	0.5	0	0
<b>Total</b>	<b>175</b>	<b>100</b>	<b>164</b>	<b>100</b>

**Notes:** Determined from address or home country of the first author. Note many authors give more than one presentation, which explains why the number of submissions does not match the total listed in Table 2.

Table 4 reports acceptance rates for full refereed papers. The acceptance rates for 2012 are higher than for 2011 and higher than usual for pre-2010 conferences. It is important to note that the review procedure was as rigorous as in previous years with two blind reviewers for each paper. Reviewers were appointed on the basis of their self-reported expertise and experience in areas relevant for the conference and the paper. This approach has facilitated a uniformly high standard of reviewing over many years. Three factors may have influenced the high acceptance rate: (i) the relatively low number of full paper submissions, (ii) the need to establish a new list of reviewers and (iii) the smaller pool of reviewers than in previous years. In terms of the latter, novice reviewers were generally paired with experienced reviewers and the review process was backed up by Conference Committee and Programme Committee reviews, if appropriate, to resolve differences of opinion and non-responses. All reviewers were provided with guidelines and each paper was at least double-blind reviewed according to the following criteria:

- Quality of research
- Originality and scholarly contribution
- Relevance and suitability to ascilite 2010
- Quality of written presentation.

As with previous conferences, one of the purposes for the review process is to obtain Department of Innovation, Industry, Science and Research (DIISR) recognition of work in Australia and Performance-based Research Funding (PBRF) recognition in New Zealand, in the conference publication category. The Programme Committee confirms that full and concise refereed papers accepted for ascilite 2012 Conference publication:

- Meet the definition of research in relation to creativity, originality, and increasing humanity's stock of knowledge;
- Are selected on the basis of a DEEWR compliant peer review process (independent, qualified expert review; double blind reviews conducted on the full articles, prior to publication);
- Are published and presented at a conference having national and international significance as evidenced by registrations and participation;
- Are made available widely through the Conference web site.

**Table 4: Full paper acceptance rates for ascilite Conferences**

Year	No. Full Papers Submitted	No. Full Papers Accepted	% Acceptance
2012	75	67	89.3
2011	88	73	83.0
2010	82	66	80.5
2009	104	77	74.0
2008	113	81	71.7
2007	109	81	74.3
2006	108	71	65.7
2005	82	58	70.7
2004	104	69	66.3

**Notes:** Average acceptance rate for full papers 2004-2012: 75.05%. Does not include full papers that were accepted subject to revision to concise format. It is problematic to calculate the acceptance rate from historical data for concise papers due to the number that are revised from full paper submissions.

This year the ascilite Programme Committee established a new database of reviewers as the previous database was found in 2011 to contain out-of-date information, including incorrect institutional affiliation and contact addresses. New reviewers were primarily recruited through several notices in the ascilite Bulletin and by individually contacting experience people on the previous database. Once again ascilite is privileged to attract such a diverse panel of volunteers for conducting double-blind peer review on full and concise papers (see Table 5).

However, the total pool of reviewers (n=42) was significantly less than previous years (2011 n=152, 2010 n=156 and 2009 n=243) and a more successful recruitment initiative is required before next year's conference to reduce the burden on individual reviewers who actively participate in this important activity. With a reduced team of volunteers, unfortunately the Programme Committee had to increase the average number of reviews per reviewer, although no one reviewer completed more than three full paper reviews. Despite several reminders, about 20% of reviewers failed to fully engage in the review process, which was disappointing but not totally unexpected based on previous conferences. Where discrepancies in reviews were evident, we were fortunate that our Conference Committee and some ascilite Executive Committee members volunteered to conduct a third blind peer review. With one or two exceptions all papers were returned with reviewer feedback at least one month before the resubmission and Early Bird registration date.

**Table 5: Origins of reviewers by country**

Country	Number	%
Australia	26	61.9
New Zealand	13	30.9
Hong Kong	1	2.3
Italy	1	2.3
United Kingdom	1	2.3
<b>Total</b>	<b>42</b>	<b>100</b>

Through the review process, 6 concise papers and 5 full papers were nominated for consideration for 'best paper' awards. At the time of writing these papers were being considered by a Selection Panel and the two award categories for best papers will be announced along with the best posters at the conference dinner.

Finally, our heartfelt thanks to the fine efforts of all those who contributed to the review process as we appreciate there is often little recognition of this hidden work. Without the contribution of our reviewers we would not be able to maintain the high quality of the ascilite conference. Thank you also to Sarah Siebert and her conference management team at Massey University who greatly assisted us on setting up the Review system and compiling and editing the entire proceedings. This was a huge task working to a tight deadline, especially when many authors failed to follow the conference template.

**Editorial:** Professor Mark Brown on behalf of the ascilite 2012 Wellington Programme Committee.

**Data compilation:** October 22<sup>nd</sup> 2012 and may be subject to changes owing to cancellations.

## 2012 REVIEWERS

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The Organising Committee of **ascilite 2012** would like to thank the following reviewers for their assistance.

<b>Name</b>	<b>Institution</b>
Sandy Barker	University of South Australia
Stephanie Beames	QUT
Helen Farley	University of Southern Queensland, Digital Futures Institute
Iain Doherty	University of Hong Kong, Center for the Enhancement of Teaching and Learning
Nicola Westberry	Auckland University of Technology
Ruth Billany	Charles Darwin University, School of Health
Mark McMahon	Edith Cowan University
Petrea Redmond	University of Southern Queensland, Faculty of education
Peter Albion	University of Southern Queensland
Angela Murphy	University of Southern Queensland
Linda Corrin	University of Wollongong
Jo-Anne Kelder	University of Tasmania
Mary Dracup	Deakin University
Rob Phillips	Murdoch University
Maggie Hartnett	Massey University
Robyn Philip	QUT
Leanne Cameron	Australian Catholic University
Sabrina Leone	Università Politecnica delle Marche, Dipartimento di Ingegneria dell'Informazione
John Clayton	Waikato Institute of Technology
Chris Campbell	University of Queensland
Oriel Kelly	New Zealand Tertiary College
Meg Colasante	RMIT
Terry Stewart	Massey University
Sue Gregory	University of New England
Hazel Jones	Australian College of Applied Psychology
Tania Broadley	Curtin University
Boris Handal	The University of Notre Dame Australia
Kuki Singh	Curtin University
Barney Dalgarno	Charles Sturt University
Thomas Cochrane	Centre for Learning And Teaching, AUT University
Trevor Billany	Charles Darwin University
Shaista Bibi	University of Sydney

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for all kinds of people.. ”

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# ascilite2012 ANNUAL GENERAL MEETING AGENDA

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Dear ascilite Members,

On behalf of ascilite Executive I forward to you the ascilite Annual General Meeting (AGM) agenda along with supporting documents.

The AGM will be held at the **ascilite2012** Conference site Te Papa Tongarewa in Wellington, New Zealand on **Monday 26 November 2012 at 1245 until 1325. This will take place in Rangimarie Room 3 (Level 3).**

You can access the supporting documents marked (\*) in the agenda by logging in to the ascilite website [Community Hub](#). After logging in, you will see a section on the page called "Useful Resources". You will find all of the documents in the last folder of this list; "ascilite 2012 AGM".

## Meeting Agenda

### A. PRELIMINARY BUSINESS

- A1. Welcome and Apologies.
- A2. Acceptance of 2011 AGM Minutes\*
- A3. Business arising from the Minutes.

### B. EXECUTIVE BUSINESS

- B1. Annual Report from the President\* (Caroline Steel)
- B2. Annual Treasurer's Report, including Audited Report\* and Income Expenditure Budget (Dominique Parrish)
- B3. Strategic Plan 2012 – 2015\*
- B4. Member questions regarding ascilite's finances, plans and other activities.
- B5. Constitutional Amendments 2012 (Proposals)\*
- B6. Executive Committee Elections and co-opted members.

### C. ASCILITE ANNUAL CONFERENCES

- C1. 2012 Conference Update
- C2. 2013 Conference Update

### D. OTHER BUSINESS

### MONDAY 26 NOVEMBER 2012

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#### **1715 – 1730**

##### **PECHA KUCHA POSTERS**

A new feature of this year's ascilite conference is the opportunity to present a brief synopsis of your poster in the main conference programme. Known as Pecha Kucha, in the last session of the first day, just before the cocktail reception, a select handful of authors will be given 2 minutes to present their posters with a restriction of no more than 5 slides. This time and slide requirement will be strictly enforced and there will be a special prize for the best Pecha Kucha presentation, which should engage the audience and usually involves a degree of humour. The added bonus of presenting your poster in this session is that your work receives wider exposure and potentially more votes in our awards for the 'best' and 'most innovative' posters.

#### **1730 – 1735**

##### **Launch of CMALT Australasia**

In this brief session we will officially launch ascilite's new Certified Membership Scheme -- CMALT Australasia. CMALT is a peer-based professional accreditation scheme first developed by the Association for Learning Technology (ALT) in the United Kingdom. Professor John Slater, Acting Director of Development at ALT, will be present to describe CMALT and ascilite members will be invited to join the scheme.

#### **1735 – 1740**

##### **BOOK LAUNCH** – Designing for Learning in an Open World

Gráinne Conole  
University of Leicester  
UK

Please find an advertisement for this book in your delegate pack. Order on-line at [www.springer.com](http://www.springer.com) or email [orders-ny@springer.com](mailto:orders-ny@springer.com)

### TUESDAY 27 NOVEMBER 2012

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#### **1250 - 1315**

##### **CAMPUS REPRESENTATIVE MEETING – 'ascilite champion'**

In 2012 the ascilite Reps scheme has been reviewed in response to the ascilite Membership Survey and in the development of the Strategic Plan 2012- 2015. The Plan includes new approaches to capturing the members' enthusiasm and interests at an institutional and regional level, through the building of groups interested in practice and research, and in utilising effective technologies for communication and the sharing of ideas. Existing Campus Reps, along with any other members interested in championing ascilite activities, are invited to provide feedback on these approaches and to consider ways forward to implement these activities in 2013.



## Announcing One on One Consulting Sessions @ **ascilite2012** with Bb and NetSpot

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Blackboard



Enabling Technology for Education

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### **Meet us at the Ascilite Ideas Exchange Corner** ***He wa ki tw whakawhiti korero | A Place to Talk***

The 'Ideas Exchange Corner' is a Blackboard and NetSpot initiative to provide free consulting and advice for delegates. You can find them at the exhibition area (Oceania Room, Level 3) at ascilite2012 Conference.

You can take this opportunity to book yourself into a meeting with any of the consultants to discuss pedagogical or technical topics. We look forward to meaningful conversations with the delegates.

Visit <http://events.blackboard.com/ascilite> to book a 30 minute session to talk to consultants about:

- \* 'How To' Product Questions
- \* LMS Course Design Advice
- \* Improving Pedagogical Outcomes through Technology
- \* Educational Technology Best Practices
- \* Technical Trouble Shooting Queries

Blackboard and NetSpot would like to use this opportunity to give back and provide support for the different partnerships and trust they have built over the years with the community. We look forward to seeing you during the conference.



# DELEGATE INFORMATION

## Accommodation

If you have any queries relating to your accommodation booking, first speak to the staff at your hotel or alternatively Massey University, National Events, Conference & Sponsorship Team staff at the registration and information desk.

A deposit equal to one bed night has been paid to the hotel you have selected to secure your booking. If you have arrived 24 hours later than your indicated arrival day you may find that you will be charged for this by the accommodation provider. You are responsible for all room, meal and incidental charges on check out and may be asked for an impression of your credit card for security against these charges. This is standard policy in most hotels. The 2012 Organising Committee and Conference Secretariat/Managers accept no responsibility for any unpaid accommodation charges incurred by delegates.

## ascilite 2012

### Executive Committee

Caroline Steel (President), Phillip Uys (Vice President), Dominique Parrish (Treasurer), Andre Colbert (Secretariat), Iain Doherty, Mark Brown, Allan Christie, Phillippa Gerbic, Elizabeth Greener, Oriel Kelly and Shirley Reushle

## Cell phones

As a courtesy to other conference delegates and our speakers please ensure that your cell phone is switched onto silent mode or switched off during all conference sessions and social functions.

## Coffee Cart

The coffee cart located in Oceania (Level 3) is kindly sponsored by **Echo360**. Conference coffee is served at all breaks, however if you feel like a Barista made coffee, please visit the Coffee Cart. This promises to be a popular facility so patience is recommended.

## Coffee Voucher

All delegates will also find a complimentary coffee voucher in your delegate pack. This voucher can be used for 1 barista coffee (other than the coffee supplied in Oceania and at the Coffee Cart in Oceania) in the downstairs Te Papa Café (ground floor) next to the Te Papa Store.

**You do not need to use these for the coffee cart sponsored by Echo360.**

## Conference Attire

The dress code throughout the conference is smart casual.

Formal/Evening Wear attire is advised for the conference dinner on 27 November 2012.

## Conference Organising Committee

Caroline Steel, Professor Mark Brown (Convenor), Dr Maggie Hartnett, Jean Jacoby, Andrew Jamieson, Heather Lamond, Duncan O'Hara, John Milne, Sarah Siebert (Conference Manager), Dr Terry Stewart, Scott Symonds, Dr Jennifer Thompson

## Conference Programme Committee

Professor Mark Brown (Convenor), Dr Maggie Hartnett and Dr Terry Stewart

## Conference Sessions

Presenters and delegates are reminded that the programme schedule is very full and the sessions will run as follows:

**Keynote Presentations** – 50 minutes with 5 minutes for Q & A

**Invited Presentations** – 20 minutes with 5 minutes for Q & A

**Full papers** – 20 minutes with 5 minutes for Q & A

**Concise Papers** – 15 minutes with 3 minutes for Q & A

**Symposiums** – 50 minutes with 5 minutes for Q & A

## Disclaimer

The **2012 ascilite** conference reserves the right to amend or alter any advertised details relating to dates, programme and speakers if necessary, without notice, as a result of circumstances beyond their control. All delegates are able to use this voucher during the conference (25 – 28 November) at MAC's for some time out!

## Drinks Voucher

You will find one complimentary drinks voucher (for beer or wine only) from MAC's Brewery (next door to Te Papa). Delegates are able to use this voucher during the conference (25 – 28 November) at MAC's for some time out!

## Emergency

In the unlikely event of an emergency, please leave the building by the closest marked exit and follow the instructions of Te Papa staff.

## Entry to Conference Sessions

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat. When the breakout venues are full, the doors will be closed and no one will be allowed to enter the session.

## Internet

Free wireless internet access is available throughout all the conference rooms. Details of how to connect appear on the back of your name tag.

The internet café is kindly sponsored by **Pearson** and is located in Oceania (Level 3).

## Liability

The members of the conference organising committee, executive committee and professional conference organisers (Massey University, National Events, Conference & Sponsorship Team) accept no liability for personal accident nor loss or damage suffered by any participant, accompanying person, invited observer or any other person by whatever means. Neither do we accept liability for any equipment nor software brought to the conference by delegates, speakers, sponsors or any other party.

## Luggage Storage

Due to limited space, no luggage will be able to be stored at the conference registration and information desk.

On Wednesday 28 November, an area next to the registration and information desk will be available, allowing delegate to leave luggage once they have checked out of their hotel. Please be aware that this area is not secure and while the desk will be staffed at all times during the conference, all care but no responsibility will be taken for luggage stored in this area.

## Name Tags

All delegates, including presenters will be provided with a name tag, which must be worn at all times within the conference venue, as it is required for access to all plenary, workshops and sessions during the conference. Name tags must also be worn at all social functions throughout the conference.

For your information the colours of the name tags represent:

<b>Exec Committee</b>	Light Blue
<b>Committee</b>	Purple
<b>Professional Conference Organisers</b>	Red
<b>Delegates</b>	Yellow
<b>Keynote Speakers</b>	Pink

<b>Invited Speakers</b>	Grey
<b>Presenters</b>	Blue
<b>Sponsors/Exhibitors</b>	Orange
<b>Media</b>	Black

## Parking

Te Papa's self-service car park operates 24/7 and includes a fully monitored, secure and covered parking area. Simply pay at the Automatic Pay Station when you leave the venue.

## Partners

If you have already registered your partner to attend any social events, you will find the tickets in your name tag pouch. If you would like to book your partner to attend a social event, please see the team at the Registration & Information Desk. (Subject to availability)

## Photographs, Videos, Recording of Sessions

Delegates are not permitted to use any type of camera or recording device at any of the sessions unless written permission has been obtained from the relevant speaker.

## Professional Conference Organiser

The Professional Conference Organisers can be identified by their red strip on their conference name tags. If you have any questions or require assistance during the conference, please do not hesitate to contact the team at the Registration Desk.

## Programme Changes

Please see the notice board near the Registration & Information Desk for any programme changes. Changes will also be uploaded to the conference application, Show Gizmo. Changes will also be advised during housekeeping notices each morning.

## Public Transport

Te Papa is within easy walking distance of the city's railway station, major hotels and central business district. For information on bus travel within Wellington, please visit [www.metlink.org.nz](http://www.metlink.org.nz)

## Registration & Information Desk

Conference Registration will take place in the Oceania Room, Level 3 of Te Papa Tongarewa, Museum of New Zealand.

The desk will operate during the following times:

Sunday 25 November 0830 – 1700  
Monday 26 November 0800 – 1730

Tuesday 27 November 0800 – 1630  
Wednesday 28 November 0830 – 1600

## Registration Entitlements

Full registration includes: the Welcome Reception, Conference Dinner, admission to conference sessions, morning and afternoon teas, lunches and all relevant conference materials.

Student and Retiree Registrations includes: admission to conference sessions, morning and afternoon teas, lunches and all relevant conference materials. The Welcome Reception and Conference Dinner is not included but tickets can be purchased from the Registration & Information Desk (subject to availability)

Day registrations include admission to sessions on the day of registration and morning and afternoon tea and lunch on the day registered. No social functions are included in this registration type. Tickets may be purchased from the Registration & Information Desk (subject to availability)

The pre-conference workshops on 25 November 2012 are not included in the above mentioned registration entitlements and must be purchased separately.

## Security

Please protect your own personal belongings. Do not leave laptops, cameras, phones or any other valuable items unsecured.

The organising committee and professional conference organisers and the venue accept no liability for any delegate lost property.

If you do find an item of lost property please take this to the Registration & Information Desk.

## ShowGizmo

This year we are using the App ShowGizmo. This app will work on your smartphone and tablet device. You can also connect via the internet. For information on how to connect, please see the Show Gizmo social media concierge throughout the conference.

## Smoking

Smoking is banned from all public buildings in New Zealand. If you do smoke, please smoke outside the building on the ground level, away from the main entrance ways. Please dispose of your cigarette butts thoughtfully.

## Social Events

*Welcome Reception*  
(inclusive for Full Registrations Only)  
Sunday 25 November 2012  
1830 – 2030  
Espresso Bar, Signs of a Nation and Te Marae, Level 4, Te Papa Museum  
Dress Code: Smart Casual/Conference Attire

*Cocktail Reception & Poster Viewing*  
Monday 26 November 2012  
Oceania, Level 3  
Oceania, Level 3, Te Papa Museum  
1745 – 1830  
Dress Code: Smart Casual/Conference Attire

*ascilite 2012 Dine Around Night*  
Monday 26 November 2012  
1900 -  
Make your own way to your selected restaurant by 1900  
Dress Code: Smart Casual/Conference Attire

*Conference Dinner & Awards*  
(inclusive for Full Registrations Only) Tuesday 27 November 2012  
Amora Hotel  
170 Wakefield Street  
Dress Code: Formal/Cocktail Wear

## Speakers

All speakers should present themselves to the staff at the Registration & Information Desk (situated in Oceania, Level 3) at least 4 hours before their scheduled presentation time. In order to assist with the smooth transition between sessions, we ask that speakers do not contact our AV support team directly, but rather address any queries to the Registration & Information Desk staff. Whilst we understand that speakers often prefer to use their own laptop to present their presentation, we ask that you rather provide the staff at the Registration & Information Desk with your presentation on USB 4 hours before your presentation as the programme is very full and the transition time between speakers is very slim. Thank you in advance for your co-operation in this regard.

## Special Diets

Our conference caterers (including all social functions) have been advised of any special diet preferences you have indicated on your on-line registration.

During the conference at Te Papa, all special dietary requirements will be served from a 'special dietary requirement' buffet and will be labelled accordingly. Please identify yourself to the venue staff as they serve you at the Conference Dinner and they will be

please to provide you with all pre-ordered food. If you have any queries regarding your special dietary requirements, please see staff at the Registration & Information Desk.

### Toilets

Public Toilets can be located on both Level 2 and Level 3 within Te Papa Museum.

### Transportation

There is a taxi stand outside of Te Papa for Wellington Combined Taxis. Contact numbers for taxis are as follows:

Wellington Combined Taxis  
04 – 384 4444  
Corporate Cabs  
04 – 387 4600  
Capital Taxis Limited  
04 – 384 5678  
Shuttle Services  
SuperShuttle  
0800 748 885

papers, symposiums, keynote and invited speaker presentations and workshops.

#ascilite2012

### Twitter

For regular updates about **ascilite 2012**, follow us on Twitter at <http://twitter.com/ascilite2012> . You can tweet your thoughts about

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## ascilite2012 SPONSORS & EXHIBITORS

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The organising committee for **ascilite 2012** would like to thank the following sponsors and exhibitors for their generous support of this year's conference

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Massey University embraces diversity, talent and performance, and provide staff and students with an extensive range of opportunities to develop intellectually, professionally and personally. Massey is known for:

- ground-breaking research
- the applied nature of many of our teaching and research programmes
- contribution to land-based industries
- distinctive mix of campus-based, distance and international teaching
- commitment to innovation
- close links with the community
- an 80-year tradition of academic excellence.

New Zealand itself is truly beautiful. New Zealand is renowned for its natural resources, its breath-taking scenery, its peacefulness, and the friendliness and hospitality of its people. The country is conveniently close to Asia, Australia and the South Pacific and has a reputation for being a safe and relaxing environment to live in.

[www.massey.ac.nz](http://www.massey.ac.nz)

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The drive to make a difference and lead the evolution of education is at the core of what makes our solutions so effective. At Blackboard, we're always working to create new stories of improvement. From teachers and administrators to students and parents, we build on everyone's best to build a better education experience.

[www.blackboard.com](http://www.blackboard.com)



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## SILVER SPONSORS

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As a global leader in blended learning and lecture capture products, Echo360 helps institutions keep pace with modern students learning needs through products that digitally record and publish instructional content.

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From its roots at the University of Western Australia, Echo360 works exclusively within the higher education sector. The company has almost 30 institutions using our platform extensively throughout Australia and New Zealand, and over 500 customers worldwide.

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Pearson has emerged as a leading educational technology provider through our award winning products, including the EQUELLA digital repository, Fronter, and Pearson LearningStudio. These solutions are empowering educators and students to collaborate and learn in digital learning environments whether your class meets on-campus or online. Educators, students, administrators and entire institutions choose Pearson for their learning solutions that are easy-to-use, open, scalable, and reliable. Every day our work helps learning flourish, and wherever learning flourishes, so do people.

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Desire2Learn Incorporated is a world-leading provider of enterprise eLearning solutions that enable institutions and other organizations to create teaching and learning environments that reflect their vision, goals, and branding. Desire2Learn and its subsidiaries support more than six million learners worldwide. Clients include higher education, K-12, and healthcare, as well as associations, government and other leading organizations. Founded in 1999, Desire2Learn has personnel in the United States, Canada, the United Kingdom, and Australia.

[www.Desire2Learn.com](http://www.Desire2Learn.com)





Ako Aotearoa - New Zealand's National Centre for Tertiary Teaching Excellence works across all parts of the tertiary sector in Aotearoa, New Zealand to support educators and organisations towards the best possible educational outcomes for all learners. Ako Aotearoa identifies, celebrates and shares effective teaching practice that contributes to this vision.

We are delighted to sponsor the ascilite Conference again in 2012. Please visit our website to find out more about our work: funding, awards, professional development programme, publications, events - [www.ako.aotearoa.ac.nz](http://www.ako.aotearoa.ac.nz)

## BRONZE SPONSOR

- **ascilite 2012 AWARD PRESENTATIONS SPONSOR**



Over 1000 universities & colleges trust Mediasite by Sonic Foundry, the global leader for lecture capture and video content management. With Mediasite, universities and colleges worldwide capture and preserve knowledge transfer, live stream campus events and bolster recruitment and outreach. Designed to accelerate faculty adoption, Mediasite automatically records everything instructors say and show without them learning new technology. Students report better grades and schools economically deliver online learning programs.

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<http://www.sonicfoundry.com/knowledge-center/webcasts>.

JPL Media is a certified partner for Sonic Foundry in Australia & NZ and provides Mediasite to users such as AUT, Massey University, University of Auckland, Southern Cross University, Queensland Dept of Education and many more.

## EXHIBITOR



Web: [www.sonicfoundry.com/mediasite](http://www.sonicfoundry.com/mediasite)

It has been 8 years in the making but PebblePad has finally realised its potential with the release of PebblePad3. Emerging from extensive engagement with the PebblePad community and our commitment to learner-centeredness, this Personal Learning and Assessment system has the potential to transform teaching and learning practice. The system combines Pebble+, the private, secure Personal Learning Space where individuals plan, record, and demonstrate their independent learning, and ATLAS, the institution space that provides a powerful suite of tools to manage teaching and learning activities and the whole assessment process. A major innovation in PebblePad3 is the template builder that enables all users, students and staff alike, to create templates to scaffold the creation of records of learning and experience. We don't have sales people on our exhibition stand, just enthusiastic staff that are involved in the design and use of this innovative system - do drop by for a chat.

<http://www.pebblepad.com.au/>

## ascilite2012 EXBHITION FLOORPLAN

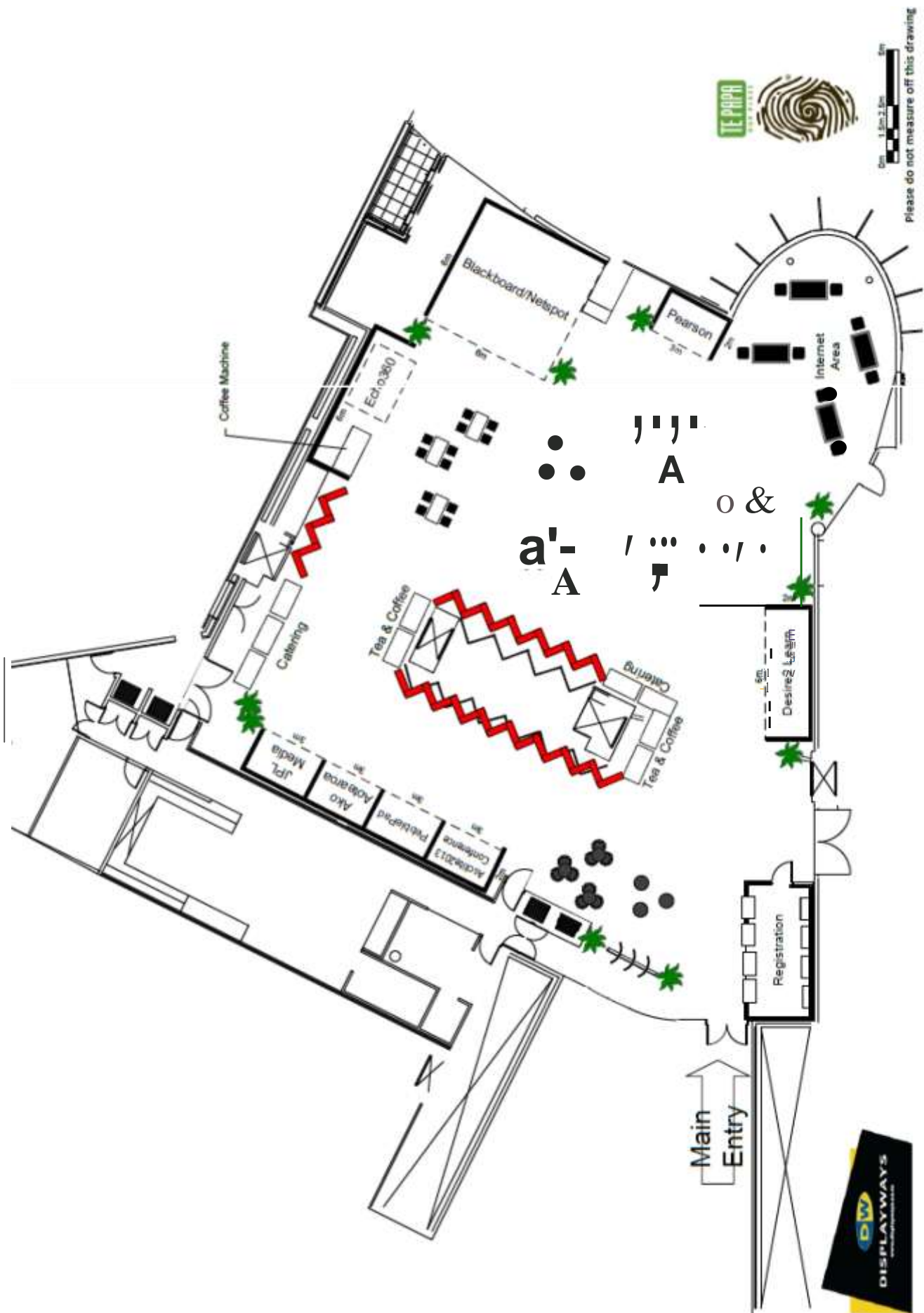
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The ascilite2012 Conference Exhibition, Poster Sessions and Catering will be held in Oceania on Level 3 of Te Papa Museum. Please visit our wonderful exhibitors and sponsors. Don't forget there are prizes up for grabs!

### **EXHIBITION KEY**

- Desire to Learn
- Pearson (Internet Café Sponsor)
- Blackboard & Netspot
- Echo360 (Coffee Cart Sponsor)
- JPL Media
- Ako Aotearoa
- PebblePad
- Ascilite2013 Conference Group








## ascilite2012 CONFERENCE PROGRAMME

### PROGRAMME | SUNDAY 25 NOVEMBER 2012


0830 – 1830	REGISTRATION & INFORMATION DESK OPENS			OCEANIA (LEVEL 3)	
0900 – 1030	<b>WORKSHOP A</b>   RANGIMARIE ROOM 2 (Telstra Clear Centre, Level 3) (full day) Exploring Mobile Augmented Reality <b>Thomas Cochrane &amp; Vickel Narayan</b>	<b>WORKSHOP B</b>   RANGIMARIE ROOM 1 (Telstra Clear Centre, Level 3) (full day) The 7 C’s of Learning Design <b>Gráinne Conole</b>	<b>WORKSHOP D</b>   RANGIMARIE ROOM 3 (Telstra Clear Centre, Level 3) (half day) Leadership in Online Learning: Developing the Next Generation of Leaders <b>Bruce Chaloux, Mark Brown &amp; Lawrence Ragan</b>		
1030 - 1045	MORNING REFRESHMENTS (MORNING TEA PROVIDED)			OCEANIA (LEVEL 3)	
1045 – 1200	Exploring Mobile Augmented Reality <b>Thomas Cochrane &amp; Vickel Narayan</b>	The 7 C’s of Learning Design <b>Gráinne Conole</b>	Leadership in Online Learning: Developing the Next Generation of Leaders <b>Bruce Chaloux, Mark Brown &amp; Lawrence Ragan</b>		
1200 – 1300	LUNCH (DELEGATE TO MAKE OWN ARRANGEMENTS FOR LUNCH)				
1300 – 1430	<b>WORKSHOP A</b>   RANGIMARIE ROOM 1 (Telstra Clear Centre, Level 3) Exploring Mobile Augmented Reality <b>Thomas Cochrane &amp; Vickel Narayan</b>	<b>WORKSHOP B</b>   RANGIMARIE ROOM 2 (Telstra Clear Centre, Level 3) The 7 C’s of Learning Design <b>Gráinne Conole</b>	<b>WORKSHOP E</b>   RANGIMARIE ROOM 3 (Telstra Clear Centre, Level 3) Exploring and Applying the 3E Framework for Technology-enhanced Learning <b>Keith Smyth &amp; Panos Vlachopoulos</b>	<b>WORKSHOP F</b>   ANGUS ROOMS 1 & 2 (Telstra Clear Centre, Level 3) Distributed Learning Spaces in Higher Education Learning and Teaching <b>Mike Keppell</b>	
1400 - 1600	FORUM ROUNDTABLE SPONSORED BY: 			ICON (Level 2)	
1430 - 1445	AFTERNOON REFRESHMENTS (AFTERNOON TEA PROVIDED)			OCEANIA (Level 3)	
1445 - 1600	Exploring Mobile Augmented Reality	The 7 C’s of Learning Design	Exploring and Applying the 3E Framework for Technology-enhanced Learning	Distributed Learning	Desire2Learn Higher Education

	Reality <b>Thomas Cochrane &amp; Vickel Narayan</b>	<b>Gráinne Conole</b>	Framework for Technology-enhanced Learning <b>Keith Smyth &amp; Panos Vlachopoulos</b>	Spaces in Higher Education Learning and Teaching <b>Mike Keppell</b>	Leadership Forum Roundtable The roundtable will focus on Analytics – Knowledge is Power.
1730 - 1820	<b>ascilite NEW MEMBER WELCOME</b> Meet the ascilite Executive				ANGUS ROOMS 1 & 2 (Telstra Clear Centre, Level 3)
1830 - 2030	<b>ascilite 2012 WELCOME RECEPTION</b> Te Papa Museum				ESPRESSO BAR, SIGNS OF A NATION & TE MARAE (Level 4)


## PROGRAMME | MONDAY 26 NOVEMBER 2012

\*indicates finalists for the ascilite2012 paper awards

0800 - 0845	REGISTRATION & INFORMATION DESK OPENS						OCEANIA (LEVEL 3)
0900 - 0910	<b>MIHI WHAKATAU</b>						SOUNDINGS THEATRE (Level 2)
0910 – 0915	<b>WELCOME FROM THE CONFERENCE CONVENOR</b> Professor Mark Brown						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
0915 – 0920	<b>WELCOME FROM THE ASCILITE PRESIDENT</b> Dr Caroline Steel						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
0920 – 0930	<b>WELCOME FROM WELLINGTON MAYOR</b> Hon. Celia Wade-Brown						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
0930 – 1025	<b>KEYNOTE SPEAKER</b> – The future is new? The future is now! Professor Neil Selwyn Monash University, AUSTRALIA						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1025– 1030	<b>HOUSEKEEPING</b>						
1030 – 1055	MORNING REFRESHMENTS						OCEANIA (LEVEL 3)
1100 – 1230	<b>SESSION 1.1</b> <b>Soundings Theatre</b>	<b>SESSION 1.2</b> <b>Icon</b>	<b>SESSION 1.3</b> <b>Rangimarie 1</b>	<b>SESSION 1.4</b> <b>Rangimarie 2</b>	<b>SESSION 1.5</b> <b>Rangimarie 3</b>	<b>SESSION 1.6</b> <b>Angus 1</b>	<b>SESSION 1.7</b> <b>Angus 2</b>
1100 – 1125 FULL PAPERS	Sustaining new approaches to learning and teaching with technology – more than just a Wicked Problem <b>Janet Buchan</b>	LMS Encounters: Promises and Realities – e-Learning for Sustainable Futures? <b>Reem Al-Mahmood</b>	Designing evaluation and research into educational initiatives: the Global Perspectives Programme <b>Jo-Anne Kelder</b> <b>Juliette Sondermeyer</b> <b>Rob Phillips</b> <b>Anne Rothwell</b>	Teachers, and their opinions, matter: Analysing staff perceptions of the effectiveness of online discussion forums <b>Hazel Jones</b>	Building teacher educator TPACK: Developing leaders as a catalyst for change in ICT Education <b>Helen Doyle</b>	NPC: an online model to improve prescribing skills in health care professionals in Australia <b>Jorge Reyna</b> <b>Santosh Khanal</b> <b>Yeqin Zuo</b>	The life and death of Webfuse: principles for learning and leading into the future <b>David Jones</b>
1130 - 1155 FULL PAPERS	A theoretical lens to view blended learning sustainability <b>Yvonne Wood</b>	Moodle and the Living Curriculum <b>Tabitha Roder</b> <b>Nicoletta Rata-Skudder</b>	Conducting and Reporting on Educational Technology Research for Institutional Impact <b>Harriet Ridolfo</b>	The importance of power dynamics in the development of asynchronous online learning communities <b>Panos Vlachopoulos</b>	Faculty experiencing first-line implementation of Technology Enhanced Learning <b>Marichell van Deventer</b>	Sustainability of a university designed and developed media annotation tool to prepare learners with skills needed for future employment	Using technology to encourage self-directed learning: The Collaborative Lecture Annotation System (CLAS)

			<b>Susan Tull</b> <b>Lynette Nagel</b> <b>Janette Kruger</b> <b>Sue Gregory</b> <b>Tim Klapdor</b> <b>Philip Uys</b>			<b>Michelle Ruyters,</b> <b>Meg Colasante,</b> <b>Kathy Douglas,</b> <b>Giovanni Mandarano</b>	<b>Shane Dawson</b> <b>Leah Macfadyen</b> <b>Evan F. Risko</b> <b>Tom Foulsham</b> <b>Alan Kingstone</b>
1200 – 1225 FULL PAPERS	Do Open Educational Resources represent additional challenges or advantages to the current climate of change in the Australian higher education sector? <b>Carina Bossu</b> <b>Mark Brown</b> <b>David Bull</b>	A Pedagogical Evaluation of Moodle Extensions <b>Margo McNeill</b> <b>(Presented by Kathleen Curtis)</b> <b>Matt Bower</b> <b>John Hedberg</b>	*Data mining interactions in a 3D immersive environment for real-time feedback during simulated surgery <b>Gregor Kennedy</b> <b>Ioanna Ioannou</b> <b>Yun Zhou</b> <b>James Bailey</b> <b>Stephen O’Leary</b>	Developing a moderation community of practice <b>Brian Von Konsky</b> <b>Annette Watkins</b> <b>Tania Broadley</b>	Emerging strategies for a sustainable approach to professional development <b>Kuki Singh</b> <b>Judy Schrape</b> <b>Jacqui Kelly</b>	Online training: sustainability in the face of unskilled, unsupervised, unmotivated “long tail” <b>Lisa Wise</b> <b>Jason Skues</b> <b>Benedict Williams</b> <b>Gregor McLean</b>	Promoting asynchronous interactivity of recorded lectures in blended learning environments <b>Bernadette McCabe</b> <b>Carola Hobohm</b>
1230 – 1325	LUNCH					OCEANIA (LEVEL 3)	
1245 – 1325	<b>ascilite AGM</b>					RANGIMARIE ROOM 1 (Level 3)	
1330 – 1400	<b>INVITED SPEAKER</b> – Sustainability, Creativity, Innovation and Inclusion: Fostering New Approaches to Design Professor Gráinne Conole Leicester University, UNITED KINGDOM					SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)	
1400 – 1405	<b>HOUSEKEEPING</b> <b>SPONSOR ACKNOWLEDGEMENT</b> <b>Blackboard / Netspot</b>					 SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)	
1405 - 1410	<b>PRESENTATION OF CERTIFICATES TO INSTITUTIONAL MEMBERS AND MENTEEES</b>					SOUNDINGS THEATRE (Level 2)	
1415 – 1515	<b>SESSION 2.1</b> Soundings Theatre	<b>SESSION 2.2</b> Icon	<b>SESSION 2.3</b> Rangimarie 1	<b>SESSION 2.4</b> Rangimarie 2	<b>SESSION 2.5</b> Rangimarie 3	<b>SESSION 2.6</b> Angus 1	<b>SESSION 2.7</b> Angus 2
1415 – 1433 CONCISE PAPERS	Towards a sustainable support strategy for online students <b>Elizabeth Smith</b> <b>Anne Lonie</b>	The road ahead: eBooks,eTextbooks and publishers’ electronic resources <b>Romana Martin</b>	The 5 Cs of Literacy and Literary Skills Development: Conversations, Community, Collaboration, Creativity, and Connection	"It gave me a much more personal connection": Student-generated podcasting and assessment in teacher education <b>Dianne Forbes</b> <b>Elaine Khoo</b>	Planning to teach with ICT: Some insights into university teachers’ knowledge <b>Shaista Bibi</b> <b>Lina Markauskaite</b> <b>David Ashe</b>	Preliminary Investigation into Technology and Processes Facilitating the Assurance of Learning <b>Brian von Konsky</b> <b>Annette Watkins</b>	Beyond the Afterglow: Transfer of Learning in an Online “Applications” Course – Preliminary

			<b>Wai-Leng Wong</b> <b>Michael Griffith</b> <b>Diana Simmons</b> <b>Simon Smith</b>	<b>Marcia Johnson</b>		<b>Douglas Atkinson</b> <b>Tania Broadley</b>	Results of a Mixed Methods Study <b>John Egan</b>
1435 – 1453 CONCISE PAPERS	*Future-Thinking Flexible Learning Development: A Design Approach for Sustainable Change <b>Claire Macken</b> <b>John Hannon</b>	The challenge for static online resources: The future is dynamic <b>Lynn Berry</b>	(Trans) Formation Through Educational Technologies <b>Therese Keane</b> <b>Aaron Blicbau</b>	Creativity in practice: social media in higher education <b>Belinda Allen</b> <b>Helen Caple</b> <b>Kate Coleman</b> <b>Tam Nguyen</b>	Reflections on staff development in eLearning via a community of practice model <b>Tabitha Roder</b> <b>Nicoletta Rata-Skudder</b>	Moodle Workshop activities support peer review in Year 1 Science: Present and Future <b>John Paul Posada</b> <b>Julian M Cox</b>	Over a decade of promising pedagogical models and technology for music teaching: Can the past still reliably guide the future? <b>Alan Anderson</b>
1455 – 1515 CONCISE PAPERS	*Naming and measuring the elephants: sustainable change for blended learning <b>Carol Russell</b>	Google Analytics as a tool in the development of e-learning artefacts: A case study <b>Damon Ellis</b>	The digital tutor: Accepting to lose control and make mistakes <b>Rachel Panckhurst</b>	Distance learners' use of non-institutional social media to augment and enhance their learning experience <b>Trish Andrews</b> <b>Belinda Tynan</b> <b>Kendra Backstrom</b>	Relevant, current and sustainable digital strategies to prepare future teachers to lead e-learning <b>Julie Mackey</b> <b>Niki Davis</b> <b>Nicki Dabner</b>	Peer review of e learning Initiatives at Charles Darwin University: The DSA project <b>Margaret Pack</b> (presented by Alison Reedy)	Outside in: Beyond blended learning <b>Trevor Billany</b>
1515 – 1540	AFTERNOON REFRESHMENTS						OCEANIA (LEVEL 3)
1545 – 1645	<b>SESSION 2.8</b>	<b>SESSION 2.9</b>	<b>SYMPOSIUM 1.1</b>	<b>SYMPOSIUM 1.2</b>	<b>SYMPOSIUM 1.3</b>	<b>SYMPOSIUM 1.4</b>	<b>SYMPOSIUM 1.5</b>
	<b>Soundings Theatre</b>	<b>Icon</b>	<b>Ranigmarie 1</b>	<b>Rangimarie 2</b>	<b>Rangimarie 3</b>	<b>Angus 1</b>	<b>Angus 2</b>
	A framework for evaluating blended learning <b>Michael Smythe</b>	Promoting engagement and interaction through a technology supported learning activity <b>Sue Whale</b> <b>Josie Fisher</b> <b>Fredy-Roberto Valenzuela</b>	Post Web 2.0 Pedagogy: Mobile Social Media <b>Thomas Cochrane</b> <b>Helen Sissons</b> <b>Laurent Antonczak</b> <b>Averill Gordon</b> <b>Andrew Withell</b> <b>David Rhodes</b> <b>Daniel Wagner</b>	Exploring the challenges of network leadership in Australasian tertiary associations <b>Mike Keppell</b> <b>Gordon Suddaby</b> <b>Helen Carter</b> <b>Gary Williams</b> <b>Denise Chalmers</b>	Growing, leading and measuring online Communities of Practice <b>Diana Ayling</b> <b>Hazel Owen</b>	Computer-mediated collaborative learning in large first-year STEM classes facilitating interdisciplinary scenario-inquiry tasks <b>Gwen Lawrie</b> <b>Kelly Matthews</b>	Digital communities - contexts for leading learning into the future? <b>Shirley Reushle</b> <b>Jacquie McDonald</b>  ascilite

	<b>Higgins</b> Official Launch of the Toolkit funded by Ako Aotearoa through that National Project Fund (2009)	Engaging higher education students via digital curation <b>Amy Antonio</b> <b>Neil Martin</b> <b>Adrian Stagg</b>  Evolution of a Higher Ed Curriculum Based Ecosystem <b>Chris Cheers</b>	<b>Ilona Buchem</b> <b>Mar Camacho</b> <b>Helen Keegan</b> <b>Solène Troussé</b>	<b>Trish Andrews</b> <b>Shelda Debowski</b> <b>Marguerite de Sousa</b> <b>and/or Lindy Baker</b>	Community Mentoring Program: Sharing successes and learning for the future <b>Shirley Reushle</b>
1645 - 1655	Short Break				
1700 - 1715	<b>GUEST SPEAKER - Hon Grant Robertson MP</b>				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1715 - 1730	<b>PECHA KUCHA POSTERS</b> (5 x 2 minute Poster Presentations)				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1730 – 1735	<b>Launch of CMALT Australasia</b>				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1735 – 1740	<b>BOOK LAUNCH – Designing for Learning in an Open World</b>				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1740 - 1743	<b>SPONSOR ACKNOWLEDGEMENT</b> Massey University				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1745 – 1845	<b>COCKTAIL RECEPTION</b> <b>POSTER VIEWING AND VOTING</b> <b>ascilite DINE AROUND NIGHT</b>				OCEANIA ( Level 3)
1900 -	Please make your own way to your selected restaurant by 1900				

## PROGRAMME | TUESDAY 27 NOVEMBER 2012

\*indicates finalists for the ascilite2012 paper awards

0800 - 0845	REGISTRATION & INFORMATION DESK OPENS						OCEANIA (LEVEL 3)
0845– 0900	<b>WELCOME TO THE DAY AND HOUSEKEEPING</b> Mark Brown ascilite 2012 Convenor						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
0900– 0955	<b>KEYNOTE ADDRESS</b> – The End of the University Dale Stephens UnCollege USA						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1000 - 1030	<b>THE GREAT DEBATE:</b> That MOOCs are a real game changer which seriously challenge traditional models of Tertiary Education Bill Anderson, Maggie Hartnett, Mark Nichols   Gráinne Conole, Keith Smyth, Norm Vaughan						SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON) Live via <b>Blackboard Collaborate</b>
1030 – 1055	MORNING REFRESHMENTS						OCEANIA (LEVEL 3)
1100 – 1220	<b>SESSION 3.1</b> Soundings Theatre	<b>SESSION 3.2</b> Icon	<b>SESSION 3.3</b> Rangimarie 1	<b>SESSION 3.4</b> Rangimarie 2	<b>SESSION 3.5</b> Rangimarie 3	<b>SESSION 3.6</b> Angus 1	<b>SESSION 3.7</b> Angus 2
1100 – 1125 FULL PAPERS	*Use of media-rich real-time collaboration tools for learning and teaching in Australian and New Zealand universities <b>Matt Bower</b> <b>Mark J.W. Lee</b> <b>Jacqueline Kenney</b> <b>Paula de Barba</b> (presented by <b>Gregor Kennedy &amp; Barney Dalgarno, Mark Lee and Jacqueline Kenney</b> )	New approaches: Embedding on-line interactive scenarios as core course components for international biosecurity practitioner training <b>Terry Stewart</b> <b>Joanna S. McKenzie</b> <b>Willem D. Vink</b>	Going mobile: Each small change requires another <b>Peter Albion</b> <b>Romina Jamieson-Proctor</b> <b>Petrea Redmond</b> <b>Kevin Larkin</b> <b>Andrew Maxwell</b>	Game-like digital training tools - do information-integration skills transfer from static to dynamic interfaces? <b>Lisa Wise</b> <b>Gregor McLean</b> <b>Benedict Williams</b>	Heutagogy and mobile social media: post Web 2.0 pedagogy <b>Thomas Cochrane</b> <b>Laurent Antonczak</b> <b>Averill Gordon</b> <b>Helen Sissons</b> <b>Andrew Withell</b>	Sustainable learning through formative online assessment: using quizzes to maintain engagement <b>Lynette Nagel</b> <b>Lanise van Eck</b>	Follow up panel discussion with debate panel members about the future of MOOCs: Live via <b>Blackboard Collaborate</b>

1130 – 1155 FULL PAPERS	Video-linked teaching: Designing and evaluating technology-rich classrooms for real-time collaboration <b>Scott Symonds</b> <b>Maggie Hartnett</b> <b>Philippa Butler</b> <b>Mark Brown</b>	Using Scenario Planning to Inform Pedagogical Practice in Virtual Worlds in Schools: Collaboration and Structure <b>Christopher Bonfield</b> <b>Kevin Burden</b> <b>Katy Lumkin</b> <b>Andrew Cram</b>	The peripatetic learner - the role of mobility in the formation collaborative learning spaces <b>Judit Klein</b>	Multidiscipline role-play in a 3D virtual learning environment: Experiences with a large cohort of health care students <b>Marcus McDonald</b> <b>Tracii Ryan</b> <b>Jenny Sim</b> <b>Jennifer James Philip</b> <b>Maude</b> <b>Sheila Scutter</b> <b>Denise Wood</b>	Augmenting the Design Thinking Studio <b>Andrew Withell</b> <b>Thomas Cochrane</b> <b>Stephen Reay</b> <b>Nick Charlton</b> <b>Idil Gaziulusoy</b> <b>Shane Inder</b>	Unsupervised Online Constructed-Response Tests: Maximising Student Learning and Results Integrity <b>Genevieve Johnson</b> <b>Sharon Davies</b>	An e-portfolio theoretical approach for Provisionally Registered Teachers <b>Maryann Lee</b> <b>Lesley Pohio</b>
1200 – 1220 CONCISE PAPERS	Sustaining a problematic innovation: A 'grounds eye' view of video conferencing through teachers' experiences <b>Nicola Westberry</b> <b>Sue McNaughton</b> <b>Helen Gaeta</b> <b>Jennie Billot</b>	Learning with technology: Theoretical foundations underpinning simulations in higher education <b>Judith Lyons</b>	Mobility makes us Agile and Lean: A New Paradigm for Institutional Projects <b>Tim Klapdor</b>	Sustaining the future through virtual worlds <b>Sue Gregory et. al</b>	ANU Campus Quest: A Mobile App For Transition <b>Sage Leslie-McCarthy</b> <b>Jodi Tutty</b>	Using reward contingencies in online activities to facilitate engagement in a statistics class <b>Xochitl de la Piedad Garcia</b>	Embedding e-portfolios in teacher education: Lessons from a multi-year implementation <b>Ben Cleland</b> <b>Christopher Allan</b>
1225 - 1315	LUNCH				OCEANIA (Level 3)		
1250 - 1315	<b>CAMPUS REPRESENTATIVE MEETING</b> – 'ascilite champion'				ANGUS ROOMS 1 & 2 (Telstra Clear Centre, Level 3)		
1320 - 1350	<b>INVITED SPEAKER</b> – To be or not to be? Student Engagement and Use of Digital Technologies in Blended Learning Environments Norm Vaughan Mount Royal University , Calgary, Alberta CANADA				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		
1350 - 1355	<b>HOUSEKEEPING</b> <b>SPONSORS ACKNOWLEDGEMENT</b> Echo 360				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		





1400 - 1510	<b>SESSION 4.1</b>	<b>SESSION 4.2</b>	<b>SESSION 4.3</b>	<b>SESSION 4.4</b>	<b>SESSION 4.5</b>	<b>SESSION 4.6</b>	<b>SESSION 4.7</b>
	<b>Soundings Theatre</b>	<b>Icon</b>	<b>Rangimarie 1</b>	<b>Rangimarie 2</b>	<b>Rangimarie 3</b>	<b>Angus 1</b>	<b>Angus 2</b>
1400 – 1425 FULL PAPERS	*Analytics and Complexity: Learning and leading for the future <b>Colin Beer</b> <b>David Jones</b> <b>Damien Clark</b>	*Exploring the relationship between afforded learning tasks and learning benefits in 3D virtual learning environments <b>Barney Dalgarno</b> <b>Mark J.W. Lee</b>	Facilitating motivation through support for personal agency – meeting the future challenge <b>Maggie Hartnett</b>	The changing role of learned bodies and membership organisations: some UK experiences <b>John Slater</b> <b>Maren Deepwell</b>	Can Digital Natives Level-Up in a Gamified Curriculum? <b>Penny de Byl</b>	The Go/No Go Association Task as a New Technology for Teaching Anti-Prejudice <b>Leah Kaufmann</b>	Humanizing e-lecturers and engaging online Writing students via dialogic video <b>Martin Andrew</b>
1430 – 1447 CONCISE PAPERS	*Pigeon pecks and mouse clicks: Putting the learning back into learning analytics <b>Jason Lodge</b> <b>Melinda Lewis</b>	Designing and recording machinima to illustrate professional practice scenarios <b>Yvonne Masters (presented by Sue Gregory and Barney Dargano)</b>	Early identification of students at risk of failing <b>John Milne</b> <b>Lynn M Jeffrey</b> <b>Gordon Suddaby</b> <b>Andrew Higgins</b>	The Sloan Consortium: A vibrant professional community for digital educators <b>Bruce Chaloux</b>	Taming the Devil: A Game-Based Approach to Teaching Immunology <b>Scott Nankervis</b> <b>Grant Meredith</b> <b>Peter Vamplew</b> <b>Nina Fotinatos</b>	Leading by Example: The start of a journey towards transformation of teaching practice in the online space <b>Elaine Huber</b> <b>Scarlet An</b>	Designing an Online Activity for Collaborative Language Learning <b>Mauricio Marrone</b> <b>Lilia Mantai</b> <b>Marika Kalyuga</b>
1450 – 1507 CONCISE PAPERS	Twitter Learning Analytics in R <b>Lyndon Walker</b>	The creation of a 3D immersive, interactive space for experiential learning: VirtualPREX <b>Vicki Knox (presented by Sue Gregory)</b>	Using Mobile Learning to Facilitate Early Engagement <b>Paul Goldacre</b>	Creating a Culture for Critical and Situated Technology Use Through Effective Learning Design <b>Anne Wheeler (Presented by Panos Vachopoulos)</b> <b>Sandy Cope</b>	Impacts of Scheduling Algorithms on Resource Availability <b>David Lowe</b>	Moving down Stream: Using e-technology to enhance social work field education <b>Kathryn Hay</b>	An innovative approach to facilitate critical thinking and reflective learning in prescribing and therapeutics e-learning <b>Santosh Khanal</b> <b>Yeqin Zuo</b>
1510 - 1537	AFTERNOON REFRESHMENTS					OCEANIA (LEVEL 3)	
1540 – 1620	<b>SESSION 5.1</b>	<b>SESSION 5.2</b>	<b>SESSION 5.3</b>	<b>SESSION 5.4</b>	<b>SESSION 5.5</b>	<b>SESSION 5.6</b>	<b>SESSION 5.7</b>
	<b>Soundings Theatre</b>	<b>Icon</b>	<b>Rangimarie 1</b>	<b>Rangimarie 2</b>	<b>Rangimarie 3</b>	<b>Angus 1</b>	<b>Angus 2</b>
1540 – 1605 FULL PAPERS	Breaking the Rules: Supporting Learning	What's the risk of disease? Software	Addressing time and curriculum	Identifying key actors for	Thinking, researching and	Student views on how role-playing in	MUVE-ing pre-service teachers into the

	and Teaching Technology Innovations <b>Philip Uys</b> <b>Cathy Gunn</b>	tools to support learning concepts of risk perception and assessment <b>Daan Vink, Naomi Cogger, Terry Walshe, Petra Muellner, Marta Martinez, Lesley Stringer, Mark Burgman</b>	constraints to encourage the use of ICT for teaching: A comparative case study in Singapore <b>Wenli Chen, Cheryl Lee, Ashley Tan, Wenting Xie</b>	technology adoption in higher education: A social network approach <b>Negin Mirriahi</b> <b>Shane Dawson</b> <b>Debra Hoven</b>	living in virtual professional development community of practice <b>Diana Ayling</b> <b>Hazel Owen</b> <b>Edward Flagg</b>	a virtual hospital is distinctively relevant to medical education <b>Swee-Kin Loke</b> <b>Phil Blyth</b> <b>Judith Swan</b>	future <b>Frances Quinn</b> <b>Helen Doyle</b> <b>Terry Lyons</b> <b>(Presented by Helen Doyle)</b>
1610 – 1627 CONCISE PAPERS	Leading the evaluation of institutional online learning environments for quality enhancement in times of change <b>Maree Gosper , I. Solomonides, D. Holt, S Palmer, J Munro, M Sankey, M Hicks, G Allan, R. Hollenbeck</b>	Sustainable future for learning in a climate of change: Mobile apps, social media, and crisis informatics during emergencies and disasters <b>Julie Willems</b>	e-Learning Lecturer Workload: working smarter or working harder? <b>Stephen Bright</b>	An online community designed to support future makers in educational reform <b>Tania Broadley (presented by Sue Ledger)</b>	The Design and Development of a suite of online professional development resources for academic staff: Framing the project <b>Dave Snell</b> <b>Jane Terrell</b>	Virtual Worlds: Not the final frontier for games-based nursing education <b>Kylie Turville</b> <b>Grant Meredith</b> <b>Dr Phil Smith</b>	The affordances of web conferences in online pre-service mathematics education <b>Brett Stephenson</b> <b>Jillian Downing</b>
1630 – 1730 CONCISE / SYMPOSIUM	<b>SYMPOSIUM 2.1</b>	<b>SYMPOSIUM 2.2</b>	<b>SYMPOSIUM 2.3</b>	<b>SYMPOSIUM 2.4</b>	<b>SYMPOSIUM 2.5</b>	<b>SYMPOSIUM 2.6</b>	<b>SYMPOSIUM 2.7</b>
	<b>Soundings Theatre</b>	<b>Icon</b>	<b>Rangimarie 1</b>	<b>Rangimarie 2</b>	<b>Rangimarie 3</b>	<b>Angus 1</b>	<b>Angus 2</b>
1630 - 1730	What's the Big Idea 2012? The Flipped Lecture <b>Elizabeth Greener</b> <b>Roger Cook</b> <b>Christine Newman</b>	Meeting the Challenges of Sustainable Learning Support <b>Wai-Leng Wong</b> <b>Michael Griffith</b> <b>Diana Simmons</b> <b>Simon Smith</b> <b>Paula Williams</b>	DeHub: Examples of some Projects and Models for Future Collaboration <b>Victor Minichiello</b> <b>Rosalind James</b> <b>Peter Albion</b> <b>Mark Brown</b>	Remote Laboratories: Sharing Resources and Sharing Expertise <b>David Lowe</b>	Assisting Student Learning Through Professional Development: The Affect of Website Materials and Real World Science on Teacher Development	Continuance theory and teacher education <b>Noeline Wright</b>  Implementation of the eLearning Lifecycle Model to Develop Reflection	Assessment, Physical Education and Mobile Learning <b>Margot Bowes</b> <b>Warren Patterson</b> <b>Lawrence May</b>

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**Bobby Harreveld**  
**Mike Keppell**

**Lisa van Raalte**  
**(Presented by Chris**  
**Campbell)**  
**Rachel Boulay**

in Pre-Service  
Teachers  
**Pauline Roberts**  
**Dorit Maor**

Implementing a  
learner response  
system in one  
university

**Chris Campbell**

1900 - LATE

**ascilite 2012 CONFERENCE DINNER**

Capital of Cool – Downtown in Wellywood

**ascilite AWARD PRESENTATIONS**

**Sponsored by JPL Media**



AMORA HOTEL

170 Wakefield Street, Wellington

## PROGRAMME | WEDNESDAY 28 NOVEMBER 2012

0830 - 0915	REGISTRATION & INFORMATION DESK OPENS				OCEANIA (LEVEL 3)		
0915 - 0930	<b>WELCOME TO THE DAY AND HOUSEKEEPING</b> Mark Brown ascilite 2012 Convenor				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		
0930 – 1000	<b>INVITED SPEAKERS</b> - Decentralising Professional Development for Mobile Learning Simon McIntyre and Karin Watson The University of New South Wales AUSTRALIA				SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		
1000 - 1010	<b>SPONSOR PRESENTATION</b> <b>PEARSON</b>		<b>PEARSON</b>		SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		
1015- 1045	<b>SESSION 6.1</b> <b>Soundings Theatre</b>	<b>SESSION 6.2</b> <b>Icon</b>	<b>SESSION 6.3</b> <b>Rangimarie 1</b>	<b>SESSION 6.4</b> <b>Rangimarie 2</b>	<b>SESSION 6.5</b> <b>Rangimarie 3</b>	<b>SESSION 6.6</b> <b>Angus 1</b>	
1015 – 1042 FULL PAPERS	Teaching Aboriginal Culture Online <b>Cat Kutay</b> <b>Deidre Howard-Wagner</b> <b>Janet Mooney</b> (presented by Lynette Riley)	A design-based research approach implementing a palette of educational technologies to foster 21 <sup>st</sup> century skills <b>Janette Kruger</b>	Mobilising authentic learning: Understanding the educational affordances of the iPad <b>James Oldfield</b> <b>Jan Herrington</b>	"Wherever, whenever" learning in Medicine: Evaluation of an interactive mobile case-based project <b>Marianna Koulias</b>	Following the Sun: Sustainable conferencing in a climate of change <b>Angela Murphy</b> <b>Shirley Reushle</b>	Learning for the Future: Online student evaluation of generic and context-specific library skills tutorial <b>Ruth Billany</b> <b>Bernadette Royal</b> <b>Isabelle Lys</b>	
1045 - 1112	MORNING REFRESHMENTS						OCEANIA (LEVEL 3)
1115- 1245	<b>SESSION 7.1</b> <b>Soundings Theatre</b>	<b>SESSION 7.2</b> <b>Icon</b>	<b>SESSION 7.3</b> <b>Rangimarie 2</b>	<b>SESSION 7.4</b> <b>Rangimarie 3</b>	<b>SESSION 7.5</b> <b>Angus 1</b>	<b>SESSION 7.6</b> <b>Angus 2</b>	<b>WORKSHOP 1.1</b> <b>Rangimarie 1</b>
1115– 1140 FULL PAPERS	A 2010 Snapshot of Educational Technology use by CSU students <b>Jacqueline Tinkler</b> <b>Philip Uys</b> <b>Barney Dalgarno</b> <b>Lauren Carlson</b> <b>Andrea Crampton</b>	A blended approach to Canadian First Nations education: The Sunchild e-learning community <b>Norman Vaughan</b>	Improving learners' self-efficacy in learner-controlled online learning environment: a correlational study <b>Widchaporn</b> <b>Taipjutorus</b> <b>Sally Hansen</b> <b>Mark Brown</b>	Fitting learning into life: Language students' perspectives on benefits of using mobile apps <b>Caroline Steel</b>	Authentic learning and Web 2.0 - Completing the equation <b>Vickel Narayan</b> <b>Chris Lovegrove</b>	Ready for m-learning? Access to mobile devices by tertiary students studying Japanese <b>Yasuhisa Watanabe</b>	<b>apple workshop</b> It's all about the content. Mobile Learning with iPad <b>Stephen Atherton</b>
1145 -1202	Course Team	Mobile learning,	Responding to	Finding a Voice:	Treading carefully in the	Using Online	This session will give you

CONCISE PAPERS	Symposia: A useful launch pad for exploring course leadership? <b>Carole Hunter (presented by Brad Edlington)</b>	exploring the possibilities for rangatahi <b>Travis Timoko</b>	diversification: Preparing naïve learners for university study using Time Budgets <b>Diana Quinn Bruce Wedding Online</b>	Learning pronunciation in a second language using a dedicated speech technology <b>Thomas Kerr</b>	Stalk Space: Social Media and Risk <b>Carolyn Woodley Scott Beattie</b>	Environments to Provoke Student Enquiry <b>Fiona Nicolson Mitch Parsell</b>	background to trends in mobile learning.  Attendees are encouraged to bring their mobile devices to participate in this workshop.
1205 - 1222 CONCISE PAPERS	*A Brave New World: introducing the planets online <b>Natalie Spence Dean Groom Orsola DeMarco</b>	Bridging the digital divide: bringing e-literacy skills to incarcerated students <b>Helen Farley Angela Murphy Tasman Bedford</b>	learning preferences: revealing assumptions and working with difference <b>Sue Tickner Tony Hunt</b>	Implications of the non-traditional student becoming the traditional <b>Lorraine Fleckhammer Helene Richardson</b>	The Sapphire Vortex: Blending virtual world machinima with real world commentary for effective learning of criminal law <b>Des Butler (presented by Anne Matthew)</b>	How to get your work published in AJET: Meet the new editorial team <b>AJET Editors</b>	
1225 – 1242 CONCISE PAPERS	Online learning in ACS Education: Using online learning tools in professional education <b>Asheley Jones Charlynn Miller</b>	Designing to close the gap <b>Alison Reedy</b>	*Living the new normal: Reflections on the experiences of first-time distance learners <b>Mark Brown, Mike Keppell, Helen Hughes, Tash Hard, Sandi Shillington &amp; Liz Smith</b>	Applying a Reverse Induction Process for Improved Definition of Higher Education Technology-supported Research Projects <b>Joanne Doyle Helen Farley</b>	Understanding novice programmers: their perceptions and motivations <b>Philip Smith, Kylie Turville, Grant Meredith, Kathleen Keogh</b>		
1245- 1325	LUNCH					OCEANIA (LEVEL 3)	
1330 - 1430	<b>KEYNOTE SPEAKER</b> – An Unexpected Journey: Changing hearts and minds in the Cloud Professor Beverley Oliver Deakin University AUSTRALIA					SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)	
1430 – 1440	<b>PRESENTATION OF SPONSOR AWARDS</b>					<b>SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)</b>	
1440 - 1445	<b>CONFERENCE REFLECTIONS</b> – Dr Peter Coolbear (Ako Aotearoa)					SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)	
1445 - 1500	<b>GUEST SPEAKER</b> - Shaping The Digital Future Hon Steve Maharey - Vice-Chancellor, Massey University, New Zealand					SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)	

1500 - 1510	<b>HANDOVER to ascilite 2013 Conference</b>	SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)
1510 - 1515	<b>Conference Close</b>	SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)

\*indicates finalists for the ascilite 2012 best paper awards

### **PROFESSOR NEIL SELWYN**

Monash University  
AUSTRALIA

Neil Selwyn is a sociologist working at the London Knowledge Lab. His research and teaching focuses on the place of digital media in everyday life, and the sociology of technology (non)use in educational settings.

Neil has written extensively on a number of issues, including digital exclusion, education technology policymaking and the student experience of technology-based learning. He has carried out funded research on digital technology, society and education for the Economic and Social Research Council (ESRC), British Academy, the BBC, Nuffield Foundation, the Spencer Foundation, Microsoft Partners in Learning, Becta, Centre for Distance Education, the Welsh Office, National Assembly of Wales and various local authorities



has happened and what is happening. A number of long-standing issues are highlighted that suggest that what has happened in the past is in fact a highly reliable guide to the future. The talk concludes by suggesting a number of characteristics and qualities that could well improve academic research in the area of education, media and technology. These include a slowing-down of ambitions and expectations, an increased pessimism and acceptance of uncertainty, and a renewed interest in the politics of education and technological change.

### **KEYNOTE PRESENTATION**

**Monday 26<sup>th</sup> November 2012**

0930 – 1025

#### **The Future is New? The Future is Now?**

This talk takes issue with the basic premise of the conference – i.e. “that what happened in the past is no longer a reliable guide to the future”. The talk starts by considering why research and thinking in the area of education, media and technology is inherently forward-looking – preferring to focus on what could happen and what should happen in the near-future. It is suggested that this preference for thinking about ‘the new’ has been a weakness of academic research in education, media and technology. Instead, it is argued that we are better off thinking more carefully and critically about what

## DALE STEPHENS

UnCollege  
USA

Dale Stephens brings a unique perspective on the future of education, talent, and innovation. An educational futurist and speaker on issues facing Generation Y, he delivers core insights about learning, technology, and success. He is a sought-after education expert appearing on major news networks including [CNN](#), [ABC](#), [NPR](#), [CBS](#), [Fox](#), and [TechCrunch](#). His work has been covered by the [New York Times](#) and [New York Magazine](#) to [Fast Company](#) and [Forbes](#).

He has spoken around the world at high-profile events, from debating Vivek Wadhwa onstage at TED 2012 to [lecturing at the New York Times](#) to speaking to C-level executives at NBC Universal.

At 20, Dale leads [UnCollege.org](#) because we're [paying too much for college](#) and [learning too little](#). In just over a year, this global social movement has shifted the dialogue about the future of education from evolution to revolution. [Perigee/Penguin](#) will publish his first book, [Hacking Your Education](#), in early 2013.

In May 2011 Stephens was selected out of hundreds of individuals around the world as a [Thiel Fellow](#), a program recognizing the top twenty-four entrepreneurs around the world under the age of twenty. In addition to leading UnCollege, Stephens advises education and technology companies. Rejected for being young or inexperienced, he has risen above scepticism to do what many said he couldn't. Because he bridges the gap between teens and adults, he doesn't just relate to both but shares their experiences, fears, and challenges. Stephens' energetic, informative and down-to-earth presentations draw on his own experience to address generation-specific issues most relevant to people in their 10s, 20s, and 30s.



## KEYNOTE PRESENTATION

**Tuesday 27<sup>th</sup> November 2012**

0905 - 1005

### The End of the University

With the continually rising cost of higher education, greater competition in the job market, and the explosion of EdTech start-ups providing endless alternatives for students, the university as we know it is coming to an end. Brick-and-mortar institutions have not kept up with the technological and economic factors that today's students are starting to consider, making them increasingly irrelevant, if not obsolete. Students need to be empowered to self-direct their education in ways that are most advantageous to them, rather in ways prescribed by universities. The rise of this movement means the end of universities.

## PROFESSOR BEVERLY OLIVER

Pro Vice-Chancellor (Learning Futures)  
Deakin University  
AUSTRALIA

Beverly Oliver is Pro Vice-Chancellor at Deakin University. She is an Australian Learning and Teaching Council National Teaching Fellow (Assuring Graduate Capabilities<http://tiny.cc/boliver>). At Deakin, she leads the transformation of the University's teaching and learning to premium cloud and located learning. During her time at Curtin, she led the creation and implementation of Curtin's eVALUate (the University's online student feedback system) and Curriculum 2010 (a university-wide curriculum reform initiative which focused on graduate employability, curriculum mapping, ePortfolios and evaluation of curriculum effectiveness) and the iPortfolio.

Her leadership has been recognised with two ALTC Citations for Outstanding Contributions to Student Learning (2007 and 2010). Professor Oliver publishes in a range of teaching and learning areas, including graduate attributes and employability; student, graduate and employer evaluation; curriculum renewal; ePortfolios and student ownership and use of emerging devices and Web 2.0 applications.





generation for a changing world. Change happens around us at an even more rapid pace, but by and large we work in institutions that don't change fast in their courses, curriculum, delivery face to face or in the cloud. This presentation will attempt to share some thoughts and experiences on how to effect wide scale change so that we can deliver on the things that really matter.

## **KEYNOTE PRESENTATION**

**Wednesday 28<sup>th</sup> November 2012**  
1330 - 1430

### **An Unexpected Journey: Changing Hearts and Minds in the Cloud**

This closing keynote address will draw on ideas shared and discussed during the conference, and attempts to situate them in our current contexts...how do higher education institutions cope with the recent developments in technology, MOOCs, open education resources, all the while ensuring that we can fulfil our obligations to 'change hearts and minds' and educate employable graduates and the next

### PROFESSOR GRÁINNE CONOLE

Professor of Learning Innovation,  
Director – Beyond Distance Research Alliance  
Leicester University  
UNITED KINGDOM

Gráinne joined Beyond Distance as Director on 1st September, 2011. Prior to this, she was Chair of E-Learning at the Institute of Educational Technology, The Open University, since April 2006.

Previously, Gráinne was Professor of Educational Innovation in Post-Compulsory Education at the University of Southampton, and was Director of the Institute for Learning and Research Technology at the University of Bristol, a centre of excellence on the development and use of information and communication technology in education.

Gráinne has research interests in the use, integration and evaluation of Information and Communication Technologies and e-learning and impact on organisational change. Gráinne has research, development and project management experience across the educational and technical domains; funding sources have included HEFCE, ESRC, EU and commercial sponsors.

Very recent projects include the EU-funded projects [OPAL](#), Design-Practice, and [X-Delia](#), the JISC-funded learner experience project, the ESRC TLRP

Technology-Enhanced Learning project, PI led by Eileen Scanlon and Mike Sharples, as well as an OU Learning Design Project.

Past projects include the JISC LXP Learner Experience Project, the HEFCE-funded E-Learning Research Centre, the JISC/NSF funded DialogPlus digital libraries project and the ESRC National Centre for Research Methods. Also see Gráinne's website: <http://e4innovation.com/>



### INVITED PRESENTATION

**Monday 26th November 2012**

1330 - 1400

**Sustainability, Creativity, Innovation and Inclusion: Fostering New Approaches to Design**

Today's teachers work in a challenging context: in an environment which is constantly changing with a plethora of technologies available to promote a range of communicative and collaborative opportunities between teachers and learners. However, they often lack the necessary digital literacies to harness the affordances of these technologies. This talk will consider this paradox and describe a range of learning design tools that have been developed to help guide teachers' design practices. It will consider what this means in terms of promoting creativity and innovation in learning and teaching for the future and how sustainability and inclusion can be fostered to achieve 21<sup>st</sup> century educational outcomes.

## DR NORM VAUGHAN

Professor in the Department of Education,  
Faculty of Teaching and Learning at Mount Royal  
University in Calgary  
Alberta  
CANADA

An educator and researcher with interests in blended learning, faculty development and K to 12 schooling, Dr. Norm Vaughan is a Professor in the Department of Education, Faculty of Teaching and Learning at Mount Royal University in Calgary, Alberta. He is the co-author of the book [Blended Learning in Higher Education](#) (Jossey-Bass, 2008) and has published a series of articles on blended learning and faculty development. Norm is the Co-founder of the [Blended Online Design Network \(BOLD\)](#), a member of the [Community of Inquiry Research Group](#), the Associate Editor of the [International Journal of Mobile and Blended Learning](#) and he is on the Editorial Boards of the [International Journal of Excellence in e-Learning](#), [Canadian Journal of Learning and Technology](#), the [Journal of Distance Education](#), the [Journal on Centres for Teaching & Learning](#), the [Learning Communities Journal](#), and the [Journal of Information Fluency](#).



## INVITED PRESENTATION

**Tuesday 27<sup>th</sup> November 2012**  
1320 - 1350

### **To be or not to be? Student Engagement and Use of Digital Technologies in Blended Learning Environments.**

There has been an increased use of digital technologies such as social networking sites, blogs, wikis, and mobile devices in blended learning environments but there has been a lack of corresponding research about how these applications and devices are impacting student learning and engagement. This session will explore whether these tools can be used to design and support assessment activities that increase levels of student engagement with course concepts, peer members, faculty and external experts, potentially leading to increased student success and satisfaction.

## SIMON MACINTYRE

Senior Lecturer, Online Postgraduate Director  
COFA Online  
The University of New South Wales  
AUSTRALIA

Simon is currently the Co-Project leader of 'Learning to Teach Online', a free professional development resource designed to help teachers from any discipline, whether experienced in online teaching or not, to gain a working understanding of successful online teaching pedagogies that they can apply in their own unique teaching situations. [You can read about the Learning to Teach Online project here](#)

Since 1996 Simon worked as a designer in Sydney Australia, producing CD Roms, web sites, print and film graphics in the pioneering days of interactive design and new media.

From 2003, he has become increasingly involved in the process of design education. Now a full time academic at the College of Fine Arts, The University of New South Wales, Sydney, Australia, Simon has since co-operatively pioneered learning and teaching approaches for fully online art and design education, and has helped establish an internationally recognised quality online learning reputation for the Faculty's online learning and teaching unit, [COFA Online](#).

Simon's research now focuses on the development of new online pedagogies to evolve design education into a globally networked practice. In 2006, his implementation of online learning and teaching research was nationally recognised by the Australia Learning and Teaching Council by being co-awarded a Citation for Outstanding Contribution to Student Learning for 'Pioneering internationally recognised best practice in online education in the creative arts and design'. In 2007, McIntyre's research and design education practice led to the development and supervision of an international, fully online Master of Cross-Disciplinary Art and Design program for COFA. 2010 sees Simon working on the creation of a free resource for design educators worldwide called 'Learning to Teach Online'. Through his continued research and online teaching practice, Simon hopes to continue to help develop strategies to improve the quality and delivery of online education in across disciplines.

## KARIN WATSON

Sessional Lecturer - School of Design & COFA  
Online; Professional Development Coordinator,  
Online Courses & Programs - COFA Online

The University of New South Wales  
AUSTRALIA

I'm an architect and have studied, lived and worked in South Africa, London and Sydney.

Since 2003 I have been also been teaching in design-related studios and programs at UNSW. I enjoy working across a number of faculties and across different teaching environments, as they provide me with a range of new and transferable set of skills. I consider these constantly evolving skills essential for the cross-disciplinary nature of the contemporary design workplace.

I am currently the First Year Design Studio Coordinator and also teach in the Second Year Environments/Spatial Design Programs at the School of Design Studies. At COFA Online I teach the Spatial Design and Unravelling Urban Design courses. I am the professional development coordinator of online courses and programs at COFA Online.

My research reflects my varied interests and currently focuses on the shift to online and blended learning education, but more specifically the pedagogy that should "but often doesn't" - support this change. I have presented at numerous international conferences on subjects relating to the notions of trust in online environments; studio teaching; learning to teach online; strategies for implementing change towards blended learning practice; using multi-disciplinary practice in your teaching; encouraging social innovation and global citizenship in students; and preparing students for the global workplace.

I almost always work in collaborative team environments.



**Simon MacIntyre**



**Karin Watson**

## **INVITED PRESENTATION**

**Wednesday 28<sup>th</sup> November 2012**

0930 - 1000

### **Decentralising Professional Development for Mobile Learning**

In recent years, educators wanting to use technology in their teaching were typically at the mercy of a series of gatekeepers or obstacles, whether these were IT departments, large learning management systems, university policies, or restricted budgets. While these are still relevant considerations for large educational institutions, the advent of mobile and cloud-based technologies is devolving the learning and teaching process from being centrally controlled, into a more personal, customisable experience. While this brings many exciting new possibilities, it also raises several new concerns.

Everyone can download apps and use free online tools irrespective of their location or skill level. This has implications in terms of new pedagogical approaches, teaching effectiveness, student engagement, security, privacy, etc. which affect the future role and responsibility of teachers. It is critical, therefore, that the delivery and content of professional development resources aimed at supporting

teachers through this change align with the changing paradigm.

This presentation outlines a vision for addressing this need. The UNSW Learning to Teach Online project <http://tiny.cc/ltto> went some of the way, and proved to be a successful first step in decentralising approaches to professional development. The next stage of the project will build upon this existing framework, and focus on the new pedagogical challenges raised by the use of mobile technologies, and how learning and teaching are evolving in contemporary society.

## ascilite2012 SOCIAL PROGRAMME

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### **ascilite2012 Conference Welcome Reception**

Date: Sunday 25 November 2012  
Venue: Te Papa Museum, Wellington  
Time: 1830 - 2000  
Dress: Smart Casual  
*Included in all full registrations*  
Additional tickets cost: NZ\$ 80.00 per person

### **ascilite2012 Cocktail Reception, Poster Viewing and Voting**

Date: Monday 26 November 2012  
Venue: Te Papa Museum, Wellington  
Time: 1745 - 1845  
Dress: Conference attire  
Included in all registrations

### **ascilite 2012 Conference Dinner**

Theme: Capital of Cool - Downtown in Wellywood  
Date: Tuesday 27 November 2012  
Venue: Amora Hotel, 170 Wakefield Street, Wellington  
Time: 1900 - 2330  
Dress: Formal/After Five/Smart dress  
**Entry by ticket only** (please ensure that you wear your "quirky dinner ticket" on your person by incorporating this into your outfit on the night.  
*Inclusive in all full registrations*  
Additional tickets cost: NZ\$ 155.00

The ascilite2012 Conference Dinner is going to provide an opportunity for delegates to dress up! The theme is 'Capital of Cool - Downtown in Wellywood'.

The Costume Company will give all ascilite2012 delegates a 20% discount on costume hire - please quote 'ascilite2012' when hiring your costume. The Costume Company will also collect your outfits from your hotel if you are staying in accommodation in the CBD area. If you would like to dress up and hire a costume for the evening, you can do so by contacting the following provider:

The Costume Company  
214 Willis Street  
Wellington  
Tel: 04 384 3328  
Email: [costumeco@xtra.co.nz](mailto:costumeco@xtra.co.nz)  
Website: [www.costumecompany.co.nz](http://www.costumecompany.co.nz)

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### **ascilite2012 Dine Around Evening**

Date: Monday 26 November 2012  
Venue: Various Restaurants in Wellington

Time: 1900 - 2330  
Dress: Smart Casual  
Cost: NZ\$35.00 per person (choice of 2 courses and a glass of house wine). Delegates are to pay for their meals at the restaurant chosen.

A selection of restaurants have been secured for conference delegates to choose from. All of the restaurants are located in the Courtenay Quarter, which is a 2 minute stroll from Te Papa Museum.

All restaurant pricing includes food (a choice of 2 courses) and a glass of house wine. Additional beverages can be purchased by delegates on the night from their chosen restaurant.

**Bookings:** To book, please contact the restaurant of choice directly and quote "ascilite2012 dinner"

#### Selection of Restaurants:

##### **Capitol Restaurant**

Cnr 10 Kent Terrace and Majoribanks Street  
Wellington

Style: Modern Italian  
Web: [www.capitolrestaurant.co.nz](http://www.capitolrestaurant.co.nz)

Contact: 04 - 384 2855  
Email: [clay@capitolcatering.co.nz](mailto:clay@capitolcatering.co.nz)

##### **Monsoon Poon Trading House Restaurant**

12 Blair St  
Wellington

Style: South East Asian  
Web: [www.monsoonpoon.co.nz](http://www.monsoonpoon.co.nz)  
Contact: (04) 8033555  
Email: [wellington@monsoonpoon.co.nz](mailto:wellington@monsoonpoon.co.nz)

##### **The Tasting Room**

Cnr Courtenay Place and Cambridge Terrace  
Wellington

Style: Gastro Pub  
Web: [www.thetastingroom.co.nz](http://www.thetastingroom.co.nz)  
Contact: (04) 3841159  
Email: [Thetastingroom@xtra.co.nz](mailto:Thetastingroom@xtra.co.nz)

##### **Hummingbird Eatery & Bar**

Cnr 22 Courtenay Place and Blair St  
Wellington

Style: Contemporary New Zealand  
Web: [www.hummingbird.net.nz](http://www.hummingbird.net.nz)  
Contact: (04) 8016336

Email: [manager@hummingbird.net.nz](mailto:manager@hummingbird.net.nz)

**Osteria del Toro**

Cnr 60 Tory St and Holland St  
Wellington

Style: Mediterranean & Pizza

Web: [www.osteriadeltoro.co.nz](http://www.osteriadeltoro.co.nz)

Contact: (04) 3812299

Email: [wellington@osteriadeltoro.co.nz](mailto:wellington@osteriadeltoro.co.nz)



# ascilite2012 WORKSHOP SPEAKER ABSTRACTS

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## SUNDAY 25 NOVEMBER 2012 - WORKSHOPS

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### WORKSHOP A

0900 – 1600

Rangimarie Room 2, Telstra Clear Centre, Level 3  
Te Papa Museum

**Pre registered delegates only**

#### PRESENTERS:

##### Dr Thomas Cochrane

Centre for Learning and Teaching  
AUT University  
New Zealand

Thomas Cochrane BE, BD, GDHE, MTS, Mcomp, PHD (Monash), is an Academic Advisor and Senior Lecturer in educational Technology at AUT University's Centre for Learning and Teaching (CfLAT). He was recently awarded as an [Ascilite Fellow](#). His research interests include mobile learning, web 2.0, and communities of practice. Thomas has managed and implemented over 35 mobile learning projects, with a recent focus upon Android and iOS smartphones and the iPad as catalysts to enable student-generated content and student-generated learning contexts, bridging formal and informal learning environments.

##### Vickel Narayan

Te Puna Ako  
Unitec,  
New Zealand

Vickel Narayan MComp, PGDComp, BSc (Comp Sc & Info Sys), CTT+, is an Academic Advisor (Learning Technologies) at the Centre for Teaching and Learning Innovation: Te Puna Ako, Unitec, New Zealand. He has a keen interest in Web 2.0 technologies and its potential to engage students and teachers in the teaching and learning process. Vickel is particularly interested in exploring mobile Web 2.0 tools for creating, nurturing and maintaining virtual communities, social connectedness, fostering social constructivism, student generated context and context. He is also interested in Virtual Worlds particularly pedagogical implications of their use in education.

#### Exploring Mobile Augmented Reality

The session will include:

- An overview and demonstration of mobile augmented reality
- Examples of the educational use of mobile augmented reality
- A hands-on tutorial on how to create enhanced points of interest and an augmented reality layer for a mobile AR browser (e.g. Wikitude, Layar, and Junaio)

#### Organisation of the session:

##### The Incident demo

##### Poll - what mobile device do participants own? <http://www.polleverwhere.com>

Establish use of back-channel via Twitter

Hashtag for session. **#ascilite12AR**

AR Overview: YouTube Playlist:

<http://www.youtube.com/playlist?list=PL91E9CE D8BCC4CF76>

Demonstrations of:

- QR Codes – participants download app to their own device & create their own QR Code.
  - QRCode to wiki or Google Doc notes for session
  - <http://zxing.appspot.com/generator/>
  - <http://mobilecodes.nokia.com/create.jsp>
  - <http://www.spashurl.net>
- High tech AR example: <http://www.slideshare.net/johnnigelcook/cook-augmented-contexts-for-development>
- AR mobile browsers (Wikitude, Layar, Junaio) – participants download Wikitude to their own device.
  - Junaio <http://youtu.be/-24ySxEMq1U>

### WORKSHOP B

0900 – 1600

Rangimarie Room 1, Telstra Clear Centre, Level 3  
Te Papa Museum

**Pre registered delegates only**

#### PRESENTER:

##### Professor Gráinne Conole

Beyond Distance Research Alliance



University of Leicester, UK

Gráinne Conole is Professor of learning innovation at Leicester University. Her research interests include the use, integration and evaluation of technologies and their impact on organisational change. Two of her interests are learning design and Open Educational Resources. She serves on and chairs a number of national and international advisory boards, steering groups, committees and international conference programmes. She has published and presented nearly 1000 conference proceedings, workshops and articles and keeps a blog [www.e4innovation.com](http://www.e4innovation.com). She has a PhD in X-Ray Crystallography. She is author of a new Springer entitled: 'Designing for learning in an open world'.

### The 7 Cs of Learning Design

The participants will engage with a range of learning design conceptual tools and a social networking site for sharing and discussing learning and teaching ideas. They will work in groups and will periodically share back their discussions with the rest of the participants. Artifacts produced will be captured and made available online. Activities will include the following:

- How to ruin a course
- Course map view
- Activity profile
- Course dimensions view
- Task swimlane view
- Learning outcomes map
- Affordances of technologies
- Mapping pedagogies to technologies
- Harnessing social media for dissemination and communication
- Exploring pedagogical patterns to promote collaborative learning
- 

The activities are part of the 7Cs of learning design framework that we have developed which consists of seven components:

- Conceptualise – which initiates the design process and consists of imagine, design and prepare.
- Capture – which covers the ways in which search engines, OER repositories and social bookmarking can be used to find and collate relevant resources and activities.
- Create – which covers both the creation of content and activities.
- Communicate – which covers how to moderate asynchronous and synchronous forums
- Collaborate – which considers how tools like wikis, voicethread, pirate pad can be used to foster collaboration and how to work in virtual teams.
- Consider – which covers the ways in which tools such as blogs, e-portfolios

and Multiple Choice Questions (MCQs) can be used to promote reflection and different forms of assessment.

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See <http://e4innovation.com/?p=576> for more detail. This work is described in more detail in a forthcoming book (Conole, 2012).

Conole, 2012, Designing for learning in an open world, New York: Springer

## WORKSHOP D

0900 – 1200

Rangimarie Room 3, Telstra Clear Centre, Level 3

Te Papa Museum

**Pre registered delegates only**

### **PRESENTERS:**

#### **Bruce N. Chaloux,**

Executive Director and Chief Executive Officer at The Sloan Consortium, Inc. and IELOL Co-Director  
Sloan-C

Dr. Bruce N. Chaloux was named Executive Director and Chief Executive Officer at The Sloan Consortium in March, 2012. Prior to assuming his new position, he served as the director of Student Access Programs and Services at the Southern Regional Education Board (SREB) in Atlanta, Georgia. In this role, he developed a number of programs designed to help students start or continue their education, in particular SREB's Electronic Campus, providing access to over 30,000 online courses and 1500 degree programs. Prior to assuming his duties at the SREB in 1998, Dr. Chaloux served in the Graduate School at Virginia Tech for thirteen years, including four years as associate dean for Extended Campus Programs at the institution's main campus in Blacksburg and earlier as the head of Tech's Northern Virginia Graduate Campus in suburban Washington, D.C. He previously held positions on the staff of the State Council of Higher Education for Virginia and as an academic affairs administrator and faculty member (business administration) at Castleton State College (Vermont). He was named a Sloan C Fellow in 2010.

#### **Mark Brown,**

Director, National Centre for Teaching and Learning and Director, Distance Education and Learning Futures Alliance  
Massey University

Professor Mark Brown has specific responsibility for policy, strategy and leadership of teaching and learning development at Massey University. Over the last five years Professor Brown has played a key leadership role in the implementation of several major university-wide digital learning and teaching initiatives, including the enterprise level deployment of Moodle (aka Stream) and the original development of the open source Mahara eportfolio system. Mark has also been centrally involved in designing several online professional development modules in learning design and leadership training for senior university managers as part of a larger international project. He serves on a number of international journal editorial boards, has published extensively in the areas of online,

blended and distance learning and is on the executive committees of the Australasian Society for Computers in Learning in Tertiary Education (Ascilite) and the Distance Education Association of New Zealand (DEANZ). He is also a recipient of a National Award for Sustained Excellence in Tertiary Teaching.

#### **Lawrence C. Ragan**

Director for Faculty Development, Penn State's World Campus and IELOL Co-Director  
The World Campus

[Dr. Lawrence C. Ragan](#) directs the design and development of a wide range of faculty development services and systems for Penn State's Academic Outreach. Academic Outreach serves learners via online (the World Campus), Continuing Education, and the video learning network. Dr. Ragan designs and delivers professional development programs, establishes a faculty development learning community, and conducts research including the articulation of strategies to help faculty manage the online workload (SMOW) and the definition of competencies for online teaching success (COTS). He has served in leadership roles as co-director of the EDUCAUSE Learning Technology Leadership program (2005–06), and is currently co-director of the Penn State/Sloan-C Institute for Emerging Leadership in Online Learning. He was named a Sloan-C Fellow in 2011.

### **Leadership in Online Learning: Developing the Next Generation of Leaders**

The Sloan Consortium and the Penn State World Campus are proposing a pre-conference workshop focused on emerging leaders in e-learning programs. Specifically this workshop will address the rapidly changing landscape of higher education which provides the context of eLearning as a new and viable alternative learning system. This workshop will feature senior leaders in the field, using a tested model of working with professionals on leadership issues areas related to unit operations, institutional policy, and personal leadership style.

The growth of online learning has created significant opportunities for higher education institutions globally, bringing many new institutions into the distance education community and transforming the role of distance education in other institutions. We are now well into the second decade of eLearning and a new challenge of leadership is emerging. Many of the pioneering eLearning leaders in our institutions are nearing retirement or moving on to broader leadership roles. Thus to ensure effective succession planning, we need to

develop the next generation of leaders, preparing them as change agents and managers in the field. Many in this next generation of leaders will emerge from careers in eLearning and with a growing number of institutions placing great strategic emphasis on eLearning, a situation dramatically different from the earlier periods of initial growth and acceptance of eLearning.

"The Emerging Leader in Online Learning: Context and Challenges" is an outgrowth of the highly successful Institute for Emerging Leadership in Online Learning ([IELOL](#)) program, a collaboration between the Sloan Consortium and the Penn State World Campus in the United States. Since 2009, the Institute, using a blended format that combines both online and in-person programming, has brought together an international community of more than 100 educators designated by their institution as emerging leaders. Working with a faculty of senior leaders from the Sloan Consortium community, the Institute has focused on creating change leaders for the future. This effort built on the success of the Administrative Leadership Institute, a workshop held for several years by the two organizations as part of the annual Sloan Consortium Worldwide Conference (ALN).

The proposed workshop is modelled after the Institute and is designed to give participants a 'slice' of the full program. The workshop will use the Sloan Consortium's five "pillars of quality" to illustrate the different operational and policy dimensions involved in building a leadership culture in a university-based e-learning operation. These quality pillars embody the ideals of online education in a quick, holistic view of continuous quality improvement and provide a helpful framework for the challenges of leadership.

The pillars include:

1. **Access**--All learners who wish to learn online have the opportunity and can achieve success.
2. **Learning Effectiveness**--The provider demonstrates that online learning outcomes meet or exceed institutional, industry, and/or community standards.
3. **Student Satisfaction**--Students are successful in learning online and are typically pleased with their experiences.
4. **Faculty Satisfaction**-- Faculty achieve success with teaching online, citing appreciation and happiness.

5. **Scale (Cost Effectiveness and Commitment)**--Institutions continuously improve services while reducing cost to achieve capacity enrolment.

Around this framework, three strategic leadership areas will be addressed:

- **Operational Leadership** --This section of the workshop will identify leadership issues, challenges and strategies in each of the five quality pillars.
- **Policy Leadership** -- This section of the workshop will focus on leadership strategies needed to address both institutional and external policy issues related to creating a transformative innovation in the mainstream of a higher education institution. In many institutions, eLearning began as an innovation that operated outside the institutional mainstream. Today, eLearning is becoming recognized as a transformative innovation that will help institutions adapt to changing societal and individual learner needs. Increasingly, emerging leaders need to work within the mainstream to achieve sustainable success.
- **Personal Leadership Style** -- This section of the workshop will explore several dimensions of personal leadership style needed to create change in this kind of institutional culture. Many leadership development programs grow out of corporate management experience. However, higher education is a unique social institution, regardless of how it is funded. Leading change in this unique environment requires personal and professional skills that are better suited to a large and often decentralized community.

Participants will engage in a variety of activities during this interactive one-day workshop and will establish a community where efforts with fellow participants and workshop facilitators will continue beyond the workshop.

"The Emerging Leader in Online Learning: Context and Challenges" is an outgrowth of the Institute for Emerging Leaders in Online Learning ([IELOL](#)), a collaboration between the Sloan Consortium and the Penn State World Campus in the United States. Since 2009, the Institute has brought together an international community of 30-35 participants annually. More than 100 educators designated by their institution as emerging leaders have completed the program. (By November, 2012, an additional 35 educators will have completed the program).

A shortened version of this workshop was presented at the European Distance Education Network (EDEN) conference in Dublin in 2011 with over 60 participants. A similar workshop is being planned for the Portugal EDEN

## WORKSHOP E

1300 - 1600

Rangimarie Room 3, Telstra Clear Centre, Level 3

Te Papa Museum

### Pre registered delegates only

#### PRESENTERS:

##### Dr Keith Smyth

Office of the Vice Principal (Academic)

Edinburgh Napier University

Dr Keith Smyth is a Senior Teaching Fellow and Senior Lecturer in Higher Education, and Programme Leader for Edinburgh Napier's online MSc Blended and Online Education. His research interests in technology-enhanced learning are in the areas of curriculum design, staff development, institutional strategy and the student experience. Recently he has been leading Edinburgh Napier's development of their 3E Framework for technology-enhanced learning, which has begun to be adapted and re-used in various ways since it was made available as an open educational resource in late 2011.

##### Dr Panos Vlachopoulos

Centre for Learning Innovation and Professional Practice

Aston University

Dr Panos Vlachopoulos is the Programme Director of the Post-graduate Certificate in Professional Practice in Higher Education. He has international experience of working with academic staff in areas of learning design with new and emerging technologies. His research interests include online and blended learning design, online tutoring, reflective practice and student-directed learning. He holds a PhD in Online tutoring from the University of Aberdeen, a Master of Education in Educational Technologies from the University of Manchester and a first degree in Philosophy and Pedagogy from Aristotle University in Thessaloniki Greece.

### Exploring and Applying the 3E Framework for Technology-enhanced Learning

For a number of years a 'minimum' online presence for all modules was an institutional target at Edinburgh Napier University, as it has been within many other Higher Education institutions. However in response to staff and student feedback from an evaluation of

technology-enhanced learning (TEL) in 2009, and our increasing institutional knowledge and experience in TEL, a new benchmark for the use of technology was approved by the University. This proposes that all modules make an *active* use technology to enhance key aspects of the learning, teaching and assessment (LTA) experience, and to engage students with their subject,

The 3E Framework, based on an *Enhance-Extend-Empower* continuum of TEL that in an earlier form had been successfully implemented in a cross-institutional e-learning transformation project funded by the Scottish Funding Council, was developed as the basis for the benchmark and a means for staff to consider aspects of their modules that could meaningfully adopt technology to benefit the LTA experience.

The 3E Framework (Smyth et al, 2011) provides guidance with examples across a range of LTA activities that show how technology might be incorporated at a minimum level to increase active learning (Enhance), through to further developed uses of technology that underpin more sophisticated, higher level learning that reflect how knowledge is created, shared and applied in professional contexts (Extend and Empower).

This session explores the ethos and design of the 3E Framework, including illustrative and real examples which demonstrate how technology can be used across a range of LTA activities and disciplines at each of the 3E stages. Session activities will allow participants to engage with the Framework from strategic, educator and staff developer standpoints, and explore how the 3E Framework as a Creative Commons open educational resource (OER) has been used for a range of purposes, in a range of contexts, across several institutions. This will include applications of the 3E Framework in course design, teaching, staff development, evaluation, and quality enhancement projects and initiatives in the UK, New Zealand, and Greece.

Participants will also be supported in exploring how the 3E Framework, or key aspects of it, could be used to inform TEL practice within their own professional practice and institutions.

This session will be highly participative, and involve interactive exploration of online resources, individual activity, and group and open floor discussion as follows:

Part 1: Introduction to session including discussion of TEL in today's Higher Education context

- Part 2: What does TEL mean in your institution? (Open floor discussion of approaches taken, experiences in implementation, and institutional guidelines and expectations)
- Part 3: Introducing the 3E Framework. Interactive exploration of the 3E Framework including how the Framework is being used at Edinburgh Napier University to underpin the transition to an increasingly active use of institutional and other technologies to engage and support students
- Part 4: Short break
- Part 5: Exploring the 3E Framework in different institutional and cultural contexts. Facilitated activity exploring and drawing lessons learned from the application of the 3E Framework within a range of different contexts and institutions, with participants working in small groups to identify aspects of the approaches explored that they feel could be usefully adapted.
- Part 6: Applying the 3E Framework. Individual activity in which Participants with primarily teaching interests are asked to map their teaching to the 3E Framework in terms of their current or planned use of technology. Participants with primarily strategic or staff development interests are asked to explore the illustrative and real examples in the 3E Framework, and consider how these may map to strategic aims or could be used in supporting staff development provision.
- Part 7: Benefits and implications for institutions. Participants work in groups to consider the challenges that need to be addressed in adopting an active 'benchmark' for the use of technology within institutions. (Group discussion with open floor 'report back').
- Part 8: Concluding evaluation of session.

## WORKSHOP F

1300 – 1600

Angus 1 & 2 Telstra Clear Centre, Level 3  
Te Papa Museum

**Pre registered delegates only**

### PRESENTER:

Mike Keppell

Australian Digital Futures Institute  
University of Southern Queensland

PhD, University of Calgary (1997); MEd University of Calgary (1989); BEd, University of Queensland (1985); BHMS (Ed), University of Queensland (1982). Professor Keppell has a long professional history in higher education in Australia, Canada and Hong Kong. Professor Mike Keppell is the Executive Director, Australian Digital Futures Institute (ADFI) at University of Southern Queensland. From 2007 to 2012 he was Professor of Higher Education and Director of the Flexible Learning Institute at Charles Sturt University, and prior to that was Head of the Centre for Learning, Teaching and Technology at the Hong Kong Institute of Education. Professor Keppell has also held positions at the University of Melbourne, Central Queensland University and private providers in Canada.

## **Distributed Learning Spaces in Higher Education Learning and Teaching**

Distributed learning spaces and their learning affordances are at the core of learning in the 21<sup>st</sup> century. Too often the importance of distributed learning spaces has been dismissed as being unimportant compared to the formal physical learning spaces of the university institution. 21<sup>st</sup> Century learning is now typified by personal learning environments where the place of learning is varied and diverse. This workshop will assist participants to consider the personal learning spaces of students whom they teach. In addition the action possibilities of distributed learning spaces needs to be considered in the explicit design of learning and teaching for higher education.

Introduction (5 mins)

Overview of distributed learning spaces (15 mins)

Discussion in groups of three – ‘action possibilities’ of distributive learning spaces (15 mins)

Report back and full group discussion about ‘action possibilities’ (15 mins)

Where to next? Implications for our practice (10 mins)

Facilitated workshop combining presentation of concepts, group work and discussion, reporting back to entire group.

- This workshop will develop a number of ‘action possibilities’/affordances for a range of distributed learning spaces.
- Participants will develop a knowledge of these ‘action possibilities’ and their implications for the design of learning

and teaching for open learning environments.

- It is hoped that participants will more fully consider the personal learning environment of the virtual student after considering the affordances of distributed learning spaces.
- Development of strategies and initiatives for distributed learning spaces within and/or across specific institutions and/or discipline areas

## **Desire2Learn HIGHER EDUCATION LEADERSHIP FORUM ROUNDTABLE**

1400 – 1600

Icon

Te Papa Museum

### **Pre registered delegates only**

The roundtable will focus on Analytics - Knowledge is Power. Assessment of student learning is at the heart of institutional effectiveness and competitive advantage. With an understanding of analytics, you can utilize this information to improve learner outcomes, student retention and the overall student experience. This is a free event sponsored by Desire2Learn Australia Pty Ltd, a leader in enterprise eLearning solutions. Your expertise and insight on this discussion will be invaluable and we know you will walk away with ideas to implement in your own eLearning programs.



# ascilite2012 SPEAKER ABSTRACTS IN PROGRAMME ORDER

## SESSION 1 | 1100 – 11:25 MONDAY 26 NOVEMBER 2012

SESSION 1.1	SESSION 1.2
<p>Soundings Theatre</p> <p>Sustaining new approaches to learning and teaching with technology – more than just a Wicked Problem</p> <p><b>Janet Buchan</b></p> <p>The basic premise of the 2012 Ascilite Conference theme is that; 'what happened in the past is no longer a reliable guide to the future'. However, if we do not learn from what happened in the past, it may well be a reliable guide to an unsustainable future. In the face of constant change, in order for higher education institutions to achieve the goal of creating sustainable approaches to new models and learning and teaching with technology a fundamental paradigm shift in management approaches is required. To address this, an interdisciplinary focus is introduced and two key concepts from environmental management: Wicked Problems and adaptive management are applied to the higher education environment. Using evidence-based practice these aspects have been researched in-depth in a large, mixed-mode university.</p> <p><b>Keywords:</b> learning environment, educational management, change management, wicked problems, adaptive management, sustainability</p>	<p>Icon</p> <p>LMS Encounters: Promises and Realities – e-Learning for Sustainable Futures?</p> <p><b>Reem Al-Mahmood</b></p> <p>Although there are radical opportunities afforded by e-learning technologies (Hemmi, Bayne &amp; Land, 2009), digital Learning Management Systems (LMSs) can be risky and “disorienting spaces” for participants (Bayne &amp; Ross, 2007) even though they often replicate traditional rituals and forms of university bricks and mortar teaching spaces. Whilst we need e-platform standards, we also need flexibility and diversity to avoid replicating sameness in LMS design and implementation. In any educational platform selection, there are always risks and uncertainties, but if we embrace informed, sustainable and ecological design, we can evolve beyond purely market-driven agendas towards pedagogical designs that have a “learning-centric university mission” (Ellis &amp; Goodyear, 2010, p. 153). This paper juxtaposes LMS discourses <i>in theory</i> with participant LMS experiences <i>in practice</i>. Emergent tensions of (<i>hyper</i>)<i>textualising</i> the university are discussed with/against neoliberal agendas of the (dis)embodied individual. At the forefront of our research agendas, we need to move beyond espoused e-learning technology promises to consider participant realities to inform (e)learning designs and choices, whilst experimenting with how to create sustainable learning/knowledge spaces for sustainable (e)learning futures.</p>
SESSION 1.3	SESSION 1.4
<p>Rangimarie 1</p> <p>Designing evaluation and research into educational initiatives: the Global Perspectives Programme</p> <p><b>Jo-Anne Kelder, Juliette Sondermeyer, Rob Phillips &amp; Anne Rothwell</b></p> <p>We describe the planning for evaluation research using a curriculum initiative project as a case study. The project was to design a generic <i>Global Perspectives</i> (GP) learning program to embed in first year units of study offered by the Faculty of Health Science. The pilot phase of the GP program delivery was used to explore and define an educational evaluation research (EER) plan that addresses, 1) the GP program design; 2) its implementation and ongoing refinement and, 3) the management of the project. The GP program</p>	<p>Rangimarie 2</p> <p>Teachers, and their opinions, matter: Analysing staff perceptions of the effectiveness of online discussion forums</p> <p><b>Hazel Jones</b></p> <p>This paper analyses a recent survey on staff perceptions of the effectiveness of discussion forums in a small private institution. The responses will inform future opportunities and strategies for professional development and student support within the College; setting of expectations and benchmarks for staff and students and increasing awareness of these as well as curriculum and learning design. The overall aim of the research is implementing practices that will be sustainable and address current challenges within the College of improving student retention, engagement and</p>

<p>is presented from an e-learning design perspective and its EER plan is based on the design framework in (Phillips, McNaught et al. 2012). The paper provides a high level view of the EER plan for the GP program over each stage of the design life cycle and for the evaluation of project management. The paper discusses the rationale for an EER plan, the book as a guide for research and practice in evaluating e-learning and the relationship of the GP program to learning, teaching and leading for the future.</p> <p><b>Keywords:</b> e-learning program evaluation, project-management evaluation, evaluation research design</p>	<p>learning. Results indicate that while staff are generally inexperienced in the online environment they are comfortable with many aspects of online discussion forums. Main areas of concerns for staff are low levels of student engagement with each other and subject material. Staff are most interested in developing strategies to help with improving student engagement. Two profiles of staff from opposite ends of the spectrums of responses are developed and compared.</p> <p><b>Keywords:</b> effectiveness of online discussion forums, staff perceptions, student engagement</p>
<p><b>SESSION 1.5</b></p>	<p><b>SESSION 1.6</b></p>
<p>Rangimarie 3</p>	<p>Angus 1</p>
<p>Building teacher educator TPACK: Developing leaders as a catalyst for change in ICT Education</p> <p><b>Helen Doyle</b></p> <p>Teacher educators with TPACK are critical to the development of the ICT competence of the next generation of teachers. To effect real change in ICT education leaders must be developed amongst teacher educators as well as teachers. An Australian university implemented a supported program of professional development for teacher educators as they implemented innovative ICT-rich practice. This paper reports on data collected before, during and after the process to inform planning. Areas identified where teacher educator TPACK was lacking were used to inform the professional development process. For a variety of ICT competences teacher educators were generally convinced of the usefulness but not so convinced of their own confidence. Enablers of learning identified by teacher educators, who had engaged in innovative practice, showed that they were building TPACK that would equip them to be leaders and thus catalysts for change in ICT education.</p> <p><b>Keywords:</b> TPACK; teacher educator; leader; competence; ICT education; change catalyst; TTF</p>	<p>NPC: an online model to improve prescribing skills in health care professionals in Australia</p> <p><b>Jorge Reyna, Santosh Khanal, Yeqin Zuo</b></p> <p>The National Prescribing Curriculum (NPC) is a series of case-based modules that mirror the decision-making process outlined in the World Health Organisation's Guide to Good Prescribing. The emphasis is on learners building their own formulary of preferred drugs for specific conditions thereby enabling them to prescribe confidently and rationally. The modules were developed to overcome shortfalls in basic pharmacological knowledge and prescribing skills as identified by junior hospital doctors. Problem Base Learning (PBL) has been used as pedagogical approach for the modules and includes real life case scenarios, authentic tasks and expert peer feedbacks. Learners can access the modules at their own pace and also can revisit them upon completion. We report for the first time students' perceptions of the NPC as learning resource and usability issues, and how academics are embedding the NPC modules into their units. We also discuss limitations and possible areas of improvement.</p> <p><b>Keywords:</b> prescribing skills, national prescribing curriculum, online healthcare education</p>
<p><b>SESSION 1.7</b></p>	
<p>Angus 2</p>	
<p>The life and death of Webfuse: principles for learning and leading into the future</p> <p><b>David Jones</b></p> <p>Drawing on the 14-year life and death of an integrated online learning environment used by tens of thousands of people, this paper argues that many of the principles and practices underpinning industrial e-learning – the current dominant institutional model – are inappropriate. The paper illustrates how industrial e-learning can limit outcomes of tertiary e-learning and limits the abilities of universities to respond to uncertainty and effectively explore the future of learning. It limits their ability to learn. The paper proposes one alternate set of successfully implemented principles and practices as being more appropriate for institutions seeking to learn for the future and lead in a climate of change.</p> <p><b>Keywords:</b> e-learning, LMS, design theory, organizational</p>	



**SESSION 1 | 1130 - 1155**  
**MONDAY 26 NOVEMBER 2012**

<b>SESSION 1.1</b>	<b>SESSION 1.2</b>
<p>Soundings Theatre</p> <p>A theoretical lens to view blended learning sustainability</p> <p><b>Yvonne Wood</b></p> <p>The potential of blended learning has yet to be reached and this paper presents an alternative lens for researching teachers who work with blended learning environments. The teachers' role in creating blended learning environments is not yet well understood. This paper proposes the Social Construction of Technology (SCOT) as a model that may be used to explore the processes that teachers engage in when creating blended learning environments. Exploring the ways in which teachers are creators of blended learning environments provides a new lens for sustainable practice. This may signify a shift away from the focus of attempting to create a perfect product to an emphasis on sharing the process development. This paper first presents an overview of the SCOT model which is followed by examples of the ways in which the SCOT model was applied in a recent research project.</p> <p><b>Keywords:</b> Social Construction of Technology (SCOT), blended learning environment, blended teaching, sustainable process, teachers' perspectives</p>	<p>Icon</p> <p>Moodle and the Living Curriculum</p> <p><b>Tabitha Roder, Nicoletta Rata-Skudder</b></p> <p>This paper discusses how Moodle can act as a catalyst in transforming teaching practice.</p> <p>During Unitec's implementation of a new eLearning Development Strategy, framed within a broader teaching and learning initiative referred to as the Living Curriculum, the institute migrated from Blackboard to Moodle. Reflecting on this transition period, the authors identify how the social constructivist approach underpinning Moodle complements and can be employed to facilitate and incorporate the characteristics of Living Curricula.</p> <p>An overview of Unitec's characteristics of Living Curricula is given, with four themes providing a framework for their application. An investigation of the Moodle tools through the lens of these themes enables us to relook, rethink, and redesign our learning spaces. Examples illustrate some of the affordances of Moodle in enabling a Living Curriculum, and lead to a reflection on the support required to encourage teachers as learners to recognise these affordances for their pedagogical potential.</p> <p>Discussion around the design and intent of Moodle leads to a consideration of how teachers dispositions ultimately impact on the tool's employment.</p> <p><b>Keywords:</b> Moodle, Living Curriculum, tertiary, teaching practice, affordances, dispositions</p>
<b>SESSION 1.3</b>	<b>SESSION 1.4</b>
<p>Rangimarie 1</p> <p>Conducting and Reporting on Educational Technology Research for Institutional Impact</p> <p><b>Harriet Ridolfo, Susan Tull, Lynette Nagel, Janette Kruger, Sue Gregory, Tim Klapdor, Philip Uys</b></p> <p>The advance of educational technology coupled with competitive forces, ever-increasing digitisation, and new entrants into the Higher Education sector, has created an environment of constant change for those working within it. This paper discusses how seven people, in five institutions across three countries joined forces to develop their knowledge, skill and ability in conducting and reporting on educational technology research for institutional impact. Reviewed in this paper are a range of approaches adopted across the different institutions, considerations of which of these have been effective and examination of whether targeted</p>	<p>Rangimarie 2</p> <p>The importance of power dynamics in the development of asynchronous online learning communities</p> <p><b>Panos Vlachopoulos</b></p> <p>This research explored how a more student-directed learning design can support the creation of togetherness and belonging in a community of distance learners in formal higher education. Postgraduate students in a New Zealand School of Education experienced two different learning tasks as part of their online distance learning studies. The tasks centered around two online asynchronous discussions each for the same period of time and with the same group of students, but following two different learning design principles. All messages were analyzed using a two-step analysis process, content analysis and social network analysis. Although the findings showed a balance of power between the tutor and the students in the first high e-moderated activity, a better pattern of group</p>

<p>communication strategies have helped overcome inherent barriers.</p> <p><b>Keywords:</b> educational technology research; institutional impact; reporting; higher education.</p>	<p>interaction and community feeling was found in the low e-moderated activity. The paper will discuss the findings in terms of the implications for learning design and the role of the tutor.</p> <p><b>Keywords:</b> power dynamics, online discussions, learning design, online tutors, social network analysis</p>
<p><b>SESSION 1.5</b></p>	<p><b>SESSION 1.6</b></p>
<p>Rangimarie 3</p>	<p>Angus 1</p>
<p>Faculty experiencing first-line implementation of Technology Enhanced Learning</p> <p><b>Marichell van Deventer</b></p> <p>Higher education is entering an interesting period of change. Faculty and students will have to adapt to a more technologically enhanced environment for teaching and learning. Adopting new pedagogy can place a critical responsibility on faculty. This article evaluates members of a small faculty's experience of the implementation of laptops as part of Technology Enhanced Learning (TEL) at a residential higher education institute (HEI) in South Africa. The study population comprised 36 first year Humanities students, the Faculty Dean, and seven lecturers of the first year modules. Data collected through semi-structured interviews, focus group discussions and an open ended questionnaire were captured in an integrated dataset using Atlas.ti™. Coding and categorization focused on the requirements of TEL in the faculty and the researcher derived at two themes: (i) Demands of TEL and (ii) initiation characteristics.</p> <p><b>Keywords:</b> Faculty; Technology Enhanced Learning; Information and Communication Technology</p>	<p>Sustainability of a university designed and developed media annotation tool to prepare learners with skills needed for future employment</p> <p><b>Michelle Ruyters, Meg Colasante, Kathy Douglas, Giovanni Mandarano</b></p> <p>RMIT University's media annotation tool (<i>MAT</i>) is a computer software program dedicated to incorporating video footage to the student learning experience in a novel manner. In addition to the usual functions associated with videos, <i>MAT</i> allows users to enter written comments at strategic and key positions to emphasise the required learning points. Innovatively introduced to creatively support learning for work-ready skills, in 2011 <i>MAT</i> was integrated into courses across nine student cohorts, over six disciplines, in the Vocational and Higher Education (undergraduate and post graduate) sectors of the university. This paper will focus on analysis of insights of teacher experiences using <i>MAT</i>, highlighting sustainable ways forward with university designed innovations. It will introduce the context of implementing <i>MAT</i> and discuss the process of evaluating the requirements for promoting <i>MAT</i> to the wider university community and, more specifically, to embed and sustain <i>MAT</i> into the long-term.</p> <p><b>Keywords:</b> media annotation tool, implementation, integration, embed, sustain, e-learning.</p>
<p><b>SESSION 1.7</b></p>	
<p>Angus 2</p>	
<p>Using technology to encourage self-directed learning: The Collaborative Lecture Annotation System (CLAS)</p> <p><b>Shane Dawson, Leah Macfadyen, Evan F. Risko, Tom Foulsham, Alan Kingstone</b></p> <p>The rapidly-developing 21<sup>st</sup> century world of work and knowledge calls for self-directed lifelong (SDL) learners. While higher education must embrace the types of pedagogies that foster SDL skills in graduates, the pace of change in education can be glacial. This paper describes a social annotation technology, the Collaborative Lecture Annotation System (CLAS), that can be used to leverage existing teaching and learning practices for acquisition of 21<sup>st</sup> Century SDL skills. CLAS was designed to build upon the artifacts of traditional didactic modes of teaching, create enriched opportunities for student engagement with peers and learning materials, and offer learners greater control and ownership of their individual learning strategies. Adoption of CLAS creates educational experiences that promote and foster SDL skills: motivation, self-management and self-monitoring. In addition, CLAS incorporates a suite of learning analytics for learners to evaluate their progress, and allow instructors to monitor the development of SDL skills and identify the need for learning support and guidance. CLAS stands as an example of a simple tool that can bridge the gap between traditional transmissive pedagogy and the creation of authentic and collaborative learning spaces.</p> <p><b>Keywords:</b> self-directed learning (SDL); lecture annotation; learning analytics; motivation; self-management; self-monitoring; metacognition</p>	

**SESSION 1 | 1200 - 1225**  
**MONDAY 26 NOVEMBER 2012**

<b>SESSION 1.1</b>	<b>SESSION 1.2</b>
Soundings Theatre	Icon
<p>Do Open Educational Resources represent additional challenges or advantages to the current climate of change in the Australian higher education sector?</p> <p><b>Carina Boss, Mark Brown, David Bull</b></p> <p>This paper briefly reports on a number of Open Educational Resources (OER) initiatives in Australia, including some government programs and funding, then explores several of the challenges and advantages of adopting OER at institutional and individual (educators and learners) levels. This paper also discusses some of the preliminary findings of a centrally funded research project that investigates the state of play of OER in Australia. This project surveyed the higher education sector and interviewed key stakeholders. According to participants, the use of OER has the potential to lead to new pedagogical practices, can improve the quality of educational learning materials, and promote social inclusion across the Australian higher educational sector. However, there are still challenges to be overcome such as current academic culture, lack of awareness and issues related to finding quality materials. The above could represent additional challenges to the current climate of change faced by the higher educational sector in Australia.</p> <p><b>Keywords:</b> open educational resources, advantages and challenges, OER in Australia.</p>	<p>A Pedagogical Evaluation of Moodle Extensions</p> <p><b>Margo McNeill (Presented by Kathleen Curtis)</b>  <b>Matt Bower, John Hedberg</b></p> <p>There has been a shift by the Australasian tertiary education sector towards open source Learning Management Systems (LMSs), in part due to the potential for extending and tailoring the systems using community sourced plugins. This paper reports on a comprehensive and systematic evaluation of Moodle extensions based on a six-month cross-faculty project conducted at Macquarie University. Findings included that despite over several hundred plugins and patches being uploaded to the Moodle Community website, the reference group only deemed nine of these as suitable for extending the functionality of the University LMS. The paper also describes the process and instruments that were utilised to evaluate the extensions themselves, which could be of interest to others making decisions about how best to balance the flexibility afforded by open source environment with extensibility within the constraints of complex and diverse institutional needs.</p> <p><b>Keywords:</b> Evaluation, Moodle, Extensions, Plugins, Learning Management System</p>
<b>SESSION 1.3</b>	<b>SESSION 1.4</b>
Rangimarie 1	Rangimarie2
<p>*Data mining interactions in a 3D immersive environment for real-time feedback during simulated surgery</p> <p><b>Gregor Kennedy, Ioanna Ioannou, Yun Zhou</b>  <b>James Bailey, Stephen O'Leary</b></p> <p>The analysis and use of data generated by students' interactions with learning systems or programs – learning analytics – has recently gained widespread attention in the educational technology community. Part of the reason for this interest is based on the potential of learning analytic techniques such as data mining to find hidden patterns in students' online interactions that can be meaningfully interpreted and then fed back to students in a way that supports their learning. In this paper we present an investigation of how the digital data records of students' interactions within an immersive 3D environment can be mined, modeled and analysed in real-time, to provide formative feedback to students as they complete simulated</p>	<p>Developing a moderation community of practice</p> <p><b>Brian Von Konsky, Annette Watkins, Tania Broadley</b></p> <p>This paper reports on a study to evaluate technology-based processes for assessment moderation. The aim was to evaluate standard features found in an institutional Learning Management System, and their compatibility with the values and practices of a large teaching team. The process used an online discussion board forum for tutors, the pairing of more experienced tutors with those new to the process, and further meetings conducted in both face-to-face and web conferencing environments. Online rubrics were used for assessing student work and the provision of feedback. A focus group conducted after marking was concluded and the analysis of the discussion board forum demonstrated a strong community of practice with a shared understanding of assessment requirements.</p> <p><b>Keywords:</b> discussion board, rubric, assessment,</p>

<p>surgical tasks. The issues that emerged in this investigation as well as areas for further research and development are discussed.</p> <p><b>Keywords:</b> Data Mining, Feedback, Immersive Simulation, Learning Analytics.</p>	<p>moderation, online community of practice</p>
<b>SESSION 1.5</b>	<b>SESSION 1.6</b>
Rangimarie 3	Angus 1
<p>Emerging strategies for a sustainable approach to professional development</p> <p><b>Kuki Singh, Judy Schrape, Jacqui Kelly</b></p> <p>Recent eLearning trends in higher education are unleashing non-traditional professional development strategies. Employing a pragmatic approach to research, an evolving evidence-based practice within an Australian university is examined to establish a set of guidelines for sustainable professional development practices. A combination of traditional and non-traditional professional development strategies are described and staff participation and strategic impacts are analysed. Whilst current initiatives demonstrate good practice in terms of approach, strategies, contexts, content, and quality indicators, incumbent challenges include a demonstrated preference among staff for traditional workshops, voluntary participation which contributes to uneven eLearning development, and the absence of formal follow up on transferability of skills and impacts. The study concluded that a purpose driven, multi-dimensional professional development approach that is embedded across all layers of the organisation advances sustainability. Six design principles are proposed for the achievement of sustainability within a centralised professional development service at an Australian university.</p> <p><b>Keywords:</b> eLearning, professional development, sustainability.</p>	<p>Online training: sustainability in the face of unskilled, unsupervised, unmotivated "long tail"</p> <p><b>Lisa Wise, Jason Skues, Benedict Williams, Gregor McLean</b></p> <p>This paper explores the principles of skill acquisition and training transfer within the context of game-like digital training tools, expanding on previous research using an instrument scanning task in novice versus experienced pilots. While previous work demonstrated a game-like training tool is capable of developing high levels of performance within the game environment, initial findings suggest the likelihood of practical transfer to a real world environment is strongly dependent on the nature of the cognitive and perceptual skills developed. This paper investigates whether instrument scanning skills developed within a static training task transfer to a more dynamic video-based task. Despite strong performance within the static environment, preliminary data suggest a lesser degree of transfer when more dynamic perceptual skills are targeted. Findings are discussed broadly in terms of the principles of skill acquisition and training transfer, and how these principles may apply to game-like digital training tools.</p> <p><b>Keywords:</b> Training Games, Training Transfer, Skilled Performance, Instrument Scanning,</p>
<b>SESSION 1.7</b>	
Angus 2	
<p>Promoting asynchronous interactivity of recorded lectures in blended learning environments</p> <p><b>Bernadette McCabe, Carola Hobohm</b></p> <p>Recorded lectures have become one of the most popular methods of delivery in a blended learning environment (Greenberg &amp; Nilssen, 2009). While there are many advantages to using recorded lectures they are limited in their ability to capture the interactive atmosphere experienced by students in the face-to-face environment. This paper examines how the use of audience response systems (ARS) and digital inking, when incorporated into live lecture recordings, can be used to facilitate asynchronous interaction of recorded lectures in bioscience lectures for nursing students. Key findings show that the three most valuable improvements that ARS and digital ink made to face-to-face lectures and recorded lectures relate to the ability to see other students' responses, immediate feedback and reinforcing material covered in class. Students who used recorded lectures more frequently particularly valued the ability to pause recorded lectures to consider the questions and then view collective results with immediate feedback. Moreover, students who viewed recorded lectures more frequently performed equally well with those students who did not.</p> <p><b>Keywords</b> - Audience response systems, clickers, active learning, digital inking, nursing bioscience</p>	

**SESSION 2 | 1415 - 1515**  
**MONDAY 26 NOVEMBER 2012**

<b>SESSION 2.1</b>	<b>SESSION 2.2</b>
Soundings Theatre	Icon
<p>Towards a sustainable support strategy for online students</p> <p><b>Elizabeth Smith, Anne Lonie</b></p> <p>Helping first year students develop the sociological competencies required of 21st century engineers, such as professional reflection, effective teamwork and cross-cultural sensitivity, remains a challenge, particularly for external students. This paper reports on the experience of conducting an online engineering practice course, which focusses on these competencies, for external students and on the strategies adopted to support and encourage student participation. Some of the strategies and practices which were implemented were successful in the short term, but many will not be sustainable. However, it is hoped that the lessons learnt from this development will improve future offerings of the course and generally enhance the way we support online students.</p> <p><b>Keywords:</b> supporting online learning, Group work.</p>	<p>The road ahead: eBooks, eTextbooks and publishers' electronic resources</p> <p><b>Romana Martin</b></p> <p>eBooks have now become commonplace in the community and are used on a range of mobile devices such as eBook readers and tablet computers. In recent years, eTextbooks accessible on a range of mobile devices have provided an alternative to heavy and expensive print-based resources. Although some institutions have decided that eTextbooks and related resources are the preferred option for their students, research does not yet indicate that students actually favor eTextbooks. There is also little evidence to support whether the additional features offered in electronic resources increase engagement or improve learning outcomes. The author describes how a review of the literature revealed current issues related to eTextbooks and their accompanying resources. This preliminary exploration will guide research to investigate whether eTextbooks and complementary resources produced by publishing companies can lead to improved learning outcomes and student engagement in a business school context.</p> <p><b>Keywords:</b> engagement, learning outcomes, eBooks, eTextbooks, mobile devices, iPad.</p>
<b>SESSION 2.3</b>	<b>SESSION 2.4</b>
Rangimarie 1	Rangimarie2
<p>The 5 Cs of Literacy and Literary Skills Development: Conversations, Community, Collaboration, Creativity, and Connection</p> <p><b>Wai-Leng Wong, Michael Griffith, Diana Simmons, Simon Smith</b></p> <p>The use of blogging has been explored on how it can enhance and extend support for student participation and learning: as collaborative learning spaces, for increased participation and interaction amongst students, as a valuable asset to the learning schedules of large cohort university teaching, for promoting writing skills. The limitations and lack of perceived benefits have also been acknowledged in some studies. At our university, blogging has been applied in a course to enhance the engagement of students in the study of literature, to extend community with peers, and to build skills for future employability. It is precisely because of the less formal nature of the blog, one more in harmony with students' own social networking practice, that this Web 2.0 tool segues so effectively from students' native skills into the academic arena. The increasing use of social media in academic contexts has however, raised the question of whether the</p>	<p>"It gave me a much more personal connection": Student-generated podcasting and assessment in teacher education</p> <p><b>Dianne Forbes, Elaine Khoo, Marcia Johnson</b></p> <p>This paper reports on a qualitative case study of an online initial teacher education class in New Zealand exploring the potential of student-generated podcasts as a form of interactive formative assessment. Findings from interviews with teaching staff indicate that podcasting was useful for supporting multimodal learning valuing student voice and reflections. Podcasting enhanced the affective and relational connections in the online class, and empowered students to develop technical skills and confidence relevant in their teaching careers. As such, this study positions educators as future makers and as leaders in a climate of change. We suggest implications for student-generated podcasts in similar contexts.</p> <p><b>Keywords:</b> teacher education, podcast, student voice, online learning, tertiary education</p>



largely informal nature of Web 2.0 can act as a pathway to develop students' writing or if this could hinder the development of competence in academic discourse	
<b>Keywords:</b> Blogging, Affordance, Literacy, Literary, Digital	
<b>SESSION 2.5</b>	<b>SESSION 2.6</b>
Rangimarie 3	Angus 1
Planning to teach with ICT: Some insights into university teachers' knowledge	Preliminary Investigation into Technology and Processes Facilitating the Assurance of Learning
<b>Shaista Bibi, Lina Markauskaite, David Ashe</b>	<b>Brian von Konsky, Annette Watkins, Douglas Atkinson, Tania Broadley</b>
In this study we explored the nature and types of knowledge that university teachers draw upon when they are making decisions related to the use of Information and Communication Technology (ICT) in their courses. The data were obtained using a 'think aloud' protocol. Shulman's (1987) and Mishra & Koehler's (2006) frameworks were used as an initial basis to classify teachers' knowledge. The mental resource perspective was adopted as a general lens to obtain an insight into the nature of teachers' knowledge. The results showed that teachers' decisions were based on different types of knowledge. When teachers planned to use ICT in their courses, they combined different knowledge types with context-specific experiences and projected situated actions. In this paper we illustrate three qualities of teachers' knowledge that underpinned core teachers' planning decisions: a) the linking role of pedagogical knowledge; b) relational nature of teachers' design thinking; and c) the experiential basis of teachers' anticipations.	This paper reports on the outcomes from a preliminary evaluation of technologies and processes intended to support the Assurance of Learning initiative in the business faculty of an Australian university. The study investigated how existing institutional information systems and operational processes could be used to support direct measures of student learning and the attainment of intended learning goals. The levels at which learning outcomes had been attained were extracted from the University Learning Management System (LMS), based on rubric data for three assessments in two units. Spreadsheets were used to link rubric criteria to the learning goals associated with the assessments as identified in a previous curriculum mapping exercise, and to aggregate the outcomes. Recommendations arising from this preliminary study are made to inform a more comprehensive pilot based on this approach, and manage the quality of student learning experiences in the context of existing processes and reporting structures.
<b>Keywords:</b> course planning, ICT integration, university teaching, teachers' knowledge	<b>Keywords:</b> rubric, assurance of learning, learning analytics, accreditation, TEQSA, AACSB
<b>SESSION 2.7</b>	
Angus 2	
Beyond the Afterglow: Transfer of Learning in an Online "Applications" Course – Preliminary Results of a Mixed Methods Study	
<b>John Egan</b>	
This exploratory study examines aspects of student experiences both during an online applications course in the University of British Columbia's Master of Educational Technology (MET) programme, and subsequent to having completed the course in the realm of professional educational practice. Transfer of learning (Caffarella, 2002) related to specific learning activities, a learning community-centered/community of practice course structure, and the overall course design were examined. Broadly speaking, transfer of learning was significant for nearly all study participants; specific learning activities designed to foment this did so successfully for most participants. However, the community of practice aspect during the course (Lave and Wenger, 1991), whilst strong, was not as evident after the course ended. This paper represents a preliminary analysis of the findings from the quantitative (questionnaire) portion of a larger, mixed methods study.	
<b>Keywords:</b> online, transfer of learning, adult education, learning technologies, mixed methods.	

**SESSION 2 | 1435 - 1455**  
**MONDAY 26 NOVEMBER 2012**

<b>SESSION 2.1</b>	<b>SESSION 2.2</b>
Soundings Theatre	Icon
<p><b>*Future-Thinking Flexible Learning Development: A Design Approach for Sustainable Change</b></p> <p><b>Claire Macken, John Hannon</b></p> <p>Can you imagine the student's experience in higher education beyond 2020? How will teaching approaches have changed? How will learning technologies play a role in the 21<sup>st</sup> century student? In higher education, institutions will need to be future focused. So far, institutional change in the use of learning technologies has been dominated by an applied or pragmatic focus that persists despite the increase in uses of constructivist pedagogies and the potential of the read/write web, or Web 2.0. This paper proposes a new, future thinking and sustainable approach to flexible learning development. This approach engages with factors that are often ignored in applied design approaches to learning technologies, including the change management problems associated with introducing flexible learning into higher education institutions and conflicting institutional practices when using technology systems. The sustainable design approach proposed in this paper is referred to as 'FOLD': Flexible and Online Learning Development, as introduced at La Trobe University, Victoria, Australia.</p> <p><b>Keywords:</b> flexible learning. sustainable, change, practice, design</p>	<p>The challenge for static online resources: The future is dynamic</p> <p><b>Lynn Berry</b></p> <p>More universities are providing online courses in response to demands for greater flexibility which consequently places pressure on learning support services, such as, academic skills centres, to follow suit. The increasing numbers of students are stretching the existing capacities of such centres to adequately address student learning needs in traditional ways, and therefore more flexible offerings through an e-learning environment are required. Nonetheless developing online resources and learning activities require significant development time, and it is not clear whether these resources are effective, since very little research examines what or how learning may be achieved. To explore this issue, this paper reviews the available literature on the topic with the aim of identifying ways to evaluate such resources, and considers the sustainability of pursuing static texts. The paper proposes combining knowledge of best practice with an evaluation research framework, and urges the design of more dynamic resources.</p> <p><b>Keywords:</b> online resources, effectiveness, pedagogical usability, evaluation framework</p>
<b>SESSION 2.3</b>	<b>SESSION 2.4</b>
Rangimarie 1	Rangimarie2
<p>(Trans) Formation Through Educational Technologies</p> <p><b>Therese Keane, Aaron Blicbau</b></p> <p>Historically, the 3Rs (reading, writing, and arithmetic) have laid the foundations for student life-skills, however, to function in the 21<sup>st</sup> century, students need to embrace the 4Cs (collaboration, creativity, critical thinking and communication). Teachers need to employ a variety of educational technologies, which embrace various aspects of the 3Rs and 4Cs in their practice. This work provides a framework for teachers to practically implement the 4Cs in a transformative space so they are then able to apply the 4CS through technology by implementing this approach to their teaching. This mode of teaching prepares students with the necessary tools for the 21<sup>st</sup> century.</p> <p><b>Keywords:</b> Transformation, Educational Technology, Critical Thinking, Communication, Collaboration, Creativity.</p>	<p>Creativity in practice: social media in higher education</p> <p><b>Belinda Allen, Helen Caple, Kate Coleman, Tam Nguyen</b></p> <p>Creativity, both as a professional capability and as a personal attribute, is acknowledged as an important dimension of education for a fast-changing world, relevant to future practice in the professions and for learners and teachers. New social media tools, which place creation, publication and critique in the hands of web users, have been recognised as having a role in democratising creativity, making the means of production and distribution accessible to most of the developed world. Using these tools to facilitate learning activities in higher education can promote creativity and many other related capabilities: digital literacy, independent learning, collaboration and communication skills, and critical thinking. It requires creativity on the part of teachers to develop and manage learning environments and tasks that are not traditional and may be quite experimental. This paper asks some university teachers who are</p>

	<p>innovating their teaching by using social media to reflect on how creativity informs their practice and the learning of their students.</p> <p><b>Keywords:</b> creativity, social media, higher education, graduate capabilities, digital literacy</p>
<b>SESSION 2.5</b>	<b>SESSION 2.6</b>
Rangimarie 3	Angus 1
<p>Reflections on staff development in eLearning via a community of practice model</p> <p><b>Tabitha Roder, Nicoletta Rata-Skudder</b></p> <p>This narrative seeks to identify practices which have enabled staff in eLearning roles to support their peers to increase the use of eLearning within a New Zealand tertiary education context. Specifically, it examines those factors which have contributed to the development of institutional capability in eLearning over a two-year funded period. Unitec New Zealand has recently implemented a transformative eLearning Development Strategy with the aim of developing the capability and capacity of Unitec academic staff in integrating learning technologies. The funding of a number of temporary roles aided development of staff capability and capacity in eLearning through a Community of Practice model. We consider factors that contribute to the development of a sustainable learning culture, and identify how a community approach has enabled this. We further explore and reflect upon the enablers and barriers experienced in the eLearning roles, and the implications of using this model and its efficacy in meeting institutional goals. An extended version of this paper was presented at the Moodle Research Conference held in Heraklion, Crete on 14-15 September 2012.</p> <p><b>Keywords:</b> eLearning, capacity building, staff development, Community of Practice, tertiary, New Zealand</p>	<p>Moodle Workshop activities support peer review in Year 1 Science: Present and Future</p> <p><b>John Paul Posada, Julian M Cox</b></p> <p>Compulsory Science Faculty (SCIF) courses in various programs of study serve to provide students with a sense of belonging within their own cohort and with their professional future, as well as developing a range of skills relevant to that future. These aims are supported through completion of assessment tasks, which in turn are supported through the use of the Moodle learning management system. Specifically, the Workshop tool facilitates the practice of peer review, one of the processes in the course not only relevant to professional practice in the sciences but supporting active learning among students through noticing aspects of a range of tasks in which they can improve. This paper describes the use of the Workshop tool in its original form as well as modifications developed at the University of New South Wales (UNSW) to support the use of peer review and assessment processes associated with a range of assessment tasks.</p> <p><b>Keywords:</b> Moodle, peer review, active learning, workshop, marking</p>
<b>SESSION 2.7</b>	
Angus 2	
<p>Over a decade of promising pedagogical models and technology for music teaching: Can the past still reliably guide the future?</p> <p><b>Alan Anderson</b></p> <p>Research papers reporting the potential of new technologies and pedagogical models have a tendency to mushroom as educators disseminate the results of promising pilot studies. Some ideas and technologies gain traction and prove sustainable while others are superseded or fall by the way side in search of the next best thing. As a first step towards examining the sustainability of new models and technology for music teaching, this concise paper compares relevant themes in a selection of current publications with those in past publications around the turn of the millennium. In so doing, this paper also considers the ASCILITE 2012 "premise that what happened in the past is no longer a reliable guide to the future."</p> <p><b>Keywords:</b> music technology, teaching, higher education, models</p>	



**SESSION 2 | 1455 - 1515**  
**MONDAY 26 NOVEMBER 2012**

<b>SESSION 2.1</b>	<b>SESSION 2.2</b>
Soundings Theatre	Icon
<p>*Naming and measuring the elephants: sustainable change for blended learning</p> <p><b>Carol Russell</b></p> <p>Educational development work to replace traditional campus university teaching with more innovative blended learning activities usually involves articulating and questioning assumptions about disciplinary learning. But the assumptions built into the discipline and institutional organizational systems for managing study times and staff workload planning can block innovation. Several previous projects have established that intensive team workshops over 2-3 days, involving support staff working with academics to produce real outputs, can build sustainable capacity for curriculum innovation within academic units. This paper describes current work in one university that makes use of disciplinary curriculum mapping and explicit planning of academic and student workload in the educational design activity. Two pilots in different disciplines are being used to develop a model that can be applied and contextualized as part of a broader sustainable blended learning strategy.</p> <p><b>Keywords:</b> blended learning; teaching workload; student workload.</p>	<p>Google Analytics as a tool in the development of e-learning artefacts: A case study</p> <p><b>Damon Ellis</b></p> <p>The design, development, and evaluation of e-learning artefacts requires extensive and potentially time-consuming evidence collection in order to verify that the artefact is fulfilling its educational goals. There is a need for inexpensive tools that can facilitate the quantitative portion of this evidence base. This paper explores the use of Google Analytics in this capacity. The needs analysis, design, testing, embedding, and evaluation of APA Interactive – an e-learning artefact targeting students at Massey University – serves as a case study, demonstrating how analytics data can inform all stages in the creation of web-based educational resources.</p> <p><b>Keywords:</b> online learning; evidence-based practice; e-learning artefacts</p>
<b>SESSION 2.3</b>	<b>SESSION 2.4</b>
Rangimarie 1	Rangimarie2
<p>The digital tutor: Accepting to lose control and make mistakes</p> <p><b>Rachel Panckhurst</b></p> <p>Pilot studies using online social networks within a French University postgraduate course were conducted over a five-year period in order to explore and evaluate the relative advantages and challenges of such tools for tertiary education. Students were following a curriculum as part of a second-year predominantly off-campus Master's degree. In this paper, after having defined pedagogical <i>eLearning exchange networks</i> (eLENSs), and how they can be implemented by using <i>social learning objects</i>, the latest case study analysis is focused on providing solutions for effective tutoring in the digital era.</p> <p><b>Keywords:</b> educational paradigms, social networks, collaborative learning, mediated discourse.</p>	<p>Distance learners' use of non-institutional social media to augment and enhance their learning experience</p> <p><b>Trish Andrews, Belinda Tynan, Kendra Backstrom</b></p> <p>This paper reports on initial data elicited from two related studies which draw on the learner voice in relation to experiences of distance learners in their use of social media in higher education contexts across four universities. Data from these studies suggest that the wide availability, accessibility and affordances of social media create alternative learning options for some distance learners. The studies reported here draw upon affordance theory and identify that some distant learners are actively and deliberately using popular, non-institutional social media tools to augment and extend their learning experiences. This brief paper discusses emerging findings and the possible implications of these findings for the sector.</p> <p><b>Keywords:</b> Distance learners, social media, affordances, higher education</p>

SESSION 2.5	SESSION 2.6
<p>Rangimarie 3</p> <p>Relevant, current and sustainable digital strategies to prepare future teachers to lead e-learning</p> <p><b>Julie Mackey, Niki Davis, Nicki Dabner</b></p> <p>This paper describes how one teacher education programme integrates multiple strategies to ensure graduating teachers are prepared to lead e-learning in New Zealand classrooms. Contrary to recent criticism, initial teacher education (ITE) provides strong leadership in the innovative use of e-learning and digital technologies, and emphasises the digital capabilities, knowledge and confidence students need to succeed in their teacher preparation and beyond. This paper reports on the coherent range of strategies employed by one university that model good practice in blended online learning including: a social networking strategy to develop core digital skills; peer mentoring; the use of e-portfolios and Web 2.0 tools; as well as the integration of advanced e-learning pedagogies for course work. Evidence from several projects supports the claim that initial teacher education is developing essential e-learning leadership for future teachers and providing valuable professional leadership to the wider education sector.</p> <p><b>Keywords:</b> preservice teacher education, e-learning, e-learning leadership.</p>	<p>Angus 1</p> <p>Peer review of e learning Initiatives at Charles Darwin University: The DSA project</p> <p><b>Margaret Pack (presented by Alison Reedy)</b></p> <p>The Diversity and Structural Adjustment Fund (DSA) project at Charles Darwin University, Northern Territory Australia, aims to peer review current teaching and learning practices and resources to evolve recommendations for 'best practice' in e learning. A staged approach over two years was planned to evaluate current practices used in e learning across the University and 'to begin a process of building expertise in flexible and e learning at the discipline level' (Terms of Reference, DSA, Part 3b, v3.0 p2). During 2010-11 I was invited as a consultant on the project to peer review nursing and social work e learning initiatives within the School of Health Sciences. The project, now completed, has had several favourable outcomes. Regular and on-going quality assurance of e learning sites carried out centrally within the University by the Office of Teaching and Learning has brought greater uniformity through quality assurance processes to the e learning sites across the Faculties. The current version of the internet platform, Blackboard, has been extended and enhanced. Through the purchase of new software, the previous use of WIMBA or the Wireless classroom which posed technical difficulties for the majority of teaching staff, has been replaced by 'Collaborate'. This later software has enabled face to face teaching in tutorials for students in all areas of the University. Other lessons learned include the integration of information about student support services and a more uniform structure to e learning sites as well as the availability technical assistance for academic staff.</p>
SESSION 2.7	
<p>Angus 2</p> <p>Outside in: Beyond blended learning</p> <p><b>Trevor Billany</b></p> <p>A review of the teaching spaces at Charles Darwin University merged top-down directives with bottom-up requirements from user groups (students, academics and support staff). The space of tension between the three top-down drivers from outside and within the walls of a regional Northern Australian university had to be managed and prioritised to ensure the needs of local stakeholders were met as far as economically and practicably possible. By going beyond blended learning the aim is to provide a deeper level of engagement and collaboration to create synergies designed to bring the distant external students into the classroom. This will be mediated by the use of web-conferencing within the teaching spaces. The change process is examined with respect to five issues identified as relevant for this teaching mode to improve the sustainability of our teaching practices.</p> <p><b>Keywords:</b> teaching spaces, learning spaces, blended learning, web-conferencing.</p>	

**SESSION 2 | 1545 - 1645**  
**MONDAY 26 NOVEMBER 2012**

<b>SESSION 2.8</b>	<b>SESSION 2.9</b>
Soundings Theatre	Icon
<p>A framework for evaluating blended learning</p> <p><b>Michael Smythe</b></p> <p>Blended learning for some is the future of education itself (Brown &amp; Diaz, 2010). However blended learning lacks a coherent body of research that unequivocally demonstrates learning benefits over traditional modes of instruction. Yet there is a growing volume of evidence to support the view that blended learning can result in improvements in student learning outcomes and enhance student satisfaction (Dziuban, Hartman, Cavanagh &amp; Moskal, 2011; Garrison &amp; Vaughan, 2008; Graham, 2006; Sharpe, Benfield, Roberts &amp; Francis, 2006; Vaughan, 2007). The means to evaluate its effectiveness is frequently lacking since there are a relatively limited range of tools and methods that support staff in designing blended learning curricula. This paper describes one component of a possible framework for evaluating blended learning – the use of a course design rubric. A new rubric is outlined that attempts to represent a range of good practice in blended learning design derived from the literature and evidence-based research.</p> <p><b>Keywords:</b> blended learning, quality evaluation, rubric.</p> <p>Student engagement in blended learning: A toolkit for teachers</p> <p><b>Lynn Jeffrey, John Milne &amp; Andrew Higgins</b>  Official Launch of the Toolkit funded by Ako Aotearoa through that National Project Fund (2009)</p> <p>Overall, the literature highlights considerable reluctance among academics to engage with online learning. In this study teachers reported that a lack of time for development and infrastructural support were significant inhibitors to developing suitable online experiences. The online toolkit presented includes, strategies, examples and tools that busy teachers can use to enhance their blended learning courses. It works as a wiki so that teachers can share their own ideas, suggestions and tools with other teachers. The toolkit is based on ten essential student engagement strategies, identified in the study, that have particular potency at critical stages of the semester. These are presented in a three-stage framework that includes: (i) capturing engagement, (ii) maintaining engagement, and (iii) re-engaging those who have either never engaged or become dis-engaged.</p>	<p>Promoting engagement and interaction through a technology supported learning activity</p> <p><b>Sue Whale</b>  <b>Josie Fisher</b>  <b>Fredy-Roberto Valenzuela</b></p> <p>In this paper we describe a technology supported learning activity that was developed, implemented and evaluated in a postgraduate, online unit of study offered by the University of New England in 2011. A learner analysis and an analysis of the learning outcomes of the unit informed the development of this activity. The online activity was created within a Wiki and students completed it in the first few weeks of the teaching period. This design was intended to build social presence by encouraging ongoing interaction and engagement in the unit. A constructivist approach was utilised to facilitate this authentic activity in line with theories for learning futures. The activity provided scaffolding for subsequent assessment tasks in the unit. Students' outcomes and their feedback on the activity suggested it was successful in achieving the intended goals.</p> <p><b>Keywords:</b>  Engagement, interaction, learning futures, lifelong learning, online activity, social presence</p> <hr/> <p>Engaging higher education students via digital curation</p> <p><b>Amy Antonio, Neil Martin, Adrian Stagg</b></p> <p>The emergence and adoption of freely available digital curation tools has shown a public desire to locate, evaluate and organise web content into manageable, shareable collections. These tools occupy a unique niche, often overlapping with other web tools. This necessitates a clear definition of tools laying claim to this space and suggestion and direction for the use of digital curation to build student engagement. A definition is suggested, as well as a discussion on the emotional design principles and how they build sustained engagement with users.</p> <p><b>Keywords:</b> digital curation, digital literacy, information literacy, student engagement, higher education</p> <hr/> <p>Evolution of a Higher Ed Curriculum Based Ecosystem</p> <p><b>Chris Cheers</b></p> <p>In a Higher Education context learning is an individual experience within a learning community. Such a community no longer needs to be bound by</p>

	<p>temporal or spatial limitations. Drawing on concepts found in Complexity Science, Ecological Psychology and Distributed Cognition this paper argues that educational design needs to focus on supporting the dynamics and flow of interaction, the exchange of ideas and negotiation of meaning within a curriculum based ecosystem.</p> <p><b>Keywords:</b> Complexity Science, Ecological Psychology, Curriculum Based Ecosystem</p>
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# SYMPOSIUM 1 | 1545 - 1645

## MONDAY 26 NOVEMBER 2012

<b>SYMPOSIUM 1.1</b>
Rangimarie 1
Post Web 2.0 Pedagogy: Mobile Social Media
<b>Dr Thomas Cochrane, Helen Sissons, Laurent Antonczak , Averill Gordon , Andrew , David Rhodes, Dr Ilona Buche, Dr Mar Camacho, Helen Keegan, Solène Troussé</b>
<p>Mobile Internet connectivity has outgrown desktop and laptop Internet connectivity (MobileFuture, 2010). Mobile social media has become the successor to web 2.0 (Brown-Martin, 2010; Cheney, 2010; Jackson, 2012; Ryan, 2011). We will discuss examples of how higher education can harness the potential of mobile social media (McLoughlin &amp; Lee, 2010), with reference to four projects that represent significant pedagogical change within eight different course contexts (including four courses in Spain, Germany, France, and UK):</p> <ul style="list-style-type: none"><li>• The use of mobile social media in Journalism (Cochrane, Sissons, &amp; Mulrennan, 2012)</li><li>• The ELVSS12 project that established international student teams for co-production of mobile movies (<a href="http://elvss2012.wordpress.com">http://elvss2012.wordpress.com</a>)</li><li>• The use of mobile social media for enhancing a physical studio-based Product Design course (<a href="http://autdesignjournal.posterous.com/">http://autdesignjournal.posterous.com/</a>)</li><li>• The iCollab12 international project that featured student teams in four countries (NZ, UK, Spain, Germany) becoming social media reporters (Buchem, Cochrane, Gordon, Keegan, &amp; Camacho, 2012; Cochrane, et al., 2011)</li></ul> <p>The symposium presenters will discuss issues relating to ethics, privacy, student engagement and the new pedagogical strategies they used to facilitate and design student-directed learning experiences or heutagogy (Blaschke, 2012; Hase &amp; Kenyon, 2000; Luckin, et al., 2010) within their courses. A key strategy has been embedding these projects within the establishment of communities of practice (Lave &amp; Wenger, 1991; Wenger, 1998; Wenger, McDermott, &amp; Snyder, 2002; Wenger, White, Smith, &amp; Rowe, 2005), both local and international. Student-generated projects have provided reified artifacts from these communities of practice. Key tools such as Google Plus Hangouts will be used during the Symposium to demonstrate how mobile social media was integrated into these projects. Examples of student projects created as a result of these projects will also be demonstrated and critiqued. Discussion with the audience will include an invitation for participation in future national and international mobile social media projects, with a particular focus upon enabling authentic collaborative experiences for students.</p> <p>The panel members represent four mobile social media projects that have leveraged student-generated mobile media and student-negotiated teams. Two of these projects are locally based within the institution, while the other two are part of international collaborations with five countries including: NZ, UK, France, Germany, Spain. Thus views include facilitating collaboration across cultural, language, geographical and timezone differences.</p> <p>The general audience for the symposium will be academics interested in exploring: new pedagogies, social and mobile media, and student-generated content and contexts for learning.</p> <p>A live Google Plus Hangout will connect the NZ panel with International members of the projects in the UK, Berlin, and Spain. The Hangout will be broadcast live with the URL publicized for anyone to view, and the Hangout will also be archived on YouTube for later asynchronous viewing and commenting. A Twitter hashtag will be used for collating feedback and live interaction, and a Twitter stream will be displayed throughout the symposium. Participants will also have access to a Wikispaces wiki discussion for collating ideas and a page will be created providing links to all the examples presented. Examples of student-generated projects resulting from the investigation of new pedagogies for mobile social media use in higher education will be demoed and critiqued. Participants will be encouraged to use a range of mobile social media throughout the symposium (for example: Twitter, Instagram, Flickr, YouTube, Facebook), and these social media artifacts will then be collated/curated by the panel at the end of the symposium via Storify.com, reifying the activity of the symposium and providing an authentic mobile social media record of the symposium.</p>
<b>SYMPOSIUM 1.2</b>
Rangimarie 2
Exploring the challenges of network leadership in Australasian tertiary associations
<b>Mike Keppell, Gordon Suddaby, Helen Carter, Gary Williams, Denise Chalmers, Trish Andrews</b>

## Shelda Debowski, Marguerite de Sousa and Lindy Baker

Social networks and communities of practice in Tertiary Education Associations (e.g. ACODE, ascilite, CADAD, HERDSA, ODLAA) provide value for members through the social learning experiences they provide in terms of “sharing information, tips and documents, learning from each other’s experience, helping each other with challenges, creating knowledge together, keeping up with the field, stimulating change, and offering new types of professional development opportunities” (Wenger, Trayner & Maarten de Laat, 2011, p. 7).

Networks and communities blend “individual and collective learning in the development of a shared practice” and are social spaces for learning (Wenger et.al, 2011, p. 10). Networks involve a “set of relationships, personal interactions, and connections among participants who have personal reasons to connect. It is viewed as a set of nodes and links with affordances for learning, such as information flows, helpful linkages, joint problem solving, and knowledge creation” whereas a community “refers to the development of a shared identity around a topic or set of challenges” (Wenger et.al. 2011, p. 9). Owen-Smith (2008) suggested that networks emphasise resource and information channels, status recognition and social influence for members.

Building upon this focus on networks, this symposium specifically examines network leadership. The NNI understands the term network leadership to include the development and maintenance of sustainable social networks and communities of practice; effective communication strategies and technologies; and leadership decisions which provide utility for the organisation, members and Australasian tertiary sector.

The symposium will discuss how the NNI seeks to address the following key foci:

1. Improving network leadership by gathering data on existing practices and perceptions related to member engagement and technologies and strategies that support best practice in network leadership.
2. Using findings and member expertise to better support leaders of established tertiary education associations to encourage collaboration and increase member engagement.
3. Fostering, encouraging and supporting network-based collaborative initiatives into the future.

The research is being conducted in two phases, beginning with a survey of the members of project partners and focus groups with the executives of project partner organisations. Stage 2 involves partner organisations conducting their own small research projects in related areas. This data will then be collected and analysed to assist in the development of a ‘tool kit’ to network leadership.

The panel members hold a range of views and perspectives due to the variety of organisations that they represent. ACODE, CADAD, ODLAA, HERDSA, OLT and ascilite represent key professional and scholarly bodies, whilst AARNet and NetSpot offer the perspectives of both not-for-profit and commercial technology providers. Additionally, representatives originate from a range of Australasian Universities, ensuring a broad diverse range of views and perspectives are held.

The intended audience has an interest in the Australasian tertiary sector, specifically in the areas of good practice in educational technology and tertiary networks.

Introduction and overview: Symposium will begin with an introduction to the NNI project by Professor Mike Keppell and Associate Professor Gordon Suddaby who are project co-leaders. This will include an overview of the phase 1 research into network leadership and the initial findings. This introduction will be supported through a demonstration of the project blog and multimedia snippets describing the thoughts of project members .

Partner research summaries by member representatives: Following on from the phase 1 research and its findings, each partner organisation will conduct their own small research project in an area of particular interest to their organisation and circumstances. Whilst these projects will be in their infancy at this stage, each partner representative will summarise the key objectives, foci and methodology of their projects in a 5 minute presentation

Synthesis: Professor Keppell and Associate Professor Suddaby will provide a synthesis of these projects, how they relate to the objectives of the NNI and phase 1 research findings before examining how the project’s findings will contribute to the sector (Approx. 5 minutes).

Questions: The presenters will take questions from the audience.

## **SYMPOSIUM 1.3**

Rangimarie 3

Growing, leading and measuring online Communities of Practice



## **Diana Ayling, Hazel Owen**

The workshop participants in groups will plan, create and develop an online community of learners. The facilitators will share strategies and approaches they have learned from the experience of establishing and facilitating two growing, vibrant online communities of practice that are specifically focussed on professional development within education contexts. There will also be guidelines on how to grow an online community of practice from scratch, as well as ideas that will help manage expectations, and manage risks.

The participants, during this workshop will 'learn by doing' as they become part of a live community. The aim is to create a live learning community that supports the facilitators and developers of other online communities as workshop participants establish them.

The presenters are experienced facilitators, and online coaches, who are available to provide on-going support to participants.

## **SYMPOSIUM 1.4**

### **Angus 1**

Computer-mediated collaborative learning in large first-year STEM classes facilitating interdisciplinary scenario-inquiry tasks

## **Gwen Lawrie, Kelly Matthews**

Implementation of group work in large classes (>500) presents challenges around task design, implementation, management and assessment. Computer-mediation enables group formation and function: student investment in both the process and outcomes of the task is promoted by allowing them to choose their preferred scenario topic and by providing the option for them to self-select into/or from their preferred groups. Interdependency within groups of four is generated by requiring each student to complete separate individual research quests to generate information files required by the whole group for the collective product. Individual quests have been constructed so that the collective outcome would be of lower quality if one of the four sets of information was missing. Once the collective product is submitted, the iCAS task management and assessment system directs students through two separate peer assessment domains: evaluation of the contributions of their own team members; and individual assessment of other group's products within the same scenario promoting reflective processes.

This workshop is structured to enable participants to explore and assemble the components of the task and gain insights into the factors that influence the learning processes and products. The sequence of workshop is proposed to be:

### **Introduction: engagement and orientation into workshop.**

#### **Activity 1: Interdependency & Communication (12 mins)**

- Participants will be engaged in an activity that generates evidence and demonstrates the role of interdependency in collaborative tasks.
- Facilitators will share common misconceptions of how students work collaboratively outside the classroom. Strategies for promoting interdependency in activities that progress outside the classroom will be presented.
- **Discussion Q:** *What are the inherent challenges in engaging students in formative assessment?*

#### **Activity 2: Interdisciplinary Thinking & Creativity (20 mins)**

- This activity helps participants explore how individuals bring prior experiences and perspectives that combine to generate shared understanding and an interdisciplinary product. This activity is set in the context of 'Infinity'.
- Facilitators will introduce participants to assessment of the collective products of group tasks in terms of integrated ideas and higher order thinking (including exemplars of a range of student products).
- **Discussion Q:** *What options are available for assessing collective products of inquiry-based group work?*

#### **Activity 3: Web-Based Management of Collaborative Group Work (15 mins)**

- Participants will be introduced to the characteristics of a successful collaborative student group through case studies and how to use related indicators to monitor group function.
- This brief activity includes a hands-on practical challenge that will engage participants in teamwork themselves.

- Participants will be introduced to the online peer assessment management tool that promote students' reflections on their own participation and develop their skills in professionally reviewing peer products.
- **Discussion Q:** *How can collaborative group work be sustained and evidence of individual outcomes within a group logged?*

**Conclusion (5 mins):** Brief reflection on the session, feedback and evaluation. Distribution of resources to participants including Interdisciplinary Scenario Inquiry Task Resource Handbook developed as part of the 2009 ALTC project 'IS-IT learning? Online interdisciplinary scenario-inquiry tasks for active learning in large, first year STEM courses' (CG9-1112).

## **SYMPOSIUM 1.5**

Angus 2

Digital communities - contexts for leading learning into the future?

**Shirley Reushle, Jacquie McDonald**

This paper outlines current work-in-progress to implement and research the transition of a successful on-campus 3-element Community of Practice (CoP) model for guiding campus-based, face-to-face CoPs to the digital environment. It also explores the implications of this transition for the design, leadership roles, and selection of appropriate technologies to support and sustain the community. In 2011, the three-element CoP model was piloted in a digital environment with the ascilite Community Mentoring Program. Based on the outcomes of this pilot, the authors are extending the trial to include national digital communities, and testing a 4-element model that emerged in the pilot, researching the design and leadership aspects of digital communities and exploring the potential of a variety of technologies to support the community activities.

**Keywords:** digital, interaction, collaboration, leadership, community of practice

ascilite Community Mentoring Program: Sharing successes and learning for the future

**Shirley Reushle**

The ascilite Community Mentoring Programme (CMP) and the Collaborative Community Mentoring Programme (C<sup>2</sup>MP) facilitate collaborations between ascilite members (one-to-one or several-to-many) for the purpose of achieving agreed goals through dialogue, action and reflection. Mentoring plays a beneficial role in supporting participants to increase their knowledge and experience, enhance career prospects and improve job satisfaction. ascilite initiated the Community Mentoring Program in 2003 and added the collaborative program in 2011. Approximately 60 ascilite members have taken part over the 9 years. Meet this year's participants as they showcase their projects and contribute to a panel discussion. Details on how to join the Program in 2013 will also be provided.



**SESSION 3 | 11:00 - 11:25**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 3.1</b>	<b>SESSION 3.2</b>
<p>Soundings Theatre</p> <p>*Use of media-rich real-time collaboration tools for learning and teaching in Australian and New Zealand universities</p> <p><b>Matt Bower, Mark J.W. Lee, Jacqueline Kenney, Paula de Barba, (presented by Gregor Kennedy &amp; Barney Dalgarno, Mark Lee and Jacqueline Kenney)</b></p> <p>This paper provides an overview of media-rich real-time collaboration tool use for learning and teaching in Australian and New Zealand universities. These tools, which include video conferencing tools, web conferencing tools and virtual worlds, afford students and teachers the ability to synchronously represent concepts, and enable them to interact with one another to negotiate meaning and develop a sense of connectedness. A survey of 750 higher educators revealed that while desktop video conferencing and web conferencing use display an upward trend, virtual worlds are being used by substantially fewer educators, and have recently begun to experience a decline in usage. There are four major web conferencing products being used, whereas desktop video conferencing and virtual worlds are each being dominated by a single product. The 'best' uses of each technology as perceived by respondents with experience in a range of tools are examined, before the paper concludes with a discussion of implications for tertiary learning and teaching, along with an outline of the authors' future plans.</p> <p><b>Keywords:</b> video conferencing, web conferencing, virtual worlds, rich media, synchronous</p>	<p>Icon</p> <p>New approaches: Embedding on-line interactive scenarios as core course components for international biosecurity practitioner training</p> <p><b>Terry Stewart, Joanna S. McKenzie, Willem D. Vink</b></p> <p>Interactive scenarios were used in an on-line international Masters degree programme for veterinary and public health professionals launched in 2010. For two courses in the programme, students were required to play the role of a senior advisor, analyzing data, determine the cause of an unfolding disease outbreak and critiquing recommendations. The scenario was presented in six episodes. Each episode was designed to be completed in one sitting and these also contained the history of previous episodes. On-line forums were used for group activities which included a vote on the diagnosis. Students were also required to give a critique of the diagnosis and solution proposed in the scenario. A student survey rated the use of the scenario-based approach highly with motivation and engagement being the most obvious benefits. This paper illustrates how an interactive scenario can deliver student outcomes when be embedded at the very core of a course.</p> <p><b>Keywords:</b> interactive scenarios, case-based learning, scenario-based learning, course design, SBL interactive, biosecurity training, epidemics, health professional training, authentic learning</p>
<b>SESSION 3.3</b>	<b>SESSION 3.4</b>
<p>Rangimarie 1</p> <p>Going mobile: Each small change requires another</p> <p><b>Peter Albion, Romina Jamieson-Proctor, Petrea Redmond, Kevin Larkin, Andrew Maxwell</b></p> <p>Students are seeking flexible study opportunities. Smartphones have potential to support learning at times and places chosen by learners but their introduction presents challenges in negotiating the changes in the behaviour of learners and in the materials and activities provided by university courses. This project, funded by DEHub in two Queensland universities, explored how students used mobile devices with many characteristics of smartphones. This paper reports on the first phase that investigated the changes required to facilitate access to course</p>	<p>Rangimarie 2</p> <p>Game-like digital training tools - do information-integration skills transfer from static to dynamic interfaces?</p> <p><b>Lisa Wise, Gregor McLean, Benedict Williams</b></p> <p>This paper explores the principles of skill acquisition and training transfer within the context of game-like digital training tools, expanding on previous research using an instrument scanning task in novice versus experienced pilots. While previous work demonstrated a game-like training tool is capable of developing high levels of performance within the game environment, initial findings suggest the likelihood of practical transfer to a real world environment is strongly dependent on the nature of the cognitive and perceptual skills developed. This paper investigates whether instrument scanning skills developed within a static training task transfer</p>

<p>materials and activities using the devices. Data have been viewed through the lens of activity theory. The results confirmed the need for developing skills and managing expectations of learners and academics and for adjustments to design of course materials and delivery systems to facilitate access.</p> <p><b>Keywords:</b> mlearning, activity theory, teacher education, smartphone, iPod Touch, distance education, online education</p>	<p>to a more dynamic video-based task. Despite strong performance within the static environment, preliminary data suggest a lesser degree of transfer when more dynamic perceptual skills are targeted. Findings are discussed broadly in terms of the principles of skill acquisition and training transfer, and how these principles may apply to game-like digital training tools.</p> <p><b>Keywords:</b> Training Games, Training Transfer, Skilled Performance, Instrument Scanning.</p>
<b>SESSION 3.5</b>	<b>SESSION 3.6</b>
Rangimarie 3	Angus 1
<p>Heutagogy and mobile social media: post Web 2.0 pedagogy</p> <p><b>Thomas Cochrane, Laurent Antonczak, Averill Gordon, Helen Sissons, Andrew Withell</b></p> <p>O'Reilly coined the term Web 2.0 seven years ago (O'Reilly, 2005), yet in the past seven years we have seen limited evidence of wide-spread impact of Web 2.0 on traditional higher education pedagogy. Seven years on, the social media landscape has changed and today's school-leaving students are entering higher education within an increasingly post Web 2.0 society that is predominantly characterised by engagement with mobile social media. We argue that there is a need for higher education to engage with new pedagogies that are appropriate for an emerging post Web 2.0 society. We present a sustainable framework for preparing lecturers to engage with the challenge of post Web 2.0 pedagogies by experiencing the potential of mobile social media within authentic communities of practice.</p> <p><b>Keywords:</b> heutagogy, mlearning, Web 2.0, communities of practice, professional development</p>	<p>Sustainable learning through formative online assessment: using quizzes to maintain engagement</p> <p><b>Lynette Nagel, Lanise van Eck</b></p> <p>Due to pressure to deliver more Chartered Accountants, the pass-rate of first-year accounting students had to increase. Students who did not take accounting at school particularly needed extra tuition and support to reach the required standard. Poor success rates could be attributed to insufficient theoretical learning and poor time management characterized by cramming before tests. The intervention that aimed to redress those problems was weekly online quizzes that students could complete in their own time that contained feedback and easily understood explanations. In order to create and sustain an adequate database of suitable questions, the tutors who facilitated additional work sessions and understood the pitfalls in the theory, helped the lecturers to compile the questions and participated in quality control. Quizzes and feedback helped students to pace themselves, understand the terms and prepare for tests. The pass-rate increased from 57 to 75%</p> <p><b>Keywords:</b> Financial Accounting, online quizzes, feedback, tutors</p>
<b>SESSION 3.7</b>	
Angus 2	
<p>This session involves a brief panel discussion which follows up on "The Great Debate" concerning the rapid growth of Massive Open Online Courses (MOOCs) in higher education. Several panel members from the earlier debate in the main conference programme will elaborate on their views and discuss the impact the MOOC movement is likely to have on higher education—for better and worse. Attendance in person is by invitation only as the panel discussion primarily targets an online audience using Blackboard Collaborate. All ascilite conference delegates will be able to listen to and participate in the panel discussion through Collaborate.</p>	

**SESSION 3 | 1130 - 1155**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 3.1</b>	<b>SESSION 3.2</b>
<p>Soundings Theatre</p> <p>Video-linked teaching: Designing and evaluating technology-rich classrooms for real-time collaboration</p> <p><b>Scott Symonds, Maggie Hartnett, Philippa Butler, Mark Brown</b></p> <p>A major 'state-of-the-art' video-linked teaching (VLT) project at Massey University encompasses the development of two purpose-designed rooms to support real-time teaching across two campuses. The intention is for these rooms to be used to establish a strong presence and sense of connection between teachers and students located at each site, offering the ability to teach two (or more) physically distanced classes synchronously with a focus on rich interaction and collaboration. This paper reports on the initial findings of a research project investigating how the VLT rooms have been used during the Semester 1, 2012 experimental pilot phase. It shares some of the experiences of the students and teachers involved and identifies a number of benefits and challenges of using such VLT rooms from pedagogical, physical space and technological perspectives. Finally, the paper reports how the preliminary findings from this research are informing the ongoing use of the facilities as well as the design and implementation of a wider range of teaching and learning spaces.</p> <p><b>Keywords:</b> Video linked teaching, video conferencing, synchronous, flexible, learning spaces</p>	<p>Icon</p> <p>Using Scenario Planning to Inform Pedagogical Practice in Virtual Worlds in Schools: Collaboration and Structure</p> <p><b>Christopher Bonfield, Kevin Burden, Katy Lumkin, Andrew Cram</b></p> <p>The learning affordances of virtual worlds have long being trumpeted; the barriers to the "take up" of virtual worlds in mainstream education have also been explored, with emphasis being placed on technical problems, lack of time and money. Yet, a challenge for future learning is how one <i>teaches</i> in a virtual world, and what research has been undertaken has focused largely upon tertiary education. Much less is understood about how school teachers should structure virtual lessons, and what level of collaboration or independent work is necessary to guide students towards attainment of learning outcomes. This paper will provide a theoretical review of teaching and learning in virtual worlds, and offer an initial discussion of the role and importance of structure and collaboration in virtual worlds in a school-based environment. This has been validated through four case studies using scenario-planning methodology, and drawing upon real-world practitioner-based examples.</p> <p><b>Keywords:</b> affordances, collaboration, pedagogy, schools, structure, teaching, virtual worlds.</p>
<b>SESSION 3.3</b>	<b>SESSION 3.4</b>
<p>Rangimarie 1</p> <p>The peripatetic learner - the role of mobility in the formation collaborative learning spaces</p> <p><b>Judit Klein</b></p> <p>The earliest notion of a university came from people walking through the streets of Athens thinking about how the world works and trying to understand it. Apple Distinguished Educator Dr. William Rankin from Abilene Christian University (2012) reframes this notion of the peripatetic learner, originating from Aristotelian philosophy, to describe how mobile technologies have brought about a new way of thinking about education. The ability to be mobile has implications in reshaping pedagogy and future learning: new technologies invariably disrupt the spatiotemporal structures of formal tertiary education. This disruption is also what enables new forms of collaborative interactions to occur. This paper considers how to define the</p>	<p>Rangimarie 2</p> <p>Multidiscipline role-play in a 3D virtual learning environment: Experiences with a large cohort of health care students</p> <p><b>Marcus McDonald, Tracii Ryan, Jenny Sim, Jennifer James , Philip Maude, Sheila Scutter, Denise Wood</b></p> <p>Three-dimensional virtual learning environments (3DVLEs), such as Second Life, have been used in education for some time. Although many writers have addressed where, how, and why 3DVLEs are applied in education, only a few articles have concentrated on the coalface of running a learning project within them. This paper looks at the experience of using Second Life to conduct a multi-discipline healthcare role-playing project with a large cohort of university students. It aims to add to the body of evidence highlighting the technical and logistical difficulties in running such a project, and attempts to offer solutions and advice on directions</p>

<p>learning space that is no longer constrained by the physical classroom or lecture hall. By taking a technological perspective and a mixed methodology, it aims to evaluate practices of harnessing mobility and collaboration through existing or potential applications on the mobile platform.</p> <p>Keywords: mobile learning, mobility, tertiary, education, collaboration, disruption, technology</p>	<p>of problem solving. This paper will also add to best practices concerning the use of 3DVLEs in higher education.</p> <p><b>Keywords:</b> Second Life, 3DVLE, interdisciplinary, net generation, education, healthcare, technical issues</p>
<p><b>SESSION 3.5</b></p>	<p><b>SESSION 3.6</b></p>
<p>Rangimarie 3</p>	<p>Angus 1</p>
<p>Design Thinking Studio</p> <p><b>Andrew Withell, Thomas Cochrane, Stephen Reay, Nick Charlton, Idil Gaziulusoy, Shane Inder</b></p> <p>Mobile social media can be used to augment physical learning spaces and bridge formal and informal learning contexts. This paper presents the ongoing implementation and impact of a mobile social media project, which aims to augment and enhance a Product Design programme underpinned by a Design Thinking methodology. The goal of the project is to enhance student-learning experiences, positively impact their Design Thinking expertise development, and to explore the future of Design Thinking education enhanced by mobile social media. In addition it provides an opportunity for a small university department to engage with implementing and sustaining pedagogical change enabled by technology through the establishment of communities of practice. The paper describes the underlying Design Thinking and learning and teaching frameworks, the establishment of the community of practice, comments from lecturers, and the first pilot project with students.</p> <p><b>Keywords:</b> Mobile Social Media, Design Thinking, Product Design, Constructivism, Heutagogy</p>	<p>Unsupervised Online Constructed-Response Tests: Maximising Student Learning and Results Integrity</p> <p><b>Genevieve Johnson, Sharon Davies</b></p> <p>This paper reports a case study in which the Blackboard essay test tool was used to evaluate e-student learning. To promote student learning as well as maintain the integrity of test results, constructed-response items were randomly selected from a large pool of study questions and the time available to complete the tests was limited. The e-lecturer maintained a reflective journal and the e-students were invited, via email, to provide feedback on their perception of the value of the testing approach used in their e-class. Overall, students evaluated the use of the online tests positively, although issues of technology difficulties presented challenges for some students. The e-lecturer was particularly positive about the benefits of such as approach to online assessment citing ease of test management including student test submission, provision of feedback and grading. Unsupervised online constructed-response tests have the potential to enhance student learning while providing valid test scores.</p> <p><b>Keywords:</b> Online testing; online examinations; internet tests; unsupervised tests; e-assessment</p>
<p><b>SESSION 3.7</b></p>	
<p>Angus 2</p>	
<p>An e-portfolio theoretical approach for Provisionally Registered Teachers</p> <p><b>Maryann Lee, Lesley Pohio</b></p> <p>Electronic portfolios offer an option for early childhood provisionally registered teachers (PRTs) to attest to the <i>Registered Teacher Criteria</i> (New Zealand Teachers Council, 2010) through the purposeful selection and reflection of significant artifacts about their practice. Central to the use of e-portfolios is the theoretical framework developed to support the learning process for the PRTs. This paper outlines an e-portfolio project for a group of early childhood PRTs and their mentors, from a cohort of five Early Childhood Centres in the Auckland region. The project drew upon key principles from the early childhood curriculum <i>Te Whāriki</i> (Ministry of Education, 1996), pedagogical documentation, and e-portfolio best practice. The project's intention was to create a more effective approach for teachers to engage in the provisionally registered teachers programme, enabling a rich narrative of the teacher's pedagogical research to be profiled rather than being a repository of evidence.</p> <p><b>Keywords:</b> e-portfolios, provisionally registered teachers, early childhood education, pedagogical documentation</p>	

**SESSION 3 | 1200 - 1220**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 3.1</b>	<b>SESSION 3.2</b>
Soundings Theatre	Icon
<p>Sustaining a problematic innovation: A 'grounds eye' view of video conferencing through teachers' experiences</p> <p><b>Nicola Westberry, Sue McNaughton Helen Gaeta, Jennie Billot</b></p> <p>This paper reports on a study that explored the engagement of 17 academic staff with video conferencing technology in four large first-year classes in higher education during 2011. While the video conferencing brought a number of benefits, its implementation was far from straightforward, raising many issues about whether it should endure, and if so, in what form. Using an insider research approach, this paper considers 'grounds-eye' perspectives from teachers involved with the video conferencing. The findings identify three key issues that affected the sustainability of the video conferencing: a lack of synergy between individual, pedagogical, and organisational levels; the adoption of 'safe' practices by teachers when faced with uncertain learning settings; and the endurance of the video conferencing in an altered form. The paper casts some doubt on the positioning of teachers as 'future makers', showing how teachers can retreat into established practices when technology creates uncertainty in an educational context.</p> <p><b>Keywords:</b> technological innovation, sustainability, teacher perspectives, video conferencing, insider research</p>	<p>Learning with technology: Theoretical foundations underpinning simulations in higher education</p> <p><b>Judith Lyons</b></p> <p>Embracing learning for the future through learning technologies requires a clearer understanding of the pedagogies that inform the simulated teaching and learning strategies used to facilitate student learning. Higher Education e-learning literature often groups educational games with simulation. However, educational simulation attributes are different from games or simulated games with very different aims and objectives within the learning context, which have implications for technology-based learning designs. In order to optimize the use of technology-based simulation this paper presents the theoretical foundations of educational simulation in a disciplinary context. Understanding the simulation pedagogy will assist academics to create technology-based simulated learning environments that highlight the inherent simulation attributes to enable and facilitate learning.</p> <p><b>Keywords:</b> Educational Simulations; theoretical underpinnings, e-learning, technology-based</p>

<b>SESSION 3.3</b>	<b>SESSION 3.4</b>
Rangimarie 1	Rangimarie 2
<p>Mobility makes us Agile and Lean: A New Paradigm for Institutional Projects</p> <p><b>Tim Klapdor</b></p> <p>The mLearn Project at Charles Sturt University (CSU) is an attempt to establish a new philosophy for large-scale institutional initiatives that borrows aspects from the technology companies based out of Silicon Valley. This paper will outline the concepts that have been adopted as well as the rationale for this change in tact. The project is running in 2012 and into 2013 over three teaching sessions and it is hoped will foster innovation through trials of technology, mobilising system access and developing mobile enhanced learning resources. Findings and reflections from the project will be published over the next 18 months.</p>	<p>Sustaining the future through virtual worlds</p> <p><b>Sue Gregory, Brent Gregory, Mathew Hillier, Lisa Jacka, Stefan Schutt, David Ellis, Frederick Stokes-Thompson, Denise Wood, Yvonne Masters, Helen Farley, Lindy Orwin, Ieva Stupans, Sheila Scutter, Ian Warren, Caroline Steel, Penelope Neuendorf, Matt Bowe, Charlynn Miller, Shane Mathews, Des Butler, Merle Hearn, Jaime Garcia, Jay Jay Jegathesan, Ross Brown, Grant Meredith, Eimear Muir-Cochran, Kim Flintoff, Scott Grant, Angela Giovanangeli, Clare Atkins, Belma Gaukrodger, Andrew Cram, Karen Le Rossignol, Ian Larson, Tracey Muir, Dale Linegar, Xiangyu Wang, Jenny Grenfell, Ben Cleland, Edith Paillat, Anthony Williams, Lyn Hay, Ning Gu, Angela McCarthy, Simeon Simoff, Anton Bogdanovych</b></p>

<p><b>Keywords:</b> mobile, project management, mobile learning, mobile technology, university initiative</p>	<p>Virtual worlds (VWs) continue to be used extensively in Australia and New Zealand higher education institutions although the tendency towards making unrealistic claims of efficacy and popularity appears to be over. Some educators at higher education institutions continue to use VWs in the same way as they have done in the past; others are exploring a range of different VWs or using them in new ways; whilst some are opting out altogether. This paper presents an overview of how 46 educators from some 26 institutions see VWs as an opportunity to sustain higher education. The positives and negatives of using VWs are discussed.</p> <p><b>Keywords:</b> virtual worlds, Virtual Worlds Working Group, VWWG, Second Life, SL, OpenSim</p>
<p><b>SESSION 3.5</b></p>	<p><b>SESSION 3.6</b></p>
<p>Rangimarie 3</p>	<p>Angus 1</p>
<p>ANU Campus Quest: A Mobile App For Transition</p> <p><b>Sage Leslie-McCarthy, Jodi Tutty</b></p> <p>This paper outlines a new mobile application designed to assist student transition at the Australian National University (ANU). It briefly outlines the importance of addressing student transition in the current higher education climate, and explains why the ANU has decided to move into the mobile space in order to assist student transition to the geographical, social and institutional context of the university. The app is designed as an information-based scavenger hunt, informed by research into the social and learning utility of games. Students need to work in teams to devise strategies to approach the game, assisting them to make social connections, while the game itself takes students across campus to discover spaces and university cultures.</p> <p><b>Keywords:</b> transition, gamification, mobile apps</p>	<p>Using reward contingencies in online activities to facilitate engagement in a statistics class</p> <p><b>Xochitl de la Piedad Garcia</b></p> <p>This paper presents the use of an online learning management system to establish a system of reward contingencies to facilitate student engagement in a statistics class. Based on a behaviourist framework, the proposed system uses immediate rewards for weekly studying. It also incorporates punishment to discourage breaking patterns of consistent weekly study. Student evaluations at the end of the semester showed students' acknowledgement that the system led them to study more frequently and consistently than they otherwise would have, and that the feedback made the study more effective. However, some students reported feeling that the punishment system was unfair. An alternative system is suggested in response to this criticism.</p> <p><b>Keywords:</b> Statistics teaching. Rewards. Elaborated feedback. Self-control.</p>
<p><b>SESSION 3.7</b></p>	
<p>Angus 2</p>	
<p>Embedding e-portfolios in teacher education: Lessons from a multi-year implementation</p> <p><b>Ben Cleland, Christopher Allan</b></p> <p>ePortfolios are being used in teacher education across Australia as a technology and as a process. They allow pre -and in-service teachers to showcase teaching practice against teaching standards and reflect on their practice throughout and after study. The University of Tasmania is implementing an eportfolio as an integral part of its Master of Teaching and Bachelor of Education programs to help with this process. This paper uses document analysis to describe the support strategies used in the previous two years of implementation of eportfolios at the university and outlines future plans for progressive implementation (including plans to change eportfolio technology and support implications). Some of the strategies used to implement eportfolios include: the use of a community of practice, the use of templates and scaffolds, support from L&amp;T and IT infrastructure, embedding assessments in units; and modelling/building exemplars of effective portfolio practice.</p> <p><b>Keywords:</b> eportfolio, higher education, teacher education, e-learning, teaching standards</p>	



**SESSION 4 | 1400 - 1425**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 4.1</b>	<b>SESSION 4.2</b>
Soundings Theatre	Icon
<p>*Analytics and Complexity: Learning and leading for the future</p> <p><b>Colin Beer, David Jones, Damien Clark</b></p> <p>There is growing interest in the application of learning analytics to manage, inform and improve learning and teaching within higher education. In particular, learning analytics is seen as enabling data-driven decision making as universities are seeking to respond a range of significant challenges that are reshaping the higher education landscape. Experience over four years with a project exploring the use of learning analytics to improve learning and teaching at a particular university has, however, revealed a much more complex reality that potentially limits the value of some analytics-based strategies. This paper uses this experience with over 80,000 students across three learning management systems, combined with literature from complex adaptive systems and learning analytics to identify the source and nature of these limitations along with a suggested path forward.</p> <p><b>Keywords:</b> learning analytics, complex adaptive systems, e-learning, managerialism,</p>	<p>*Exploring the relationship between afforded learning tasks and learning benefits in 3D virtual learning environments</p> <p><b>Barney Dalgarno, Mark J.W. Lee</b></p> <p>In this paper, we build on our previously proposed model of learning in three-dimensional virtual learning environments (3D VLEs) (Dalgarno &amp; Lee, 2010) by exploring the relationship between learning tasks that are afforded by such environments and learning benefits that arise from their use. We draw on data from a questionnaire in which 53 of the 117 higher education respondents described how they used 3D VLEs with their students and indicated the degree to which they believed each of the five potential learning benefits occurred. The results provide strong support for the idea that each of the benefits occurred, but suggest the links between learning tasks and learning benefits are, at this stage, unclear. We postulate some of the possible reasons for these findings and make recommendations for further research, discussing some of the challenges involved in designing studies that seek to relate afforded learning tasks to learning benefits through measurement of actual learning outcomes.</p> <p><b>Keywords:</b> 3D virtual learning environments (3D VLEs), virtual worlds, affordances, learning tasks, learning design, learning benefits, educator perceptions</p>
<b>SESSION 4.3</b>	<b>SESSION 4.4</b>
Rangimarie 1	Rangimarie 2
<p>Facilitating motivation through support for personal agency – meeting the future challenge</p> <p><b>Maggie Hartnett</b></p> <p>With the increasing ubiquity of new technologies, many claims are being made about their potential to transform tertiary education. But in order for this transformation to be realised a range of issues need to be addressed. Research suggests that student motivation in technology-rich learning environments is one such challenge. This paper reports on one aspect of a larger study that investigates the nature of motivation to learn in online environments. Using self-determination theory (SDT) as an analytical framework, the focus here is on the underlying concept of autonomy. Ways in which certain social and contextual factors can foster perceptions of autonomy, and in turn motivation, are explored. These factors can have a supportive effect on learner motivation. Most prominent among these are the relevance of the learning activity, promotion of interest and active learning opportunities.</p>	<p>The changing role of learned bodies and membership organisations: some UK experiences</p> <p><b>John Slater, Maren Deepwell</b></p> <p>With the extensive changes to funding and employment security now underway worldwide, membership bodies and learned and professional associations are finding that their role is changing so as better to represent their members' views and respond to their needs. In the United Kingdom (UK), members show increasing interest in acquiring and retaining professional standing. As government selective funding decreases, activities are being displaced from the centre to within the community with the membership body taking an increased organisational and broker role. A new governmental focus on accountability and impact is changing members' priorities leading to revised activities by learned bodies. This paper discusses the changes necessary for professional bodies to continue to lead in the changing climate.</p>



<b>Keywords:</b> motivation, e-learning, autonomy, self-determination theory	<b>Keywords:</b> funding, accreditation, ALT, professional bodies, impact, membership organisations
<b>SESSION 4.5</b>	<b>SESSION 4.6</b>
Rangimarie 3	Angus 1
Can Digital Natives Level-Up in a Gamified Curriculum?  <b>Penny de Byl</b>  The compulsion to include games and game related mechanism in education is great among educators who want to engage and motivate today's students and the latest buzzword in this domain is gamification. However, without a thorough understanding of what a gamified curriculum looks like, how it can best be applied and why it might engross students, it cannot be effectively applied. This research examined a gamified course curriculum structure and evaluated its use in two university level subjects. The objective was to gauge student enjoyment and engagement with a heavily gamified curriculum and to understand the aspects that make the practice useful in education. Exploratory factor analysis of the dataset revealed the possibility of a six dimensional model of curriculum gamification worthy of future study.  <b>Keywords:</b> gamification, curriculum, game-based learning, engagement.	The Go/No Go Association Task as a New Technology for Teaching Anti-Prejudice  <b>Leah Kaufmann</b>  Implicit measures of association have allowed researchers to study implicit prejudice based on the degree of association between representations of groups that are the target of prejudice and negative versus positive attributes. These implicit prejudice measures show that people find it more difficult to respond to a representation of the group (e.g., photo of an Aboriginal Australian) and a positive attribute (e.g., "HAPPY") using the same key than to the same representation of the group and a negative attribute (e.g., "SILLY"). Using measures of implicit association as a technology for teaching anti-prejudice is highly useful because it allows people to experience their own implicit biases. Thus, this technology makes prejudice a personally relevant issue (i.e., not something that other people possess) and, consequently, facilitates the engagement with this topic that is so essential to prejudice reduction.  <b>Keywords:</b> Implicit prejudice, anti-prejudice, prejudice reduction, Go/No Go Association Task
<b>SESSION 4.7</b>	
Angus 2	
Humanizing e-lecturers and engaging online Writing students via dialogic video  <b>Martin Andrew</b>  This paper reports on a study of integrating instructor-produced video 'profcasts' (Edirisingha, Salmon & Fothergill, 2007) into all 12 units of an online Master of Arts in Writing delivered asynchronously. While the value of short, targeted, quickly-made podcasts and extensive streamed video lectures in educational contexts has been researched (Williams, Birch & Hancock, 2012), few studies consider how customized videocasts supplement and complement core content to create engaging units of learning that learners value. Instead of producing instructivist, sage-on-stage, reiterative lectures, the Writing team filmed lecturers in semi-spontaneous dialogues to create critically challenging interactive experiences. The teaching and learning challenge is deeper than humanizing e-lecturers; it is about creating sustainable interfaces drawing on unique human capital: the lecturers as future-makers. It is a journey of creating enduring and impactful resources. Foregrounded by a literature review, this paper presents qualitative data from students and staff responding to the question of how valuable dialogic videos are to students' experiences as online students of Writing. In addition to confirming students appreciate the humanizing of lecturers, data shows video makes ideas more accessible to visual learners and more engaging overall. Most importantly, informal dialogues with their exchanges of ideas clarify written course materials, supporting learning while helping to future-proof the program in a time of change.  <b>Keywords:</b> Audiovisual materials; Education; online teaching and learning; Writing	

**SESSION 4 | 1430 - 1450**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 4.1</b>	<b>SESSION 4.2</b>
<p>Soundings Theatre</p> <p>* Pigeon pecks and mouse clicks: Putting the learning back into learning analytics</p> <p><b>Jason Lodge, Melinda Lewis</b></p> <p>Learning in higher education can be described as a series of complex tasks and stages of development requiring a range of multifaceted behaviours and ways-of-being. Understanding what contributes to teaching for quality learning and achieving quality learning outcomes in higher education has been the topic of much debate over many decades. The current paper intends to situate and contextualise learning analytics (LA) within a broader debate on quality and student experience, outlining the affordances and constraints of this data-driven approach to quality. Firstly, we acknowledge the current use of LA within higher education and early research outcomes reported within the literature. Secondly, drawing on our combined disciplinary knowledge within experimental psychology, health informatics and health science education, as well as our current roles within quality and student experience at our respective universities, we pose some directions for enhancing and building on current approaches to understanding and using LA in the higher education context.</p> <p><b>Keywords:</b> learning analytics, quality, student experience</p>	<p>Icon</p> <p>Designing and recording machinima to illustrate professional practice scenarios</p> <p><b>Yvonne Masters (presented by Sue Gregory and Barney Dargano)</b></p> <p>Immersive virtual worlds, such as <i>Second Life</i>, have attracted widespread interest in recent years as platforms for online role-plays of professional practice scenarios. An alternative application of virtual worlds is the video recording of in-world role-play activities, 'machinima', for later use as stimuli for class discussions or individual reflective activities. The scripting and recording of machinima to illustrate particular practice scenarios is seen as an alternative to recording video in authentic practice contexts, potentially addressing some of the inherent ethical and logistic issues. This paper describes the process used to design, record and produce machinima illustrating a series of classic classroom teaching practice scenarios as part of the Office for Learning and Teaching VirtualPREX project.</p> <p><b>Keywords:</b> virtual worlds, <i>Second Life</i>, role-play, machinima, professional practice, scenario based learning</p>
<b>SESSION 4.3</b>	<b>SESSION 4.4</b>
<p>Rangimarie 1</p> <p>Early identification of students at risk of failing</p> <p><b>John Milne, Lynn M Jeffrey, Gordon Suddaby, Andrew Higgins</b></p> <p>This paper outlines how teachers can use the learning management system (LMS) to identify at risk students in the first week of a course. Data is from nine second year campus based business courses that use a blend of face-to-face and online learning strategies. Students that used the LMS in the first week of the course were more likely to pass. For the rest of the course the pattern of usage is then largely similar for students who pass and those that do not pass. This paper identifies how a LMS can identify at risk students in the first week of the course and provides some strategies to motivate these students.</p> <p><b>Keywords:</b> At risk students, learning management system, early intervention, student success</p>	<p>Rangimarie 2</p> <p>The Sloan Consortium: A vibrant professional community for digital educators</p> <p><b>Bruce Chaloux</b></p> <p>This presentation describes the work of the Sloan Consortium in supporting the use of new technology in education. Sloan-C offers a range of webinars and online resources for tertiary level educators and supports one of the largest annual conferences on the use of educational technology in the United States. It also supports a highly acclaimed leadership academy which will be briefly described in this presentation</p>

SESSION 4.5	SESSION 4.6
Rangimarie 3	Angus 1
Taming the Devil: A Game-Based Approach to Teaching Immunology	Leading by Example: The start of a journey towards transformation of teaching practice in the online space
Scott Nankervis, Grant Meredith, Peter Vamplew, Nina Fotinatos	Elaine Huber, Scarlet An
Immunology is a complex field requiring rapid memorisation of numerous components. An in-depth understanding of cellular and molecular biology is required before even moderately advanced concepts can be taught. We sought methods that actively engage students and help develop new knowledge and consolidate existing concepts to support lectures. We created an interactive and entertaining prototype immunology computer game as a tool for learning and revision, with the ability to interactively cover course content outside of class that modern learners expect. Our prototype appears to be a successful study aid when used additionally to attendance at lectures. We seek to continue the development of the game in a higher education context, but also produce a modified version for a secondary school context, in an effort to raise the profile of this key health area and promote learning for the future through the study of the sciences prior to students entering higher education.	This paper outlines the design of a study to investigate how a collection of example units was used as part of a wider training and support strategy during the transition between learning management systems. Example units can be thought of as a type of learning object or template from which innovative uses of learning technologies can be shared and used for professional development purposes in the design of online teaching spaces. Using a Developmental Evaluation approach, questions were asked about the authenticity and reusability of the example units to enhance their design in the next round of iterative planning. This paper will be of interest to Educational Developers and Academic staff interested in course design with technologies as well as co-ordinators of professional development strategies.
Keywords: immunology, computer game, educational gaming, serious gaming	Keywords: Teacher professional development, technology, learning objects, evaluation
SESSION 4.7	
Angus 2	
Designing an Online Activity for Collaborative Language Learning	
Mauricio Marrone, Lilia Mantai, Marika Kalyuga	
Engaging students when learning new vocabulary, building an environment that allows for collaboration and teamwork and providing approaches towards learning via problem solving is not an easy feat in teaching a second language. To have an activity that incorporates these three strategies in one for both face-to-face and geographically dispersed students can be challenging. This paper describes how an online activity in Moodle linked to the glossary module allows students to possibly learn vocabulary more efficiently, quicker and in a more engaging way.	
Keywords: Collaborative learning, Moodle, language learning.	

**SESSION 4 | 1450 - 1510**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 4.1</b>	<b>SESSION 4.2</b>
Soundings Theatre	Icon
Twitter Learning Analytics in R	The creation of a 3D immersive, interactive space for experiential learning: VirtualPREX
<b>Lyndon Walker</b>	<b>Vicki Knox (presented by Sue Gregory)</b>
There is presently no literature about the application of learning analytics to student learning activities that use Twitter beyond those describing the Twitter activities themselves and/or student survey feedback about these activities. This paper seeks to address this gap by examining the application of some data visualisation analytics to student activities on Twitter using the R statistics software programme. For those who already use Twitter as a teaching tool it illustrates some useful methods for analysing learner data in order to more effectively use Twitter in their teaching. For those who do not use Twitter in their teaching, they will hopefully still find the descriptions of various ways that Twitter is currently used, and the application of learning analytics informative for their teaching practice.	VirtualPREX, or, virtual professional experience, is the term used to describe a 3D virtual world classroom designed for pre-service teachers to practise their teaching skills and use the interactive resources to create immersive experiences to assist their learning. Outlined in this paper is how and why the space was created for the pre-service teachers. Also described and explained are the adjustments made to the space to enable a richer experience for pre-service teachers to role-play and practise their teaching prior to taking the skills to the real classroom.
<b>Keywords:</b> Learning analytics, data visualisation, statistical software	<b>Keywords:</b> VirtualPREX, Second Life, virtual worlds, professional experience
<b>SESSION 4.3</b>	<b>SESSION 4.4</b>
Rangimarie 1	Rangimarie 2
Using Mobile Learning to Facilitate Early Engagement	Creating a Culture for Critical and Situated Technology Use Through Effective Learning Design
<b>Paul Goldacre</b>	<b>Anne Wheeler (Presented by Panos Vachopoulos), Sandy Cope</b>
Mobile Learning is an emerging learning and teaching field and the strategies for conceptualising, designing, developing and evaluating the mobile learning experience are embryonic and evolving. This paper describes the process of development of a mobile learning experience for use on an iOS device with 'engagement' and 'learning' sitting at the core of the research, design and development of the project.	The purpose of this concise paper is to propose, with evidence gathered through a systematic evaluation of an academic development programme in the UK, that training in the use of new and emerging learning technologies should be holistically embedded in every learning and training opportunity in learning, teaching and assessment in higher education, and not only as stand-alone modules or one-off opportunities. The future of learning in higher education cannot afford to allow Universities to disregard that digital literacy is an expected professional skill for their entire staff.
<b>Keywords:</b> learning design, professional development, reflective practice, situated technology use	
<b>SESSION 4.5</b>	<b>SESSION 4.6</b>
Rangimarie 3	Angus 1
Impacts of Scheduling Algorithms on Resource Availability	Moving down Stream: Using e-technology to enhance social work field education
<b>David Lowe</b>	<b>Kathryn Hay</b>

<p>Cost and space constraints typically limit the provision of many educational resources, with laboratory apparatus being a common example. This limitation is often ameliorated by utilizing scheduling techniques to manage access over an extended period of time. The specific scheduling algorithms that are used have been shown to have a significant impact on the overall availability of a set of resources and hence the level of access that can be supported. This paper considers ways in which these scheduling algorithms can be enhanced and the resulting impacts. Whilst the results are illustrated through their application to remote laboratory access, the implications are equally applicable to scheduling of access to any constrained resource.</p> <p><b>Keywords:</b> Scheduling; Resource Availability; Access; Remote Laboratories; Online Access</p>	<p>In 2009, Massey University introduced Moodle (aka Stream) as an institutional innovation to support and enhance teaching and learning. The social work field education (practicum) programme has embraced Stream as an opportunity to creatively advance current educative practices. The development of a meta-site for field education provides academics, students and field educators<sup>1</sup> a forum in which field education can be advanced. This paper will outline the rationale for a research project that examines the perspectives of field educators and academic staff on the opportunities and challenges associated with on-line teaching and learning in the field education area. The research will assess the value of the Stream environment and consider ways in which the current innovation can be further developed.</p> <p><b>Keywords:</b> online environment, Moodle, field education, community of practice</p>
<b>SESSION 4.7</b>	
Angus 2	
<p>An innovative approach to facilitate critical thinking and reflective learning in prescribing and therapeutics e-learning</p> <p><b>Santosh Khanal, Yeqin Zuo</b></p> <p>A fully online and standardised national curriculum for prescribing education, National Prescribing Curriculum (NPC), is offered to students of multiple health disciplines in Australia. The NPC consists of 28 self-paced one hour modules based on World Health Organisation's Guide to Good Prescribing. Health professional education requires didactic teaching to be blended with interactivity, problem solving, critical thinking and self-reflection. The NPC offers the students flexibility and interactivity and increases their prescribing knowledge to help them solve relevant problems. Going forward, there is a need to enhance the teaching capabilities of the module by facilitating critical thinking and reflective learning. In this paper, we discuss an innovative approach of embedding certainty based multiple choice questions in the NPC modules to facilitate critical thinking and reflective learning in a highly demanding learning environment and present the results of a study to evaluate the usefulness of this approach.</p> <p><b>Keywords:</b> Prescribing, therapeutics, national prescribing curriculum, problem based e-learning, health professional students</p>	

<sup>1</sup> Field educator refers to the person in a social service organisation that is supervising and supporting a student throughout a 60-day practicum. This person is usually a registered social worker.

**SESSION 5 | 1540 - 1605**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 5.1</b>	<b>SESSION 5.2</b>
<p data-bbox="145 286 400 315">Soundings Theatre</p> <p data-bbox="145 320 759 376">Breaking the Rules: Supporting Learning and Teaching Technology Innovations</p> <p data-bbox="145 405 456 434"><b>Philip Uys, Cathy Gunn</b></p> <p data-bbox="145 463 764 985">The learning and teaching landscape in higher education fails to actively support innovators to experiment with new technologies and educational methods. It is also a poor provider of ongoing support for innovations after start up funding runs out. There are tensions between enterprise systems and 'grass roots' initiatives in a context where technology is changing rapidly and institutions are slow to respond. Innovators in learning and teaching using emergent technologies are often treated as suspects in an undefined crime. They are pushing boundaries... and bureaucratic institutional buttons! Charles Sturt University (CSU) took an unprecedented step to break these punitive rules of engagement with an institutional Learning and Teaching through Technology Innovation Support Service (LATISS).</p> <p data-bbox="145 1014 759 1160">The LATISS is described within the framework of a four phase learning and teaching with technology innovation (FPLTI) management model, and offered to other institutions of higher education as a means to foster innovation.</p> <p data-bbox="145 1164 759 1245">Keywords: innovation; educational technology; learning; teaching; rules; sustain; institutional impact</p>	<p data-bbox="785 286 847 315">Icon</p> <p data-bbox="785 320 1444 376">What's the risk of disease? Software tools to support learning concepts of risk perception and assessment</p> <p data-bbox="785 405 1437 490"><b>Daan Vink, Naomi Cogger, Terry Walshe, Petra Muellner, Marta Martinez, Lesley Stringer, Mark Burgman</b></p> <p data-bbox="785 519 1455 1099">Risk assessment for human and animal diseases is performed to clarify pathways that may result in disease, and estimate the likelihood of this outcome in specific settings; the outputs are typically used to inform decisions and support policy development. It is often performed using a structured process of elicitation of opinion from subject experts, which aims to minimise the inherent element of uncertainty due to the subjective nature of elicitation. User-friendly software tools can generate insights into risk perception of assessors, elicitation of expert opinion and quantitative estimation of risk. Such tools were incorporated into an online postgraduate course on risk analysis delivered to 36 veterinarians across South Asia. The activities developed to apply these tools required careful staging and scaffolding within the course framework. They highlighted the importance of good coordination and effective communication between the assessors, as well as with the course tutors.</p> <p data-bbox="785 1128 1444 1189"><b>Keywords:</b> risk analysis; risk perception; cognitive maps; network analysis; online learning</p>
<b>SESSION 5.3</b>	<b>SESSION 5.4</b>
<p data-bbox="145 1288 325 1317">Rangimarie 1</p> <p data-bbox="145 1321 708 1406">Addressing time and curriculum constraints to encourage the use of ICT for teaching: A comparative case study in Singapore</p> <p data-bbox="145 1435 756 1491"><b>Wenli Chen, Cheryl Lee, Ashley Tan, Wenting Xie</b></p> <p data-bbox="145 1520 764 1957">This study examined the use of ICT for teaching undertaken by two primary school teachers at pre-examination period and at post-examination period. Their perceptions of using ICT for teaching and learning and their ICT experiences were also analysed. The results showed that both teachers improved in ICT integration from Adoption stage to Adaptation stage after examination (when the curriculum is more flexible and teachers had more time for lessons), with increased scope and sophistication in ICT use in classrooms. These observations confirmed that extrinsic barriers - time and curriculum constraints - are negatively impacting ICT integration of teachers.</p> <p data-bbox="145 1986 756 2016"><b>Keywords:</b> ICT integration, time constraint,</p>	<p data-bbox="785 1288 965 1317">Rangimarie 2</p> <p data-bbox="785 1321 1382 1377">Identifying key actors for technology adoption in higher education: A social network approach</p> <p data-bbox="785 1406 1390 1435"><b>Negin Mirriahi, Shane Dawson, Debra Hoven</b></p> <p data-bbox="785 1464 1455 2016">Higher education institutions are increasingly implementing strategies and practices aimed towards enhancing learning for the future by integrating educational technologies with classroom instruction. Despite the notable affordances these technologies bring to the learning context, there continues to be some resistance within the academy. Senior higher education administrators or leaders are frequently challenged with developing novel strategies to influence technology adoption. Prior studies relating to technology adoption and diffusion have emphasized the importance of collaboration, mentorship, and communities of practice in influencing the level of technology acceptance. Research in social networks has also shown that key actors within a network can assist with the dissemination of information. This case study investigated the relationship between the position of instructors within their departmental</p>



curriculum constraint, case study, Singapore schools	social network and their level of technology adoption to begin to identify strategic access points for facilitating technology adoption within higher education.  <b>Keywords:</b> technology adoption, social networks, higher education
<b>SESSION 5.5</b>	<b>SESSION 5.6</b>
Rangimarie 3	Angus 1
Thinking, researching and living in virtual professional development community of practice  <b>Diana Ayling, Hazel Owen, Edward Flagg</b>  This paper is a comparative case study of two virtual professional development (VPD) communities of practice established and maintained to support teachers in their learning and development. Each community was studied and evaluated by its facilitator. The purpose of those studies was to identify behaviours and capture shifts in educators' professional identity as they engaged in VPD. The researchers were interested in those practices that indicated embedding of practice, co-construction of knowledge, and development of skills and values. Many of the factors identified in the VPD initiatives explored the link to the wider conversations that are occurring around education in general in a time of change.  <b>Keywords:</b> virtual professional development, communities of practice	Student views on how role-playing in a virtual hospital is distinctively relevant to medical education  <b>Swee-Kin Loke, Phil Blyth, Judith Swan</b>  Virtual worlds have the potential to enact the experiential learning of professional practices in simulated environments. The Otago Virtual Hospital (OVH) is one such virtual world where medical students role-playing as junior doctors make diagnoses and manage realistic clinical cases. To integrate the use of virtual worlds into existing curriculum, their distinctive relevance needs to be determined. A case study was conducted to find out how role-playing in the OVH is distinctively relevant to medical education. Following a trial involving 11 medical students completing the same scenario, three areas of relevance were identified: "making the call"; self-organisation; and "going through the whole process". These areas can provide guidance to educators and staff developers who plan to recommend and sustain the use of virtual worlds in fields such as medical, legal, and management education.  <b>Keywords:</b> virtual worlds, technology integration, medical education
<b>SESSION 5.7</b>	
Angus 2	
MUVE-ing pre-service teachers into the future  <b>Frances Quinn, Helen Doyle, Terry Lyons, (Presented by Helen Doyle)</b>  This paper discusses our experiences of integrating a Multi-User Virtual Environment (MUVE) called <i>Quest Atlantis</i> into a pre-service secondary science education unit. The use of educational MUVEs as teaching tools is accelerating, so it is crucial that pre-service teachers develop some expertise with these and related technologies. We outline the processes we followed in embedding <i>Quest Atlantis</i> into the content and assessment of the unit, the results of this initiative and its implications for integrating MUVEs and other ICTs into teacher education programs. Challenges such as limited time and expertise, demands of a busy teaching program, and the need for continuous specialist support need to be overcome for sustainable integration of MUVEs and related technologies into pre-service teacher education. This is particularly important given the potential of pre-service teachers as change agents in schools, and the imperatives of the ICT-related National Professional Standards for Teachers and the Australian Curriculum.  <b>Keywords:</b> MUVE, Virtual World, Quest Atlantis, Pre-service teacher education, MMOG	



**SESSION 5 | 1610 - 1630**  
**TUESDAY 27 NOVEMBER 2012**

<b>SESSION 5.1</b>	<b>SESSION 5.2</b>
<p>Soundings Theatre</p> <p>Leading the evaluation of institutional online learning environments for quality enhancement in times of change</p> <p><b>Maree Gosper , I. Solomonides, D. Holt, S Palmer, J Munro, M Sankey, M Hicks, G Allan, R. Hollenbeck</b></p> <p>This paper reports on findings from a nationally funded project which aims to design and implement a quality management framework for online learning environments (OLEs). Evaluation is a key component of any quality management system and it is this aspect of the framework that is the focus of this paper. In developing the framework initial focus groups were conducted at the five participating institutions. These revealed that, although regarded as important, there did not appear to be a shared understanding of the nature and purpose of evaluation. A second series of focus groups revealed there were multiple perspectives arising from those with a vested interest in online learning. These perspectives will be outlined. Overall, how evaluation was undertaken was highly variable within and across the five institutions reflecting where they were at in relation to the development of their OLE.</p> <p><b>Keywords:</b> online learning environments, evaluation, quality enhancement</p>	<p>Icon</p> <p>Sustainable future for learning in a climate of change: Mobile apps, social media, and crisis informatics during emergencies and disasters</p> <p><b>Julie Willems</b></p> <p>Emergencies and disasters are different types of crisis events which can affect students and staff in their on-campus roles and off-campus activities. In such events, mobile technologies, mobile software applications (apps), and mobile social networks are becoming increasingly relied upon to communicate, to swiftly send and received information and images, to deliver learning moments, and to check the safety of colleagues and friends. This paper investigates the intersection of m-learning, mobile social media, mobile apps, and crisis informatics in times of emergencies and disasters, using the recent Gippsland earthquake in south-eastern Australia as an exemplar. It also discusses proactive preparation for educational resilience during emergencies and disasters.</p> <p><b>Keywords:</b> m-learning; mobile social media; mobile applications (apps); crisis informatics; crises; disasters; emergencies; earthquakes; educational resilience; power supply</p>
<b>SESSION 5.3</b>	<b>SESSION 5.4</b>
<p>Rangimarie 1</p> <p>e-Learning Lecturer Workload: working smarter or working harder?</p> <p><b>Stephen Bright</b></p> <p>Lecturers who move into the online learning environment often discover that the workload involved not only changes, but can be overwhelming as they cope with using digital technologies. Questions arise, given the dissatisfaction of lecturers with lowering morale and increasing workload, whether future expansion of this teaching component in tertiary institutions is sustainable. The challenge facing lecturers now, and in the future, is about learning workload management strategies which effectively manage the workload they encounter in the online learning environment. This paper describes a case study (which is a work-in-progress) examining the perceptions of online workload cf. face-to-face teaching of lecturers who are experienced in e-teaching. As well, it identifies strategies the lecturers have developed or adopted to manage this element of their workload.</p>	<p>Rangimarie 2</p> <p>An online community designed to support future makers in educational reform</p> <p><b>Tania Broadley ,(presented by Sue Ledger)</b></p> <p>Australian education is undergoing national reform at many levels. The school sector, where pre-service teachers will be employed, are adjusting to the demands of the National Curriculum and improving teacher quality through the National Professional Standards for Teachers. In addition, the university sector, where pre-service teachers are prepared, is undergoing its own education reform through the introduction of a demand-driven system and ensuring quality for tertiary education interns through the Higher Education Standards Framework. In moving to prepare pre-service teachers for the school system; universities are grappling with the double-barreled approach to teacher quality; quality within the university course and quality within the student teachers being prepared. Through a collaborative partnership including university lecturers, Department of Education central administration staff, school principals, school coordinators, practicum supervisors, mentor</p>

<p><b>Keywords:</b> lecturer workload, workload strategies, workload management, e-teaching, elearning</p>	<p>teachers and pre-service teachers; the stakeholders have formed an online community of learners engaging in reflective practice who are committed to improving teacher quality. This online community not only links the key stakeholders within the project, it facilitates the nexus between theory and practice often missing in our pre-service teacher placements. This paper reports preliminary data about an initiative to ensure final year pre-service teachers are aspiring to meet the graduate professional standards through the use of an innovative online community.</p> <p><b>Keywords:</b> online learning, national teacher professional standards, pre-service teachers</p>
<p><b>SESSION 5.5</b></p>	<p><b>SESSION 5.6</b></p>
<p>Rangimarie 3</p>	<p>Angus 1</p>
<p>The Design and Development of a suite of online professional development resources for academic staff: Framing the project</p> <p><b>Dave Snell, Jane Terrell</b></p> <p>Professional development for teaching staff at Massey University has been comprehensively remodelled in order to foster teachers as “future makers”, exponents of models of teaching and learning that are suitable for effective 21<sup>st</sup> century knowledge creation and distribution. Given that the remodelling programme has strong support at significant levels of the university’s leadership, it has a high chance of succeeding in its aims. This paper traces the initial stages of one project in the programme: the production of a suite of online resources featuring successful academic staff discussing aspects of their teaching. Loosely modelled on other online teaching development videos, the videos in the suite were envisaged to provide staff new to teaching, and those wishing to improve their teaching practices, with a readily accessible, practical explanation of how some of Massey University’s leading practitioners operate. To help staff understanding at a deeper level, the suite included a series of brief information guides (‘flyers’) aimed at helping staff understand the theoretical terms underpinning the video discussions. This is an initial report on an on-going project.</p> <p><b>Keywords:</b> Teaching staff, professional development, videos, flyers, Massey University</p>	<p>Virtual Worlds: Not the final frontier for games-based nursing education</p> <p><b>Kylie Turville, Grant Meredith, Dr Phil Smith</b></p> <p>Virtual worlds present frontiers of promise for the ever evolving venture of pedagogical development, trial and embracement. Of late there have been large pushes into these worlds in terms of health-based education for students and early practitioners. Virtual worlds seem to be the next logical jump into nursing education and can offer a range of simulation benefits. But these worlds do not appeal to all students, can be complex and expensive to develop and interact within. Other game-like avenues exist though and have not been explored thoroughly enough to date. Such genres like puzzles games, management style games and surprisingly first person shooters already have titles and game mechanics which have been somewhat adapted to nursing education but could easily be more thought out and developed to suit. This paper outlines the two major gaming audience types to be considered and then explores a range of options for nursing education beyond virtual worlds.</p> <p><b>Keywords:</b> nursing education, serious gaming, computer-based learning; virtual worlds.</p>
<p><b>SESSION 5.7</b></p>	
<p>Angus 2</p>	
<p>The affordances of web conferences in online pre-service mathematics education</p> <p><b>Brett Stephenson, Jillian Downing</b></p> <p>In their books ‘Teaching the digital generations: No more cookie cutters’ (2008) and ‘Windows on the Future’ (2001), Ted McCain and Ian Jukes discuss the change that is necessary in education to respond to technological change. Web conferences are emerging as an important pedagogical tool for pre-service teacher education. In this study pre-service mathematics teachers shared their views of the benefits and limitations that web conferences offer. The collection of data for analysis was from students experienced in web conferences and was obtained by, appropriately, a web conference where questions were</p>	

presented on the web conference whiteboard and responses and discussion were given using the text, talk, polling and whiteboard tools embedded in the web conference software. This paper will provide a synthesis of the findings and explore the implications for online pre-service teacher education programs.

**Keywords:** Web conference, online learning, student evaluation, pre-service teachers, teacher education.

## SYMPOSIUM 2 | 1630 - 1730

### TUESDAY 27 NOVEMBER 2012

#### SYMPOSIUM 2.1 (Concise Papers x 2)

Soundings Theatre

What's the Big Idea 2012? The Flipped Lecture

**Elizabeth Greener, Roger Cook, Christine Newman**

The Flipped lecture (or classroom) is an emerging description of a pedagogical model where the typical lecture activities and the work students traditionally do at home or out of class are reversed. For an overview - [http://www.youtube.com/watch?v=26pxh\\_qMppE&feature=youtu.be](http://www.youtube.com/watch?v=26pxh_qMppE&feature=youtu.be) Students view prerecorded lectures (or listen to podcasts) and complete interactive activities in advance of class. Then when in class they engage in collaborative activities, enquiry based learning or test their skills in applying knowledge. (Educause, 7 Things you should know about Flipped Classrooms 2011). The Flip models are as numerous as the variations on the name, and span the school sector and now increasingly the tertiary education sector. Requiring careful planning and considered use of educational technologies the approach can lead to greater engagement, student centred learning and increased understanding. However there are pitfalls; including student resistance and time and technology demands. With the rise of open educational resources the concept of lecture repositories is now commonplace, with sites such as <http://ed.ted.com/> including "Flips" and educational design for use in a variety of educational settings. The convergence of Open Education Resources (OER), lecture capture technologies and mobile learning place the Flip pedagogy at the forefront of approaches for new ways of learning. Through exploration of examples, case studies and participant experiences, this symposium will seek to explore the participants' views on the approach and relate this to the conference themes. Is the approach contributing to learning for the future and importantly, is it sustainable?

The panel members are engaged in a variety of roles; facilitating and evaluating innovation, supporting academics in adopting new approaches and developing strategies to foster change, academic capacity and sustainability. The focus will be on audience discussion, and the panel will act largely as facilitators.

Any conference attendees interested in contributing ideas and challenging their thinking and those tasked with creating, delivering and managing change in learning and teaching in new spaces and utilising new educational technologies.

This session aims to be interactive and audience led. Audience members will be able to engage in brainstorming and polling activities via their mobile devices; using GoSoapBox, (<http://www.els.qut.edu.au/innovation/emerging/gosoapbox/index.jsp>) a web-based student response system which blends the physical space with a virtual learning environment. The format will be lively, provocative and engaging. The flipped lecture concept will be introduced with a multimedia overview that will also capture student and academic opinions about its use in learning and teaching. It will also show examples of the approach in practice. The Chair will then seek those with flip experience from the audience to explain, in small groups, their practice. The panel will present assumptions and misconceptions as a provocation and the Chair will lead a plenary discussion and polling exercise to consider the audience perception of the question that the Flip concept will positively impact on learning for the future. This session ideally would be programmed toward the end of the day's sessions, when topics introduced in earlier sessions can be discussed under the banner of this forum. The chair and panel facilitators will strive to create a flipped experience by demonstrating an effective format and use of technology that engages the audience and stimulates thinking and discussion.

#### SYMPOSIUM 2.2

Icon

Meeting the Challenges of Sustainable Learning Support

**Wai-Leng Wong, Michael Griffith, Diana Simmons, Simon Smith, Paula Williams**

Universities and staff are under pressure to demonstrate improved performance and often with declining resourcing (Ellis & Goodyear, 2010). Currently the authors are involved in the design of a pilot "study" that will comprise students from two different faculties to use blogging technology as a way of enhancing their writing skills and their engagement with learning. Blogging was the technology of choice as there has been positive anecdotal feedback from students in a literature course. While the feedback has been positive, there have been a number of challenges with managing blogging and managing students' expectations in relation to timely feedback. This project will also explore the role of peers in

the community of bloggers, use of semi-automated quality feedback and informal support provided by academics and academic skills advisers. This cross-faculty model involves voluntary participation of students from a literature cohort and students from a health science cohort.

Michael - using blogging - literary/creative aspects; assessment

Diana - academic skills perspective; leverage blogging to improve students writing in particular academic writing

Simon - semi-automated quality feedback with blogs - design, etc

Paula - expertise in elearning and perspectives from a faculty that support large class sizes

Wai-Leng computer-supported collaborative learning to support and enhance learning using Web 2.0 tools and technologies

Staff in higher education institutions, colleges and schools looking at use of blogging as a strategy to engage students and improve students writing especially within context of large class sizes

Brief preso by each presenter and audience participation to share ideas of what strategies they are using and then Q&A.

## SYMPOSIUM 2.3

### Rangimarie 1

DeHub: Examples of some Projects and Models for Future Collaboration

**Victor Minichiello , Rosalind James , Peter Albion, Mark Brown, Bobby Harreveld , Mike Keppell**

DEHub was established in 2009 at the University of New England (UNE) and, with the support of an Australian Commonwealth grant, has initiated a number of projects in the field of distance education. It is an academic unit for promoting knowledge transfer about best practice in distance education and supporting national and global collaborations on evidence-based approaches to effectively and efficiently employing new technologies in distance education. CQUniversity (CQU), the University of Southern Queensland (USQ), Charles Sturt University (CSU) and Massey University partner with UNE's DEHub in selected research activities, forming a consortium of Australia and New Zealand's largest and leading distance education providers. The Commonwealth grant supporting a range of projects emerging out of UNE's DeHub is drawing to a close in December 2012.

This presentation will firstly provide an overview of UNE DEHub's networking initiatives and other sector activity, including research conducted or supported by DEHub over the past three years. An update on outcomes from some of the DEHub research projects externally funded by the Council on Australia Latin America Relations (COALAR), the International Council of Distance and Online Education (ICDE) and the Office of Learning and Teaching (OLT) will be highlighted.

Secondly, this presentation also gives an opportunity to disseminate the findings of some of the large DEHub-funded research projects undertaken by partner institutions:

- *In their own words: Experiences of first-time distance learners.* (Massey University & Charles Sturt University)

This Massey University-led project in collaboration with Charles Sturt University was set against the backdrop of significant challenges facing distance education. The research objective was to help enhance services and resources available for distance learners. It undertook an audit of current support services and investigated the experiences of first-time distance learners in their own words through weekly video diaries. The research reports a number of key takeaways and lessons for institutions as well as for distance learners in terms of student success and engagement.

- *Learning leadership in Higher Education – the big and small actions of many people* (Charles Sturt University & Massey University)

This Charles Sturt University-led project in collaboration with Massey University found that learning leadership was enabled by the large and small actions of many people working individually and collectively in relationship to change. In addition, innovation in the case studies were fostered through – delegated leadership, distributive leadership model, faculty scholarship model, networked learning model and diffusion of innovation model.

- *Interacting E-learners: Analysing learner-learner, learner-teacher and learner-content interactions in five online courses in two Australian distance education universities* (Central Queensland University & University of Southern Queensland)

This Central Queensland University-led project crafted and trialled a forward-looking research approach in its use of learning analytics and qualitative methods to harvest and interrogate learning interactions in LMS courses. Five case studies were constructed, and a model for learning interactions produced. It is clear that learning analytics promise data-driven decision-making for the macro-level institutionalised strategic management of human and physical resourcing in universities. Yet it is equally clear that qualitatively rich data collection and analysis contributes significantly to understanding curriculum design and pedagogical practices that stimulate human interaction within virtual environments, corresponds with heightened student engagement with course content. It is the focus on human interaction and less so on content that results in more rounded interactivity and engagement in the course itself.

Finally, the presentation will discuss some of the lessons learnt about how to better foster collaboration in distance education academic activities. These will be shared with the delegates for discussion, with an agenda for further research and capacity development for the field highlighted.

## **SYMPOSIUM 2.4**

### **Rangimarie 2**

Remote Laboratories: Sharing Resources and Sharing Expertise

#### **David Lowe**

This workshop is aimed at those who would like to gain an understanding of the role that can be played by remotely-accessed laboratories in supporting enhanced access to teaching laboratories - either within the higher-education sector or in supporting science education in K-12. No previous expertise is necessary, though an involvement in laboratory-based SET education and an interest in technological innovation is beneficial.

Laboratory experimentation is generally considered central to science- and engineering-based education. Logistical constraints can however place significant limitations on the ability to provide and maintain high-quality science laboratory experiences and equipment. One potential solution is the use of remotely accessible laboratories. These laboratories allow students and teachers to use high-speed networks, coupled with cameras, sensors and controllers, to carry out experiments on real physical laboratory apparatus that is located remotely from the student. Research has shown that when used appropriately this can bring a range of potential benefits, including the ability to share resources across multiple institutions, support access to facilities that would otherwise be inaccessible for cost or technical reasons, and provide augmentation of the experimental experience.

This workshop aims to provide participants with:

- An understanding of the challenges associated with supporting laboratory-based science and engineering education;
- The opportunities represented by the use of remote laboratories;
- The pedagogic, technical, and logistical challenges associated with developing, maintaining and sharing remote laboratory infrastructure;
- The opportunity to see a range of remote laboratory apparatus in operation;
- The opportunity to become involved in subsequent follow-up activities and remote laboratory trials

## **SYMPOSIUM 2.5 (Concise Papers x 2)**

### **Rangimarie 3**

Assisting Student Learning Through Professional Development: The Affect of Website Materials and Real World Science on Teacher Development

#### **Lisa van Raalte (Presented by Chris Campbell), Rachel Boulay**

To improve student learning and success in a science field while at university, it is important that students begin their studies with good basic science knowledge. Thus, it is important for high school science teachers to be teaching current scientific methods. To update their skills high school teachers need to participate in professional development programs to update their own knowledge of current science research and techniques used in labs. Towards this goal, the John A. Burns School of Medicine at

the University of Hawaii developed a professional development program for high school science teachers. In 2012, eight high school science teachers attended the program for eight week days over a two week period. This study is a report of the teachers' experiences within the program. Specifically, this paper reports on the results of the teachers' evaluation of the online materials and their perspectives of real world application of the learned material are investigated. The data set in this study includes all eight teachers' pre-survey responses and final survey data.

**Keywords:** professional development, online learning, blended learning, educational technology.

Implementing a learner response system in one university

**Chris Campbell**

Although students expect to be engaged in lectures, it has been acknowledged that this can be challenging at universities across the world. When students lack engagement, attendance at lectures can be affected and students can become disengaged from the course. For these reasons and more it was decided by academics who lecture at one Australian university to implement a learner response system (LRS) for their large first year Education cohort. This paper investigates the literature and focuses on this implementation as well as initial data obtained by a group of first year students.

**Keywords:** learning response system (LRS), clickers, higher education, teacher education

## **SYMPOSIUM 2.6 (Concise Papers x 2)**

Angus 1

Continuance theory and teacher education

**Noeline Wright**

Continuance theory is usually related to the regular use of technology in the business/industry area. It attempts to explain why people either continue to use specific technologies in their work, or not. Essentially, it links to the perceived value to individuals' ability to work effectively, however that is understood in their workplace. In the profession of education, particularly schools and teacher education, the perceived value of continued use is not about individuals and their work, but about individuals' work with groups of students and what happens to learning when these digital technologies are used. Continued use is contingent on their students' positive responses to these technologies supporting learning. I examine, in the light of continuance theory, what happens when student teachers in an initial secondary teacher education programme report on including digital technologies on practicum. This includes reporting on the effect students' responses have on their subsequent attitudes and practices regarding digital technologies in learning contexts.

**Keywords:** continuance theory, digital technologies, initial teacher education, learning

Implementation of the eLearning Lifecycle Model to Develop Reflection in Pre-Service Teachers

**Pauline Roberts, Dorit Maor**

This paper outlines the planned research into the use of an ePortfolio Environment to support the development of reflection in pre-service teachers. Reflection is a key skill for teachers to possess as they continue to learn into the future. It is a doctoral research project that involves the implementation of sections of the eLearning Lifecycle model (Phillips, Kennedy, & McNaught, 2011) within a PebblePad platform. The proposed environment will include examples, activities and interactions as part of an Enculturation Teaching Model (Tishman, Jay, & Perkins, 1993). The impetus for the activities will be the sections of the Framework for Teacher Reflection (Colton & Sparks-Langer, 1993). The implementation aims to develop a teaching environment that can be used in a variety of platforms to develop reflective abilities in pre-service teachers that will be used for continued professional development.

**Keywords:** ePortfolio, Reflection, eLearning Teaching Models, Pre-Service Teachers.

## **SYMPOSIUM 2.7**

Angus 2

Assessment, Physical Education and Mobile Learning

**Margot Bowes, Warren Patterson, Lawrence May**



Thirty years on from the introduction of assessed senior school physical education (SSPE) in New Zealand there appears to be a mismatch between what physical education claims to offer students with the reality for senior students and teachers around large assessment workloads, the hegemony of theory-based teaching practices and devaluing of practical teaching and learning in SSPE. This mismatch is especially poignant given the concurrent implementation of the New Zealand Curriculum (NZC) that sets challenges for teaching as inquiry and effective pedagogy. Self-directed and reflective learning that demonstrates complex, independent thinking of socio-cultural and bio-physical contexts is a desired outcome for students in Senior school Physical Education. This learning is enhanced by the curriculum objectives informing SSHPE. Hay (2006) argues that, in physical education, assessment for learning should be "based in movement and capture the cognitive and psychomotor processes involved in the competent performance of physical activities" (p. 316). This brings into question the appropriateness of predominantly written language-based theoretical work as valid forms of assessment for SSPE. NCEA and Scholarship Standards attempt to acknowledge the inter-relatedness of cognitive, physical and affective knowledge in physical education by requiring students to "apply bio-physical and socio-cultural knowledge gained through experiences in, through and about movement" (Ministry of Education, 2003, p. 1), but it could equally be argued that this form of assessment privileges written assessment over verbal and visual methods as valid forms of evidence for high stakes assessment.

This workshop will share a description of the issue of disengagement by physical educated students through the overuse of written assessment and briefly explore the theoretical underpinnings of this. The interactive workshop will explore and share innovative i-assessment, ideas using iPad applications, that we are exploring at the University of Auckland in Teacher Education, for repositioning physical education SSPE assessment as more relevant, more manageable and more engaging for physical education students and teachers. Both student and researcher perspectives will be shared with participants.

**SESSION 6 | 1015 - 1045**  
**WEDNESDAY 28 NOVEMBER 2012**

<b>SESSION 6.1</b>	<b>SESSION 6.2</b>
<p>Soundings Theatre</p> <p>Teaching Aboriginal Culture Online</p> <p><b>Cat Kutay , Deidre Howard-Wagner, Janet Mooney, (presented by Lynette Riley)</b></p> <p>This paper is an account of a research project being undertaken for an Australian Learning and Teaching Council grant to develop <i>Indigenous On-Line Cultural Teaching &amp; Sharing</i>. The project is built on an existing face-to-face interactive presentation based on the theme of Australian Aboriginal Kinship systems, which has been designed for teaching university and school students and their teachers and describes the process used to develop web services that aim to provide more interactive and exploratory learning environments.</p> <p>We are collecting knowledge of the Aboriginal culture in relation to a theme and presenting this in a teaching framework that can be continually updated with community stories. We are consulting with Aboriginal and non-Aboriginal students and community members who attended interactive presentations to gather ideas for transferring the model to online format and presenting it with stories relevant to the specific professional areas of our students, such as sociology, law, education and social work. We present here the teaching framework developed in this project for Aboriginal cultural teaching online.</p> <p><b>Keywords:</b> Aboriginal, Indigenous Culture Online, Teaching Framework, Action Research</p>	<p>Icon</p> <p>A design-based research approach implementing a palette of educational technologies to foster 21<sup>st</sup> century skills</p> <p><b>Janette Kruger</b></p> <p>This paper discusses how a design-based research approach will be used to design and implement a palette of learning technologies as part of a multi-mode approach in open distance learning. A conceptual-theoretical framework is proposed consisting of the interrelationship between pedagogy and technology and content, design principles, criteria for excellence and higher level outcomes. The intention is to outline guidelines for supporting teacher-students in an open distance learning environment, not only to master knowledge relating to a specific subject area, but also to acquire skills such as self-regulated learning, critical thinking and lifelong learning. Supplementing teacher-students' knowledge and skills will enable them to prepare their twenty-first-century learners for the increasingly interconnected global society they will work and live in.</p> <p><b>Keywords:</b> Design-based research, authentic learning, 21<sup>st</sup> century skills, open distance learning.</p>
<b>SESSION 6.3</b>	<b>SESSION 6.4</b>
<p>Rangimarie 1</p> <p>Mobilising authentic learning: Understanding the educational affordances of the iPad</p> <p><b>James Oldfield, Jan Herrington</b></p> <p>A strong body of evidence exists around the power of authentic learning as a pedagogical model to support learning for the future. In recent years, with the increased understanding and focus on authentic learning theory, the educator's toolkit has continued to grow. Mobile technologies have also undergone rapid change during this time, including the emergence of a new category of mobile tablets inspired by the iPad. For teaching and learning to succeed in the future, we cannot afford to ignore technological and pedagogical change. This paper outlines the motivation and plans behind a study to augment the theory of authentic learning and develop a</p>	<p>Rangimarie 2</p> <p>"Wherever, whenever" learning in Medicine: Evaluation of an interactive mobile case-based project</p> <p><b>Marianna Koulias</b></p> <p>The increased availability of smartphones <sup>2</sup> with Internet capabilities has led many educators to consider their potential for delivering mobile learning materials to students. In 2009 and 2010 three case-based scenarios were developed for mobile devices by staff at the University of Sydney and The Children's Hospital at Westmead. A trial of the pilot scenario was held with fourteen medical students in late 2009. The students were positive and made recommendations for improving the case scenarios. Their suggested changes were incorporated into phase two scenarios in 2010. Throughout 2011 evaluations were conducted with a total of 171</p>

<sup>2</sup> Smartphone: a high-end mobile phone that combines the functions of a personal digital assistant (PDA) and a mobile phone. Source: <http://en.wikipedia.org/wiki/Smartphone>

<p>set of mobile authentic learning principles. The study is informed by the theories of authentic learning, cognitive tools and mobile learning supported by the educational affordances of the iPad. Design-based research methodology will be employed to ensure the rigor of the study through two iterations of experimentation with a first year tertiary information systems for business course.</p> <p><b>Keywords:</b> mobile learning, authentic learning, cognitive tools, iPads</p>	<p>students and quantitative analysis of the data was performed. Results indicated that whilst students liked the mobile cases, they did not utilise them as mobile resources as anticipated. Some differences were also revealed between the digital immigrants' and digital natives' interactions with the case scenarios, as well as some variations between male and female students.</p> <p><b>Keywords:</b> mobile learning, case-based elearning scenarios</p>
<p><b>SESSION 6.5</b></p>	<p><b>SESSION 6.6</b></p>
<p>Rangimarie 3</p>	<p>Angus 1</p>
<p>Following the Sun: Sustainable conferencing in a climate of change</p> <p><b>Angela Murphy, Shirley Reushle</b></p> <p>This paper reports on a new initiative in online conferencing that has resulted from the collaboration between three tertiary institutions on three continents and across three time zones. The paper describes the role of the Follow the Sun Online Learning Festival in revitalising professional online learning and networking events in a similar manner to the way in which e-learning revitalised tertiary education. The paper also discusses the evaluation of online conferences and introduces the new learning methodology as an alternative method for evaluating online conferences. The methodology used to evaluate the Follow the Sun Learning Festival is discussed and some preliminary findings are shared. Initial results suggest that online learning events have the potential to engage and connect professional peers and facilitators across traditional geographical boundaries. The potential for the Follow the Sun conference to result in new learning is however still unresolved.</p> <p><b>Keywords:</b> online conferencing, collaboration, evaluation, new learning</p>	<p>Learning for the Future: Online student evaluation of generic and context-specific library skills tutorial</p> <p><b>Ruth Billany, Bernadette Royal, Isabelle Lys</b></p> <p>This paper reports on part of a larger project stimulated by two major challenges facing higher education in the twenty-first century; massification and the citizenisation of academics. This empirical study reports on the use of emergent technologies, in the acquisition of information, for two diverse cohort of students enrolled in two scientific subjects (n=48). A generic online library skills tutorial (LST) in one subject is compared to an embedded virtual, context-specific LST in another. Student attitudinal evaluation, both affective and cognitive, was measured by an 18-item online survey. Quantitative analysis reveals little difference between the groups except for individual items. However, the rich qualia show a ten-fold difference which adds to a body of knowledge. As consumers, the students have been valued and voiced their demands. Lecturers and librarians need to develop a creative and emergent, reciprocal non-linear mechanism to build on this trajectory and plan a future for learning.</p> <p><b>Keywords:</b> acquisition of information, library skills tutorial, online student evaluation</p>

**SESSION 7 | 1115 - 1140**  
**WEDNESDAY 28 NOVEMBER 2012**

<b>SESSION 7.1</b>	<b>SESSION 7.2</b>
<p data-bbox="148 286 400 315">Soundings Theatre</p> <p data-bbox="148 320 735 376">A 2010 Snapshot of Educational Technology use by CSU students</p> <p data-bbox="148 409 746 465"><b>Jacqueline Tinkler, Philip Uys, Barney Dalgarno, Lauren Carlson, Andrea Crampton</b></p> <p data-bbox="148 499 770 1014">Ensuring an excellent learning experience is critical for the modern Australasian university. This is particularly important for an institution like CSU, which has the majority of its students studying at a distance. This paper presents a snapshot of student usage and attitudes towards technologies for learning and teaching, drawing on an institution wide online questionnaire in 2010 completed by 3952 students. One of the most interesting findings from this study is that students' use of educational technologies may be driven primarily by the need for their studies to be flexible and manageable around work and family demands. Students appear to be 'digital followers' rather than early adopters but are nevertheless very regular users of technologies in their own lives, and appear very receptive to the frequent use of technologies in their studies.</p> <p data-bbox="148 1048 770 1126"><b>Keywords:</b> Technology adoption, eLearning, Educational Technology use, students, Charles Sturt University</p>	<p data-bbox="788 286 847 315">Icon</p> <p data-bbox="788 320 1358 376">A blended approach to Canadian First Nations education: The Sunchild e-learning community</p> <p data-bbox="788 409 1023 439"><b>Norman Vaughan</b></p> <p data-bbox="788 465 1452 869">The purpose of this research study was to investigate if and how a blended approach to Canadian First Nations education could be used to foster student engagement and success. The study examined the Sunchild E-Learning Community program through the lens of the <i>Seven Principles of Effective Teaching</i> (Chickering &amp; Gamson, 1999). Data was collected via an online survey, interviews, and site visits. The study participants indicated that the deliberate and intentional integration of mentors at local learning centers with online teachers, who provide synchronous tutorials through the use of a web-based learning management system and conferencing tool, was the key to academic success.</p> <p data-bbox="788 902 1452 958"><b>Keywords:</b> blended learning, First Nations education</p>
<b>SESSION 7.3</b>	<b>SESSION 7.4</b>
<p data-bbox="148 1173 328 1202">Rangimarie 2</p> <p data-bbox="148 1207 675 1285">Improving learners' self-efficacy in learner-controlled online learning environment: a correlational study</p> <p data-bbox="148 1319 751 1375"><b>Widchaporn Taipjutorus, Sally Hansen, Mark Brown</b></p> <p data-bbox="148 1408 770 2018">Online learning is gradually being adopted by higher institutes and becoming much more common in higher education worldwide, but some learners still find it challenging. Though they are familiar with computer and technology usage, they are still uncertain of their ability to perform well in online classes. A review of studies focused on how these learners gain more confidence and success shows a link between self-efficacy and learners' outcomes. Efficacious learners tend to adapt and cope well when faced with obstacles. Moreover, learners who were given control over their learning environment performed better, were more satisfied, and had higher self-efficacy than control groups. It is theorised that embedding learner control into online learning programmes might help inefficacious learners gain more self-efficacy but few studies have investigated this relationship in the real online class setting. Therefore, this study in progress is an attempt to fill in this</p>	<p data-bbox="788 1173 968 1202">Rangimarie 3</p> <p data-bbox="788 1207 1345 1263">Fitting learning into life: Language students' perspectives on benefits of using mobile apps</p> <p data-bbox="788 1296 979 1326"><b>Caroline Steel</b></p> <p data-bbox="788 1352 1452 1906">For university students, the availability, convenience and low cost of mobile applications (apps) present new opportunities to fit learning into their busy lives outside class. Studies of teacher-led mobile learning in universities abound while few studies explore students' own use of mobile apps and their perspectives on how these apps can benefit their learning. As we consider learning for the future, it is crucial to partner with students to build a picture of emergent technology practices beyond our classrooms and institutions. However, discipline-specific studies are required to gain an understanding of the ways apps are used to acquire specific disciplinary knowledge and skills. This paper reports on how 134 language learners used mobile apps to profit from their available learning time outside of class. It provides insights into student perspectives on the benefits of using mobile apps for foreign language learning.</p> <p data-bbox="788 1939 1452 1995"><b>Keywords:</b> mobile language learning, MALL, language learning, student perspectives, university</p>

research gap.  <b>Keywords:</b> Learner control, online learning, self-efficacy, online learner	
<b>SESSION 7.5</b>	<b>SESSION 7.6</b>
Angus 1	Angus 2
Authentic learning and Web 2.0 - Completing the equation  <b>Vickel Narayan, Chris Lovegrove</b>  While new technologies are explored as a way of creating authentic learning environments for the learner, for example, creating simulations and web-quest, there is little research on the potential use and application of Web 2.0 tools and technologies in enhancing the learning process in an authentic environment. The participatory nature of Web 2.0 tools, amplified by portable mobile technologies, empowers users by enabling the ability to create, co-create, collaborate and communicate, and has the potential to bridge the gap between authentic learning activities and the learner's interaction with the surroundings (context), self (cognitive and meta-cognitive) and peers. This paper outlines the findings of a one-year-long project where authentic learning formed the underlining platform for learning and teaching in a Boat Building course (Certificate in Applied Technology, Level 4) where Web 2.0 tools and learner owned mobile devices were integrated to enhance the learning process.  <b>Keywords:</b> Authentic learning, Web 2.0, social constructivism, student-centred, pedagogy 2.0, portable mobile devices	Ready for m-learning? Access to mobile devices by tertiary students studying Japanese  <b>Yasuhisa Watanabe</b>  This paper reports on the ownership and use of computer hardware, including smart phones and tablet computers, among the students learning second year level Japanese at a university in Australia. The survey of 160 students shows that these mobile devices are taken up rapidly by current students, and are gaining popularity as a method of accessing study-related materials. Owners of a tablet computer seem more likely to use it for their education purpose. Yet, the significant majority of students still seem to prefer using desktop computer at home to access the university's Learning Management System, indicating that students are selective about their use of technologies for different purposes. The foundation for implementing m-learning at tertiary level seems to be almost set from the hardware point of view, but the students' pattern of using the hardware must also be taken into account when developing m-learning contents.  <b>Keywords:</b> smart phone, tablet computer, ownership, use, survey, language learning
<b>WORKSHOP 1.1</b>	
Rangimarie 1	
<b>apple workshop</b>	
It's all about the content. Mobile Learning with iPad	
<b>Stephen Atherton</b>	
This session will give you background to trends in mobile learning.	
We'll look at examples of how the iPad has enhanced teaching, assessment, and content delivery in Tertiary Education across a number of international institutions and academic disciplines. An evidence based approach will examine student technology usage, and review the current educational technology research. A number of Apps will be demonstrated to give an up-to-date picture of the platform. Attendees will examine iTunes U as a delivery platform.	
We'll ask if technology addresses Sir William Osler's concern that "It is much simpler to buy books than to read them and easier to read them than to absorb their contents". We'll look at the various eBook standards and developments and build a multi-touch text for the iPad.	
Attendees are encouraged to bring their mobile devices to participate in this workshop.	

**SESSION 7 | 1145 - 1205**  
**WEDNESDAY 28 NOVEMBER 2012**

<b>SESSION 7.1</b>	<b>SESSION 7.2</b>
<p>Soundings Theatre</p> <p>Course Team Symposia: A useful launch pad for exploring course leadership?</p> <p><b>Carole Hunter, (presented by Brad Edlington)</b></p> <p>Course Team Symposia are a funding opportunity provided by Charles Sturt University's Flexible Learning Institute to help course leaders engage their teams in blended and flexible learning design. Initial findings from this preliminary study suggest that course leaders and their educational designers have used the symposium process to 'try out' leadership practices on the job by clarifying and developing a shared vision of blended and flexible learning, supporting collaborative planning, helping their teams reflect on their own practice and forming strategies to improve that practice. In doing so, they are building a repertoire of leadership strategies to use with their teams in the future. Further research involving more symposium recipients will shed additional light on how leadership is being supported through this initiative, and any implications for student outcomes.</p> <p><b>Keywords:</b> leadership, course, blended learning, course design</p>	<p>Icon</p> <p>Mobile learning, exploring the possibilities for rangatahi</p> <p><b>Travis Timoko</b></p> <p>This paper presents the findings of a small exploratory study that evaluated the effectiveness of mobile learning to supplement the face-to-face teaching and learning of a whakairo (Māori carving) three-day course for secondary school age Māori. The study found that in relation to participant learning, the use of mlearning to supplement the learning experience appeared to improve the knowledge transfer or ability to recall key elements relevant to the course for the experimental group. This study forms the basis for further research in the area of mlearning for secondary school age students within tikanga Māori learning environments. It is anticipated that the research will contribute to a tikanga-based framework, shaping the future of learning in Aotearoa.</p> <p><b>Keywords:</b> Māori, mobile learning, teaching and learning, secondary schools.</p>
<b>SESSION 7.3</b>	<b>SESSION 7.4</b>
<p>Rangimarie 2</p> <p>Responding to diversification: Preparing naïve learners for university study using Time Budgets</p> <p><b>Diana Quinn, Bruce Wedding</b></p> <p>Government reforms have resulted in an increasing number of pathways and options for a broader cohort of students to undertake university-level study. These diverse learners need support to develop successful study orchestrations, balancing available time for learning with competing interests, such as family, leisure and employment. The Time Budget is a useful tool for naïve students to perceive course workload, understand expectations and balance their commitments. The Time Budget, in a single page, captures what students need to do, and when, to be successful in their studies. Time Budgets have proved to be a sustainable good practice initiative for undergraduate students – a tool that has made the transition from supporting face-to-face learners, to blended and fully-online learners; and from being a feature of individual courses, to whole programs and multi-university</p>	<p>Rangimarie 3</p> <p>Finding a Voice: Learning pronunciation in a second language using a dedicated speech technology</p> <p><b>Thomas Kerr</b></p> <p>This paper reports on a recent experiment that used Wimba Voice Board (WVB), an online asynchronous recording and playback utility, for teaching basic pronunciation rules to a group of novice learners of Spanish. The experimental design used a pre/post-test format with an intervention where participants in the experimental group were given access to a built-for-purpose Blackboard online unit and encouraged to engage with the learning materials in self-directed study (Victori and Lockhart, 1995; Lee, 1997). Participants were also able to voluntarily upload their own attempts at pronunciation to a WVB module accessed by all group members, listen to attempts uploaded by peers, and provide optional feedback. Control group members were taught the same content in a traditional teacher-led classroom setting. Two focus groups were conducted with members of the experimental group. Analysis of the collected data showed that WVB was able to produce</p>

collaborations.  <b>Keywords:</b> study approaches, expectations, workload, online, learner diversity, university.	results that were equivalent to those achieved by members of the control group.  <b>Keywords:</b> second language learning, speech technologies, Wimba Voice Board
<b>SESSION 7.5</b>	<b>SESSION 7.6</b>
Anugs 1	Angus 2
Treading carefully in the Stalk Space: Social Media and Risk  <b>Carolyn Woodley, Scott Beattie</b>  Universities are enthused by the capacity of social media to engage students, encourage creativity, support collaboration and connect students, teaching staff and industry globally. Without dismissing the very real capacity for social media to contribute to a connected, informed, critical digital citizenry, it is timely to consider some of the risks that social media in a university setting brings. It is a commonplace assumption that, not only are all students 'on' Facebook, but that universities must also engage with students there. This paper does not consider whether to use social media or not for teaching; rather, this paper introduces some legal and ethical themes about the use of external social media for the formal teaching of enrolled students.  <b>Keywords:</b> social media; university; risk.	Using Online Environments to Provoke Student Enquiry  <b>Fiona Nicolson, Mitch Parsell</b>  This paper is intended for researchers and practitioners interested in using online environments to provoke student enquiry in any discipline in higher education. Using a Community of Enquiry model that tackles the pedagogical weaknesses in constructivism, we explain why online environments are so effective in engaging students actively in a learning process that meets the requirements of an academic context. From this perspective, we are able to offer concrete advice on how to design an online environment that will provoke student-enquiry. We explain why a social presence is important in the establishment of a Community of Enquiry and we also align particular web technologies to the various stages in the enquiry process and the students' achievement of a unit's learning outcomes. The reader will develop a better understanding of community of enquiry in higher education, and how to use web technologies to provoke enquiry in an online environment.  <b>Keywords:</b> online Community of Enquiry, higher education, constructivism
<b>WORKSHOP 1.1 (continues)</b>	
Rangimarie 1	
<b>apple workshop</b>  It's all about the content. Mobile Learning with iPad  <b>Stephen Atherton</b>  This session will give you background to trends in mobile learning.  We'll look at examples of how the iPad has enhanced teaching, assessment, and content delivery in Tertiary Education across a number of international institutions and academic disciplines. An evidence based approach will examine student technology usage, and review the current educational technology research. A number of Apps will be demonstrated to give an up-to-date picture of the platform. Attendees will examine iTunes U as a delivery platform.  We'll ask if technology addresses Sir William Osler's concern that "It is much simpler to buy books than to read them and easier to read them than to absorb their contents". We'll look at the various eBook standards and developments and build a multi-touch text for the iPad.  Attendees are encouraged to bring their mobile devices to participate in this workshop.	



**SESSION 7 | 1205 - 1225**  
**WEDNESDAY 28 NOVEMBER 2012**

<b>SESSION 7.1</b>	<b>SESSION 7.2</b>
<p>Soundings Theatre</p> <p>*A Brave New World: introducing the planets online</p> <p><b>Natalie Spence, Dean Groom, Orsola DeMarco</b></p> <p>There are numerous challenges facing a class at university: limited access to tutorial rooms, fewer tutors and low student attendance in traditional lectures. A further challenge in science is the need to facilitate the learning—and develop the science literacy—of non-science majors, who in the case of this paper elect to study astronomy as part of their academic program. On moving a class online, the challenge includes finding, and becoming confident in using, effective methods and tools. This paper traces a process of review and collaboration between an educational development team and faculty academics to reconfigure an introductory astronomy unit. Part of the approach is to engage students using concept mapping to underpin enquiry-driven pedagogy using the university's learning management system.</p> <p><b>Keywords:</b> concept maps, peer instruction, educational design, astronomy, science education.</p>	<p>Icon</p> <p>Bridging the digital divide: bringing e-literacy skills to incarcerated students</p> <p><b>Helen Farley, Angela Murphy, Tasman Bedford</b></p> <p>Incarcerated students face a number of additional challenges to those faced by most other students studying at a distance. Lack of internet access is especially problematic for those studying in a sector that is increasingly characterised by online course offerings. This paper reports on a trial project that will attempt to address the digital challenges that hinder access to higher education by incarcerated students, and to provide them with inclusive learning experiences. The trial utilises Stand-Alone Moodle (SAM) and eBook readers with a small sample of incarcerated students participating in the Tertiary Preparation Program (TPP) at the University of Southern Queensland (USQ). This project potentially addresses the digital divide experienced by incarcerated students as compared to the general student population. It is anticipated that students will participate in learning experiences more closely related to those experienced by students who study in online environments, that and they will acquire relevant e-literacy and e-research skills.</p> <p><b>Keywords:</b> digital inclusion; distance learning; higher education; prisons; Moodle; eReaders</p>
<b>SESSION 7.3</b>	<b>SESSION 7.4</b>
<p>Rangimarie 2</p> <p>Online learning preferences: revealing assumptions and working with difference</p> <p><b>Sue Tickner, Tony Hunt</b></p> <p>This paper describes a trial of an online survey that was intended to reveal the online learning preferences of students and staff at a Faculty of Education, and our conclusions to date about the usefulness of the tool and the results it revealed. As part of a wider work in progress, the trial arose from our desire to better understand the learning needs of students from diverse cultures and how best to support online and blended students and teachers in increasingly global communities of learning. Our conclusions to date do not enable us to validate the cultural dimensions of learning on which the survey was based, but they do lead us to believe there is value in using the instrument to reveal and explore difference in online learning preferences.</p> <p><b>Keywords:</b> Online learning preferences; cultural dimensions</p>	<p>Rangimarie 3</p> <p>Implications of the non-traditional student becoming the traditional</p> <p><b>Lorraine Fleckhammer, Helene Richardson</b></p> <p>The challenge that the new digital technologies brings to education today is in the shift to online education. Online education, as delivered through Open Universities Australia, is open access, and affords entry into Higher Education for many non-traditional students who are much more diverse in terms of academic skills than traditional-entry students. The aim of this study was to improve academic writing skills, specifically in the correct use of APA formatting for psychology research reports. A 'low-stakes' assessment task worth 5% replaced optional referencing, formatting and report writing exercises. The results found no improvement in student reports (i.e., no increase in assignment grades) in the intervention year compared to three other years where the tasks were optional.</p> <p><b>Keywords:</b> non-traditional student, online education, psychology, open-access</p>

SESSION 7.5	SESSION 7.6
Angus 1	Angus 2
<p>The Sapphire Vortex: Blending virtual world machinima with real world commentary for effective learning of criminal law</p> <p><b>Des Butler (presented by Anne Matthew)</b></p> <p>Traditional approaches to teaching criminal law in Australian law schools include lectures that focus on the transmission of abstracted and decontextualised knowledge, with content often prioritised at the expense of depth. This paper discusses <i>The Sapphire Vortex</i>, a blended learning environment that combines a suite of on-line modules using <i>Second Life</i> machinima to depict a narrative involving a series of criminal offences and the ensuing courtroom proceedings, expert commentary by practising lawyers and class discussions.</p> <p><b>Keywords:</b> blended learning, machinima, Second Life, criminal law, expert commentary</p>	<p>How to get your work published in AJET: Meet the new editorial team</p> <p><b>AJET Editors</b></p> <p>This session provides an opportunity to meet the new editors of the <i>Australasian Journal of Educational Technology</i> (AJET) and to discuss general expectations of publishing an article in ascilite's highly regarded research and professional journal. Delegates will be able to hear the Editors' intentions for AJET and should come away with have a better appreciation of what is required to successfully submit and eventually publish their work in the journal. This opportunity is likely to be of particular value to new and emerging researchers and those delegates who are only just starting to disseminate their work through professional publications.</p>
<b>WORKSHOP 1.1 (continues)</b>	
Angus 2	
<p><b>apple workshop</b></p> <p>It's all about the content. Mobile Learning with iPad</p> <p><b>Stephen Atherton</b></p> <p>This session will give you background to trends in mobile learning.</p> <p>We'll look at examples of how the iPad has enhanced teaching, assessment, and content delivery in Tertiary Education across a number of international institutions and academic disciplines. An evidence based approach will examine student technology usage, and review the current educational technology research. A number of Apps will be demonstrated to give an up-to-date picture of the platform. Attendees will examine iTunes U as a delivery platform.</p> <p>We'll ask if technology addresses Sir William Osler's concern that "It is much simpler to buy books than to read them and easier to read them than to absorb their contents". We'll look at the various eBook standards and developments and build a multi-touch text for the iPad.</p> <p>Attendees are encouraged to bring their mobile devices to participate in this workshop.</p>	

**SESSION 7 | 1225 - 1245**  
**WEDNESDAY 28 NOVEMBER 2012**

<b>SESSION 7.1</b>	<b>SESSION 7.2</b>
<p>Soundings Theatre</p> <p>Online learning in ACS Education: Using online learning tools in professional education</p> <p><b>Asheley Jones, Charlynn Miller</b></p> <p>Following the theme of "Learning for the Future", this paper investigates the use of a number of online tools that enhance learning within the Professional Year Program offered by ACSEducation. Supported by the literature on the use of these tools for learning and assessment, the use of online tools has provided engaging and relevant learning for students undertaking ACS programs. This paper explains the choice of tools and how they are applied to ensure the best outcome for the learners. Current research being undertaken to investigate the perceptions of students toward the use of these tools is discussed. Future research into the improvement in the use and efficacy of the tools into the future, and the methods planned for this research is also detailed along with relevant supporting literature.</p> <p><b>Keywords:</b> ACS, Moodle, Mahara, e-Portfolio, online learning, online assessment, professional education.</p>	<p>Icon</p> <p>Designing to close the gap</p> <p><b>Alison Reedy</b></p> <p>This paper reports on the initial phase of the development of a large scale online design and implementation project, known as the ACIKE Online Unit Development Project, for the Australian Centre of Indigenous Knowledges and Education (ACIKE). The project is underpinned by a design-based research framework and encompasses the design, development and staged delivery of 81 units across seven higher education undergraduate and post-graduate courses. The rationale underpinning the project is to promote Indigenous learners' participation and success in higher education, with a particular focus on the online environment, whilst providing opportunities for all students to develop the skills and knowledge to work cross-culturally in a learning environment focused on building Indigenous cultural competence.</p> <p><b>Keywords:</b> design-based research, educational design, Indigenous, higher education, templates.</p>
<b>SESSION 7.3</b>	<b>SESSION 7.4</b>
<p>Rangimarie 2</p> <p>*Living the new normal: Reflections on the experiences of first-time distance learners</p> <p><b>Mark Brown, Mike Keppell, Helen Hughes, Tash Hard, Sandi Shillington &amp; Liz Smith</b></p> <p>Significant challenges face traditional distance education. The conventional 'pack and post' model of distance education is under serious threat along with the performance of distance education providers as governments and funding bodies increasingly scrutinize retention, progression and completion rates. The objective of the current study was to contribute to the enhancement of services and resources available for first-time distance learners in the future. The study was framed around Design-based Research involving a mixed method approach over three phases. The third phase was the major component of the study, which involved gathering the lived experiences of 20 first-time distance learners, in their own words, using weekly video diaries for data collection. The research proposed seven key takeaways, alongside seven guiding principles aimed at distance education providers wanting to enhance the success of distance learners in the future.</p> <p><b>Keywords:</b> Distance learners, retention, student</p>	<p>Rangimarie 3</p> <p>Applying a Reverse Induction Process for Improved Definition of Higher Education Technology-supported Research Projects</p> <p><b>Joanne Doyle, Helen Farley,</b></p> <p>Scoping out the detail of a Higher Education research project can be a time-consuming and frustrating experience. The excitement of a research project is frequently stifled by the tedious process of mapping out project activities, estimating required resources and developing project schedules. Reverse induction provides a fresh approach to defining technology-supported research projects. In much the same way as new product development must be guided by an understanding of customer needs, reverse induction focuses on research outcomes before formulating research aims. Using a systematic process of backward reasoning, researchers can define a project concept in a structured and efficient manner. There is significant potential for reverse induction to deliver time and cost savings in a complex and challenging Higher Education environment.</p> <p><b>Keywords:</b> project management, technology, learning</p>

success, digital learning, video diaries	
<b>SESSION 7.5</b>	<b>SESSION 7.6 (continues)</b>
Angus 1	Angus 2
<p>Understanding novice programmers: their perceptions and motivations</p> <p><b>Philip Smith, Kylie Turville, Grant Meredith, Kathleen Keogh</b></p> <p>This paper presents the initial findings of an ongoing research program eliciting a basic understanding of students undertaking a first year programming course at the University of Ballarat, with a particular focus on their motivations and aspirations. This paper also provides a brief history of the course within its institutional setting including the different strategies that have been implemented over the last decade, an overview of the overarching study that is currently being undertaken, a discussion of some of the initial results, as well as a short discussion further research that is currently being undertaken. Results from the initial study indicate that students are positive coming into our courses but can become disillusioned as the course progresses. The research path forward will also be presented along with the discussion of these initial findings.</p> <p><b>Keywords:</b> Novice programming, motivation, perceptions</p>	<p>How to get your work published in AJET: Meet the new editorial team</p> <p><b>AJET Editors</b></p> <p>This session provides an opportunity to meet the new editors of the <i>Australasian Journal of Educational Technology</i> (AJET) and to discuss general expectations of publishing an article in ascilite's highly regarded research and professional journal. Delegates will be able to hear the Editors' intentions for AJET and should come away with have a better appreciation of what is required to successfully submit and eventually publish their work in the journal. This opportunity is likely to be of particular value to new and emerging researchers and those delegates who are only just starting to disseminate their work through professional publications.</p>
<b>WORKSHOP 1.1 (continues)</b>	
Rangimarie 1	
<p><b>apple workshop</b></p> <p>It's all about the content. Mobile Learning with iPad</p> <p><b>Stephen Atherton</b></p> <p>This session will give you background to trends in mobile learning.</p> <p>We'll look at examples of how the iPad has enhanced teaching, assessment, and content delivery in Tertiary Education across a number of international institutions and academic disciplines. An evidence based approach will examine student technology usage, and review the current educational technology research. A number of Apps will be demonstrated to give an up-to-date picture of the platform. Attendees will examine iTunes U as a delivery platform.</p> <p>We'll ask if technology addresses Sir William Osler's concern that "It is much simpler to buy books than to read them and easier to read them than to absorb their contents". We'll look at the various eBook standards and developments and build a multi-touch text for the iPad.</p> <p>Attendees are encouraged to bring their mobile devices to participate in this workshop.</p>	

POSTER 1	POSTER 2	POSTER 3	POSTER 4
<p><b>Bridging Digital Divides in the Learning Process: Challenges of Integrating ICTs in Learning.</b></p> <p><b>Janak Adhikari and David Parsons</b> Massey University</p> <p>This study is investigating the phenomenon of digital divides, in the context of integrating one-to-one ICTs into the learning process. For this purpose, we are studying a 'bring your own device' (BYOD) initiative by a New Zealand School. This poster discusses the background and agenda of the study, as well as some of the initial findings from an analysis of the baseline data.</p> <p><b>Keywords:</b> ICT integration, digital divide, learning outcomes</p>	<p><b>Follow me! Increasing participation in online conferences</b></p> <p><b>Amy Antonio</b> Australian Digital Futures Institute University of Southern Queensland</p> <p>There have been mixed reviews about the use of Twitter for increasing interaction during online conferences. Social media platforms such as Twitter have the potential to satisfy a perceived need for networking and communication opportunities that are commensurate with the face-to-face environment but generally lacking in the online world. However, a reluctance to adopt new and emerging technologies, or perhaps a lack of understanding about how to use Twitter for a more interactive conference experience, has inhibited its success. This paper reports on the use of Twitter in the Follow the Sun Online Learning Festival and provides an overview of the challenges involved in encouraging and sustaining participation in a virtual environment.</p> <p><b>Keywords:</b> Twitter, social media, online conferencing</p>	<p><b>Using a Learning Management System organisation as a resource site for blended learning</b></p> <p><b>Liz Askew</b> Centre for Support and Advancement of Learning and Teaching (C-SALT) University of the Sunshine Coast</p> <p>The majority of universities in Australia provide learning and teaching resources to staff via their corporate website, or through their own intranet system. This is not possible at the University of the Sunshine Coast and so an alternative had to be provided. Rather than place many files in a central area, it was decided to utilise the organisation facility of the Blackboard Learning Management System (LMS). This poster outlines the goals and processes of designing the site as well the future plans for its implementation.</p> <p><b>Keywords:</b> Blended learning, learning management system, professional development</p>	<p><b>ASK for student teachers: An online support site for ECE student teachers to develop their academic literacy</b></p> <p><b>Mark Bassett</b> Academic Skills support team New Zealand Tertiary College</p> <p>ASk101 is an online academic literacy development site for early childhood teacher education students at New Zealand Tertiary College, a specialist early childhood teacher education provider. The site provides equitable access to information and support staff for all students, the vast majority of whom are online distance learners. The Poster demonstrates the personalised and interactive features of this site, which meets the challenge of sustainable online support for an ever increasingly diverse student population.</p> <p><b>Keywords:</b> Academic Literacy. Early Childhood Teacher Education. Online Learning. Interactive. In-person Support.</p>

POSTER 5	POSTER 6	POSTER 7	POSTER 8
<p><b>Eportfolios in the Sciences: The Role of Reflection as students build professional skills and career readiness</b></p> <p><b>Kathryn Coleman</b> Deakin University <b>Julian Cox</b> <b>Mita Das</b> <b>Adele Flood</b> <b>Patsie Polly</b> <b>Thuan Thai</b> <b>Jia Lin Yang</b> University of New South Wales</p> <p>This poster presents a series of UNSW LTU seed funding grants that explored a program-wide approach to using ePortfolios as a reflective learning process together with the need for life-long and life-wide learning alongside career goal setting. ePortfolios were selected as the learning technology for these studies as they provide a cohesive and reflective space to enable a student to reflect upon and understand different ways of operating and possible new directions for their learning. In higher education more recently, there has been a growing imperative to have a portable record of work undertaken across a number of areas of endeavor in a student's academic life for assurance of learning. A Mahara ePortfolio serves several important functions with this in mind; it allows for integration of reflective elements, in the Journal, with career-oriented elements, including the articulation of academic and personal skills, plans and the Resume; it records past and current practice for</p>	<p><b>If we build it, will they come? Developing an online assessment resource for educators at UNSW.</b></p> <p><b>Kathryn Coleman</b> <b>Adele Flood</b> University of New South Wales</p> <p>Through the Assessment AS Learning Toolkit, on the new Teaching Gateway at University of New South Wales (UNSW) educators and academics have the opportunity to find ideas, guidelines, and practical strategies on the holistic processes of designing online assessment as learning. This toolkit has been devised to collect and share resources and includes practical strategies for selecting technologies that suit the learning objectives and outcomes of courses and programs to support more effective and efficient assessment. The premise throughout this Toolkit is that assessment should focus primarily on learning and the achievement of intended learning outcomes. This poster seeks to showcase the range of online assessment practices being used at UNSW to enhance student learning.</p> <p><b>Keywords:</b> Technologies for assessment; professional development; blended learning; online assessment.</p>	<p><b>Researching around the world: Developing an International Reference Group for ePortfolios in Higher Education</b></p> <p><b>Kathryn Coleman</b> Deakin University <b>Judy Williamson Batson</b> <b>Trent Batson</b> AAEEBL <b>Nan Travers</b> State University of New York</p> <p>This poster presents the newly developed International Reference Group (IRG) for eportfolios in Higher Education as part of the work by The Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) 2012 Research Committee. The purpose of the poster is to highlight this initiative, to share the AAEEBL mission, and to recruit interested individuals to join the IRG. AAEEBL is the international professional association for the eportfolio community with the mission to develop learners and to transform institutions with eportfolios. AAEEBL seeks to accomplish this by serving the global eportfolio community as a non-profit, service organization that offers membership benefits to institutional members and opportunities to corporates to share practices, research and industry developments supporting eportfolio implementation.</p> <p><b>Keywords:</b> eportfolio; International Research Group; research; higher education; AAEEBL</p>	<p><b>Rejuvenation Island: Enriching the Learning Journey through Immersion in Virtual Restorative Environments</b></p> <p><b>Helen Farley Janice K. Jones Angela Murphy</b> University of Southern Queensland</p> <p>Immersive natural environments provide a means of restoration for adults and may present benefits for pre-service teachers who are unfamiliar with the natural world. The use of restorative virtual environments could be extended to schools in urban areas in particular, allowing pupils and their teachers to undertake field trips, and to relax in a calming and restorative context. This paper reports on a project that investigates the potential restorative benefits of immersion in simulated natural environments in virtual worlds. A cohort of pre-service teachers were taken into the simulated environment and reported that the island produced strong positive feelings in respondents, akin to being in a natural environment. However, it was also clear that a lack of familiarity with virtual environments diminishes the beneficial impacts of this immersion.</p> <p><b>Keywords:</b> restorative environments, virtual worlds, teacher</p>

<p>reflecting upon practice to effect change, and acts as a change agent by enabling long-term on-going evaluation of student performance and associated learning outcomes.</p> <p><b>Keywords:</b> ePortfolios; Mahara; reflection; reflective practice; medical science; advanced science; higher education; careers.</p>			<p>education, biophilia, effects of nature, restorative therapy, stress management, Second Life</p>
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POSTER 9	POSTER 10	POSTER 11	POSTER 12
<p><b>An Informal Community of Practice: The Case of the DEHub Virtual Worlds Working Group</b></p> <p><b>Helen Farley</b>  <b>Lindy Orwin</b>  <b>Janice K. Jones</b>  University of Southern Queensland</p> <p><b>Sue Gregory</b>  University of New England</p> <p><b>Scott Grant</b>  Monash University</p> <p><b>Des Butler</b>  Queensland University of Technology</p> <p><b>Lisa Jacka</b>  Southern Cross University</p> <p>The DEHub Virtual Worlds Working Group has an informal membership of nearly 200 members with an interest in education and virtual worlds within the Australian and New Zealand context. Members come from a variety of academic disciplines and may be teaching or research academics, Research Higher Degree candidates, project managers, virtual world builders and developers. The group acts as an informal Community of Practice, facilitating learning and the transfer of skills through social contact, opportunities to collaborate on projects and publications, and through the sharing of knowledge and experience. This poster provides a snapshot of the activity of this highly active group.</p> <p><b>Keywords:</b></p>	<p><b>Using e-readers to increase access to course content for students without Internet access</b></p> <p><b>Angela Murphy</b>  <b>Neil Martin</b>  <b>Helen Farley</b>  University of Southern Queensland</p> <p>There have been mixed reviews about the potential of e-readers to enhance higher education. At first glance, e-readers appear to have significant potential to provide students with access to course content and learning materials. There are a number of considerations and obstacles to be addressed, however, before these devices are ready for widespread adoption. This paper reports on a pilot study using e-readers to provide students without internet access, with access to electronic course content. Course readings were converted into ePub format and were made available to a cohort of 16 incarcerated students via e-readers. This paper provides an overview of the steps undertaken as well the challenges and obstacles encountered in converting the readings to ePub format.</p> <p><b>Keywords:</b> e-readers, diversity and inclusion, ePub, incarcerated students, digital divide</p>	<p><b>Feeling the Feed: Migrating from Threaded Discussions to Social Media</b></p> <p><b>K. Martin 'Marty' Fletcher</b>  <b>Michelle Barker</b>  Griffith University</p> <p>This poster describes the ongoing challenges of using now 'traditional' threaded discussion boards, and details events leading to a simultaneous design experiment conducting an instructional activity in the traditional threaded discussion and a social media platform. It further describes a trial abandoning the legacy threaded discussion application completely in favor of the social media platform.</p> <p><b>Keywords:</b> social media, social presence, threaded discussions, online learning &amp; teaching</p>	<p><b>Developing medical students' information skills through online self-paced learning</b></p> <p><b>Sarah K.J. Gallagher</b>  University of Otago</p> <p>StudySmart is an online course designed for second year medical students at the University of Otago. This course was designed to replace a two hour library and information skills lab, and comprises a series of topics, tasks and quizzes. The course was built within the existing learning management system (LMS), Moodle. The content was made up of resources developed in-house as well as appropriate OERs from external sources. The online course was run as a pilot in 2012 and has involved three stages of evaluation: evaluative questions in the topic quizzes; post course reflective evaluation; and a focus group session. This poster presents the findings from the implementation and evaluation of this self-directed online course. The online course was designed to support the development of information skills in order to assist students with a significant summative assessment. The majority of students who completed the course reported a gain in knowledge and understanding about the topics covered, and reported that aspects of the course enhanced their ability</p>

community of practice, social learning, informal learning			to complete their assessment.  <b>Keywords:</b> medical education, medical students, information literacy, online learning, e-learning, library skills, LMS, OER
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POSTER 13	POSTER 14	POSTER 15	POSTER 16
<p><b>Fostering teamwork for health care professionals in the online learning environment</b></p> <p><b>Joanne Joyce-McCoach</b> University of Wollongong</p> <p>The inclusion of group assignments as part of teaching and learning in the education of health professionals is an expectation of registration bodies and health care stakeholders. Effective teamwork skills are seen as essential for productive working relationships in multidisciplinary teams and contributing to better health outcomes for staff and health care consumers. The translation of traditional approaches to teaching health care professionals to the online learning environment requires course coordinators to re-examine the relevance, design and assessment of group work. This presentation showcases the development of online group assessments that applies these education principles to the development of an assessment initiative in a multidiscipline health curriculum. It is anticipated that this translation of group work in higher education to the online learning experience will enhance the learning outcomes and experience for health care professionals and better meet the needs and expectations of students and key stakeholders.</p>	<p><b>Evaluation of lecture captures in mathematics and statistics for internal, hybrid and distance modes.</b></p> <p><b>Dr Michael Kemp, Kerrie Cullis, Sharon Nielsen, Dr Robert Wood</b> Charles Sturt University</p> <p>For several mathematics and statistics subjects we included a variety of video-based resources including lecture captures. We surveyed students and found they appreciated and felt they learnt from the videos. Additionally, we recorded usage data and found a positive relationship between number of lecture captures downloaded and exam performance.</p> <p><b>Keywords:</b> lecture capture, mathematical education, video-based resources, usage data</p>	<p><b>Patterns of Instruction: Using Screencasts in the Teaching of Textile Design</b></p> <p><b>Angela Fraser Peter Maclaren</b> AUT University</p> <p>Rapid developments in technology over the last decade have enabled new processes for the printing of textiles. This has brought accompanying changes in textile design processes, and new challenges to the teaching of textile print design. Processes that traditionally involved hands-on physical interaction (e.g. screen-printing) have been transformed to become computer-mediated processes. Enabling students to acquire necessary software skills has proved a challenge in a time-constrained teaching environment.</p> <p>This poster illustrates the iterative development of screencasts that have allowed students to work independently on the acquisition of these software skills. Having students work at their own pace, with the ability to revisit material as required, has resulted in more advanced outputs than were obtained using a more traditional teacher-led approach.</p> <p><b>Keywords:</b> textile design, screencasts, self-paced learning</p>	<p><b>Benchmarking Open Educational Practices in Higher Education</b></p> <p><b>Angela Murphy</b> University of Southern Queensland</p> <p>Open Educational Resources are widely discussed in higher education circles and open education practices are being upheld as the second generation of OERs that have the potential to make education freely available to all students. The OERu is a collaborative initiative between 12 institutions globally that is intending to offer courses free of charge to students using only OERs and open practices. This poster presents preliminary results from a research study conducted with 110 representatives of higher education institutions around the world, of which 12 were official; members of the OERu. The study was aimed at identifying the extent to which higher education institutions are currently implementing open policies and practices as well as explore the challenges faced by institutions when considering implementing open initiatives. Results from the study indicate that although higher education institutions are aware of and interested in open education resources and initiatives such as the OERu, there are a number of challenges</p>

<b>Keywords:</b> online learning, group assessment, multidisciplinary teams			that need to be overcome before these initiatives are sustainable and more widely adopted.  <b>Keywords:</b> Open Educational Resources, OERs, Open Educational Practices, Open Educational Resource University (Oeru)
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POSTER 17	POSTER 18	POSTER 19	POSTER 20
<p><b>Development of a framework for evaluating the impact and sustainability of mobile learning initiatives in higher education</b></p> <p><b>Angela Murphy Helen Farley</b> University of Southern Queensland</p> <p>The field of mobile learning is becoming more capable of supporting high quality learning experiences and students are increasingly demanding greater mobility and flexibility. As a result, Higher Education Institutions are increasingly considering the implementation of institutional m-learning strategies. We present the aims and approach of a three year project to be conducted by the Australian Digital Futures Institute to develop an m-learning evaluation framework (MLEF) that will aid the selection and justification of m-learning initiatives. The framework will be encapsulated in an easy to use online evaluation toolkit which will consist of: a standardised evaluation framework, resources and guidelines; an m-learning maturity model; a database of m-learning exemplars; and an interactive mobile user model. The project is a collaborative initiative between USQ, ANU and UniSA and is supported through the Australian Government's Collaborative Research Networks (CRN) program. Participatory monitoring and evaluation (PM&amp;E) methods will be used to</p>	<p><b>From shed to head: A conceptual toolkit for social sciences</b></p> <p><b>Nigel Parsons Scott Symonds</b> Massey University</p> <p>The conceptual toolkit is a heuristic device for teaching and learning key concepts and is grounded in Cognitive Load Theory (CLT). It focuses attention by stripping away extraneous material, encouraging a focus on the germane. This project brings the toolkit into virtual existence as a digitally animated interactive resource in the form of an extended metaphor. Key disciplinary concepts are represented as a 'tools' that can gain traction on data like a spanner on a bolt. Tools are acquired by learners and organized in a 'tool shed' ready for use. The tool shed allows students to organize concepts into memorable clusters; tools are organized on shelves akin to cognitive schemata in long-term memory. Subsequently learners may select tools appropriate to a specific 'job' and, extending the metaphor, these are placed into a traditional steel cantilever toolbox ready for use. Exercises then scaffold application and analysis, facilitating higher level thinking; tools are 'picked up' by working memory for application to tasks such as case study or comparison. Reflection on the suitability of tools selected allows for deeper synthesis and understanding.</p> <p><b>Keywords:</b> Conceptual toolkit,</p>	<p><b>Building an Institutional Reporting Framework for Consensus Moderation Practices</b></p> <p><b>Nicola D. Shapland Duncan D. Nulty</b> Griffith University (Presented by Jason Lodge)</p> <p>This poster presents the initial findings from a two year Griffith University research project. The project entitled "<i>Developing consensus moderation practices to support comprehensive Quality Assurance of Assessment Standards</i>" is funded through a strategic Griffith Grant for Learning and Teaching, with ethical approval granted under reference number GIH/08/11/HREC. The poster describes the development of, and reports on the initial results from, applying a five level model of consensus moderation to assessment. Each level in the model describes a key stage in the assessment process, and a range of consensus moderation practices that would support quality assurance of assessment at that level. The reporting framework is imbedded in the University's online Course Profile system and requires academics to report on their consensus moderation activities. Initial results confirmed this to be a meaningful reporting framework to gather and evaluate consensus moderation activities in use throughout the University.</p> <p><b>Keywords:</b> consensus moderation, reporting</p>	<p><b>5 innovative ways to use virtual classrooms in Higher Education</b></p> <p><b>David Spann</b> Curtin University</p> <p>With constant pressure for higher education institutions to increase (or at least retain) student enrolments across the sector, many institutions are opting to keep up with demand by offering alternate methods of education provision and facilitation. By providing tools and resources such as Blackboard Collaborate and Blackboard Mobile Learn, staff are able to engage and communicate with their students; anywhere and anytime. Encouraging staff to move away from the traditional lecture-theatre and tutorial based model and to instead embrace the opportunities provided by a virtual classroom is not always easy; however some staff have been re-invigorated by this teaching method and are trialing new and innovative ways to teach their students virtually</p>

<p>develop outputs and deliverables.</p> <p><b>Keywords:</b> Mobile learning, m-learning, mobile learning, evaluation frameworks, sustainability</p>	<p>cognitive load, cognitive schemata, long-term memory, working memory</p>	<p>framework, quality assurance of assessment</p>	
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POSTER 21	POSTER 22	POSTER 23	POSTER 24
<p><b>Review It: a learner-led course evaluation</b></p> <p><b>Ralph Springett Murray Kirk</b> Massey University</p> <p>Review It is a learner-led course evaluation tool providing advice from students to students who are finalising paper/offering choices as they progress through their study. Review It encourages reflection of the student's learning experience, and asks what advice that student would give other students. Survey results are moderated and made public online. By directing students to consider how they engaged with the learning material and delivery of an offering, Review It provides prospective students insightful advice from a student perspective. Students may also choose commend a lecturer or offering. The Review It question line also captures student perceptions of weekly workload, how close the offering matched their expectations, and whether there were unforeseen additional costs in study materials and resources. The benefits of the survey extend both to students and the institution; students have access to first-hand course testimonials, while the institution benefits from the first hand reports of students' satisfaction or dissatisfaction with their courses.</p> <p><b>Keywords:</b> course review, learner-led, Review It, course advice, student reflection</p>	<p><b>Engaging students in writing: online blogs versus conventional paper – insights and considerations</b></p> <p><b>Shanthi Suraj NAIR Lee Yong TAY</b> Beacon Primary School</p> <p>This research paper explores the difference between conventional composition writing and writing of composition on online blogs by 224, 6 classes of Grade 5 students in an elementary-level future school in Singapore. Students in this study are savvy information communication technology (ICT) users who have been exposed to one-to-one computing since Grade 1. A total of 4 written assignments were given to the students – two conventional paper and pencil and two online blogs written assignments. No significant difference was found in students' scores on the four written assignments and their penmanship. The submission rate for the conventional paper and pencil composition written assignments was 93.75% as compared to 75% for the online blogs entries. Although interviews with teachers seem to suggest that the ICT mode could facilitate the learning of higher-order type of learning, the significantly lower submission rate for the online blogs is of concern and interest.</p> <p><b>Keywords:</b> English writing, blogs, one-to-one computing</p>	<p><b>Flex and inflexibility: The impact of real-time collaborative technologies in highly customisable video-linked teaching spaces.</b></p> <p><b>Scott Symonds Maggie Hartnett Mark Brown</b> Massey University</p> <p>This paper introduces a major investment in 'state of the art' video-linked teaching (VLT) facilities aimed at supporting collaborative teaching and learning across and beyond the campuses of Massey University. It reports how the design and development of the VLT spaces have resulted in unexpected challenges that are occasionally counter to the flexible teaching philosophy that has informed the design of the rooms. Some initial feedback is shared from the early experiences of staff and students, indicating several lessons for other institutions wishing to exploit the potential of VLT and related new 'hybrid' learning spaces. Overall the poster offers a glimpse into an engaging, tactile learning environment which goes beyond traditional video conferencing and highlights some of the pedagogical implications that have arisen through the project pilot phase.</p> <p><b>Keywords:</b> Video linked teaching, video conferencing, synchronous, flexible, learning spaces</p>	<p><b>An exploration in the inclusive teaching practices within a New Zealand university – Part One: Inclusive Assessments</b></p> <p><b>Ina Te Wiata Feona Sayles</b> Massey University</p> <p>This demonstration is intended to relate some of the initial findings of research into the issues surrounding students with a disability when undertaking assessments. Keywords: students, assessment, alternative, inclusive, disability, technologies</p> <p>The motivation to engage in this research partially arose due to the experiences of the one the researchers during early 2012 when a student with a disability requested if some of the learning materials could be made available in an alternative format that would be suited to his particular disability. The researcher had not previously thought in terms of how her learning environment catered for students with a disability. Discussion about both researchers practices, and reviews of relevant literature paved the way towards an understanding of the need to think 'inclusive' when designing a teaching programme. To enhance knowledge as to effective inclusive teaching practices, with the object of incorporating these practices in the researcher's university (Massey University or 'MU'), the researchers propose to explore</p>



			current university policies, teaching practices/attitudes, and the experiences of learners with a disability. This research will begin by looking at assessments then later expand to incorporate other areas of teaching and learning and is a progression from prior research conducted by the researchers (Sayles, F.J. & Te Wiata, I., 2011), as a main focus will be on the use of technology to enhance inclusive learning.
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POSTER 25	POSTER 26	POSTER 27	POSTER 28
<p><b>A model for the effects of online social networks on learning</b></p> <p><b>Lalitha Jonnavithula</b> Open Polytechnic</p> <p><b>Alexei Tretiakov</b> Massey University</p> <p>Online social networks enabled by social networking software, such as Facebook or Google Plus, provide opportunities for e-learning and affect the behaviour of learners that participate in them. Based on social network theory, social learning theory, and theory of planned behaviour, we propose a model explaining the effects of online social networks on learning success.</p> <p><b>Keywords:</b> learning success, online social networks</p>	<p><b>A matrix for sustainable online community development</b></p> <p><b>Susan Tull</b> University of Canterbury</p> <p>In supporting the development of an online community of practice, the uniqueness of a community and its situation need to be recognised in both its design and growth.</p> <p>The matrix outlined in this paper and poster draws from both guidelines and frameworks in the literature, and the study of one developing online community of practice. The perspective it provides will be of particular value to those seeking to grow and sustain an online community of practice, for a relatively small community of educators.</p> <p>Online community, Matrix, Framework, Design, Community of practice, Adult education</p>	<p><b>Mobile In Global Out – International Collaboration in Wireless Moviemaking</b></p> <p><b>Daniel Wagner</b> Unitec</p> <p>This is a case study of a global video project involving forty students from three countries, collaboratively engaged in trans-national movie making with their mobile phones.</p> <p>In March, 2012, students at a New Zealand film school were lent wireless devices to construct mobisodes for a course specially designed for this experiment.</p> <p>Collaborative engagement occurred with students who were enrolled in similar courses in France and in England. Employing Web 2 platforms to collaborate across both space and time, these international teams (each containing members from all three countries), created works exploring environmental sustainability.</p> <p>This paper explores the course, its history, processes and outcomes, before proceeding to theorise the implications of these events on teaching practices, mobile-device use and international collaboration as a social tool in and of itself.</p> <p>Also explored are the challenges to mounting a project of this nature (alignment of learning outcomes, curricula and schedules across institutions; the technical/logistical considerations involved), exploring both the solutions to these</p>	<p><b>Preparing to Teach Architecture Online: The Hurdle of the Design Studio</b></p> <p><b>Helen Walpole</b> <b>Julie Brunner</b> <b>Kathy Lawson</b> Curtin University</p> <p>"Technology is transforming the practice of architecture and design from the conceptual stages right down to the actual construction" (Bender 2005).</p> <p>Recent technological developments in educational delivery have the ability to transform and redefine teaching in the discipline of architecture. To be able to offer a complete Architecture course online, the unique requirements of the practical design studio must be addressed and supported in the online environment. This poster sets out to illustrate what these features are and the process by which an Australian university has maintained the pedagogical requirements of the learning space.</p> <p><b>Keywords:</b> architecture, virtual design studio, design studio pedagogy</p>

		<p>challenges and the processes and transformations the students experienced.</p> <p><b>Keywords:</b> international collaboration mobile moviemaking mobisode environmental sustainability</p>	
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<p><b>POSTER 29</b></p> <p><b>Consulting the 'oracle': Using a Delphi process to facilitate change to a blended learning model for rural mental health professionals' recruitment</b></p> <p><b>Julie Willems, Keith Sutton, Darryl Maybery,</b> Monash University</p> <p>What happens when time, staffing pressures and a reduced funding base begin to impact on considerations for the future deployment of a successful university-based program promoting professional career options in rural mental health for completing students? This paper outlines the initial steps of shifting the Gippsland Mental Health Vacation School (GMHVS) from a successful week-long face-to-face program to a blended, collaborative and interactive model, distributed across space and time. Further, this blended learning approach encompassing social media opens the possibility to enable greater student numbers to participate in future GMHVS programs.</p> <p>Keywords: mental health professions; rural recruitment; students; service providers; social media; blended learning</p>			
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## ascilite2012 NOTES

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