

Sunday 6 December 2009: Workshops

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

8.00 to 17.00	Registration desk opens					
Location	Seminar room 207	260-026 Lab 10	Seminar room 215	Seminar room 221	Seminar room 205	260-005 Caseroom 2
9.00 to 12.00 (Morning tea 10.30)	<p>Workshop 1 Full day</p> <p>Groups, teams and communities: Design patterns and principles for technology-mediated collaborative learning</p> <p>Kashmira Dave, Peter Goodyear & Yael Kali</p>	<p>Workshop 2 Full day</p> <p>Towards Moodle 2.0</p> <p>Stuart Mealor</p>	<p>Workshop 3 Half day</p> <p>Exploring mobile space: Pedagogical affordances of wireless mobile devices</p> <p>Thomas Cochrane, James Clay & Roger Bateman</p>	<p>Workshop 4 Half day</p> <p>How can e-portfolios support 21st century learning?</p> <p>Lisa Gray</p>	<p>Workshop 7 Half day</p> <p>Publishing in AJET and in peer reviewed journals related to educational technology</p> <p>Catherine McLoughlin</p>	<p>Workshop 8 Half day</p> <p>Collaborative learning technologies</p> <p>John Hamer, Paul Denny & Helen Purchase</p>
12.00 to 1.00	Lunch for full day registrants only					

Location	Seminar room 207	260-026 Lab 10	260-036 Lab 12	Seminar room 219	260-028 Lab 11	Seminar room 317	260-057 Caseroom 1
1.00 to 4.00 (Afternoon tea at 2.30)	Workshop 1 Full day continued	Workshop 2 Full day continued	Workshop 9 Half day The pedagogy and practice of PebblePad: A workshop of conversation and exploration Shane Sutherland	Workshop 10 Half day Learning space design: Let's be creative! Jacquie Kelly	Workshop 11 Half day Learning design Sue Bennett, Shirley Agostinho & Grainne Conole	Workshop 12 Half day Facilitating immersion in virtual worlds: Issues and considerations Helen Farley	Workshop 14 Half day Retrofitting university learning spaces: From teaching spaces to learning spaces Geoff Mitchell, Barbara White & Romana Pospisil
19.00 to 21.00	Conference welcome reception and prizes presentation Fale Pasifika						

Monday 7 December 2009

8.00	Registration. Sponsors and exhibitors (Foyer)
9.00 – 9.45	Plenary session (Lecture theatre 260-098) MIHI: Maori welcome to delegates Opening address: Hon Maryan Street MP Welcome: Vice Chancellor of the University of Auckland
9.45 – 10.30	Keynote address: Dr Scott Diener
10.30 – 10.55	Morning tea, sponsor exhibits and Monday poster display (Foyer)
10.55 – 11.35	Plenary session (Lecture theatre 260-098) Invited speaker: Mark Nichols President's address: Professor Mike Keppell

Venue	Lecture theatre OGGB5	260-057 Caseroom 1	260-005 Caseroom 2	260-055 Caseroom 3	260-009 Caseroom 4	Lecture theatre OGGB4
Monday 11.40 – 12.40	<p>Catherine McLoughlin & Mark J.W. Lee Personalised learning spaces and self regulated learning</p> <p>Samuel Ekundayo & John Ekundayo Capacity constraints in developing countries: A need for more e-learning space?</p> <p>Mary Jane Mahony, A. Applebee, S. Sheely, B. Johnson, A. Blair & P. Williams Quality management and the web-enhanced learning space</p> <p>Shannon Kennedy-Clark, Michael Jacobson & Peter Reimann Productive failure in inquiry learning in a multi-user virtual environment</p>	<p>Irja Leppisaari, Leena Vainio & Jan Herrington Virtual benchmarking as professional development:</p> <p>Tom Bowring & Lynnae Rankine Increasing flexibility for staff development: Modelling good practice at the University of Western Sydney</p> <p>Robyn Philip & Helen Wozniak Peer review of teaching practice and resources: Exploring new spaces to embrace cultural change</p> <p>Gayani Samarawickrema, Robyn Benson & Charlotte Brack Different spaces: Staff development for Web 2.0</p>	<p>Helen Farley & Caroline Steel Tactile precision, natural movement and haptic feedback in 3D virtual spaces</p> <p>Matthew Campbell Using 3D-virtual worlds to teach decision-making</p> <p>George Hatsidimitris & Joe Wolfe Intuition, evidence-based guidelines and user-feedback in multimedia teaching: The <i>Physclips</i> project</p> <p>Luke Rogers Simulating clinical experience: Exploring <i>Second Life</i> as a learning tool for nurse education</p>	<p>John Pettit The cachet of constraint: Learners, ownership and power</p> <p>Ruth Smith Facilitating holistic growth in a blended program</p> <p>Lucy Warman & John O'Donoghue Developing a responsive system to enable students to develop realistic expectations of higher education</p> <p>Philippa Gerbic, Lyn Lewis & Mark Northover Student perspectives of eportfolios: A longitudinal study of growth and development</p>	<p>Phil Blyth & Prerna Sehgal Use of the Bonedoc DHS simulator by fifth year medical students: A pilot study</p> <p>Sarah Rennie, P. Blyth, J. Swan, J. Rudland, K. Hall, S. Baxter, M.Tweed, et al. Developing surgical decision making skills through dynamic branching short cases</p> <p>Joy Rudland, J. Swan, P. Blyth, M.Winikoff, J. McDonald, SK Loke, et al. Basic Science Alive: Linking science knowledge to clinical practice</p> <p>Rosanne Quinnell, D. Brynn Hibbert & Andrew Milsted <i>eScience</i>: Evaluating electronic laboratory notebooks in chemistry research</p>	<p><i>60 minute Symposium</i></p> <p>Sebastian Fiedler, Robert Fitzgerald, George Siemens, Leigh Blackall, Jan Philipp Schmidt, Barbara Kieslinger, Terje Våljataga, Cyprien Lomas & Frederik G. Pferdt Cascading change: The role of social software and social media in educational intervention and transformation</p>
12.40 – 1.50	<p>Lunch, sponsor exhibits and Monday poster display (Foyer) ascilite Annual General Meeting: Lecture theatre OGGB4 level 0</p>					

Venue	Lecture theatre OGGB5	260-057 Caseroom 1	260-005 Caseroom 2	260-055 Caseroom 3	260-009 Caseroom 4	Lecture theatre OGGB4
Monday 1.50 – 3.20	Iain Doherty & Pauline Cooper Educating educators in the purposeful use of Web 2.0 tools for teaching Lynette Zeeng, Diane Robbie, Keith Markham Adams & Clive Hutchison Where's my class? Using Web 2.0 for collaboration in a design environment Matt Bower, John Hedberg & Andreas Kuswara Conceptualising Web 2.0 enabled learning designs Ruth Weeks & Richard Seymour [Concise] Innovation and entrepreneurship education: Embracing Web 2.0 across a postgraduate program	Lina Markauskaite & Peter Goodyear Designing for complex ICT-based learning Lou Siragusa & Kathryn Dixon Theory of planned behaviour: Higher education students' attitudes towards ICT-based learning interactions Colin Beer, David Jones & Ken Clark The indicators project identifying effective learning: Adoption, activity, grades and external factors Nicola Westberry [Concise] Moving between workplace and online learning spaces: An activity theory perspective	Sue Gregory & Belinda Tynan Introducing Jass Easterman: My <i>Second Life</i> learning space Julie Willems Different spaces but same places: Possibilities, pitfalls and persistent practices in <i>Second Life</i> Michael Henderson, Hui Huang Scott Grant & Lyn Henderson Language acquisition in <i>Second Life</i> : Improving self-efficacy beliefs Merle Lemon & Oriel Kelly [Concise] Laying <i>Second Life</i> foundations: Second chance learners get first life skills	Gordon Joyes Effective practice with e-portfolios: How can the UK experience inform practice Christian Voigt A question of purpose: Community embedded ePortfolios Hazel Owen ePortfolios and unfamiliar spaces: Exploring the unknown, together Alison Halstead & Anne Wheeler [Concise] Enhancing reflective professional practice through the use of an ePortfolio: A UK case study	Shirley Agostinho, Sue Bennett, Lori Lockyer, Lisa Kosta, Jennifer Jones & Barry Harper An examination of learning design descriptions in an existing learning design repository Tom Browne & Matthew Newcombe Open educational resources: A new creative space Yannis Dimitriadis, Patrick McAndrew, Gráinne Conole & E. Makriyannis New design approaches to repurposing open educational resources for collaborative learning using mediating artifacts Patricia Treagus [Concise] New beginnings: A report on the ALTC Exchange vers 2	<i>90 min Interactive session</i> Jo McKenzie, Lina Pelliccione & Nicola Parker What makes blended learning effective? An interactive session of peer review
3 full x 25 minute presentations and 1 concise x 15 minute presentation per room						
3.20 – 3.45	Afternoon tea, sponsor exhibits and Monday poster display (Foyer)					

Venue	Lecture theatre OGGB5	260-057 Caserom 1	260-005 Caserom 2	260-055 Caserom 3	260-009 Caserom 4	Lecture theatre OGGB4
Monday 3.45 – 5.15	<p>Leanne Cameron Using generic learning designs to promote good teaching and learning practice</p> <p>Ian Robertson Teachers as active agents in recontextualising pedagogic spaces in vocational education and training</p> <p>Pippa Craig, Helen Wozniak, Sarah Hyde & Daniel Burn Student use of web based lecture technologies in blended learning: Do these reflect study patterns?</p> <p>Alexandra Knight & Fiona Bush [Concise] The development of an integrated learning environment</p>	<p>Allan Ellis, Amanda Hassett & Steve Rowe Designing an educational sim environment: Critical success factors</p> <p>Swee Kin Loke, Stephen Duffull, Jenny McDonald, June Tordoff, P. Vlugter, & M. Winikoff <i>SimPharm</i>: Authentic immersion and reading the world as a pharmacist</p> <p>Greg Cranitch & Michael Rees Virtualisation: a case study in database administration laboratory work</p> <p>Diane Phillips, Maxine Duke, Cate Nagle, Susie Macfarlane, G. McNolty, Peter Lane, I. Fox & D. Patterson [Concise] Students' expectations of the Virtual Maternity Clinic</p>	<p>Arafeh Karimi & Helena S. Y. Song Where is the wiki in Wiki?</p> <p>Susan Young & Leitha Delves Expanding to fit the (blog)space: Enhancing Social Work education through online technologies</p> <p>Paul Gruba, Cameron Clark, Kellyn Ng & Marisa Wells Blending technologies in ESL courses: A reflexive enquiry</p> <p>Antonie Alm [Concise] Blogs as protected spaces for language learners</p>	<p>Carmel McNaught, Paul Lam & Annisa Ho The digital divide between university students and teachers in Hong Kong</p> <p>Mark McMahon Using the DODDEL model to teach serious game design to novice designers</p> <p>Mark A. Schier & David Shields An online tool for managing student assignment selection</p> <p>Michael de Raadt & Stijn Dekeyser [Concise] A simple time-management tool for students' online learning activities</p>	<p>Julia Gross & Eva Dobozy Adding value to first year student learning with embedded library pod/vodcasts</p> <p>Laurel Evelyn Dyson, Andrew Litchfield, Ryszard Raban & Jonathan Tyler Interactive classroom mLearning and the experiential transactions between students and lecturer</p> <p>Judith Guevarra Enriquez Tug-o-where: Practising mobilities of learning (t)here</p> <p>Kathryn MacCallum & Lynn Jeffrey [Concise] Identifying discriminating variables that determine mobile learning adoption by educators: An initial study</p>	<p><i>90 minute Symposium</i></p> <p>Clare Atkins Should there be life after SLENZ?: How best to provide for education in MUVes for NZ learners</p>
3 full x 25 minute presentations and 1 concise x 15 minute presentation per room	Special interest group meetings (Seminar room 205 Owen G. Glenn Building)					
5.15 – 6.00						

Tuesday 8 December 2009

8.00	Registration (Foyer)
9.00 – 9.15	Plenary session (Lecture theatre 260-098) Premier sponsor: Blackboard presentation
9.15 – 10.40	Keynote address: Professor Grainne Conole Invited Speaker: Peter Mellow
10.40 – 11.10	Morning tea, sponsor exhibits and Tuesday poster display (Foyer)

Venue	Lecture theatre OGGB5	260-057 Caserom 1	260-005 Caserom 2	260-055 Caserom 3	260-009 Caserom 4	260-028 OGGB Lab 11
Tuesday 11.10 – 12.40 3 full x 25 minute presentations and 1 concise x 15 minute presentation per room	Paul Lam, Mary Au Yeung, Eva Cheung & Carmel McNaught Using the development of eLearning material as challenging and authentic learning experiences Kathie Goldsworthy & Lynnae Rankine Identifying the characteristics of e-learning environments used to support large units Asmidah Alwi & Elspeth McKay Investigating online museum exhibits and personal cognitive learning preferences E. Marcia Johnson, Bronwen Cowie, Willem de Lange & Craig Hight [Concise] Leveling the playing field: Exploiting technology to enhance tertiary learning	Denise Wood Experiential learning through 'real world' placements undertaken in 3D 'virtual world' spaces Santha Fernandez Virtual Spaces: Delineating the private and public spaces in online discussions Russell Fewster & Denise Wood Performance pedagogy through research in 'real' and 'virtual' spaces Annegret Goold & Naomi Augar [Concise] Using virtual meeting spaces for work integrated learning	Tse-Kian Neo, Mai Neo & Joyce WJ Kwok Engaging students in a multimedia cooperative-learning environment: A Malaysian experience Arianne Jennifer Rourke & Kathryn Coleman An emancipating space: Reflective and collaborative blogging Peter Reaburn, Nona Muldoon & Cheryl Bookallil Blended spaces, work based learning and constructive alignment: Impacts on student engagement Helena S.Y. Song & Yuen May Chan [Concise] Exploring online spaces to support multi-ethnic Asian undergraduates' critical thinking	John Clayton E-learning in industry: Case studies from New Zealand Friederika Kaider, Kathy Henschke, Joan Richardson & Mary Paulette Kelly Designing blended spaces to maximise student learning in work integrated learning programs Keith Tyler-Smith Networked learning: Implementing a fully flexible, multi-institution network of elearning provision Ken Clark & Colin Beer [Concise] Bachelor of Professional Communication learning network: Creating an online community for lifelong learning	Norshuhada Shiratuddin & Syamsul Bahrin Zaibon Local content game: The preferred choice for mobile learning space Thomas Cochrane & Roger Bateman Smartphones give you wings: Pedagogical affordances of mobile Web 2.0 Joan Richardson & John Lenarcic The blended discourse of SMS communication in a mobile student administration system Krassie Petrova & Chun Li [Concise] Evaluating mobile learning artifacts	<i>90 min Interactive session</i> Claire Donald & Adam Blake Reviewing learning designs with HEART, a learning design support strategy

12.40 – 1.30 Lunch, sponsor exhibits and Tuesday poster display (Foyer)						
Campus representatives meeting (Seminar room 205 Owen G. Glenn Building)						
Venue	Lecture theatre OGGB5	260-057 Caseroom 1	260-005 Caseroom 2	260-055 Caseroom 3	260-009 Caseroom 4	Lecture theatre OGGB4
Tuesday 1.30 – 3.00	<i>45 minute Invited presentation</i> Rick Bennett & Nataly Martini Online creative outreach: International online learning communities assisting global regions in need	<i>45 min Symposium</i> Duncan O'Hara, Mark Brown, Ingrid Day, Mark Downey, Margaret Hill, Wanda Jackson, Andrew Jamieson, Jennie McKelvie, John Milne, Scott Symonds, Gordon Suddaby The quality challenge: Quick fix solutions or enduring cultural changes?	<i>45 minute Symposium</i> John Barnett, Josephine Csete & Cathy Gunn Aiming for the right place: eLearning strategy past, present and future	<i>90 minute Interactive session</i> Stuart Mealor Integrating Web 2.0 technologies into Moodle courses	<i>90 minute Symposium</i> Peter Goodyear, Vic Lally, Yael Kali, Maddy Sclater & Sue Tickner Complex spaces for learning: Theory and practice in design, co-design and re-design	<i>90 minute Interactive session</i> Michelle Honey, Scott Diener, Kelley Connor, Max Veltman, David Bodily Teaching in virtual space: An interactive session demonstrating <i>Second Life</i> simulation for haemorrhage management
<i>45 or 90 minute Symposia and Interactive sessions</i>		<i>45 minute Interactive session</i> Nuddy Pillay A classroom trial of using blogs as a constructivist tool	<i>45 minute Interactive session</i> Brett Van Heekeren & David Cameron Classrooms of the mind: Using radio's 'explaining voice' to create a sense of shared place			
3.00 – 3.30 Afternoon tea, sponsor exhibits and Tuesday poster display (Foyer)						

Venue	Lecture theatre OGGB5	260-057 Caseroom 1	260-005 Caseroom 2	260-055 Caseroom 3	260-009 Caseroom 4	Lecture theatre OGGB4
Tuesday 3.30 – 5.00	Irina Elgort How does assessment design shape the learning space of a distance course? Tim Lever, Elizabeth Devonshire, Melinda Lewis & Fran Everingham The learning design collaborative space through role play glasses Kashmira Dave Design patterns for computer supported groupwork Neil Harris & M. Sandor Positioning university students as leaders of the learning process within a peer e-learning environment Elizabeth Greener & Shannon Johnston Twenty first century edgeless universities	Oriel Kelly, Dawn Coburn, Bronwyn Hegarty, Lynn Jeffrey, & Merrolee Penman Driving towards digital information literacy capability Thomas Duggan Supporting ways of learning for Indigenous Australian students using Moodle Katherine Gilliver-Brown & E. Marcia Johnson Academic literacy development: Helen Cartner & Julia Hallas Exploring the R2D2 model for online learning activities to teach academic language skills Pat Strauss, Robin Goodfellow & M. Puxley A contextualised online writing support system	Kim Atkinson, Gail Fluker, Leanne Ngo, Mary Dracup & Patricia McCormick Introducing a learning repository using a blended professional devt. approach Tim Griffin, Anne Gilchrist & Rosemary Thomson Role of the online tutor in a large enrolment unit Maggie Hartnett Factors undermining motivation in place-based blended learning Jennie Swann A dialogic approach to online facilitation Josie Fisher & Cathryn McCormack Professional development online: Ethics education for accountants and managers	Elaine Khoo, Michael Forret & Bronwen Cowie Developing an online learning community: A model for enhancing lecturer and student learning experiences Dip Nandi, Shanton Chang & Sandrine Balbo A conceptual framework for assessing interaction quality in online discussion forums Daniela Signor Comparison analysis of the online lecture formats of <i>PowerPoint</i> and <i>Webpage</i> for online students Ailsa Haxell In what ways do the media we shape, shape us in return? Tracey-Lynne Cody Discovering aesthetic space online?	Simon Fietze Podcast in higher education: Students' usage behaviour Joshua McCarthy Using social media to enhance the first year experience Terry M. Stewart & Mark E. Brown To spray or not to spray? A scenario-based exercise for horticultural students Chris Kilham Positive partnerships web space usability: What does the think aloud protocol tell us Sarah-Jane Saravani & John Clayton A conceptual model for the educational deployment of QR codes	<i>90 minute Interactive session</i> Philippa Gerbic & Elizabeth Stacey Blended learning: Is there evidence for its effectiveness?
5.00 – 6.00	Special interest group meetings (Seminar room 205 Owen G. Glenn Building)					
7.00 – 11.55	Conference dinner (Skycity) Theme - Your Christmas space					

Wednesday 9 December 2009

8.30 Registration (Foyer)
9.00 – 9.15 **Plenary session** (Lecture theatre 260-098)
Blackboard sponsored research grant winner: Matthew Riddle

Venue	Lecture Theatre OGGB5	260-057 Caserom 1	260-005 Caserom 2	260-055 Caserom 3	260-009 Caserom 4	Lecture Theatre OGGB4
<p>Wednesday 9.15 – 10.45</p> <p>3 full x 25 minute presentations and 1 concise x 15 minute presentation per room</p>	<p>John Barnett Seventeen years in the evolution of an online instructor's views Caroline Steel & Mike Levy Understanding teacher beliefs and the use of LMS technologies Kevin Tickle, Nona Muldoon & Beth Tennent Moodle and the institutional repositioning of learning and teaching at CQUniversity Don Sheridan & David White [Concise] The evolution of an LMS: Cecil fifteen years on</p>	<p>Anne Abraham Getting the blend of ingredients right in a cross-cultural learning context Elaine Pearson, Voula Gkatzidou, Steve Green An adaptable personal learning environment to support learners needs Shane Dawson, Leah Macfadyen & Lori Lockyer Learning or performance: Predicting drivers of student motivation Richard Sprod, Shirley Agostinho & Barry Harper [Concise] What spaces? Designing authentic, sustainable online learning spaces for children with diabetes</p>	<p>Sheena O'Hare, Lina Pelliccione & Sonja Kuzich Our journey to new places using different spaces: A teaching degree totally online Chris Campbell & Leanne Cameron Using learning activity management systems with pre-service secondary teachers: An authentic task Lina Pelliccione & Kathryn Dixon Building sustainable learning spaces with industry partners through reciprocal mentoring Bronwyn Hegarty [Concise] Leading practitioners stepwise through the murky waters of reflective practice</p>	<p>John Roder & Mark Brown What leading educators say about Web 2.0, PLEs and e-portfolios in the future Jane Goodyer & John Milne Developing competence portfolios in engineering undergraduates Beverley Oliver & Peter Nikoletatos Building engaging physical and virtual learning spaces: a case study of a collaborative approach Jennifer L. Rowley & Peter Dunbar-Hall [Concise] Integrating e-portfolios: Putting the pedagogy in its place</p>	<p>Anna Boin, Kristine Elliott, Helen Irving, Victor Galea & E. Johnson Where are the learning spaces on the scientific inquiry landscape? John O'Donoghue, Lucy Warman & A.-M. Alger <i>E-valu8</i> – A tool to support proactive feedback: Ryszard Raban & Andrew Litchfield The TeCTra online groupwork tool: Scaffolding the learning of self and peer assessment R. Zeng, J. McDonald, A. Cohen, S.K. Loke, P. Vlugter. T. Cone & M. Winikoff [Concise] UniTube: Making media accessible for learning and teaching</p>	<p>90 minute Interactive session Lloyd Davis and William Rifkin New media to develop graduate attributes of science students</p>
10.45 – 11.10	Morning tea, sponsor exhibits (Foyer)					

Venue	Lecture Theatre OGGB5	260-057 Caseroom 1	260-005 Caseroom 2	260-055 Caseroom 3	260-009 Caseroom 4	Lecture Theatre OGGB4
<p>Wednesday 11.10 – 12.40</p> <p>3 full x 25 minute presentations and 1 concise x 15 minute presentation per room</p>	<p>Stephen Marshall Crossing the ditch: Applying the e-learning maturity model to Australian institutions</p> <p>Stuart Palmer & Dale Holt Online learning environments: Same place; different demographic space?</p> <p>Carlos González Teaching in 'blended' learning environments: How are conceptions of teaching and eTeaching associated?</p> <p>Lynnae Rankine, Leigh Stevenson, Janne Malfroy & Kevin Ashford-Rowe <i>[Concise]</i> Benchmarking across universities: A framework for LMS analysis</p>	<p>Diane Robbie & Debbi Weaver Mentoring through scholarship-based academic development projects</p> <p>Jacquie Kelly & Andrew Stewart The role of collaborative online tools in business and community engagement with course design/delivery</p> <p>Madeleine Shanahan Using e-resources and tools to update professional knowledge in the workplace</p> <p>Eddie Gulc, Peter Bullen & Irene Anderson <i>[Concise]</i> Supporting an institutional blended learning mission through a structured change management program</p>	<p>John Hannon Disorienting spaces: Engaging the multiple "student" in online learning</p> <p>Alan Sixsmith & Andrew Litchfield Improving graduate attributes with online teaching resources: A case study in IT Management</p> <p>Monica Pheny & Louis Shun Flexible role playing game engine for case studies in forensic accounting</p> <p>Martin Jenkins & Phil Gravestock <i>[Concise]</i> Supporting the co-generation of work-based learning designs</p>	<p>Norhayati Baharun & Anne Porter Teaching statistics using a blended approach: Integrating technology based resources</p> <p>Jenny Waycott & Gregor Kennedy Mobile and Web 2.0 technologies in undergraduate science: Situating learning in everyday experience</p> <p>Karen Day & S. Wells Adapting social media as a scaffolding tool for teaching health informatics</p> <p>Rachel Boulay, Cynthia Anderson, Alex Parisky & Chris Campbell <i>[Concise]</i> Developing online training materials in molecular biology: Enhancing hands-on lab skills</p>	<p>90 minute Symposium</p> <p>Theresa Anderson, Kathy Grattan, Jenny Pizzica & Simon Housego Podcasting in an enriched educational landscape: Bringing a peripheral technology into the teaching core</p>	<p>90 minute Symposium</p> <p>Mark Brown, Alan Arnold, Gregor Ronald & Derek White Thinking about a new LMS: Comparing different institutional models and approaches</p>

12.40 – 1.30	Lunch, sponsor exhibits (Foyer) Community Mentoring Program meeting (Seminar room 205 Owen G. Glenn Building)
1.30 – 2.55	Plenary session – Lecture theatre 260-098 Keynote address: James Clay Prize giving Handover to ascilite 2010
3.00	ascilite Annual Executive meeting