



ICT as learning media and research instrument: What eResearch can offer for those who research eLearning?

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ICT for Learning and ICT for Research: An overview of emerging landscape
Centre for Computer supported Learning and Cognition
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Learning analytics and study behavior
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Using classroom ICT to track learning activities and knowledge growth
Educational Research Unit, MTO
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Integrating digital research methods for exploring collaborative decision-making patterns in a virtual learning environment

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Abstract and Symposium Plan

Students' interactions in digital learning environments are distributed over time and space, and many aspects of eLearning phenomenon cannot be investigated using traditional research approaches. At the same time, the possibility to collect digital data about students' online interactions and learning opens a range of new opportunities to use ICT as research tool and apply new research approaches. This symposium brings together some of the recent advancements in the area of ICT-enhanced research and aims to discuss future directions for methodological innovation in this area. The session will include four presentations that will explore different directions of ICT use for eLearning research.

Lina Markauskaite will provide a brief overview of the scope and recent developments in this area. This will be followed by three cases introducing different directions of ICT use for eLearning research.

Rob Phillips and Jan Herrington will outline how they use summaries of use of eLearning technologies (Learning management system and lecture recording data) to predict and investigate student study behaviours in eLearning environments.

Peter Reimann will not so much focus on classical e-learning scenarios, but on the more mundane classroom. He will report on his European research in the EU funded Next-Tell project where method and technologies are being developed that make it easier to track students' activities in classrooms and during homework. A particular focus will be on methods to move from activity monitoring to knowledge tracking, and on how teachers can be supported in making use of the rich and diverse data that can be made available on students' learning.

Shannon Kennedy Clark and CoCo research team will introduce how the combination of two techniques - video capturing and data mining – have been used for studying student decision making patterns in a multi-user virtual learning environment.

This set of short stimulus presentations will be followed by interactive panel discussion. Our initial questions for the audience will include: (a) scalability of ICT-enhanced tools to support student and teacher decision-making in mainstream online courses; (b) possibilities for digital data sharing, integration and collaborative research; and (c) ethical issues.

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<http://www.ascilite.org.au/conferences/hobart11/procs/Markauskaite-symposium.pdf>

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