Program in brief

Sunday 2 December 2007

8.30	Registration desk and light breakfast for Workshop registrants and presenters only
9.30-12.30	Workshops
12.30-1.30	Lunch for Workshop registrants and presenters only
1.30-4.30	Workshops
6.30-9.30	Welcome reception (Level 2, Concert Hall Foyer, the Esplanade, 1 Esplanade Drive) and ascilite Awards (Level 3, Concert Hall Foyer, the Esplanade, 1 Esplanade Drive)

Monday 3 December 2007

8.00	Registration desk and light breakfast (Lecture Theatre 2 Pavillion)
8.00-8.55	ascilite community mentoring program breakfast
9.00-9.15	Conference opening
9.15-10.30	Professor Terry Mayes: Keynote address 1
10.30-11.00	Morning tea and Poster presentations 1
11.00-12.30	Paper presentations 1
12.30-1.30	Lunch
1.30-3.00	Paper presentations 2
3.00-3.45	Afternoon tea and Poster presentations 1
3.45-5.15	Paper presentations 3
5.20-6.20	ascilite Annual General Meeting

Tuesday 4 December 2007

8.00-8.55	ASCILITE Campus Representatives' breakfast
8.00	Registration desk and light breakfast (Lecture Theatre 2 Pavillion)
9.00-10.15	Professor David Hung: Keynote address
10.15-11.00	Morning tea and Poster presentations 2
11.00-12.30	Paper presentations 4
12.30-1.30	Lunch
1.30-3.00	Paper presentations 5
3.00-3.45	Afternoon tea and Poster presentations 2
3.45-5.15	Paper presentations 6
7.00	Conference dinner (Swisshotel Merchant Court Hotel)

Wednesday 5 December 2007

8.00	Registration desk and light breakfast (Lecture Theatre 2 Pavillion)
9.00-10.15	Dr Kurt Squire: Keynote address
10.15-11.00	Morning tea
11.00-12.30	Paper presentations 7
12.30-1.30	Lunch
1.30-3.00	Paper presentations 8
3.00-3.45	Plenary Session: Conference awards, Closing ceremony and hand over

Sunday, 2 December 2007
Workshops

8.30 onwards	**Workshop Registration Desk Opens** (Lecture Theatre 2 Pavillion, opposite Administration Building, Nanyang Avenue, Nanyang Technological University)				
9.30 to 12.30	**Workshop 1** (NBS IT Lab 1) **Rod Sims** Engaging, interactive and memorable online learning	**Workshop 2** (NBS IT Lab 2) **Ann Davenport and Judi Baron** Online role play: What it means for learners, developers and educators	**Workshop 3** (NBS IT Lab 3) **Kevin Burden and Simon Atkinson** Are you prepared for the *YouTube* generation? Using digital video archives to develop independent thinking and learning	**Workshop 4** (NBS IT Lab 5) **Andrew Litchfield** Forming tes and preparing proposals for mLearning research to enhance student learning	**Workshop 5** (NBS IT Lab 6) **Peh Chin Heng Jes, Cheng Ghee Hock Timothy, Tan Sok Ngin and Quek Choon Lang Gwendoline** Organise thoughts and concepts using concept mapping tools:
12.30 to 1.30	**Lunch** for Workshop registrants and presenters only (Concourse Area Outside Lecture Theatres 24 and 25)				
1.30 to 4.30	**Workshop 1 (cont'd)** **Rod Sims** Engaging, interactive and memorable online learning	**Workshop 6** (NBS IT Lab 2) **Deborah Veness** Causing change: Exercising power, influence and authority	**Workshop 7** (NBS IT Lab 3) **Geoffrey Crisp** Preparing interactive e-assessments: Practical exples from a range of disciplines including the physical sciences, health sciences, humanities and business	**Workshop 8** (NBS IT Lab 5) **Barney Dalgarno and Gregor Kennedy** Publishing in educational technology	**Workshop 9** (NBS IT Lab 6) **Allan Carrington and Ian Green** Educational podcasting: Mastering the 3P approach - pedagogy, production and publishing
6.30 to 9.30	**Registration, Welcome Reception and ascilite Awards** **Esplanade Concert Hall Circle 2 Foyer**				

Monday, 3 December 2007

8.00 to 8.55	ascilite community mentoring program breakfast (Café By The Quad)
8.00	Registration desk and light breakfast (Lecture Theatre 2 Pavillion)
9.00 to 9.15	Welcome and Conference opening (Lecture Theatre 2)
9.15 to 10.30	Keynote address 1: Professor Terry Mayes, Emeritus Professor, Centre for Research in Lifelong Learning, Glasgow Caledonian University (Lecture Theatre 2)

10.30 to 11.00 Morning tea and Poster presentations 1 (Lecture Theatre 2 Pavillion)

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Monday 11.00 to 12.30	**Gunn, C.** E-scholarship: A model to lead strategic change **Brown, M., Anderson, B. & Murray F.** E-learning policy issues: Global trends, themes and tensions **Whelan, R. & Bhartu, D.** Factors in the deployment of a learning management system at the University of the South Pacific	**Oliver, R.** Using mobile technologies to support learning in large on campus university classes **O'Donoghue, M. & O'Steen, B.** Clicking on or off? Lecturers' rationale for using student response systems **Albon, R.J. & Tony Jewels, T.** The impact of audience response systems in a multicultural Asian context	**Elgort, I.** Using wikis as a learning tool in higher education **Jones, P.** When a wiki is the way: Exploring the use of a wiki in a constructively aligned learning design **Farmer, B., Yue, A. & Brooks, C.** Using blogging for higher order learning in large-cohort university teaching: A case study **Kilham, C.** Blogs demystified: How autism practitioners responded to scaffolded online learning	**Ma, A.K.F., O'Toole, J.M. & Keppell, M.** The attitudes of teacher educators to the use of problem based learning: the video triggers approach **Kearney, M. & Young, K.** Pre-service teachers' perceptions of LAMS as a teaching tool **Lee, C.B., Teo, T., Ching, S.C., Choy, D., Seah, J. & Tan, A.** Closing the gap: Pre-service teachers' perceptions of an ICT based, student centred learning curriculum	**Palmer, S. & Holt, D.** Moving a unit online: A quantitative evaluation of student responses **Fleming, J. & Becker, K.** The roles we play in ICT-based learning design: Do academics have it all? **Bundy, E. & Sims, R.** Commonalities in an uncommon profession: Bomb disposal

12.30 to 1.30 Lunch (Lecture Theatre 2 Pavillion)

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Monday 1.30 to 3.00	Online role play Symposium Chair: **Sandra Wills** **Jamaludin, A., Ho, M.L.C. & Chee, Y.S.** The impact of structured argumentation and enactive role play on students' argumentative writing skills **Demetrious, K.** Playing a critical role: Experiential learning resources and analytical media studies in higher education **Jones, S.** Adding value to online role plays: Virtual situated learning environments **Ogilvie, A. & Douglas, K.** Online role plays and the virtual placement: Aiding reflection in work integrated learning	**Nathan, P. & Chan, A.** Engaging undergraduates with podcasting in a business subject **Gkatzidou, S. & Pearson, E.** Vodcasting: A case study in adaptability to meet learners' needs and preferences **Morgan, M., Butler, M. & Power, M.** Evaluating ICT in education: A comparison of the affordances of the iPod, DS and Wii	**Inglis, A.** Approaches taken by Australian universities to documenting institutional e-learning strategies **Nagy, J. & McDonald, J.** New models for learning flexibility: Negotiated choices for both academics and students **O'Steen, B., Ripley, D., Lim, D. & Arrington-Tsao, B.** Similarities and differences in North American and New Zealand tertiary instructors' perceptions of effective e-learning methodologies	**Lever, T., Mahony, M.J. & Wozniak, H.** GetReal: Building and managing essential academic learning from the academic periphery **Wozniak, H., Mahony, M.J., Pizzica, J. & Koulias, M.** How do students 'get learning'? Unexpectedly diverse pathways in an activity based, online orientation site **Stewart, S. & McLoughlin, C.** Design features of an e-mentoring system for the health professions: Choosing to learn in partnership	**Goodyear, P. & Ellis, R.** Students' interpretations of learning tasks: Implications for educational design **Bennett, S., Agostinho, S., Lockyer, L., Kosta, L., Jones, J., Koper, R. & Harper, B.** Learning designs: Bridging the gap between theory and practice **Pyatt, K. & Sims, R.** Learner performance and attitudes in traditional versus simulated laboratory experiences

3.00 to 3.45 Afternoon tea and Poster presentations 1(Lecture Theatre 2 Pavillion)

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Monday 3.45 to 5.15	**Davenport, A. & Baron, J.** Meeting the 21st century challenge: The situational learning initiative at U Adelaide **Lambert, S. & Macdonald, D.** Reuse of a role play for new university teachers **Devonshire, E.** Peer review: A process of EnRoLE(ing) as a reuser **Roberts, A.G.** Beyond a participation focus **Leigh, E., Meyers, W. & Rosser, E.** Learning design discussions: A conversation tool	**Samarawickrema, G.** Piloting social networking and Web 2.0 software at Deakin University **Shao, Y.J., Daley, L. & Vaughan, L.** Exploring Web 2.0 for virtual design studio teaching **Deng, L.P. & Yuen, A.H.K.** Exploring the role of weblogs in supporting learning communities: An integrative approach **Lim, J.K.S. & Edirisinghe, E.M.N.S.** Teaching computer science using Second Life as a learning environment	**Hagel, P. & Shaw, R.** Choosing ICT? A segmentation analysis of students' preferences for hybrid study mode **Gonzalez, C.** Variation in lecturers' experiences of teaching undergraduate on campus courses using the web **Bright, S.** E-teachers at work: Exploring a process for reviewing e-teaching for ongoing professional learning **Soo, T.B. & Liew, S.S.** Achieving incremental successes in courseware development through prototyping	**Strampel, K. & Oliver, R.** Using technology to foster reflection in higher education **Jenkins, M. & Lonsdale, J.** Evaluating the effectiveness of digital storytelling for student reflection **Lew, M.D.N. & Schmidt, H.G.** Online reflection journals: Learning through assessment **Yew, E.H.J. & Schmidt, H.G.** Process study of verbal interactions in problem based learning	**Judd, T. & Kennedy, G.** Improving access to and use of digital resources in a self directed learning context **Witt, N., McDermott, A., Peters, P. & Stone, M.** A knowledge management approach to developing communities of practice **Elliott, K. & Sweeney, K.** Quantifying the reuse of learning objects **Theng, Y.L. et al.** ReLOAMS: Towards a community authored reusable learning objects management system

5.20 to 6.20	Ascilite Annual General Meeting (Lecture Theatre 8)

Tuesday, 4 December 2007

8.00 to 8.55	ascilite campus representatives' breakfast (Café By The Quad)
8.00	Registration desk and light breakfast (Lecture Theatre 2 Pavillion)
9.00 to 10.15	Keynote address 2: Professor David Hung, Associate Dean, Learning Sciences, Head, Learning Sciences and Technologies Academic Group, Associate Professor, National Institute of Education (Lecture Theatre 2)

10.15 to 11.00   **Morning tea and Poster presentations 2** (Lecture Theatre 2 Pavillion)

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Tuesday 11.00 to 12.30	**Holt, D. & Palmer, S.** Staff exercising 'choice'; students' exercising 'choice': Wholly online learning at an Australian university **Jones, D. & Muldoon, N.** The teleological reason why ICTs limit choice for university learners and learning **Cameron, L.** Documenting learning environments and experiences	**Olney, I. & Lefoe, G.** Introducing mobile technologies: Preparatory staff development issues **Duncan-Howell, J. & Lee, K.T.** M-learning: Finding a place for mobile technologies within tertiary educational settings **Litchfield, A., Dyson, L.E., Lawrence, E. & Zmijewska, A.** Directions for m-learning research to enhance active learning	**Benson, R. & Samarawickrema, G.** Teaching in context: Some implications for e-learning design **Stewart, T.** Tools and techniques for scenario based e-learning for New Zealand tertiary students: Prototype to adoption **Lee, C.C.** Graphic organisers as scaffolding for students' revision in the pre-writing stage	**Yorke, J., Teague, A. & Gore, O.** Widening the net: Encouraging engagement with self directed e-learning resources **Northcott, B., Miliszewska, I. & Dakich, E.** ICT for (I)nspiring (C)reative (T)hinking **Baharum, H I., Tretiakov, A. & Kinshuk.** Teaching business English to adult Malay learners: The potential of agent technology	**Gruba, P.** Decoding visual elements in digitised foreign newscasts **Thanasingam, S. & Soong, S.K.A.** Interaction patterns and knowledge construction using synchronous discussion forums and video to develop oral skills **Chau, J.** A developer's challenges on an e-portfolio journey **Molla, A.** Facilitating student interaction in a group project: Experience with the use of Blackboard

12.30 to 1.30   **Lunch** (Lecture Theatre 2 Pavillion)

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Tuesday 1.30 to 3.00	Carrick Exchange Symposium Chairs: **Meg O'Reilly & Gerry Lefoe** **Margaryan, A. & Littlejohn, A.** Communities at cross-purposes: Contradictions in the views of stakeholders of learning object repository systems **Carey, T.** From repositories supported by communities to communities supported by repositories **Philip, R. & Lefoe, G. et al.** Community, exchange and diversity: The Carrick Exchange	**Phillips, R., Gosper, M., McNeill, M., Woo, K., Preston, G. & Green, D.** Staff and student perspectives on web based lecture technologies: Insights into the great divide **Williams, J. & Fardon, M.** Perpetual connectivity: Lecture recordings and portable media players **Chang, S.** Academic perceptions of the use of Lectopia: A University of Melbourne example	**Neo, T.K., Neo, M. & Teoh, B.S.P.** Designing a CD based learning environment for a multimedia animation course: A Malaysian experience **Willems, J.** When words fail: A case for multimodality in e-learning **Butler, M. & Morgan, M.** Learning challenges faced by novice programming students studying high level and low feedback concepts	**Abraham, A.** Student centred teaching of accounting to engineering students: Comparing blended learning with traditional approaches **Bedi. K. & Lange, H.** The impact of faculty interaction on the learning experience and outcomes of online learners **Elliott, R. & Clayton, J.** E-learning activity in NZ industry training organisations: Perceived benefits and barriers	**Dalgarno, B., Chan, A., Adams, P., Roy, P. & Miller, D.** On campus and distance student attitudes towards paperless assessment and feedback **Fermelis, J., Tucker, R. & Palmer, S.** Online self and peer assessment in large, multi-campus, multi-cohort contexts **Mulder, R.A. & Pearce, J.M.** PRAZE: Innovating teaching through online peer review

3.00 to 3.45   **Afternoon tea and Poster presentations 2** (Lecture Theatre 2 Pavillion)

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Tuesday 3.45 to 5.15	Carrick Exchange Symposium (continued) Facilitated discussions and feedback session	**Mills, C. & Dalgarno, B.** A conceptual model for game based intelligent tutoring systems **Gullett, E. & Bedi, K.** Wiki: A new paradigm for online training and development of faculty **Whitton, N.** Motivation and computer game based learning **Schutt, S., Cartledge, J., Martino, J., Schmidt J. & Menegon, M.** Avatar and Olly: Discovering the impact of ICTs on youth social engagement	**Quek, C. L.** What is happening in my first year pre-service teachers' online learning environment? **McClure, J.W.** A blended approach in a graduate teaching assistants' pre-service course to promote self confidence **Atkins, S., O'Connor G. & Rowe, L.** Differentiating the curriculum: A lot of effort for little gain **Hong, K.S., Tan, K.W.& Lai, K.L.** Pre-service teachers' perceptions of an online mathematical problem-solving course: A construct-ivist approach	**Hall, A. & Robinson, M.** Scaffolding support in an ecology course using a sociocultural learning design **Cárdenas-Claros, M. S. & Gruba, P.A.** Help options in computer-based listening activities: Learning scaffolds or barriers? **Garner, S.** A program design tool to help novices learn programming **Loi, L.L & Lee Y.S.** Practitioner's task design considerations and choices for blended-mode large language classes	**Kempin, K.** The e-Winter school: Helping students to better learning **van den Eynde, J., Newcombe, P.A. & Steel, C.H.** Responding to learners' need for choice: Flexible learning modes for creating an e-learning community **Harris, N. & Sandor, M.** Developing online discussion forums as student centred peer e-learning environments **Hu, C.** "Here are my best online contributions and why": Students' perceptions of good online participation

7.00	**Conference Dinner – Swisshotel Merchant Court Hotel, Merchant Court Ballroom, Level 1**

Wednesday, 5 December 2007

8.00 to 8.55   Registration desk and light breakfast (Lecture Theatre 2 Pavillion)
9.00 to 10.15   Keynote address 3: Dr Kurt Squire, Assistant Professor, Department of Curriculum and Instruction, School of Education, University of Wisconsin-Madison (Lecture Theatre 2)

10.15 to 11.00 **Morning tea** (Lecture Theatre 2 Pavillion)				
Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Wednesday 11.00 to 12.30	**Dixon, R., Dixon, K. & Siragusa, L.** Individuals' perceptions of online environments: What adult learners are telling us **Clayton, J.** The validation of the online learning environment survey **Siragusa, L., Dixon, K.C. & Dixon, R.** Designing quality e-learning environments in higher education	**Kennedy, G., Chang, R., Churchward, A., Gray, K., Judd, T., Waycott, J., Dalgarno, B., Bennett, S., Maton, K., Krause, K.K. & Bishop, A.** The net generation are not big users of Web 2.0 technologies: Preliminary findings **McLoughlin, C. & Lee, M.J.W.** Social software and participatory learning: Pedagogical choices with technology affordances in the Web 2.0 era **Reimann, P., Thompson, K. & Weinel, M.** Collaborative learning by modelling: Observations in an online setting	**Galea, V., Stewart, T. & Steel, C.H.** Challenge FRAP: An e-learning tool used to scaffold authentic problem solving processes **McAlpine, I. & Allen, B.** Designing for active learning online with learning design templates **Chen, C.J.** Formative research on the instructional design process of virtual reality based learning environments	**Tai, G.X.L. & Yuen, M.C**. Authentic assessment strategies in problem based learning **Thomson, R. & Wilson, G.** Promoting staff learning about assessment through digital representations of practice: Evaluating a pilot project **Williams, J.B. & Wong, A.** Closed book, invigilated exams versus open book, open web exams: An empirical analysis **Percy, A., Yanamandram, V. & Humphrey, S.** Using evidence and avoiding plagiarism e-learning module: Scaffolding academic integrity	**McCarthy, J.** Digital design and student learning through videoconference collaboration **Vitartas, P., Jayne, N., Ellis, A. & Rowe, S.** Student adoption of web based video conferencing software: A comparison of three student discipline groups **Molphy, M., Pocknee, C. & Young, T**. Online communities of practice: Are they principled and how do they work? **Kehrwald, B.** The ties that bind: Social presence, relations and productive collaboration in online learning environments

12.30 to 1.30 **Lunch** (Lecture Theatre 2 Pavillion)				
Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8

Venue	Lecture Theatre 2	Lecture Theatre 3	Lecture Theatre 4	Lecture Theatre 7	Lecture Theatre 8
Wednesday 1.30 to 3.00	**Ferry, B., Kervin, L., Carrington, L. & Prcevich, K.** The need for choice and control: Preparing the digital generation to be teachers **Steel, C.H**. What do university students expect from teachers using an LMS? **Maor, D.** The cognitive and social processes of university students' online learning	**Atkinson, S. & Burden, K.** Virtuality, veracity and values: Exploring between virtual and real worlds using the 3V model **Peacock, T. Fellows, G. & Eustace, K.** The quality and trust of wiki content in a learning community **Tretiakov, A., Kaschek R. & El-Qawasmeh, E.** Using blogs as design primitives in implementing collaborative e-learning systems	**Gabbert, W.L. & Sims, R.** Teacher-student interactions in online nursing education **Young, F.R. & Gibbings, P.** Learning flexibility: The environment and a case study **McMahon, M. & Luca, J.** Explorations in metacognition: The design, development, and implementation of an online teamwork tracking environment	*Meet the Editors Symposium* **Roger Atkinson** (ascilite 2007 Proceedings and AJET) **Fang Yanping** (*Pedagogies: An International Journal*) **Alistair Inglis** (*Distance Education*) **Clare McBeath** (ascilite 2007 Proceedings and *Issues in Educational Research*) **Catherine McLoughlin** (AJET)	

3.05 to 3.45   Conference awards, handover and closing (Lecture Theatre 2)

Abstracts

Keynote addresses

Learning horizontally

Terry Mayes
Professor Terry Mayes, Emeritus Professor, Centre for Research in Lifelong Learning, Glasgow Caledonian University
j.t.mayes@gcal.ac.uk

In this talk I will argue that a fundamental shift is occurring in how we understand the enhancement of learning through technology in education. Drawing on examples from the current landscape of developments in e-pedagogy, I will describe two basic ideas about learning that underpin the new vision. The first is that people learn primarily from and with those with whom they most strongly identify. The second is that self-explanation and self-regulation are key to deep learning. I will argue that e-learning can play an important role in achieving both. To use Etienne Wenger's evocative term, we are seeing how the '*horizontalisation*' of learning, driven by the power of the internet tools that promote sharing of experience, is changing our thinking not just about the role of e-learning, but more fundamentally is leading us to question how we approach the learning and teaching process in general. The suggestion that emerges is that we need to focus less on 'provision' and more on 'empowerment'.

Designing for online communities of practice: Constructing personal, collective, and "delta" identities

David Hung and Victor Der Thanq Chen
Professor David Hung, Associate Dean, Learning Sciences, Head, Learning Sciences and Technologies Academic Group, Associate Professor, National Institute of Education
david.hung@nie.edu.sg
Co-Presenter: Dr Victor Chen Der Thanq Associate Professor and Deputy Head, Learning Sciences and Technologies

This presentation is concerned with issues related to the design for online communities of practice (CoPs). We attempt to synthesize literature and studies related to the design of CoPs with the lens of discursive identity in the context of online environments. From this analysis we characterized three kinds of identities: personal (or local), collective, and "delta" identities. We discuss how these three kinds of identity interplay in the emergent design for CoPs. We acknowledge that a discursive/emergent stance to identity is seemingly incongruent to a design perspective. However, a disregard to design dimsneions in lieu of an analytical lens provides no concrete levers for advancing student learning. In this paper, we hope to propose a plausible alternative. We argue that socially constructed identity artifacts can be useful as cultural resources in the emergent process. We discuss implications of our understandings to the design for online communities, the development of supporting tools, and future research directions.

The design of video game based learning environments.

Kurt Squire
Dr Kurt Squire, Assistant Professor, Department of Curriculum and Instruction, School of Education, University of Wisconsin-Madison

Modern digital technologies are changing the way we interact, think, and learn. Video games, built on a logic of simulation, participatory cultures, and the aesthetics of experience present new challenges and offer new opportunities for learning. Educators need to respond to a world where students can obtain information just-in-time and on demand and express themselves globally via the Internet. This presentation describes the underlying properties by which new media technologies, particularly games operate, and offers two pedagogical models for academic skills.