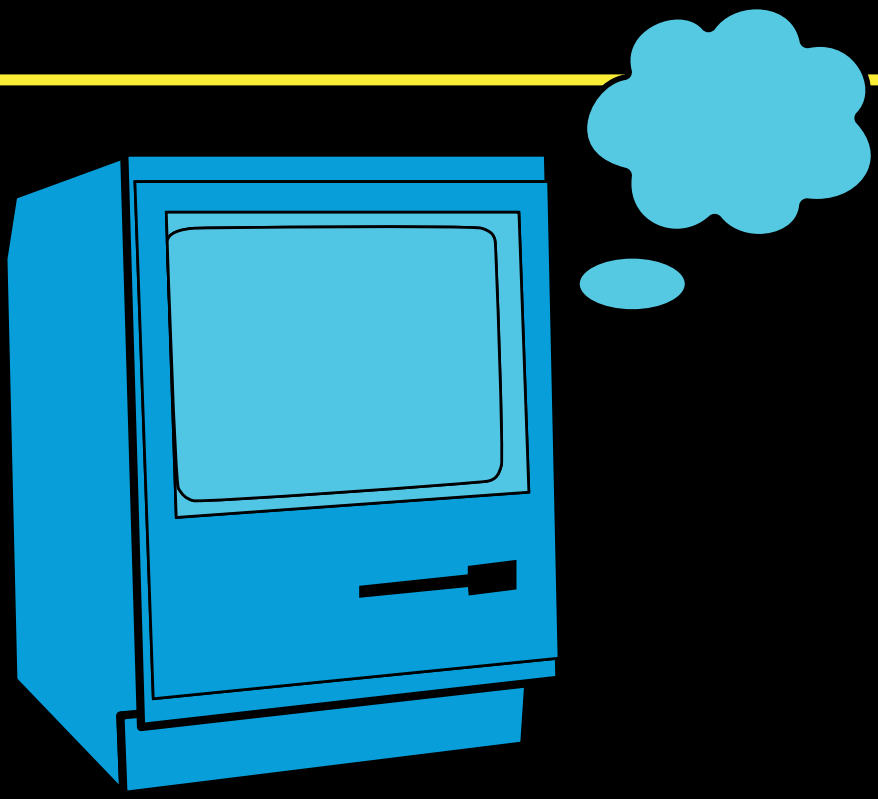

ELECTRIC DREAMS

30th ascilite Conference, 1-4 December 2013
Macquarie University, Sydney

CONFERENCE HANDBOOK

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authors of individual articles.
Handbook Editors: H. Carter & P. Betts

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MACQUARIE UNIVERSITY

ascilite
Australasian Society for Computers in Learning in Tertiary Education

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Disclaimer *The ascilite2013 Conference Committee, Conference Secretariat and Conference Manager accept no responsibility for omissions and errors.*

WELCOME

FROM THE CONVENORS

On behalf of the ascilite 2013 Organising Committee, we would like to extend a very warm welcome to delegates to the 30th ascilite International Conference. This year marks three decades of colleagues gathering to share their experience and research about the role of technologies in their teaching and curriculum. This year at Macquarie University, we hope that you will be able to enjoy the context and the experiments that this university is undertaking with the learning environments designed for digital learning.

The 2013 ascilite conference continues to build on the increasing recognition that it provides a forum for colleagues from many locations in this region and from other corners of the world. In 1983 when Electric Dreams was released the world of personal devices consisted of objects named after big firms and an array of fruit. Some of the fruit is still available some has withered on the vine and the older corporates have been challenged by young innovative corporates who have seized wearability and mobility as the new buzzwords for this new pedagogy of mobility and connectedness.

This year the organising committee has sought to continue the friendliness tradition of earlier years and to ensure challenge and some degree of excitement in the papers being presented, together with a review of our journey up to today, what we are exploring at this time and what might be possibilities as we move forward.

This conference exists on the enthusiasm of its speakers and the submissions from our interested colleagues. We thank everyone for their proposals and are sorry that not all could be accommodated. The Conference Organising Committee would also like to acknowledge the generous support of all our sponsors, who have contributed to the range and variety of program. We trust that the program will ensure some fun, some new ideas, and the opportunity to meet new colleagues and friends.

Helen Carter and John Hedberg
Conference Co-Convenors

ELECTRIC DREAMS
30th ascilite Conference, 1-4 December 2013
Macquarie University, Sydney

FROM THE ASCILITE PRESIDENT

Arguably 2013 has been a year when many universities have come to believe that they are on the cusp of profound change. Technology is often reported as a major catalyst of this change whilst also looked upon as a potential solution for transformation. Strong agendas for a more corporatized higher education enmeshed within an "enterprise culture" (Peters & Marshall, 1996) are pushed forward. Simultaneously, pedagogy is at risk of being sidelined along with the time-honoured goals of tertiary education for equality, fairness and social justice. If universities are to reinvent themselves for the future, we need to be clear about the agendas we are both following as well as those we are silencing in our race toward a more digital and globalised world. Especially, we need to position the student experience in relation to the consequences of the agendas we choose. Students too must have a voice in the future of their tertiary education – as 'students' not just as 'consumers'.

And so, it is timely and fortuitous that on ascilite's 30th anniversary, the theme of our ascilite conference inspires us to reflect upon where we've come from, and in doing so, think carefully about where we're going and why. And does the 'how' place our core values at risk? I sincerely thank Macquarie University and the Conference Organising Committee for hosting our conference and offering a theme that will surely promote rich discussion that may in turn influence the direction of our sector across Australasia and beyond.

Dr Caroline Steel
President

SEE WHERE EDUCATION IS GOING. AND HOW TO GET THERE FIRST.

Anticipating issues is the best way to avoid them. Like getting students to engage, educators to connect, and administrators to best plan long-term. We've been busy evolving our platform and tools to make education more successful now — and thinking years ahead.

SEE HOW WE'RE ACCELERATING INTEGRATION AND INNOVATION IN EDUCATION TECHNOLOGY. >

- **Platform Demonstrations @ The Blackboard & NetSpot Booth:**
  - **Blackboard Collaborate™** Monday 2 Dec 12.15pm
  - **Mosaic by Blackboard™** Tuesday 3 Dec 1.15pm
  - **Blackboard Connect™** Wednesday 4 Dec 12.45pm

DOWNLOAD THE ASCILITE 2013 APP NOW. >

Blackboard

MOSAIC

ASCILITE 2013 CONFERENCE COMMITTEE MEMBERS

CONFERENCE COMMITTEE

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Conference Co-Convenor

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Conference Administrator

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Conference Co-Convenor

Maree Gosper
Paper Review Coordinator

ASCILITE 2013 REVIEWERS

Shirley	Agostinho	University of Wollongong
Peter	Albion	University of Southern Queensland
Belinda	Allen	University of Southern Queensland
Alan	Anderson	University of Newcastle
Trish	Andrews	University of Queensland
Roger	Atkinson	Retired
Sandy	Barker	University of South Australia
Carolyn	Beasley	Swinburne University of Technology, Melbourne
Robyn	Benson	Monash University
Marsha	Berry	RMIT University, Melbourne Australia
Philip	Betts	Macquarie University
Shaista	Bibi	The University of Sydney
Trevor	Billany	Charles Darwin University
Ruth	Billany	Charles Darwin University
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Tania	Broadley	Curtin University
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Matthew	Butler	Monash University
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David	Cameron	The University of Newcastle
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Carlos	González	Pontificia Universidad Católica de Chil

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Michael	Sankey	University of Southern Queensland
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(Kin)	Swee-Kin Loke	University of Otago
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Deborah	Veness	The Australian National University
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Lyndon	Walker	Swinburne University of Technology, Melbourne
Debbi	Weaver	Swinburne University of Technology, Melbourne
Nicola	Westberry	Auckland University of Technology
Nicola	Whitton	Manchester Metropolitan University
Greg	Williams	Charles Darwin University
Gary	Williams	University of Tasmania (Retired)
Lisa	Wise	Swinburne University of Technology, Melbourne
Huay Lit	Woo	Nanyang Technological University, Singapore
Tay Lee	Yong	Beacon Primary School, Singapore

DELEGATE AND CONFERENCE INFORMATION

ACCOMMODATION

If you have booked your accommodation when you registered, your credit card details have been transferred to the hotel you have selected – please confirm this on check in with your hotel. Your credit card may be charged one nights accommodation before you arrive as a deposit. Please check your hotel's website for their payment terms. If you arrive 24 hours later than your indicated arrival day you may find that you have forfeited your deposit. If you have any queries relating to your accommodation booking, please contact:
jenna@leishman-associates.com.au

BEST POSTER NOMINATIONS

Conference delegates are invited to nominate posters for the Best Poster Award. Please find your nomination form in your conference satchel. Nominations should be lodged at the registration desk by 6.30pm on Monday 2 December after the Digital Poster Session. The award will be presented at the conference prize-giving on Wednesday 4 December

CONFERENCE ATTIRE

Dress for the conference, welcome reception and movie night is smart casual. The conference dinner dress is after five or dress to the theme of the Awesome 80's.

CONFERENCE HANDBOOK & NAME BADGE

All delegates will receive a hard copy handbook. Each delegate will also receive a name badge upon arrival. The name badge will be your official pass and must be worn to obtain entry to all sessions and to social functions

Please direct any questions you may have regarding registration, accommodation, tours or social functions to Leishman Associates staff at this desk.

COPIES OF PAPERS AND PRESENTATIONS

Copies of the presentations will be published on the conference website one week after the conclusion of the conference.

Conference papers can be found on the USB drive provided to you in your satchel.

DELEGATE LIST

Printed delegate lists will **not** be available at the conference. If you selected *privacy required* when completing your registration form, your name will not appear on the list.

An electronic version can be obtained from the Registration Desk.

DISCLAIMER

The 2013 ascilite conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

ENTRY TO CONFERENCE SESSIONS

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat. If sessions become full then delegates may not be allowed entry.

INTERNET AND SOCIAL MEDIA

Free wireless internet access is available for the duration of the conference. *Please connect to the "**ASCILITE Conference 2013**" network. NO password is required. Rooms used for the conference including the Atrium will be able to connected to the network.*

The ascilite organising committee encourages all delegates to tweet about the conference. Please use **#ascilite** if any speakers do not wish delegates to tweet during their presentation please advise the chairperson prior to your session commencing..

MOBILE PHONES

As a courtesy to other delegates, please ensure that all mobile phones are turned off or in silent mode during all sessions and social functions.

PRE-CONFERENCE WORKSHOPS

The pre-conference workshops on offer will be held at Macquarie University. Registration for the workshops will take place in the Macquarie Theatre on Sunday 1 December from 8am.

There are still spaces available for workshops. Please see the Registration Desk.

Workshop Fee $330.00 Full Day
$165.00 Half Day

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.

PROGRAM CHANGES

Any changes to the conference program will be announced during housekeeping notices each morning. You may also check with Leishman Associates, staff at the Registration Desk.

REGISTRATION DESK

The Registration Desk will be located in the Macquarie Theatre (W24A) The Registration Desk will be open at the following times:

Sunday 1 December	0800 – 1800
Monday 2 December	0700 – 1830
Tuesday 3 December	0730 – 1730
Wednesday 4 December	0730 – 1530

REGISTRATION ENTITLEMENTS

Full Registration

- Attendance to Conference sessions on Monday 2 – Wednesday 4 December 2013
- Welcome Reception
- Movie Night
- Conference Dinner
- Daily catering
- Conference Handbook
- Name badge
- Conference satchel

Day Registration

- Attendance at sessions on your chosen day
- Conference Handbook
- Name badge
- Day catering
- Conference satchel

SECURITY AND LIABILITY

The members of the conference organising committee and Leishman Associates accept no liability for personal accident or 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.

Please protect your personal property. Do not leave laptops, cameras, or other valuable items unsecured. Be conscious of individuals who appear out of place and are not wearing a conference name badge. Advise Leishman Associates Staff if this does occur.

SMOKING

Macquarie University is a non-smoking venue. However guests are allowed to smoke outside in designated areas.

SPECIAL DIETARY REQUIREMENTS

If you have advised Leishman Associates of any special dietary requirements, the caterers at each function have been provided these. A special buffet table will be set during the day for special diets. If you are unsure please see the staff at the Registration Desk. At social functions please remind the catering staff as they come to serve you of your requirements. It would be appreciated if you advise Leishman Associates as soon as possible if your dietary request relates to a life threatening allergy.

SPEAKERS

All speakers are encouraged to load their presentation to a computer located at the registration desk. Their presentation will then be available in the room they are presenting in.

Pre-loaded papers must be prepared 4 hours before their scheduled presentation time, which may mean it is required the day before.

CONFERENCE MANAGERS

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PROGRAM

SUNDAY 1 DECEMBER

0800	**Registration Desk Open** Macquarie Theatre Foyer		
0900	**WORKSHOPS COMMENCE**		
0900-1700	**WORKSHOP A** **Full Day** Room	**WORKSHOP C** **Full Day** Room	**WORKSHOP D** **Half Day** Room
	A-LASI (Australian Learning Analytics Summer Institute)	**Augmenting Mobile Movie Production**	**Creating Active Learning Environments – The Flipped Classroom**
1030 – 1100	MORNING REFRESHMENTS		
	continued	continued	continued
1230 – 1330	LUNCH		
1330 – 1700	continued	continued	**WORKSHOP G** **Half Day** Room **Planning research into contemporary learning environments**
1230 – 1330	LUNCH		
	continued	continued	continued
1500 – 1530	AFTERNOON REFRESHMENTS		
	continued	continued	continued
1530 – 1700	**Building the Future-Proof Classroom** 'Special' workshop presentation by our Keynote Mark Pesce		
1700	**ALL WORKSHOPS CONCLUDE**		
1700 – 1730	**ascilite New Members Welcome** Macquarie University Atrium	1630 onwards **Tours of the Library Automatic Storage and Retrieval System** Meet in the Macquarie University Library Foyer	
1730 – 1900	**ascilite 2013 Welcome Reception** (including MAC_ACAPPELA group) Macquarie University Library Foyer		

PROGRAM

MONDAY 2 DECEMBER

0700	**Registration Desk Open** Macquarie Theatre Foyer					
0900 – 0910	**Welcome from Conference Convenor** Macquarie Theatre *Helen Carter*					
0910 – 0915	**Welcome to Country** *Chris Tobin*					
0915 – 0920	**Welcome from ascilite President** *Dr Caroline Steel*					
0920 – 0930	**Welcome from Macquarie University Provost** *Judyth Sachs*					
0930 – 1010	**The Great Debate: The Dream of Technology-Assisted Learning Has Been Realised** *Chair: John Hedberg* *Shirley Alexander,* *Judyth Sachs,* *Shane Dawson,* *Gregor Kennedy,* *Kay O'Halloran,* *Mark Brown*					
1010 – 1020	**Sponsor Presentation – LAMS International** *James Dalziel*					
1020 – 1025	**Housekeeping**					
1030 – 1055	MORNING REFRESHMENTS Atrium					
1100 – 1125	**SESSION M1.1** **Learning Design** ***best paper award*** Active Learning Space	**SESSION M1.2** **e-Learning** W5A PG Price	**SESSION M1.3** **e-Learning** W5A T1		**SESSION M1.4** **Assessment** W5A T2	**SESSION M1.5** **Prof Learning** C5C T1 Theatre	**SESSION M1.6** **Virtual Worlds** C5C Collaborative Forum
	Blended Synchronous Learning: Patterns and Principles for Simultaneously Engaging Co-Located and Distributed Learners Matt Bower, Jacqueline Kenney, Barney Dalgarno, Mark Lee, Gregor Kennedy	**A Learning Ecosystem: A Practical, Holistic Approach to Old Problems in A New World** Annora Eyt-Dessus, Leona Norris, Clive Holtham	**Developing Social Media Training Resources for AusAID Scholarship Students** Paul Gruba, Mat Bettinson, Jean Mulder, Gabrielle Grigg		**Assessing Collaboration in a Web-based Constructivist Learning Environment: A Malaysian Perspective** Leow Fui Theng, Neo Mai	**Using the e-learning Maturity Model to Identify Good Practice in E-Learning** Stephen Marshall	**Key Attributes of Engagement in a Gamified Learning Environment** Penny de Byl, James Hooper

PROGRAM

MONDAY 2 DECEMBER

1130 – 1155	**SESSION M2.1** **Learning Design** Active Learning Space	**SESSION M2.2** **e-Learning** W5A PG Price	**SESSION M2.3** **e-Learning** W5A T1		**SESSION M2.4** **Assessment** W5A T2	**SESSION M2.5** **Prof Learning** C5C T1 Theatre	**SESSION M2.6** **Virtual Worlds** C5C Collaborative Forum
	Using Technology to Enable Flipped Classrooms Whilst Sustaining Sound Pedagogy Michael Sankey, Lynne Hunt	**Lecture Capture: Student Hopes, Instructor Fears** Ben Williams, Jeffrey Pfeifer, Vivienne Waller	**Innovation via a thin LMS: A Middleware Alternative to the Traditional Learning Management System** Marc Wells, David Lefevre, Fotis Begklis		**The Design of Formative Blended Assessments in Tertiary EFL Programs: A Case Study in Saudi Arabia** Mansoor Almalki, Paul Gruba	**A Window Into Lecturers' Conversations: With Whom are they Speaking with About Technology and Why Does it Matter?** Negin Mirriahi	**Virtual Worlds in Australian and New Zealand Higher Education: Remembering The Past, Understanding The Present and Imagining The Future** Sue Gregory, Brent Gregory, Torsten Reiners, Ali Fardinpour Mathew Hillier et al.
1200 – 1255	LUNCH Atrium						
1215 – 1255	**C5C Collaborative Forum** **ascilite Annual General Meeting**						
1300 – 1400	**KEYNOTE: LEARNING FROM THE PAST** Macquarie Theatre *Professor Kay O'Halloran* *Curtin University of Technology* *Chair: John Hedberg*						
1405 – 1420	**SESSION M4.1** **Learning Design** Active Learning Space	**SESSION M4.2** **e-Learning** W5A PG Price	**SESSION M4.3** **e-Learning** W5A T1		**SESSION M4.4** **Assessment** W5A T2	**SESSION M4.5** **Prof Learning** C5C T1 Theatre	**SESSION M4.6** **Symposium** C5C Collaborative Forum
	Application of Cytoscape to the Analysis of Diagrams of Mechanisms Underlying Patient Problems Shaoyu Wang, Laura Surmon, Vicki Langendyk, Iman Hegazi, Tony Succar et al.	**Moving from "e" to "d": What Does a Digital University Look Like?** Bill Johnston, Sheila MacNeill	**Imaging the Enculturation of Online Learning** Kim Balnaves		**Where To From Here - Reflections, Rethinking and Reimagining Higher Education Assessment in the New Media Age** Simon Smith, Michael Griffith, Wai-Leng Wong, Paul McDonald	**An Online Professional Network to Support Teachers' ICT Development** Damian Maher, Shukri Sanber, Leanne Cameron, Phil Keys, Roger Vallance	**ascilite Community Mentoring Program Symposium** Shirley Reushle
1425 – 1440	**SESSION M5.1** **Learning Design** Active Learning Space	**SESSION M5.2** **e-Learning** W5A PG Price	**SESSION M5.3** **e-Learning** W5A T1		**SESSION M5.4** **Assessment** W5A T2	**SESSION M5.5** **Prof Learning** C5C T1 Theatre	
	Echo360 Generated Materials and its Impact on Class Attendance Jiangang Fei, Carey Mather, Shandell Elmer, Christopher Allan, Christopher Chin, et al.	**Retrofitting Teaching Spaces: Did our Dreams Come True?** Trevor Billany, Ruth Billany	**"Hearing the Thoughts of Others": Student Voices and Affordances of Podcasting for Learning** Elaine Khoo, Dianne Forbes, E. Marcia Johnson		**Reflecting Using a Theory Seeded Methodology for Designing And Building Effective 3D Multi-User Virtual Environments for Vocational Education** Todd Cochrane, Nicki Davis, Julie Mackey	**Enablers and Barriers to Academic's Acceptance of Technology: Can "Individual Differences" Make a Difference?** Maimuna Musarrat, Birgit Loch, Benedict Williams	

PROGRAM

MONDAY 2 DECEMBER

1445 – 1510	AFTERNOON REFRESHMENTS Atrium						
1515 – 1530	**SESSION M6.1** **Learning Design** Active Learning Space	**SESSION M6.2** **e-Learning** W5A PG Price	**SESSION M6.3** **e-Learning** **best paper award** W5A T1		**SESSION M6.4** **Assessment** W5A T2	**SESSION M6.5** **Prof Learning** C5C T1 Theatre	**SESSION M6.6** **Symposium** C5C Collaborative Forum
	Designing Learning Spaces in Higher Education for Autonomy: Preliminary Findings and Applications Martin Parisio	**A New Era: Personal Technology Challenges Educational Technology** Richard Evans, Anne Matthew	**Dynamic Digital Posters: Making the Most of Collaborative Learning Spaces** Paul Fenn, Roger Cook		**Enhancing Learning Analytics by Understanding the Needs of Teachers** Linda Corrin, Gregor Kennedy, Raoul Mulder	**Emerging Teachers' Conceptions About their Current Use Of ICT in Vocational Education** Shahadat Khan, Lina Markauskaite	**Collaboration Unplugged: Herding a Flock of MOAs** Thomas Cochrane, Laurent Antonczak, Matthew Guinibert, Andrew Withell, Danni Mulrennan et. al.
1535 – 1550	**SESSION M7.1** **Learning Design** Active Learning Space	**SESSION M7.2** **e-Learning** W5A PG Price	**SESSION M7.3** **e-Learning** W5A T1		**SESSION M7.4** **Assessment** W5A T2	**SESSION M7.5** **Prof Learning** C5C T1 Theatre	
	Augmenting Learning Reality: iPads and Web 2.0 as Cognitive Tools James Oldfield, Jan Herrington	**Transmedia in English Literature Classes: A Literature Review and Project Proposal** Michael Griffith, Matt Bower	**Challenges and Opportunities for Growth of E-Learning Enrolments: An International Business Perspective** Mark Tayar		**Joining the Dots: Using Structured E-Portfolio Assignments to Enhance Reflection** Panos Vlachopoulos, Anne Wheeler	**An Opportunity to Support Beginning Teachers in the Transition from Higher Education into Practice** Nick Kelly	
1555 – 1610	**SESSION M8.1** **Learning Design** Active Learning Space	**SESSION M8.2** **e-Learning** W5A PG Price	**SESSION M8.3** **e-Learning** W5A T1		**SESSION M8.4** **Assessment** **best paper award** W5A T2	**SESSION M8.5** **Prof Learning** C5C T1 Theatre	
	Implementing Timely Interventions to Improve Students' Learning Experience Sue Whale, Fredy-Roberto Valenzuela, Josie Fisher	**Metamorphosis and Adaptive Digital Publishing** Rob Stone, Roderick Haggith, Tim Klapdor, Tyswan Slater	**Creating Socially Inclusive Online Learning Environments in Higher Education** Lisa Thomas, James Herbert		**Cross-Institutional Development of an Online Open Course for Educators: Confronting Current Challenges and Imagining Future Possibilities** Keith Smyth, Panos Vlachopoulos, David Walker, Anne Wheeler	**Higher Education Teachers' Understanding of Flexibility and Enhancement in a Learning Management System** Zofia Pawlaczek, Kay Souter, Aleisha Ting	
1615 – 1625	BREAK						

PROGRAM

MONDAY 2 DECEMBER

1630 – 1655	**SESSION M9.1** **Poster Session 1** Active Learning Space Spaces, Policies and Planning for the Future (list on following page)		**SESSION M9.2** **Workshop** W5A T2 **Blended Synchronous Learning: Uniting On-Campus and Distributed Learners Using Rich-Media Real-Time Collaboration Tools** Matt Bower, Gregor Kennedy, Barney Dalgarno, Mark Lee, Jacqueline Kenney	**SESSION M9.3** **Workshop** C5C T1 (1630 – 1715) **Epigeum Workshop**	**SESSION M9.4** **Symposium** C5C Collaborative Forum **Thinking Future Learning: Transforming our Digital Learning Environments** Susan Savage, Sheona Thomson, Richard Evans, Steven Kickbusch, Danny Munnerley
1700 – 1725	**SESSION M10.1** **Poster Session 2** Active Learning Space Professional Development and Community (list below)			**SESSION M10.2** **Desire2Learn Workshop** (1715 – 1800) **Personalising student success with predictive analytics and adaptive learning**	
1730 – 1755	**SESSION M11.1** **Poster Session 3** Active Learning Space Student Learning, Experiences and Expectations (list below)				
1800 – 1815	**POSTER VOTING** Macquarie Theatre				
1815 – 1830	REFRESHMENTS Macquarie Theatre Foyer				
1830 – 2030	**FILM SCREENING** ***Electric Dreams***				

1630 – 1655	Title	Author 1 › Name
SESSION M9.1 **Poster Session 1** **Theme: Spaces, policies and planning for the future**	Teaching the disembodied	Una Cunningham
	Developing a Connectivist MOOC for International Distance learners	Valeri Chukhlomin
	UTAS' Open Educational Practices developments: past, present and future	Carina Bossu
	Learning Analytics: Supporting Student Retention and Success in Higher Education	Amara Atif
	Benchmarking eLearning @ UofA	Dayle Soong
	Connecting and Empowering Institutional Leaders and Educators to deploy sustainable mobile learning initiatives	Helena Song
	Sharing a solution: Professional development for web-based lecture technology	Susan Tull
	Offline Mobile Learning: A Proposal to Promote Literacy in Pakistani Rural Areas	Umera Imtinan

1700 – 1725	Title	Author 1 › Name
SESSION M9.2 **Poster Session 2** **Theme: Professional Development and Community**	Building Skills Online: Exploring the effectiveness of web conferencing for continuing professional education	Liz Devonshire
	Transforming Assessment through online dissemination of innovations in e-Assessment: webinar participation	Mathew Hillier
	Teaching with educational technology: professional development approaches	Gail Fluker
	Fostering a community of academics interested in teaching technologies and research	Rhian Salmon
	I dream of definitions: Shaping the future through a shared vocabulary of learning and teaching	Vanessa Warren
	Holistic professional learning: e-portfolios for academic development in higher education	Belinda Allen
	Learning in Three Dimensions	Thomas Kerr
	Examining blended community online – a model	Susan Tull

1730 – 1755	Title	Author 1 › Name
SESSION M9.3 **Poster Session 3** **Theme: Student learning, experiences and expectations**	Providing timely, thoroughly INformative feedback with Turnitin™	Lesley Gardner
	A quasi-experimental comparison of assessment feedback mechanisms	Sven Venema
	Practices and perceptions of online assignment submission, marking and feedback: what's changed?	Elaine Huber
	Designing a blended authentic learning environment for graduate students in nursing to carry out research studies	Yanika Kowitlawakul
	Learning through generating OER	Mais Fatayer
	Student experiences and expectations of technology	Michael Sankey
	Listening to the student voice: How are students really using mobile technologies for learning?	Angela Murphy
	The Digital PhD Student	Helen Farley

PROGRAM

TUESDAY 3 DECEMBER

0730	**Registration Desk Open** Macquarie Theatre Foyer						
0845 – 0855	**Welcome to the Day and Housekeeping** Macquarie Theatre						
0900 – 0955	**KEYNOTE: UNDERSTANDING OUR PRESENT** *Associate Professor Gregor Kennedy* *University of Melbourne* *Chair: Helen Carter*						
1000 – 1015	**SESSION T1.1** **Learning Design** Active Learning Space	**SESSION T1.2** **e-Learning** W5A PG Price	**SESSION T1.3** **e-Learning** W5A T1		**SESSION T1.4** **Assessment** W5A T2	**SESSION T1.5** **MOOCs/Open Edu** C5C T1 Theatre	**SESSION T1.6** **Symposium** C5C Collaborative Forum
	Gamification of Tertiary Courses: An Exploratory Study of Learning and Engagement Varina Paisley	**Looking back to look forward: Creating and sustaining peer connections through digital communities** Shirley Reushle, Amy Antonio	**Getting The Full Picture: Storyboarding Our Way to Stand Alone Moodle** Helen Farley Joanne Doyle Neil Martin		**Learning Analytics in Higher Education: A Summary of Tools and Approaches** Amara Atif, Deborah Richards	**Evaluation of a MOOC Pilot: Impacts on Pedagogical and Technical Design and Dementia Education Research** Jo-Anne Kelder, Carolyn King, Tony Carew, Jeremy O'Reilly, Andrew Robinson et. al.	**How Open and Collaborative Can We Be? Rethinking Institutional Cultures and Values in HE** David Walker, Panos Vlachopoulos, Keith Smyth, Anne Wheeler
1020 – 1035	**SESSION T2.1** **Learning Design** Active Learning Space	**SESSION T2.2** **e-Learning** W5A PG Price	**SESSION T2.3** **e-Learning** W5A T1		**SESSION T2.4** **Assessment** W5A T2	**SESSION T2.5** **MOOCs/Open Edu** C5C T1 Theatre	
	Intregrating Learning Design, Interactivity, and Technology Daniel Churchill, Bob Fox, Mark King, Beverley Webster	**Technology, Identity and the Creative Artist** Jennifer Rowley, Dawn Bennett, Peter Dunbar-Hall, Diana Blom, Matthew Hitchcock	**Using Simple Technologies to Improve Student Engagement and Success in an Online Applied-Science Course: A Case Study** Christopher Anderson, Jean Jacoby		**The Introduction of an Online Portfolio System in a Medical School: What Can Activity Theory Tell Us?** Glenn Mason, Vicki Langendyk, Shaoyu Wang	**A New Mindset for a New World** Annette Pedersen	
1040 – 1055	**SESSION T3.1** **Learning Design** Active Learning Space	**SESSION T3.2** **e-Learning** W5A PG Price	**SESSION T3.3** **e-Learning** W5A T1		**SESSION T3.4** **Assessment** **(invited concise paper)** W5A T2	**SESSION T3.5** **MOOCs/Open Edu** C5C T1 Theatre	
	Flexibility and Function: Universal Design for Technology Enhanced Active Classrooms Stuart Dinmore	**Piloting an Online Mathematics and Statistics Tutoring Service** Jim Pettigrew, Don Shearman	**A Pilot Trial of Social Media in a Technical Area** Therese Keane, Philip Branch, Jason But, Antonio Cricenti, Dragi Klimovski		**Imagining the Future of Assessment: For Evidence, for Credit and for Payment** Beverley Oliver, Kay Souter	**Beyond Open Access: Open Publishing and the Future of Digital Scholarship** Xiang Ren	

PROGRAM

TUESDAY 3 DECEMBER

1100 – 1125	MORNING REFRESHMENTS Atrium						
1130 – 1155	**SESSION T4.1** **Learning Design** Active Learning Space	**SESSION T4.2** **e-Learning** W5A PG Price	**SESSION T4.3** **e-Learning** W5A T1		**SESSION T4.4** **Assessment** W5A T2	**SESSION T4.5** **Prof Learning** C5C T1 Theatre	**SESSION T4.6** **Mobile Learning** C5C Collaborative Forum
	Chemtunes: A Pilot Study of Setting the Rote to Music Mark Schier, Daniel Eldridge	**Using Online Learning Modules to Fight Against Antibiotic Resistance in Australia** Jorge Reyna, Santosh Khanal, Tessa Morgan	**Past, Present, Future Time Perspectives and Maladaptive Cognitive Schemas: Associations with Student Engagement and Attrition Rates in an Online Unit of Study** Ben Bullock, Stephen Theiler		**Arguing Again for E-Exams in High Stakes Examinations** Mathew Hillier, Andrew Fluck	**Design and Development of Examples to Support Authentic Professional Learning: A Participative Process** Elaine Huber, Lucy Arthur, Scarlet An	**Mobile Learning and Professional Development: Future Building Academic Work in Higher Education** Maxine Mitchell, Shirley Reushle
1200 – 1235	**SESSION T5.1** **Learning Design** Active Learning Space	**SESSION T5.2** **e-Learning** W5A PG Price	**SESSION T5.3** **e-Learning** W5A T1		**SESSION T5.4** **Assessment** W5A T2	**SESSION T5.5** **Prof Learning** C5C T1 Theatre	**SESSION T5.6** **Mobile Learning** C5C Collaborative Forum
	Applied Learning in Online Spaces: Traditional Pedagogies Informing Educational Design for Today's Learners Jillian Downing, Jan Herrington	**The Introduction of an Advanced Class in Systems Administration at Otago Polytechnic** Tom Clark	**Student Reflections on Preference and use of Lecture Notes and Recordings** Emily Cook, Aaron Blicblau, Therese Keane		**Business Student's Attitudes to Criteria Based Self-Assessment and Self-Efficacy** Danny Carroll	**Gazing into the Future of Sri Lankan Higher Education: Capacity building for the Future** Kulari Lokuge Dona, Mike Keppell, Amali Warusawitharana	**Designing Fieldwork with Mobile Devices for Students of the Urban Environment** Dora Constantinidis, Wally Smith, Shanton Chang, Hannah Lewi, Andrew Saniga, et. al.
1230 – 1255	**SESSION T6.1** **Learning Design** Active Learning Space	**SESSION T6.2** **e-Learning** W5A PG Price	**SESSION T6.3** **MOOCs/Open Edu** W5A T1		**SESSION T6.4** **Assessment** W5A T2	**SESSION T6.5** **Prof Learning** C5C T1 Theatre	**SESSION T6.6** **Mobile Learning** C5C Collaborative Forum
	nDiVE: The Story of How Logistics and Supply Chain Management Could be Taught Torsten Reiners, Lincoln Wood, Sue Gregory, Natasha Petter, Hanna Teräs, et. al.	**Do 21st Century Students Dream of Electric Sheep? A Mobile Social Media Framework For Creative Pedagogies** Thomas Cochrane, Andrew Withell	**Accessible, Reusable and Participatory: Initiating Open Education Practices** John Hannon, Donna Bisset, Leigh Blackall, Simon Huggard, Ruth Jelley, et. al.		**Action-based Learning Assessment Method (ALAM) in Virtual Training Environments** Ali Fardinpour, Torsten Reiners, Heinz Dreher	**Working in Partnership: An Authentic Professional Learning Program to Promote Sustainable Curriculum Change** Helen Carter, Elaine Huber	**Academics Adopting Mobile Devices: The Zone of Free Movement** Boris Handal, Jean MacNish, Peter Petocz
1300 – 1355	LUNCH Atrium						
1315 – 1355	**BOOK LAUNCH** Atrium *Maree Gosper & Dirk Ifenthaler*						

PROGRAM

TUESDAY 3 DECEMBER

1400 – 1445	**INVITED SPEAKER: M-Learning: Māori Advancement at AUT University** Macquarie Theatre *Associate Professor Pare Keiha* *Auckland University of Technology* *Chair: Helen Carter*					
1450 – 1505	**SESSION T8.1** **Learning Design** Active Learning Space	**SESSION T8.2** **e-Learn/Virtual Worlds** W5A PG Price	**SESSION T8.3** **e-Learning** W5A T1		**SESSION T8.4** **e-Learn/Virtual Worlds** **best paper award** W5A T2	**SESSION T8.5** **TPACK** C5C T1 Theatre	**SESSION T8.6** **Symposium** C5C Collaborative Forum
	Moving on from Webquests: are Discovery Missions The Next Big Thing? Chris Campbell, Patrick O'Shea	**Use Of Anatomage Tables in a Large First Year Core Unit** Georgina Fyfe, Sue Fyfe, Danielle Dye, Hannah Crabb	**Identifying E-Learning Principles for Maritime Education Through The E-Initiatives Project: A Design-Based Approach** Christopher Allan, Mark Symes, Jillian Downing		**Reviewing the Past to Imagine the Future of Elearning** Cathy Gunn	**Pipe Dreams or Digital Dreams: Technology, Pedagogy and Content Knowledge in the Vocational Educational and Training Sector** Teresa O'Brien, Dorit Maor	**What's The Big Idea 2013 – Making MOOCs** Elizabeth Greener, Trish Andrews Paul Fenn, Chris Newman
1510 – 1525	**SESSION T9.1** **Learning Design** Active Learning Space	**SESSION T9.2** **e-Learning** W5A PG Price	**SESSION T9.3** **e-Learning** W5A T1		**SESSION T9.4** **Assessment** W5A T2	**SESSION T9.5** **Literacies** C5C T1 Theatre	
	Prospects for iPad apps and Learning Design in Medical Education Bronwen Dalziel, James Dalziel	**A Good Story: The Missing Dimension of a Great Online Course** Dawn Duncan	**Understanding Our Present: Teaching Disputes Resolution Through Online Role-Play** Darryl Saunders, Alison Reedy		**Machinima for Immersive and Authentic Learning In Higher Education** Brent Gregory, Sue Gregory, Myee Gregory	**"The slides are part of the cake": PowerPoint, software literacy and tertiary education** Elaine Khoo, Bronwen Cowie, Rob Torrens	
1530 – 1545	**SESSION T10.1** **Learning Design** Active Learning Space	**SESSION T10.2** **e-Learning** W5A PG Price	**SESSION T10.3** **e-Learning** W5A T1		**SESSION T10.4** **Assessment** W5A T2		
	Five Stages of Online Course Design: Taking the Grief out of Converting Courses for Online Delivery Karin Barac, Lynda Davies, Sean Duffy, Neal Aitkin, Jason Lodge	**Communicating with Peers Online: What do Students Expect of Each Other?** Dianne Forbes	**Connecting and Reflecting with Ning, A Social Networking Tool** Janette Hughes		**Moocs - What's Cultural Inclusion Got To Do With It?** Mauricio Marrone, Lilia Mantai, Karina Luzia		
1550 – 1610	AFTERNOON REFRESHMENTS Atrium						

PROGRAM

TUESDAY 3 DECEMBER

1615 – 1630	**SESSION T11.1** **Learning Design** Active Learning Space	**SESSION T11.2** **e-Learn/Virtual Worlds** W5A PG Price	**SESSION T11.3** **Workshop** W5A T1		**SESSION T11.4** **Virtual Worlds** W5A T2	**SESSION T11.5** **Literacies** C5C T1 Theatre	**SESSION T11.6** **Symposium** C5C Collaborative Forum
	Embedding Professional Skills in the ICT Curriculum Brian von Konsky, Asheley Jones, Charlynn Miller	**Using a Glossary Random Entry Tool on Moodle Online Learning Sites to Improve Students' Engagement - A Pilot Study** Ying Jin, Michelle Thunders, Rachel Page	**Meet the AJET Editors Workshop** Barney Dalgarno, Sue Bennett, Gregor Kennedy		**Building Bridges for Non-Engineers: Virtual World Support for Project Based Delivery** Merle Hearns	**Distributed Digital Essay: Academia Connects with Social Media** Fiona Nicolson, Sherrie Love, Mitch Parsell	**Designer-writer-scholar: emerging frontiers for collaborative elearning scholarship** Melinda Lewis, Karen Scott, Patrina Caldwell
1635 – 1650	**SESSION T12.1** **Learning Design** Active Learning Space	**SESSION T12.2** **e-Learning** W5A PG Price			**SESSION T12.4** **Assessment** (full paper) W5A T2	**SESSION T12.5** **Mobile Learning** (invited full paper) C5C T1 Theatre	
	The Village Pharm: Flipping the Classroom to Enhance the Learning of Pharmaceutics and Associated Professional Skills Jennifer Schneider, Siva Krishnan, Irene Munro, Adam Birchnell	**Wiki-Based Interventions: A Curriculum Design For Collaborative Learning** Zainee Waemusa, Andrew Gibbons			**Enhancement Of Scientific Research and Communication Skills Using Assessment And Eportfolio In A Third Year Pathology Course** Patsie Polly, Thuan Thai, Adele Flood, Kathryn Coleman, Mita Das, et al.	**OpenTab: imagining an open, mobile future for first year business student** Matthew Riddle	
1655 – 1710	**SESSION T13.1** **Learning Design** Active Learning Space	**SESSION T13.2** **e-Learning** W5A PG Price					
	Dreams, hiccups and realities: What happens when lecturers and students co-design an online module? Maria Northcote, Beverly Christian	**Orienting students to online learning: going like a dream or still a nightmare?** Oriel Kelly					
1900 – 2330	**ascilite 2013 CONFERENCE DINNER** Curzon Hall, 53 Agincourt Rd, Marsfield **The Amazing 80's** Buses depart the following hotels at 1830: Travel Lodge Macquarie North Ryde Stamford Grand North Ryde Medina Executive North Ryde						

PROGRAM

WEDNESDAY 4 DECEMBER

0730	**Registration Desk Open** Macquarie Theatre Foyer						
0845 – 0855	**Welcome to the Day and Housekeeping** Macquarie Theatre						
0900 – 0945	**KEYNOTE: Educational Technology: The Impossible Dream?** *Professor Sorel Reisman* *California State University Fullerton* *Chair: Maree Gosper*						
0950 – 1005	**SESSION W1.1** **Learning Design** Active Learning Space	**SESSION W1.2** **Mobile Learning** W5A PG Price	**SESSION W1.3** **Mobile Learning** W5A T1		**SESSION W1.4** **Virtual Worlds** W5A T2	**SESSION W1.5** **Literacies** C5C T1 Theatre	**SESSION W1.6** **Symposium** C5C Collaborative Forum
	The Reading Game – encouraging learners to become question-makers rather than question-takers by getting feedback, making friends and having fun Robert Parker, Maurizio Manuguerra, Bruce Schaefer	**Evaluating an institutional blended and mobile learning strategy** Carol Russell, Jing Qi	**Mobile devices for learning in Malaysia: Then and now** Helena Song, Angela Murphy, Helen Farley		**Virtual Worlds for learning: done and dusted?** Christine Newman, Helen Farley, Sue Gregory, Lisa Jacka, Sheila Scutter, et al.	**The language of science: an online animated tool for learning the vocabulary used in the health sciences** Michelle Thunders, Ying Jin, Rachel Page,	**Find out about CMALT Australasia** Philip Uys, Andrew Colbert, Oriel Kelly
1010 – 1025	**SESSION W2.1** **Learning Design** Active Learning Space	**SESSION W2.2** **Mobile Learning** W5A PG Price	**SESSION W2.3** **Mobile Learning** W5A T1		**SESSION W2.4** **Virtual Worlds** W5A T2	**SESSION W2.5** **Literacies** C5C T1 Theatre	
	Using a collaborative investigation and design strategy to support digital resource development in an online unit of study Shannon Kennedy-Clark, Penny Wheeler, Vilma Galstaun	**Revisiting the definition of Mobile Learning** Helen Farley, Angela Murphy, Sharon Rees	**The Digital Book in Higher Education: Beyond the Horseless Carriage** Edilson Arenas, Avron Barr		**Second Life calling: language learners communicating virtually across the world** Belma Gaukrodger, Clare Atkins	**Factors to consider when designing writing groups for off-campus doctoral candidates** Olga Kozar, Juliet Lum	
1030 – 1055	MORNING REFRESHMENTS Atrium						
1100 – 1125	**SESSION W3.1** **Learning Design** Active Learning Space	**SESSION W3.2** **Mobile Learning** W5A PG Price	**SESSION W3.3** **Mobile Learning** W5A T1		**SESSION W3.4** **Virtual Worlds** W5A T2	**SESSION W3.5** **Literacies** C5C T1 Theatre	**SESSION W3.6** (1100 - 1140) **Symposium** C5C Collaborative Forum
	Does the use of the TPACK model enhance digital pedagogies: We don't understand the present so how can we imagine the future? Dorit Maor	**Motivation and satisfaction for vocational education students using a video annotation tool** Meg Colasante, Michael Leedham	**Caring dialogue: A step toward realising the dream of online learning communities** Jennie Swann		**Exploring summative peer assessment during a hybrid undergraduate supply chain course using Moodle** Kenneth David Strang	**Creating engagement and cultivating information literacy skills via Scoop.it** Amy Antonio	**ACODE Benchmarking: Plotting a bright future** Michael Sankey, Rob Phillips, Stephen Marshall, Helen Carter, Gordon Suddaby

PROGRAM

WEDNESDAY 4 DECEMBER

1130 – 1155	**SESSION W4.1** **Learning Design** Active Learning Space	**SESSION W4.2** **e-Learning** W5A PG Price	**SESSION W4.3** **e-Learning** W5A T1		**SESSION W4.4** **Virtual Worlds** W5A T2	**SESSION W4.5** **Literacies** C5C T1 Theatre	**SESSION W4.6 (1100 - 1140)** **Symposium** C5C Collaborative Forum
	An empirically-based, tutorial dialogue system: design, implementation and evaluation in a first year health sciences course. Jenny McDonald, Alistair Knott, Sarah Stein, Richard Zeng	**Technology as a creative partner: Unlocking learner potential and learning** Vickel Narayan	**Using Twitter in Higher Education** Sarah Prestridge		**Immersive Business Simulation Games: an Innovative Pedagogical Approach to e-Learning and Education** Andrej Jerman Blazic, Tanja Arh	**Turn on the book: Using affordance theory to understand the adoption of digital textbooks by university lecturers** Debborah Smith, Jeffrey Brand, Shelley Kinash	**Understanding network leadership in Australasian Tertiary Associations** Mike Keppell, Gordon Suddaby, Helen Carter Caroline Steel
1200 – 1225	**SESSION W5.1** **Learning Design** Active Learning Space	**SESSION W5.2** **e-Learning** W5A PG Price	**SESSION W5.3** **e-Learning** W5A T1		**SESSION W5.4** **Virtual Worlds** W5A T2	**SESSION W5.5** **Literacies** C5C T1 Theatre	
	Implementing Learning Design: A Decade of Lessons Learned James Dalziel	**Exploring Connected Learning Spaces in Teacher Education** Rachel Perry, Kimberley Pressick-Kilborn, Matthew Kearney	**Re-imagining the university: Vibrant matters and radical research paradigms for the 21st century** Reem Al-Mahmood		**Designing contemporary music courses for the 21st century musician: virtual worlds as a live music performance space** Lisa Jacka, Matthew Hill	**The Greek flip: old language, online learning** Martin Olmos	
1230 – 1325	LUNCH Atrium						
1330 – 1425	**KEYNOTE: IMAGINING THE FUTURE** Macquarie Theatre *Mark Pesce* *Chair: Matt Bower*						
1430 – 1445	**SESSION W7.1** **Learning Design** Active Learning Space	**SESSION W7.2** **e-Learning** W5A PG Price	**SESSION W7.3** **Mobile Learning** W5A T1		**SESSION W7.4** **Virtual Worlds** W5A T2	**SESSION W7.5** **Learning Analytics** C5C T1 Theatre	
	'It's not the university experience we were expecting': digitally literate undergraduate students reflect on changing pedagogy Amanda Jefferies	**Applying Web-conferencing in a Beginners' Chinese Class** Sijia Guo	**Understanding the use of smart mobile technologies for learning in higher education** Angela Murphy, Helen Farley, Andy Koronios		**Engaging online students through the gamification of learning materials: The present and the future** Naomi McGrath, Leopold Bayerlein	**Improving retention in first-year mathematics using learning analytics** Yasmin Erika Faridhan, Birgit Loch, Lyndon Walker	
	SESSION W8.1 **Learning Design** Active Learning Space	**SESSION W8.2** **e-Learning** W5A PG Price	**SESSION W8.3** **Mobile Learning** W5A T1		**SESSION W8.4** **Virtual Worlds** W5A T2	**SESSION W8.5** **Learning Analytics** C5C T1 Theatre	
	Flipped classroom in first year management accounting unit – a case study Xinni Du, Sharon Taylor	**Mobile realities and dreams - Are students and teachers dreaming alone or together?** Mark Bassett, Oriel Kelly	**Mobile Learning at Charles Sturt University: Lessons learned from university-wide iPad trials in 2012** Tim Klapdor, Philip Uys		**Issues Integrating Remote Laboratories into Virtual Worlds** Tania Machet, David Lowe	**The IRAC framework: Locating the performance zone for learning analytics** David Jones, Colin Beer, Damien Clark	
1510 – 1520	**Awards Presentations** Macquarie Theatre						
1520 – 1530	**Handover to ascilite 2014**						
1530 – 1535	**CONFERENCE CLOSE**						

PROFESSOR KAY O'HALLORAN

School of Education
Curtin University of Technology

Kay O'Halloran is Director of the Multimodal Analysis Lab in the Interactive & Digital Media Institute at the National University of Singapore. Her areas of research include multimodal analysis, social semiotics, mathematics discourse, and the development of interactive digital media technologies and mathematical and scientific visualization techniques for multimodal and socio-cultural analytics.

Kay O'Halloran and the interdisciplinary research team of social scientists and computer scientists are working on a range of major projects in the Multimodal Analysis Lab. She has a background in linguistics, and has also developed Systemics software for teaching linguistic analysis in collaboration with Professor Kevin Judd.

KEYNOTE PRESENTATION

Learning from the Past

Monday 2 December
1300 – 1400

*While Electric Dreams [movie] may be more memorable for the music at its core,... it remains a time capsule of a society that was on the verge of a technological revolution, but not entirely sure what that would mean yet. (*http://www.thereelbits.com/2011/09/16/80s-bits-electric-dreams/*)*

In this presentation, I examine the relationship between computers, the individual and society, reflecting on how our lives have changed as a result of the advances in digital computing and the subsequent onset of the information age. Such technological advances have also had a significant impact on tertiary education, which is now positioned as a major player in the global corporate market. From this perspective, what lessons can we learn from our recent past, and what are the implications for tertiary education? In attempting to answer these questions, I draw upon my experience as the Director of the Multimodal Analysis Lab1 in the Interactive & Digital Media Institute at the National University of Singapore. The research program in the lab aimed to develop software and computational approaches for close multimodal analysis (of language, images and audio resources) in different media and automated analysis of large cultural data sets for mapping socio-cultural patterns and trends. The research projects necessarily involved close collaboration between social scientists, scientists and computer scientists, resulting in the development of digital approaches to multimodal analysis and multimodal literacy. Based on the experience of integrating "two [or more] cultures" in one lab, I explore the ramifications of dividing "the intellectual life of the whole of western society" into the sciences and humanities (Snow 1959), a legacy that still exists today, despite the evident need to overcome this divide to solve problems in the world today. The question remains how the vertical knowledge structures of the sciences and the horizontal knowledge structures of humanities (Bernstein 1999) can be integrated, or whether we need a new approach capable of addressing the problems and challenges facing us today.

ASSOCIATE PROFESSOR GREGOR KENNEDY

Director eLearning
University of Melbourne

Gregor Kennedy is the Director of eLearning at the University of Melbourne, an Associate Professor of Higher Education in the Centre for the Study of Higher Education and Head of Learning Environments, the department responsible for virtual and physical learning spaces at the University of Melbourne. His current work involves leading the University's strategy in technology-enhanced learning and teaching, supporting staff in the use of learning technologies, and undertaking research in the area of learning technologies.

He has a background in psychology and has spent the last 15 years conducting and overseeing research and development in educational technology in higher education. His research interests include staff and students' use of technology, contemporary learning design and emerging technologies, computer-based interactivity and engagement, and the use of electronic measures for educational research and evaluation. He has published widely in these areas and is the co-lead editor the Australasian Journal of Educational Technology.

KEYNOTE PRESENTATION

The Dream of Educational Technology Interaction

Tuesday 3 December
0900 – 0955

The field of educational technology has a longstanding interest in interaction and the concept of interactivity. With every emerging technology comes the promise of new forms of interaction and novel ways of engaging students in the learning process. The attention researchers, teachers, developers and designers of educational technology have given to "interaction" and "interactivity" is well founded. The educational theories, and the teaching and learning frameworks and models that are used to guide research and practice in our field have consistently emphasised learning as a social process that involves interaction among people and between people and artifacts.

In this presentation I will review our understanding of the present through the lens of educational technology interaction. More specifically, the presentation will be guided by the question of how well we are designing technology-based experiences to enhance and support teaching and learning interactions. I will provide an overview of how different types of interaction have been conceived by educators and educational technologists, noting their importance in advancing students' learning. I will provide examples of how the leaders in our field have made good on the "electric dream" of educational technology, in their creation of exemplary technology-supported learning interactions.

Against this backdrop I will provide a critical analysis of the ways in which the current crop of mainstream educational technologies have been designed and used, seeking to show how we have not done a particularly good job in using technology in systemic ways to enhance and support teaching and learning interactions. I will argue that our present uses of educational technologies have generally emphasised access to content, transmission of information, and the management of teaching and learning rather than the provision of genuinely interactive teaching and learning experiences. Moreover, and somewhat incongruously, I will also argue that the tilt toward student-centred models of learning and learning designs have over-emphasised self-directed learning and peer-based collaboration, often at the expense of interaction with expert teachers. I will conclude by using the lens of interaction to evaluate the merit of three contemporary – and promising – educational technology movements: MOOCs, the flipped classroom and learning analytics.

MARK PESCE

Mark Pesce is an inventor, entrepreneur, writer, educator and broadcaster. In 1994 he co-invented VRML, a 3D interface to the World Wide Web, and has gone on to write six books, including The Playful World: How Technology is Transforming Our Imagination, which explored the frontiers of the future through an examination of interactive toys, and THE NEXT BILLION SECONDS (www.nextbillionseconds.com) an analysis of culture now that we're all 'hyperconnected'.

Pesce founded postgraduate programs in interactive media at both the University of Southern California and the Australian Film, Television and Radio School. For seven years, Pesce was a panelist and judge on the ABC's hit series The New Inventors, and regularly comments on the intersection of technology and society for JJJ Hack, The Project, and ABC Local Radio.

KEYNOTE PRESENTATION

Hypereducation in the University

Wednesday 4 December
1330 – 1425

Over the last five years Australians have become profoundly connected. Nearly every one of us now carries a mobile-broadband connected smartphone, which is to say a powerful computer connected to substantial bandwidth.

People need no reason to connect; we're a social species. Once we connect, we begin to share with one another, starting out broadly, but eventually settling upon a topic of mutual interest. We share with each other everything we know about matters of importance to us, and in so doing, learn from one another.

This is the way we have always worked, sharing and mimesis providing a fundamental informal foundation a hundred thousand years before 'education'. Connected, we have come full circle. Everything formal and specific finds itself overwhelmed in the sheer numbers of people sharing everything they know about absolutely everything.

For a thousand years the university defined a space for the transmission of knowledge. The monopoly on both transmission and knowledge have been effectively vacated by two billion smartphone connected individuals.

What now? When education is everywhere, available on demand at nearly no cost, how does pedagogy change? The idea of a 'chalk-and-talk' classroom, where students passively accept knowledge imparted by a teacher, makes no sense when the experts are everywhere, connected, pre-recorded, and always available.

The MOOC is an intermediate form, still tenuously clinging to the idea that students need a cohesive center for their studies. It is an echo of a dying form, the last gasp of something that need only exist where knowledge is in short supply. Educators need MOOCs more than students ever will.

Our sudden hyperabundance of knowledge highlights a new scarcity – the 'magic moment' of human mentorship translating knowledge into understanding. The destiny of the university lies not in an ever-increasing virtualization, but its inverse. As our personal learning networks of shared knowledge and expertise grow broader, we accentuate our need for the embodied, non-digitizable and irreplaceable moments of human contact.

Some universities are frivolously outsourcing themselves into insignificance, becoming part of the background noise of an increasingly intelligent culture. The best, however, will reinforce that which can only be experienced in person, an education that remains rare, expensive – and most effective.

ASSOCIATE PROFESSOR PARE KEIHA

Pro Vice Chancellor Māori Advancement, Pro Vice Chancellor Learning and Teaching, Dean/Tumuaki Te Ara Poutama/ Faculty of Māori Development, Auckland University of Technology.

Associate Professor Pare Keiha is Pro Vice Chancellor Māori Advancement, Pro Vice Chancellor Learning and Teaching, Dean/Tumuaki Te Ara Poutama/ Faculty of Māori Development (http://www.aut.ac.nz/profiles/pare-keiha) at Auckland University of Technology.

Pare currently advises a number of Māori enterprises, including both tribal and pan-tribal organisations, and state sector entities in the areas of business development, management and strategy.

SPEAKER PRESENTATION

M-Learning: Māori Advancement at AUT University

Tuesday 3 December
1400 – 1445

"It must be considered that there is nothing more difficult to carry out nor more doubtful of success nor more dangerous to handle than to initiate a new order of things; for the reformer has enemies in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new order; this lukewarmness arising partly from the incredulity of mankind who does not truly believe in anything new until they actually have experience of it."

Niccolò Machiavelli (*1469-1527*)

Imagine a future in which we had a commitment to reduce the opportunity costs of higher education to our students.

Imagine a future in which we had a commitment to reducing the mechanical transfer of content to our students, while at the same time increasing the depth of their understanding.

Imagine a future in which our teachers were more like composers than conductors; where teaching was more about coaching, mentoring, facilitating, or designing.

Imagine a future in which our students could regularly complete a programme of study sooner rather than later.

Imagine a future in which our students create futures for themselves.

Imagine a future characterised by a new order of things.

That future is a reality for Te Ara Poutama, the Faculty of Māori Development at the Auckland University of Technology. The faculty has developed a reputation for innovative, creative and technologically advanced digital learning resources. Importantly those resources have recognised the creative potential of Māori language, custom and culture as a source from which the faculty's staff and students draw inspiration. Such inspiration has been set against the opportunities created by the relationship between technology, pedagogy, content and, last but not least, options to reduce the opportunity costs of higher education. Central to this new future has been the incorporation of mobile devices to enhance the student learning experience. The notion of the Digital Native is re-examined albeit in a Māori context. The initiation of this 'new order of things' has not been without its challenges. Undaunted the faculty, and indeed the university's Centre for Learning and Teaching (CfLAT), has developed strategies to dampen the incredulity of those of a previous order and these are shared with a view that they may provide encouragement for those who do imagine a new order of things.

PROFESSOR SOREL REISMAN

Faculty Member, California State University, Office of the Chancellor, MERLOT

Professor Sorel Reisman is Managing Director of MERLOT.org, Emeritus President of the IEEE Computer Society and Professor, Information Systems, California State University Fullerton. Sorel has held management positions at IBM, Toshiba, and EMI. He is an IEEE senior member and is the vice president in charge of the Computer Society Publications Board. Reisman has served as vice president of the Electronic Products and Services Board and as a member of the Transformation and Planning and Membership Committees.

SPEAKER PRESENTATION

Educational Technology: The Impossible Dream?

Wednesday 4 December
0900 – 0945

The modern era of educational technology is about 50 years old, and with each historical 'breakthrough,' technologists have claimed incredible solutions to longstanding problems in teaching and learning. And every claim has appeared to fail to deliver on its promise. In fact, in the face of such disappointments it might be argued that educators have continually lowered the bar regarding what can be considered a failure or a success. For example, we have strived for decades, or perhaps even centuries to define learning effectiveness metrics for our always-emerging teaching and learning technologies and methodologies. But often, subject matter experts', instructors', and/or learners' opinions become synonyms for effectiveness metrics.

This presentation will touch on some of the 'breakthrough' educational technologies of the last half century and will show how they weren't failures, but instead provided 'scaffolding" for subsequent technologies that might begin to address the learning effectiveness of different instructional treatments. For example, the notion of adaptive learning, so popular in many environments today, in fact is a derivative of early aptitude-by-treatment interaction work done in 1960s and 1970s. But adaptive learning should not and cannot claim to be a solution to the matter of measuring teaching effectiveness. There are newer developments associated with the phenomenon of 'big data' that could move us closer to our goal of identifying and utilizing learning effectiveness data.

The presentation will examine a few 'historic' educational technologies, and show how they provided scaffolding for subsequent developments in the field. It will discuss some current metrics used for the assessment of online learning materials, and show, while these kinds of metrics are useful, in the era of big data and MOOCs, we should be able to do a much better job in the future, of reporting on the effectiveness of alternative instructional technologies.

THE GREAT DEBATE

The Dream of Technology-Assisted Learning Has Been Realised

Monday 2 December
0930 – 1010

30 years ago, the movie Electric Dreams was released painting a funny but sinister view of what was in store for the mere mortal from these new and strangely-called machines. The scene in which the lead goes into a computer shop to be told by the sales assistant that they had a range of different devices called "Apples, Wangs, and …". Those were the days of many staff wondering about the utility of such things and how they might impact on our lives as teachers and learners. This debate pits two teams for and against this proposition, to summarily explore the progress we have made and the issues we have yet to address.

This is a fun opening to the conference that hopefully will raise issues that others might comment upon during the conference, it will also introduce most of our keynote speakers and other key movers!

THE AFFIRMATIVE

Professor Shirley Alexander

Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity), UTS

Professor Judyth Sachs

Deputy Vice-Chancellor and Provost, Macquarie University

Associate Professor Shane Dawson

Deputy Director Academic Learning Services, University of South Australia

THE NEGATIVE

Associate Professor Gregor Kennedy

Director of eLearning, University of Melbourne

Professor Kay O'Halloran

Director, Multimodal Analysis Lab
Curtin University of Technology

Professor Mark Brown

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

SOCIAL PROGRAM

The ascilite Conference has a reputation for delivering memorable social events, and 2013 will be no different.

ASCILITE 2013 CONFERENCE WELCOME RECEPTION

Venue Macquarie University Library
Date Sunday 1 December 2013
Time 1730 – 1900
Dress Smart Casual
Cost Inclusive Event
Tickets Cost: $70

The Welcome Reception will be held at the Macquarie University Library and will feature entertainment from the MAC_ACAPPELA group. Delegates will also be able to tour the Library's Automatic Storage and Retrieval System.

This will be the first opportunity delegates will have to catch up with colleagues and network with peers.

ASCILITE 2013 MOVIE NIGHT

Venue Macquarie University, Macquarie Theatre
Date Monday 2 December 2013
Time 1815 – 2030
Dress Smart Casual
Cost Inclusive Event

Enjoy a night at the Movies as we screen the hit movie from the 80's Electric Dreams. Light refreshments will be served from 1815 with the movie starting at 1845.

ASCILITE 2013 CONFERENCE DINNER

Venue Curzon Hall
Date Tuesday 3 December 2013
Time 1900 – 2330
Dress After five or to the theme
Cost Inclusive Event

The conference dinner will be held at the beautiful Curzon Hall, on Tuesday 3 December. The theme is the Awesome 80's. We will go back to the days of heavy metal bands and big hair. You need to find some leg warmers, muscle shirts, or acid wash to wear. It will be a party to celebrate the best decade yet, you can even show up in a little red Corvette.

The conference dinner is included for full delegates. Student / retiree or day registrations need to purchase a ticket to attend. Tickets can be purchased at $125 per person.

Buses will depart the following hotels at 1830:

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Attendees of the **ASCILITE** conference are invited to preview ***Teaching Online*** – to find out more please contact Wendy Harbottle, Head of Academic Partnerships:

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SESSION M1 : 1100 – 1125

MONDAY 2 DECEMBER

Active Learning Space

M1.1

Blended Synchronous Learning: Patterns and principles for simultaneously engaging co-located and distributed learners

Matt Bower, Jacqueline Kenney, Barney Dalgarno, Mark J.W. Lee, Gregor E. Kennedy

This paper presents seven blended synchronous learning designs and articulates principles for implementation as espoused by the teachers who enacted them. Blended synchronous learning approaches use media-rich synchronous technologies to enable remote and face-to-face students to co-participate in the same live classes. A wide range of technologies (video conferencing, web conferencing, virtual worlds), tasks (collaborative evaluation, group questioning, class discussion, problem solving, collaborative design) and levels of student interaction (from lightweight to tightly coupled) were present within the blended synchronous learning designs. The main issues that teachers confronted when teaching blended synchronous lessons were communication issues and issues related to cognitive overload caused by split attention. Key pedagogical principles for enactment as identified by the lead teachers included the need for extensive preparation, clear instructions, composure, flexibility, advance preparation of students and savvy utilisation of support staff. These findings represent initial results from an Office of Learning and Teaching project entitled 'Blended synchronicity: Uniting on-campus and distributed learners using media-rich real-time collaboration tools' (further details available at http://www.blendsync.org/).

Keywords: blended synchronous learning, video conferencing, web conferencing, virtual worlds

W5A PG Price

M1.2

The Learning Ecosystem: A practical, holistic approach to old problems in a new world

Leona Norris, Annora Eyt-Dessus, Clive Holtham

This paper reflects our journey towards the dream of a seamlessly enhanced teaching and learning framework to support our academic excellence through VLEs. While we often seek to move forward and embrace the future of education, it is increasingly important to reflect on the importance of our present, both in terms of a stable base to build onto and as a rich source of lessons to be learnt. We therefore seek move away from repeating the mistakes of our past, taking a broader holistic perspective of the embedding of technology in education. Our model and practices draw on literature to build on analogy of a learning ecosystem, which then informs our first steps in a brave, new "recombinant" form.

Keywords: Learning ecosystem, educational technology, e-learning, recombination, pedagogy, higher education, VLE, evolution

W5A T1

M1.3

Developing social media training resources for AusAID scholarship students

Paul Gruba, Mat Bettinson, Jean Mulder, Gabrielle Grigg

Potentially, effective social media use has a valuable role to play in addressing a number of concerns for newly arrived international students including feelings of isolation, access to information and participation in community. The aim of this paper is to report on a project to develop social media training resources for AusAID students from developing countries. The project was delivered as part of a six-week, 100-hour introductory academic preparation program. Using an action research approach, we conducted three stages of materials production, data gathering and self-reflection. In our overall analysis of the project, we identified resistance to participation, information overload and technological impediments as central barriers to full integration of social media training. We conclude with suggestions for improvement and research in the development and integration of social media training resources.

Keywords: social media, training, international students

W5A T2

M1.4

Assessing Collaboration in a Web-based Constructivist Learning Environment: A Malaysian Perspective

Fui Theng Leow, Mai Neo

This paper focuses on studying the students' collaborative processes within a web-based learning environment. A constructivist web-based learning environment was designed using Jonassen's (1999) CLE model, and centered around a multimedia group project and the use of web 2.0 tools. The project was undertaken by students at INTI International University, Malaysia, and worked in a project group of 4 members. This study assesses students' perception, attitude change, language acts through the use of several data collection instruments, including questionnaires, open-ended questions, interview, and students' interaction records in web-based applications. Factor analysis was performed on quantitative data, whereas the framework of CMCL was used to investigate the qualitative data to identify the collaboration and communication through their communicative acts during project development process. Results showed that group collaboration provided peer support, increased their motivation and satisfaction, and more communication and interaction were stimulated in the learning process.

Keywords: collaborative learning, communicative acts, web 2.0 tools, constructivist learning environment, Malaysian classroom learning

C5C T1 Theatre

M1.5

Using the e-learning Maturity Model to Identify Good Practice in E-Learning

Stephen Marshall

E-learning is a complex endeavor which presents significant challenges as the scale and complexity of different technologies and pedagogical models grows. The e-learning Maturity Model is a quality framework aimed at helping educational institutions engage with this complexity both by understanding the state of their current organizational e-learning capability, but also by providing tools aimed at systematically improving that capability. The eMM framework includes an extensive body of information drawn from the literature but is also intended to help identify useful examples from different institutions so these can inform other organization seeking ideas for their own situation. This paper describes a number of such examples of good practice identified as part of an ongoing project applying the eMM to Australian universities, and signals the potential outcomes possible from a more complete sample in the future.

Keywords: e-learning maturity model, eMM, quality

C5C Collaborative Forum

M1.6

Key Attributes of Engagement in a Gamified Learning Environment

Penny de Byl, James Hooper

Successful computer games and effective educational environments share many similar key attributes relating to instruction, goals, feedback and interaction. Unfortunately, many educators find it difficult to implement strategies in their curriculum to compete with the engagement of computer games. The recent surge in the popularity of gamification may hold the key and provide a framework by which teachers can implement simple strategies to increase engagement in their classrooms. To contribute to this domain about the affordances of gamification in education, this paper argues that the key attributes of engagement are the same whether they are in an education or game setting. It also extends a previous study that revealed a five dimensional model of gamified curriculum factors and examines each with respect to student engagement. The conclusion is the amount of engagement in the gamified classroom is dependent on the individual student's playfulness and acceptance of innovative and dynamic pedagogies.

Keywords: Gamification, Pedagogy, Games-Based Learning, Curriculum, Student Engagement.

SESSION M2 : 1130 – 1155

MONDAY 2 DECEMBER

Active Learning Space

W5A PG Price

W5A T1

W5A T2

M2.1

Using technology to enable flipped classrooms whilst sustaining sound pedagogy

Michael D Sankey, Lynne Hunt

This paper initially provides an understanding of what constitutes a flipped classroom model. It then provides a series of four case studies that describe the application of some different flipped classroom approaches to university courses, largely mediated by the use of online learning technologies. It demonstrates that these flipped classrooms are informed by constructivist pedagogy and highlights the role university teachers can play in facilitating their students' engagement with learning. It also highlights that to be successful in this transition to a new mode of learning requires both a holistic institutional planning approach, one based within a coherent student learning journey model, and sustained development by a team of centralised support staff, including technology experts, librarians and learning designers. The paper concludes with a discussion of the implications associated with adopting a flipped classroom approach.

Keywords: Flipped classrooms, technology, changing practice, Student learning journey

M2.2

Lecture Capture: Student Hopes, Instructor Fears

Ben Williams, Jeffrey Pfeifer, Vivienne Waller

Technology to capture and retransmit lectures has been widely available for more than two decades. However, the widespread expectation that universities will record all lectures is not matched by systematic research and theory on lecture capture use. This paper provides a brief overview of research and reports a three-phase study of lecture video use and perceptions carried out with the staff and students of an undergraduate psychology program at a large suburban university. We found that some lecturers are concerned that mandatory lecture capture creates copyright problems and reduces their ability to provide their best teaching. There is also evidence that lecture capture decreases attendance and lowers grades for some students. However, our results indicate that for students enrolled in face-to-face units, the availability of captured lecture videos offers a valuable revision tool which is integrated into "traditional" study patterns rather than replacing them.

Keywords: lecture video; lecture capture; mixed-methods.

M2.3

Innovation via a Thin LMS: A middleware alternative to the traditional learning management system.

Marc Wells, David Lefevre, Fotis Begklis

This case study describes how a middleware software solution, originally developed to enable course materials to be delivered to tablet devices, eventually replaced an incumbent 'monolithic' LMS at a Business School in the UK. This middleware solution is termed a 'Thin LMS' and consists primarily of software that integrates data and materials from other information systems hosted by the institution.

The advantages and disadvantages of this approach are discussed and it is proposed that the Thin LMS approach offers a viable alternative to the monolithic LMS in certain institutional contexts.

Keywords: E-learning, information systems, LMS, monolithic LMS, thin LMS, VLE, integrator, integration.

M2.4

The design of formative blended assessments in tertiary EFL programs: A case study in Saudi Arabia

Mansoor S. Almalki, Paul Gruba

Despite a rise of blended learning approaches in foreign language education programs, little research has examined how such integration of technologies in the classroom affects assessment designs. Any 'electric dreams' that technologies will improve learning remains unproven without clear assessment designs. In this paper, we undertake a qualitative study of formative blended assessments within an English language program at a major Saudi university. Data was gathered through observations, semi-structured interviews and Participatory Design (PD) sessions. Thematic analysis of the data resulted in four emergent themes: definitions, approaches, alignment and requirements. After setting out and discussing the four themes, we conclude our paper with suggestions for further research.

C5C T1 Theatre

C5C Collaborative Forum

M2.5

A window into lecturers' conversations: With whom are they speaking about technology and why does it matter?

Negin Mirriahi

With the rapid rise in interest in open and online education and flexible learning initiatives across the higher education sector, senior administrators are establishing strategies and policies concerning technology-enabled learning. However, technology adoption and integration with pedagogical practice is complex and multi-dimensional with the socio-cultural nuances that impact acceptance often remaining undetected. Reporting on a subset of results from a larger investigation of factors influencing lecturers' technology adoption, in this paper the author reveals how the relational ties and technology-related conversations amongst lecturers stimulate the exchange of ideas. Understanding how lecturers learn about new technologies can help higher education leaders to provide the support mechanisms necessary to foster further knowledge sharing and eventual technology adoption by educators.

Keywords: flexible learning, social networks, higher education, technology adoption

M2.6

Virtual worlds in Australian and New Zealand higher education: Remembering the past, understanding the present and imagining the future

Sue Gregory, Brent Gregory, Torsten Reiners, Ali Fardinpour, Mathew Hillier, Mark J.W. Lee, Lisa Jacka, Des Butler, David Holloway, Scott Grant, Merle Hearns, Kim Flintoff, Jay Jay Jegathesan, David Ellis, Marcus McDonald, Frederick Stokes-Thompson, Belma Gaukrodger, Jason Zagami, Chris Campbell, Xiangyu Wang, Jamie Garcia Salinas, Swee-Kin Loke, Sheila Scutter, Christine Newman, Ning Gu, Stefan Schutt, Helen Farley, Anton Bogdanovych, Tomas Trescak, Simeon Simoff, Caroline Steel, Penny Neuendorf, Matt Bower, Lindy McKeown Orwin, Tom Kerr, Ian Warren, Denise Wood, Charlynn Miller, Shane Mathews, Dale Linegar, Vicki Knox, Yvonne Masters, Ross Brown, Grant Meredith, Clare Atkins, Angela Giovanangeli, Karen Le Rossignol, Andrew Cram, Eimear Muir-Cochrane, Arin Basu, Michael Jacobson, Ian Larson

3D virtual reality, including the current generation of multi-user virtual worlds, has had a long history of use in education and training, and it experienced a surge of renewed interest with the advent of Second Life in 2003. What followed shortly after were several years marked by considerable hype around the use of virtual worlds for teaching, learning and research in higher education. For the moment, uptake of the technology seems to have plateaued, with academics either maintaining the status quo and continuing to use virtual worlds as they have previously done or choosing to opt out altogether. This paper presents a brief review of the use of virtual worlds in the Australian and New Zealand higher education sector in the past and reports on its use in the sector at the present time, based on input from members of the Australian and New Zealand Virtual Worlds Working Group. It then adopts a forward-looking perspective amid the current climate of uncertainty, musing on future directions and offering suggestions for potential new applications in light of recent technological developments and innovations in the area.

Keywords: virtual worlds, 3D multi-user virtual environments, simulation, gamification, augmented reality, natural interfaces

SESSION M4 : 1405 – 1420

MONDAY 2 DECEMBER

Active Learning Space

M4.1
Application of Cytoscape to the Analysis of Diagrams of Mechanisms Underlying Patient Problems

Shaoyu Wang, Laura Surmon, Vicki Langendyk, Iman Hegazi, Tony Succar, Glenn Mason, Wendy Hu

In problem based learning (PBL) tutorials in a medical context, students solve authentic patient problems with the educational aim to develop their reasoning capacity. A key activity to facilitate development of their reasoning capacity in a tutorial is the construction of diagrams of mechanisms that explain patient problems. These diagrams are networks of discrete elements (such as headache) of patient problems. Analysis of these diagrams may yield insights into students' reasoning styles. To achieve this aim, we employed an application called Cytoscape, which is capable of visualising and analysing networks, to study these diagrams. In this preliminary study, we showed that Cytoscape can be used to analyze these diagrams of mechanisms produced in PBL tutorials. We found that students tend to reason in a hierarchical manner. Parameters are also defined that can be used to identify incorrect and missing links in their reasoning processes.

Keywords: Problem based learning, Diagram of Mechanisms, Cytoscape, Medicine, Reasoning and Higher Education

W5A PG Price

M4.2
Moving from 'e' to 'd': what does a digital university look like?

Bill Johnston, Sheila MacNeill

This paper is based on a series of blog posts entitled "A Conversation around what it means to be a Digital University" (MacNeill, Johnston, 2012), which set out the authors ideas about the nature of higher education, eLearning, social media etc. in terms of strategic development within universities. Through the development of a conceptual development framework, we suggest that the exploration of the overarching term "digital university" offers the potential to act as a catalyst for fundamental change throughout an institution from administration to teaching and learning. The aims of the paper are to explore the concept of the Digital University and share an analytical model of strategic change. The authors are currently working with Napier University, Edinburgh as they develop their new digital strategy.

Keywords: strategic development, information literacy curriculum design, learning environments, curriculum design.

W5A T1

M4.3
Imagining the Enculturation of Online Education

Kim Balnaves

Participation in popular sub-cultures developed through new technologies involves learning rules and protocols for participation that are cross-cultural and cross-lingual. New multimedia games create and incorporate international rituals or protocols for a group of consumers. The development of communication technology has seen increasing numbers of these multi-media games emerging. These multi-media games involve full immersion into a created world.

This paper discusses the ways in which learning is seen as active not passive absorption of information. As Combs (2002) states with the internationalisation and decline of a common religion and culture students need to communicate in ritualistic and symbolic acts with one another. In order to participate in the popular cultures children must learn social skills and develop a common culture, building their social and communicative competencies. According to Tobin (2003) university programmes have potential to piggyback on the phenomena providing a 'common culture' for students to learn in.

Keywords: multi-media games, world building, tertiary education

W5A T2

M4.4
Where to from here? Reflections, rethinking & reimagining higher education assessment in the New Media Age

Simon D. Smith, Michael Griffith, Wai-Leng Wong, Paul McDonald

The New Media Age has ushered in new opportunities, challenges and demands in the delivery of higher education. Access to information and people anywhere/anytime is transforming traditional education models and changing teaching and learning approaches. In this paper, we reflect on current assessment practices in higher education and consider the impact the New Media Age is likely to have on the future of assessment. Examining education technology trends, we present a model that predicts the expansion of assessment along two dimensions: an involvement continuum and an accessibility continuum. The former consists of a scale intrapersonal to interpersonal while the latter consists of a scale fixed to flexible. Higher education assessment has traditionally provided for a relatively fixed spatiotemporal accessibility and intrapersonal involvement context. In this paper we suggest that the new media phenomenon will extend assessment provision further into flexible spatial and temporal accessibility, and deeper into interpersonal involvement.

Keywords: Future Assessment, New Media Age.

C5C T1 Theatre

M4.5
An online professional network to support teachers' information and communication technology development

Damian Maher, Shukri Sanber, Leanne Cameron, Phil Keys, Roger Vallance

This paper reports on an evaluation undertaken of the potential impact of a Network for Educators: the Pathways for Learning, Anywhere, Anytime (PLANE) website. The evaluation was undertaken in New South Wales, Australia with teachers in Government, Catholic and Independent schools in both rural and suburban areas. The benefits and challenges associated with supporting teachers' information and communication technologies (ICT) skills via a professional learning network platform are highlighted. Results of the study indicate that a well-designed online platform could potentially provide a space for teachers to learn to integrate ICT in their teaching with and from each other within a learning community.

Keywords: CoPs; online communities; teachers; professional development

SESSION M5: 1425 - 1440

MONDAY 2 DECEMBER

Active Learning Space

M5.1
Use of Echo360 generated materials and its impact on class attendance

Jiangang Fei, Carey Mather, Shandell Elmer, Christopher Allan, Christopher Chin, Leah Chandler

Echo360 lecture capture system has become widely used in Australian universities. However, there are concerns about how Echo360 generated materials are used by students and the effects of its use on student learning. The paper draws on data from an inter-disciplinary project that aimed to investigate the role of Echo360 lecture capture system on learning and teaching at the University of Tasmania. Initial findings showed that the majority of respondents used Echo360 generated materials to help them better understand face-to-face lectures, review notes, prepare for assignments and examinations, rather than using the materials as an alternative to attending lectures. Contrary to some published findings, this study found that the availability of Echo360 generated materials did not necessary result in low class attendance. Over 86 per cent of respondents still considered face-to-face lectures to be of high value and attendance was necessary to promote their learning.

Keywords: Echo360, lecture capture, personal capture, class attendance

W5A PG Price

M5.2
Retrofitting teaching spaces: Did our dreams come true?

Trevor Billany, Ruth Billany

Using Appreciative Inquiry an evaluation of newly retrofitted and upgraded centrally timetabled teaching spaces took place following the first semester of use. Survey instrument items and interview prompts were derived from a metasynthesis of relevant reviews, each informed by current 'learning spaces' literature. Teaching staff (N=28) completed an online questionnaire and/or attended interviews (N=4). Their experiences and opinions with regard to the technology; the fitness for teaching purposes; the room layout, décor and furniture; and the support offered is discussed. Implications and future directions are indicated.

Keywords: teaching spaces, learning spaces, evaluation.

W5A T1

M5.3
"Hearing the thoughts of others": Student voices and affordances of podcasting for learning

Elaine Khoo, Dianne Forbes, E. Marcia Johnson

This paper reports on a qualitative case study exploring the affordances of student-generated podcasts. Findings from online focus groups with students indicated that podcasting was useful for building technological skills and confidence, supporting multimodal ways of learning that value relational connections, student perspectives and collaborative reflection. Students valued technical support when podcasting for the first time. In terms of the conference theme, we imagine a future where teachers integrate digital literacies and pedagogies by experimenting with practice, involving students actively, and employing learning networks for sustainable support.

Keywords: teacher education, podcast, student voice, online learning, tertiary education

W5A T2

M5.4
Reflecting on using a theory seeded methodology for designing and building effective 3D Multi-User Virtual Environments for vocational education

Todd Cochrane, Professor Nikki Davis, Dr Julie Mackey

A design-based theory seeded methodology was used in a pilot study that undertook to develop a 3D multi-user virtual environment (MUVE) for temporary traffic management education. This methodology is a synthesis of educational design-based research and software development practices. However, learning affordances in 3D MUVEs have yet to be considered. Simulation and social communication are treated as essential features that indicate affordances of 3D MUVEs. In the next iteration of the design, social communication activities, and simulation are to be explicitly used in the development of a 3D MUVE to use for training ship's bridge personnel how to communicate on the bridge in emergency situations.

Keywords: Theory seeded, education design-based, methodology, 3D multi-user virtual environment, 3D Virtual World, vocational, and technology.

C5C T1 Theatre

M5.5
Enablers and Barriers to Academic's Acceptance of Technology: Can "Individual Differences" Make a Difference?

Maimuna Musarrat, A/Prof. Birgit Loch, Dr. Benedict Williams

With the advances in technology the higher education sector is rapidly evolving. While some researchers are predicting the University of the Future to be more virtual, many academics at the coal face are still struggling to embrace emerging technologies. This paper reports the first stage of a project aimed at identifying the enablers and barriers for adopting new technology among Australian Higher Education academics. In this pilot study, academics who have integrated Tablet PCs in their teaching were surveyed. For a richer understanding of the enablers and barriers of technology uptake, focus groups will follow. The next stages of this research will be a wider survey open to all academics across universities. The ultimate goal of this project is to generate recommendations for universities in better managing the technological change.

Keywords: technology acceptance, academics, individual differences

SESSION M6 : 1515 - 1530

MONDAY 2 DECEMBER

Active Learning Space

M6.1
Designing learning spaces in higher education for autonomy: Preliminary findings and applications

Martin Parisio

Learner autonomy underpins many of the educational outcomes at university such as flexibility, adaptability, self-initiative and self-direction. Indeed, learner autonomy is a key to life-long learning. This paper reports on research investigating the ways designers of innovative learning spaces incorporate customisable, (re)configurable and flexible features that support and encourage learner autonomy. The research aims to elicit high-level design principles that may prove useful in design for learning more generally – including design for learning in virtual and hybrid (physical and virtual) spaces. The research involved seventeen learning spaces across eight universities, observations and interviews with educational stakeholders, and architects and interior designers of those spaces. Preliminary findings suggest designers aim to empower students by providing configurable spaces fitted out with modular furniture and ubiquitous technology – emphasising choice. The paper ends by reviewing the application of these design ideas to broader problems and opportunities in 'design for learning' research and practice.

Keywords: learning space, design, higher education, autonomy, self-directed learning

W5A PG Price

M6.2
A new era; Personal Technology Challenges Educational Technology

Richard Evans, Anne Matthew

As we race towards a new era, rapid change of conventional models has become the norm. Just as technology has etched itself to the core of society, the sheer quantity of student devices connecting to university networks presents a sector wide challenge coinciding almost perfectly with many universities creating technology rich learning spaces. New fears include future proofing. It is not just a matter of technology becoming outdated. In seeking to accommodate the teaching styles and experience of staff across diverse faculties, is this technology simply too vanilla to meet their needs as they become increasingly skilled and inspired by technology's potential? Through the early findings of a study into staff use of technology within Queensland University of Technology's next generation collaborative learning spaces, this paper explores whether the answers lie in a model presented by students equipping themselves with the tools they need to learn in the 21st century.

Keywords: Technology, learning, higher education, future proofing, collaborative learning, learning spaces.

W5A T1

M6.3
Dynamic digital posters: Making the most of collaborative learning spaces

Roger Cook, Paul Fenn

Academic and professional staff at Queensland University of Technology (QUT) have been faced with the challenge of how to create engaging student experiences in collaborative learning spaces. In 2013 a new Bachelor of Science course was implemented focusing on inquiry-based, collaborative and active learning. Student groups in two of the first year units carried out a poster assessment task. This paper provides a preliminary evaluation of the assessment approach used, whereby students created dynamic digital posters to capitalise on the affordances of the learning space.

Keywords: digital posters, learning spaces, blended learning, learning design, student engagement

W5A T2

M6.4
Enhancing learning analytics by understanding the needs of teachers

Linda Corrin, Gregor Kennedy, Raoul Mulder

The field of learning analytics has great potential to inform and enhance teaching and learning practices in higher education. However, while many studies are being conducted to examine new learning analytics tools or ways that learning analytics can be used to address specific problems such as student retention, few studies have explored the fundamental needs of teaching staff in addressing educational problems or making improvements to their teaching. This paper presents the initial findings from research being conducted with staff associated with teaching and learning at the University of Melbourne to identify the needs and potential uses of learning analytics to improve educational outcomes. The role learning analytics will play in informing teaching practice in higher education is considered, as well as implications for future research in the field.

Keywords: Learning Analytics, Higher Education

C5C T1 Theatre

M6.5
Emerging teachers' conceptions about their current use of ICT in vocational education

Shahadat Hossain Khan, Lina Markauskaite

This article presents emerging results from an ongoing phenomenographic study that examines teachers' conceptions of ICT-enhanced teaching and learning in vocational education. Twenty three teachers from three Technical and Further Education (TAFE) institutions participated in semi-structured in-depth interviews about the role of ICT in their teaching and profession. The emerging findings reveal that vocational education teachers consider ICT use for teaching vocational courses in five different ways. Specifically, they saw the use of ICT for teaching: 1) as a response to external expectations; 2) as a means to access information and resources; 3) as a delivery tool; 4) as media to support active learning; and 5) as an environment for preparing students for their chosen profession. While some of these findings are in line with those of similar phenomenographic studies in higher and tertiary education, conceptions a) and e) tend to be more distinct in vocational education settings.

Keywords: ICT-enhanced teaching, vocational education, teacher conceptions, TAFE.

SESSION M7 : 1535 - 1550

MONDAY 2 DECEMBER

Active Learning Space

M7.1
Augmenting learning reality: iPads and software as cognitive tools

James Oldfield, Jan Herrington

In the three short years since the release of the iPad, it has become the object of substantial investment in a number of areas of education. This investment is driving the need for significant research into mobile device related teaching and pedagogy. The focus of this paper is on the first iteration of a design-based research study, which is informed by theories of authentic learning, cognitive tools and mobile learning. This paper is an introductory exploration into the use of iPads, and the apps and services they run, as cognitive tools in an authentic tertiary learning environment. This paper highlights a range of iPad apps and Web 2.0 services used in the study, and methods for their potential use to augment the learning experience in a business education context.

Keywords: Cognitive tools, authentic learning, mobile learning, iPads, business education

W5A PG Price

M7.2
Transmedia in English Literature Classes: A Literature Review and Project Proposal

A/Prof Michael Griffith, Dr Matt Bower

This paper is the beginning of a research project which will explore the function and impact of Transmedia (TM) in Higher Education (specifically English Literature studies). There are several underlying assumptions that are being tested about the range of benefits to students of using this technology. These include: that TM deepens student understanding of the nature of creative expression (including literature); that TM deepens student engagement with the traditional literature they have been studying; that TM releases students' creative expression; that TM provides students with insights into the extraordinary creative power of digital technologies; that TM deepens students' sense of community (both within and beyond class).

Keywords: Transmedia, Blog, Vlog, Facebook, Pinterest, Engagement, English Literature

W5A T1

M7.3
Challenges and opportunities for growth of e-Learning enrolments: an international business perspective

Mark Tayar

This study investigates e-Learning as a mode of university internationalisation. Drawing from business and higher education literature, trends on cross-border digital service delivery are analysed. Through a content analysis of recent strategic or corporate plans of Australian and United Kingdom universities, predictions are made about how these strategic priorities might create future challenges and opportunities for university educators and administrators. Internationalisation plans from Australian universities are also used to better understand whether e-Learning is prioritised as a current or future mode of internationalisation. Strategic and technological responses are discussed to help overcome challenges such as the trade-off between teaching quality and profitability which will become more significant as online cohorts expand.

Keywords: Online learning, e-Learning, internationalisation, international business

W5A T2

M7.4
Joining the dots: using structured e-portfolio assignments to enhance reflection

Dr Panos Vlachopoulos, Dr Anne Wheeler

Although there has been an increased interest in the use of electronic portfolios in higher education over the last five years, relatively little is known about the potential of such tools to support the development of higher order abilities for students, such as reflection, in a structured way that is suitable for assessment. This paper reports the findings from a small-scale research which sets out to compare the outcomes of reflective assignments in two cohorts of participants in a Postgraduate Certificate in Professional Practice in Higher Education in the UK. Participants in the programme were asked to submit reflective accounts using an e-portfolio system as part of their formal assessment. One cohort completed the assessment using some generic guidelines of how to reflect and construct an e-portfolio page without a given template or structure, whereas another cohort was given a specific template with clear assessment criteria to gauge the assembly of their reflections. The authors, who are also tutors in the programme, analysed the submitted reflections following open coding procedures. The analysis found a tendency for the reflection in the first cohort to be merely descriptive without progressing to speculating objectively about answers to relevant analytical questions about the process involved in the ability under scrutiny. In contrast the assignments of cohort two were found to be more insightful in terms of assimilating random bits of materials, thoughts and self-questions into complete reflective accounts. These findings bring some evidence to support and indeed promote a more structured approach to reflective practice, which can be further enhanced through a carefully created e-portfolio template and associated assessment criteria.

Keywords: reflective practice, e-portfolios, assessment criteria, templates

C5C T1 Theatre

M7.5
An opportunity to support beginning teachers in the transition from higher education into practice

Nick Kelly

This paper describes an approach for higher education institutions to support beginning teachers across the transition from pre-service into the profession. It presents the need for support with evidence of high attrition rates and of the problems faced by teachers when commencing practice. It suggests an approach that uses mobile technology to facilitate communities of practice during higher education that can then support the teachers in their early years of service.

Keywords: teacher education pre-service transition support community-of-practice

SESSION M8 : 1555 - 1610

MONDAY 2 DECEMBER

Active Learning Space

M8.1
Implementing Timely Interventions to Improve Students' Learning Experience*

Sue Whale, Fredy-Roberto Valenzuela, Josie Fisher

This paper describes the development of an approach aimed at increasing student engagement and outcomes in online business studies. Personalised real-time interventions were used by lecturers to encourage online participation and enhance students' overall experience through engaging them in the online learning environment. This 'high touch' approach was developed using analytics from the learning management system (LMS) to determine key points for interaction and a series of interventions were implemented at these points during the teaching period. These interactions were evaluated through student reactions and surveys to assess students' perceptions of their value in enhancing learning, and the impact on retention and student success.

Keywords: Learning analytics, online learning, student engagement

W5A PG Price

M8.2
Metamorphosis and Adaptive Digital Publishing

Rob Stone, Roderick Haggith, Tim Klapdor, Tyswan Slater

This paper aims to explore the conceptual work being undertaken at Charles Sturt University to develop The Adaptive Digital Publishing Engine (TADPOLE). The aim of the project is to envision a distinct way of creating, structuring and publishing educational resources for delivery to a wide variety of platforms and media. The development of TADPOLE will allow us explore a 21st century approach to publishing that embraces digital affordances and uses metamorphosis, rather than translation or transcription, to convert content from one format to another.

Keywords: adaptive digital publishing, digital publishing, adaptive media, mobile

W5A T1

M8.3
Creating socially inclusive online learning environments in higher education

Lisa Kay Thomas, James Herbert

The expansion of higher education across the broader Australian population has led to a more diverse student population than ever before. While research in the Australian context has focussed on support for some traditionally underrepresented students in a face-to-face learning context, how to enhance participation and success of these groups in online education has remained relatively unexplored. This paper presents the rationale and approach of a study investigating the challenges of students from traditionally underrepresented groups in online higher education (i.e. low SES, first in family, indigenous, disability, mature age, primary caregivers, remote and regional students, international, English as a second language), and approaches that can enhance the learning experience for these students. As a work in progress the research will draw on student and staff perspectives to develop and disseminate principles and practices for effective, socially inclusive online teaching.

Keywords: Online Education; Inclusive teaching; Social Inclusion; Non-traditional students

W5A T2

M8.4
Cross-institutional development of an online open course for educators: confronting current challenges and imagining future possibilities

Dr Keith Smyth, Dr Panos Vlachopoulos, Dr David Walker, Dr Anne Wheeler

The Global Dimensions in Higher Education module is a fully online open course for educators, jointly developed by three UK universities through a process of consultation and inquiry involving colleagues within the global education sector. The purpose of the module is two-fold. Firstly, to engage academics within and beyond the partner institutions in a critical exploration of transnational and global issues within higher education. Secondly, to provide the project partners with an opportunity to understand and address the challenges of jointly developing and delivering an online course that is to be offered both openly as well as integrated within credit-bearing and continued professional development provision for academics in the partner institutions. This short paper describes progress to date in developing the Global Dimensions in Higher Education module, our current activity focused on validating and implementing the module, and lessons learned to be considered for the collaborative development of open online courses.

Keywords: Online learning, open educational practice, cross-institutional collaboration, academic development, globalisation and internationalisation of higher education

C5C T1 Theatre

M8.5
Higher Education Teachers' Understanding of Flexibility and Enhancement in a Learning Management System

Dr Zofia Pawlaczek, A/.Prof Kay Souter, Ms. Aleisha Ting

Inasmuch as Learning Management Systems (LMS) are environments for learning, they are also design-spaces for higher education (HE) teachers to assemble content for the coherent presentation of a course. In the age of the app, where there is software for any number of digital prosthetics, LMS have attempted design-flexibility by supporting third-party plugins to load within the LMS interface. This is not a new idea and has been mastered in audio and image editing with incredible results in terms of creativity. LMS providers have been slow to respond to digital progress, and current LMS versions seem unable to fully support third-party flexibility; despite the opportunity third-party apps provide to enable creativity and enhancement. This preliminary study has shown that HE teachers, in one institution, do not experience seamless integration of plugins, are unable to keep pace with change and are willing to have fewer choices of tools with a greater focus on proficiency of them.

Keywords: Learning Management System, Flexibility, Enhancement, eLearning, Learning Design, Integration, Grounded Theory

SESSION T1 : 1000 – 1015

TUESDAY 3 DECEMBER

Active Learning Space

T1.1

Gamification of Tertiary Courses: An Exploratory Study of Learning and Engagement

Varina Paisley

'Gamification' is the implementation of game elements into non-game settings. In education, the purpose of gamification is to increase student engagement and motivation through the introduction of game elements such as leaderboards, badges and levels. Currently there is limited research into gamification in education and much of the research has focused on young children and 'play' or the implementation of gaming into classes, often technology based classes. This study explores the effectiveness of gamification in tertiary management education which may have implications for a wide range of tertiary education fields and identifies areas for further research.

Keywords: Gamification, management, student engagement, learning principles, motivation, education

W5A PG Price

T1.2

Looking back to look forward: Creating and sustaining peer connections through digital communities

Shirley Reushle, Amy Antonio

Digital communities provide opportunities to engage with local, national and international communities of learners or colleagues around a particular domain of practice. This paper briefly describes an adapted communities of practice model used to structure digital communities for a professional association's peer mentoring program. Methods and techniques for the facilitation and leadership of digital communities are explored and findings from two evaluations of the program are examined to identify successes and areas of improvement. Recommendations for future opportunities are also proposed.

Keywords: peer mentoring; digital communities; barriers; motivation, engagement.

W5A T1

T1.3

Getting the full picture: Storyboarding our way to Stand Alone Moodle

Joanne Doyle, Helen Farley, Neil Martin

The process of storyboarding has long been used in the cinematic industry for scoping out, through sketches and illustrations, the sequence of narrative activities for film production. More recently, storyboarding has been used for user experience design, multimedia prototyping and mobile app development. This paper describes how researchers in a project team used storyboarding as part of a User-Centred Software Engineering (UCSE) approach to determine stakeholders' needs when designing an internet-independent version of Moodle. Storyboarding proved to be an effective way to capture a wide range of functionality requirements and align project outcome perspectives for the 'ideal product'. Most importantly, the storyboarding process enabled early detection of knowledge gaps and skillsets so that strategies could be devised to bridge the gaps. This paper will outline the storyboarding process, the gaps unearthed and the strategies employed to overcome identified skills and knowledge shortages.

Keywords: storyboarding, technology, learning, digital, project management

W5A T2

T1.4

Learning Analytics in Higher Education: A Summary of Tools and Approaches

Amara Atif, Deborah Richards, Ayse Bilgin, Mauricio Marrone,

Higher education institutions recently have been drawing on methods from learning analytics to make decisions about learners' academic progress, predictions about future performance and to recognise potential issues. As the use of learning analytics in higher education is a relatively new area of practice and research, the intent of this paper is to provide an overview of learning analytics including a summary of some exemplar tools. Finally we conclude the paper with a discussion on challenges and ethical issues.

Keywords: Learning analytics, higher education, learner, tools, big data and stakeholders.

C5C T1 Theatre

T1.5

Evaluation of a MOOC pilot: impacts on pedagogical and technical design and dementia education research

Jo-Anne Kelder, Carolyn King, Tony Carew, Jeremy O'Reilly, Andrew Robinson, James Vickers

This paper presents the evaluation of the pilot of a Massive Open Online Course (MOOC) called Understanding Dementia. The business case identified potential benefits of: ability to deliver high quality expert knowledge about dementia on an international scale; a dataset for dementia research of international perspectives on dementia care; enhanced reputation of the University and providing a pathway to traditional course for non-traditional students. The development team used a design-based research approach guided by the evaluation-research framework for e-learning and the concept of an 'e-learning life cycle' in (Phillips et al. 2012). The paper describes the evaluation-research design and results for the pilot phase. It shows how data analysis from the pilot informed the pedagogical and technical aspects of the learning design for the first full release and the value of a planned, evaluation research approach informing design from pilot to maturity.

Keywords: MOOC pilot; dementia education; evaluation-research design

SESSION T2 : 1020 – 1035

TUESDAY 3 DECEMBER

Active Learning Space

T2.1
Integrating Learning Design, Interactivity, and Technology

Daniel Churchill, Mark King, Beverley Webster, Bob Fox

Student engagement has long been recognized as a serious challenge to learning and teaching in higher education. While increasing and innovative use of interactive digital technologies has been a hallmark of recent changes to higher education practice, the integration of traditional and innovative digital techniques in learning and teaching design and practice remains a crucial issue for university educators. There has been a tendency for new technologies to be added to existing curriculum design and learning and teaching practice in an ad hoc, isolated manner, rather than as part of an overarching learning design which incorporates both new technologies and traditional techniques and understanding of pedagogic principles and practice. Through the integration of the RASE (Resources/ Activity/Support /Evaluation) pedagogic student-centred learning model, interactivity and applications of technology, this paper seeks to help teachers design more effective courses to enable students to acquire greater autonomy, and to cultivate dispositions to understand.

Keywords: learning design, interactivity, blended learning

W5A PG Price

T2.2
Technology, identity and the creative artist

Jennifer Rowley, Dawn Bennett

Most tertiary students dream about their futures at some time during their studies, and the creation of a portfolio can play an important role in the formation of future identity. In today's culture, technology is rapidly expanding and changing and our society is becoming progressively more networked, digitilised and globalised. Teaching and learning processes are affected by technological developments. and the portfolio has been modified to utilise this technology (Penny & Kinslow, 2006). The process of developing electronic portfolios promoted a technology-enriched environment for creative arts students to cultivate their learning and knowledge. This paper reports from an OLT (formerly ALTC) funded project at its mid-way point. The project is introducing ePortfolios to students through existing curriculum in the creative and performing arts at four universities in Australia. The project forms part of continuing work to research practices in technology supported teaching and learning.

Keywords: ePortfolios, identity, creative arts, graduate employment

W5A T1

T2.3
Using simple technologies to improve student engagement and success in an online applied-science course: A case study

Christopher Anderson, Jean Jacoby

The first year course, Soil Properties and Processes is a core course of two of Massey University's applied science degrees. The course is offered both internally and via distance education. The course has a reputation for difficulty, and end of year pass rates for the distance offering are generally below 50%. In 2013 a new student engagement strategy was adopted to increase this pass rate. The strategy was built upon engaging students at the start of the course with a pre-course screening quiz, and then maintaining ongoing engagement using multimedia resources accessed through the university's Learning Management System (Moodle). This strategy represented a paradigm shift for a lecturer more comfortable with email and phone correspondence, but has been well received by students. The strategy has consistently engaged students throughout the first semester of 2013, and highlights how a focused, low-technology approach can improve student experience.

Keywords: distance teaching, science, engagement strategy, student experience

W5A T2

T2.4
The introduction of an online portfolio system in a medical school: what can activity theory tell us?

Glenn Mason, Vicki Langendyk, Shaoyu Wang

In this paper we discuss innovations in the personal and professional development (PPD) curriculum that were introduced at a medical school in a major metropolitan university in Sydney, Australia. The review of the PPD curriculum involved the development of new content as well as the exploration of technologies that could be used to underpin the various collaborative, self-directed and reflective learning activities of the new course. An online portfolio system (PebblePad) was selected as the technological platform to deliver the new curriculum. Student feedback relating to the new technology has been critical and activity theory (AT) is used to broaden our understanding of the wider cultural forces – what we call the 'negative discourse of PPD' – that can potentially shape attitudes to technology and learning in the PPD component of a medical degree.

Keywords: Activity theory, PebblePad, professional and personal development, curriculum, online portfolios, medical education.

C5C T1 Theatre

T2.5
A new mindset for a new world – or a return to the ideals?

Annette Q Pedersen

The Internet has changed the world and it's business models, but how can universities take advantage of the new potentials for teaching, learning and research, we've only just begun to grasp the scope of? How can the traditional University of Copenhagen change our own mindset and get ready for the future? We created a vision of the university of the future as a "live university": being accessible anytime, anywhere, and open to participation and co-creation between students, faculty and staff.

This is the account of how we aim to use this vision to change our perspective, raise awareness of what technology can do for us, increase our IT-literacy and get ready for the future university – when we don't yet know, what the future holds.

Keywords: institutional change, creating change, vision, professional development, IT-fluency, teaching and learning.

SESSION T3 : 1040 – 1055

TUESDAY 3 DECEMBER

Active Learning Space

T3.1
Flexibility and function: Universal design for technology enhanced active classrooms

Dr Stuart Dinmore

This paper discusses the evolution of pedagogies used in technology enhanced learning spaces and their intersection with the principles of Universal Design for Learning (UDL). It also argues that as the next generation of computer integrated classrooms are built we must not forget to design for inclusion. UDL provides a framework for developing course content that can be effective for all students including those from various equity students in a technology rich environment. This paper discusses these factors and outlines some elements of a pilot project at the University of South Australia as it completes construction of a new seven-storey learning centre – the Jeffrey Smart building. The paper in part explores the linkages between the flipped classroom model and UDL and argues for the principles of universal design as a solution to the current pressures within higher education to teach effectively in technology rich environments and the need to be inclusive.

Keywords: Universal Design for Learning, UDL, Flipped Classroom, Tech-Enhanced Learning Spaces.

W5A PG Price

T3.2
Piloting an online mathematics and statistics tutoring service

Jim Pettigrew, Donald Shearman

In early 2013 the Mathematics Education Support Hub at the University of Western Sydney launched a tutoring service to support students' mathematical and statistical learning in an online environment. Until the end of its pilot implementation in mid 2013, the service operated at all times as a moderated question and answer forum located within the University's Learning Management System (a version of Blackboard Learn known as vUWS). It also featured a 'virtual classroom', which allowed students to interact with mathematics and statistics support staff in a web conferencing space equipped with a wide range of digital communication tools. This paper refers to the service as it was offered in discussing a range of general issues and questions associated with its pilot implementation. Particular attention is given to the issues of pedagogy in a purely online teaching and learning context and communicating asynchronously and synchronously using mathematical language and notation.

Keywords: Online tutoring, asynchronous, synchronous, mathematics and statistics support

W5A T1

T3.3
A Pilot Trial of Social Media in a Technical Area

Therese Keane, Philip A. Branch, Jason But, Antonio L. Cricenti, Dragi Klimovski

This paper reports on a project undertaken to trial social networking with Telecommunications students and staff from Swinburne University of Technology. Web 2:0 technologies including social networking sites can encourage informal conversation, dialogue, collaborative content generation, and knowledge sharing, giving students access to a wide range of ideas. A Ning was used with the intention of engaging students and staff in informal discussions relating to the Telecommunications industry in general, rather than course material directly. Although staff contributed enthusiastically and a large number of students enrolled, student participation was low. Follow-up surveys and informal discussions revealed reasons for the low student participation included the risk of appearing foolish in front of peers and teachers, and an intention to use the Ning in a passive manner by seeing what others are doing without necessarily contributing themselves. We conclude that social media in education may be useful but needs some incentive for it to be adopted by students.

Keywords: Social networking, student engagement, Ning, community

W5A T2

T3.4
Imagining the future of assessment: for evidence, for credit and for payment

Beverley Oliver, Kay Souter

MOOCs are beginning to affect the business models of higher education providers by hastening the 'unbundling' of some of the central functions of higher education, particularly formal credit for learning and providing pathways to further study. This paper reports on Deakin University's work in this sphere in a newly launched MOOC, Humanitarian Responses to 21st Century Disasters. In this course, assessment has been 'flipped', so that instead of being examined, students are invited to demonstrate their achievements against learning outcomes and achieve peer credit badges that can be shared on LinkedIn and Facebook. If they choose, up to 100 students can also pay $495 for formal assessment. Those whose learning evidence is assessed as meeting all the requirements will be granted the equivalent of one subject credit when applying for entry to particular degree courses. This developing model may extend the benefits of higher education.

Keywords: Badging, assessment, evidencing achievement, MOOCs, 'Unbundling' university functions

C5C T1 Theatre

T3.5
Beyond Open Access: Open Publishing and the Future of Digital Scholarship

Xiang Ren

This concise paper reviews the research and practice of open innovations in scholarly publishing, facilitated by the dynamics of open access, Web 2.0, and social media. Compared with traditional publisher-mediated system, open publishing not only provides a vast amount of openly accessible content, but also introduces a new communication system characterized by "publish then social filter". This paper aims to theorize the defining features of open publishing innovations and their impact on future digital scholarship. It also critically discusses the challenges for the uptake of open publishing in scholarly communication. It concludes by linking open publishing with a wider open knowledge communication system including open education and open science, from which future research suggestions are derived.

Keywords: open access, digital scholarship, academic publishing, Web 2.0, social media

SESSION T4 : 1130 – 1155

TUESDAY 3 DECEMBER

Active Learning Space

T4.1

Chemtunes: a pilot study of setting the rote to music

Mark Schier, Daniel Eldridge

Rote learning can be dull! Yet for students to be successful at higher levels of education, there is a large base set of knowledge or vocabulary that must be learned and recognised, despite the absence of any rhyme or reason in said knowledge. This is commonly true of many sciences and languages. Historically, such information has been learned by rote and drills – both quite effective techniques, but not very engaging. The current project investigates the production of musical parodies with lyrics attuned to the knowledge requirements of the student as a means of increasing accessibility, student interest and overall information retention. The success of this work-in-progress venture will be explored through student participation, feedback and results on related examination questions.

Keywords: Chemistry, rote, learning, student engagement, functional groups, music.

W5A PG Price

T4.2

Using online learning modules to fight against antibiotic resistance in Australia

Jorge Reyna, Santosh Khanal, Tessa Morgan

NPS MedicineWise and the Australian Commission on Safety and Quality in Health Care (ACSQHC) have launched a series of online learning modules designed to help combat antibiotic resistance in hospitals. The aim of the modules is to fill a previously unmet need for an online teaching resource on a common curriculum for hospitals and universities. The modules address specific areas where antibiotic use in hospitals needs improvement. Problem Based Learning has been used as pedagogical approach for the modules. Clinical scenarios are presented with a logical progression of tasks including clinical assessment and diagnosis, investigations, interpretation of results, and antibiotic selection. Expert advice and feedback has been incorporated at each step, helping to improve learning outcomes. Learners can access the modules at their own pace and revisit them upon completion. We report, for the first time, participants' perceptions of the antimicrobial modules as learning resource, usability issues, and possible areas of improvement.

Keywords: Antimicrobial prescribing skills, e-learning in healthcare.

W5A T1

T4.3

Past, present, future time perspectives and maladaptive cognitive schemas: associations with student engagement and attrition rates in an online unit of study

Ben Bullock, Stephen Theiler

The aim of the current study was to investigate time perspectives and maladaptive cognitive schemas as predictors of students' academic engagement and unit withdrawal. Two hundred and sixteen students studying an online introductory unit in psychology completed an online questionnaire at the start of the unit. Their enrolment status was checked at the end of the unit. The strongest predictors of unit withdrawal were cognitive schemas and time perspectives associated with failure and hedonism. The strongest predictors of academic engagement were cognitive schemas and time perspectives associated with self-control and a focus on future outcomes. Based on these findings, psychological and pedagogical interventions aimed at increasing student engagement and reducing student attrition in online units of study are suggested.

Keywords: time perspective, cognitive schemas, academic engagement, attrition, online study

W5A T2

T4.4

Arguing again for e-exams in high stakes examinations

Mathew Hillier, Andrew Fluck

This paper presents the argument that e-exams are needed and long overdue for use in high stakes examinations in the tertiary sector. Evidence is drawn from the educational and higher education literature to establish that the environment is ripe for the adoption of e-exams. A set of requirements for a suitable approach to exams is established that takes into consideration the needs of students, the pedagogical concerns of academics, while being sustainable and scalable. An outline of the features such a system will need in order to meet these requirements is discussed, along with a program to implement and trial such a system at a large university.

Keywords: computer based assessment, high stakes assessment, examinations, e-exams, e-assessment

C5C T1 Theatre

T4.5

Design and development of examples to support authentic professional learning: a participative process

Elaine Huber, Lucy Arthur, Scarlet An

This paper presents the results of a second phase of an evaluation of a set of example units (online teaching spaces). These were developed using a participative design process during a University's transition to a new Learning Management System. The first phase considered how the products were consumed as learning objects, and raised questions as to whether further work on example units was worthwhile; this second phase considers the impact of the process of development itself. Using a Developmental Evaluation approach, the paper analyses the reflections of a sample of participating academics and educational design and development staff, captured in semi-structured interviews. Both groups' experiences indicate that the process of creating the example units netted significant benefits for their own professional learning and that of their colleagues, as well as for the wider change management program. The implications of these findings for institutional practices and future research are outlined.

Keywords: Professional learning, new technology, online design, authentic learning, evaluation, LMS

C5C Collaborative Forum

T4.6

Mobile learning and professional development: Future building academic work in higher education

Ms Maxine Mitchell, A/ Professor Shirley Reushle

Educators use social media to enrich student learning experiences in the classroom and use personal mobile devices to extend their workplace and productivity across time and space. As learning becomes more mobile, social and informal, the divide between spaces, places and digital devices is merging. Given the disruptive effect learning mobility is having on the foundations of education, knowledge, learning and academic work, this exploratory paper investigates the possible relationship between mobile learning and professional development as potential enablers (or barriers) to academic motivation and engagement in transforming their professional practice. This paper holds the central tenet of 'educators are learners', adopts an 'as-lived' experiences approach which looks at the ways people experience, in this case, mobile learning in natural settings, and is fundamentally concerned with contributing to the body of knowledge on the changing nature of the higher education teacher's academic work in the modern academy. The principal questions guiding this exploratory paper are 'What alternatives are there to current professional development methods that support educators in ways of learning about mobile learning to transform professional practice?' and 'Why are some academics naturally motivated to engage, share and actively participate in alternatives?'

Keywords: mobile learning, professional development, motivation, engagement, academic work.

SESSION T5 : 1200 – 1235

TUESDAY 3 DECEMBER

Active Learning Space

T5.1

Applied learning in online spaces: Traditional pedagogies informing educational design for today's learners.

Jillian Downing,
Jan Herrington

The challenge to provide engaging, effective learning environments for university students is perhaps greater now than ever before. While the 'anytime, anywhere' online learning environment appeals, students also need a learning environment that encourages and retains their engagement. A new teacher-education program with an explicit focus on applied learning commenced at the University of Tasmania in 2011. The fully online course aims to provide an authentic, engaging environment for the students, who are primarily mature-aged, in-service teachers in TAFE colleges. This paper describes the applied learning design principles created to guide the course development and delivery, and the initial findings of a doctoral study being undertaken to examine their effectiveness. The research aims to provide a set of tested design principles to encourage and support an applied learning approach in online teacher-education courses, and more broadly in higher education.

Keywords: e-learning, applied learning, authentic, online, teacher education.

W5A PG Price

T5.2

The Introduction of an Advanced Class in Systems Administration at Otago Polytechnic

Tom Clark

Systems administration is a common career path for tertiary computing students, but it is difficult to take classes in the topic, especially at more advanced levels. Most of the classes that are available focus on specific tools and practices, often tied to particular vendors' systems. A set of topics around which to build a systems administration curriculum has not been clearly identified. At Otago Polytechnic we have developed a class that builds the specific knowledge and skills required to produce work-ready Systems Administrators.. The staff organised the class around a simulated workplace model rather than a more traditional lecture/lab model. This model emphasises having students perform tasks that are, as nearly as possible, identical to the tasks that they will eventually perform in a workplace. While the first instance of the class was generally successful, some issues, especially with assessment, were noted.

Keywords: Systems administration, Operations, Education

W5A T1

T5.3

Student reflections on preference and use of lecture notes and recordings

Emily J Cook,
Aaron S Blicblau,
Therese Keane

This study examines feedback from students about the use of Tablet PC technology in material science lectures to help us understand how students use available learning resources and to inform the creation of future materials. Students commented on their preferences for being given full notes or partial notes which were annotated during the lectures and also on how they used notes and recordings in their learning. Students presented conflicting views on which style of note-taking they preferred with a varied range of reasons for their preferences. Feedback indicated that students perceive that live lectures are important and that the distribution of complete notes and recordings were useful as revision aids and if missing a lecture was unavoidable. Suggestions were made that the technology could also be used to produce podcasts of key points and videos of demonstrations performed in lectures.

Keywords: Annotated notes, asynchronous, learning management system, Tablet PC, perceptions

W5A T2

T5.4

Business student's attitudes to criteria based self-assessment and self-efficacy

Danny Carroll

Reducing student passivity and designing reflective skills into tasks contributes to developing student's professional judgment capabilities (Boud, 2000). This study analyses Business student attitudes and practices related to self-efficacy, self-regulation, assessment and self-assessment in two courses where students practiced criteria level self-assessment. A survey instrument was developed and an exploratory factor analysis in both sampled groups showed broad consistency in factor identification and reliability. Both cohorts' evidenced similar presentations related to self-efficacy, positive associations with socially mediated learning and a positive attitude towards developing better professional judgment. Student's confidence in their ability to understand task level requirements and instructions was greater than their confidence in their ability to accurately judge against criteria. A significant number of third year undergraduate students reported they had few opportunities to do self-assessment activities as part of their degree. This highlights the need to better integrate self-assessment practice into our Program design.

Keywords: student attitudes to self-assessment, self-efficacy, professional judgment formation

C5C T1 Theatre

T5.5

Gazing into the future of Sri Lankan Higher Education: Capacity building for the future

Kulari Lokuge Dona,
Mike Keppell,
Amali Warusawitharana

This paper reports on an investigation into capacity building processes in relation to e-learning resource development and delivery (RDD) in a Sri Lankan higher education institution. The capacity building was investigated in three main areas: strategic planning, institutional capacity building, and the resources acquisition processes. The project investigated the embedding of e-learning into the Sri Lanka Institute of Advanced Technological Education (SLIATE). Like many other higher education institutes SLIATE aspires to excel in providing quality teaching and learning facilities and quality learning experiences. The research project concentrated on the exploration of areas of capacity building within the academic community at SLIATE by identifying possible improvements to the management of e-learning RDD. The paper focuses on the findings in relation to the effectiveness of the capacity building process in e-learning resource development and delivery, and how this could assist SLIATE students with their learning.

Keywords: SLIATE, e-learning, online learning, learning technologies, capacity building, professional development

C5C Collaborative Forum

T5.6

Designing Fieldwork with Mobile Devices for Students of the Urban Environment

Dora Constantinidis,
Wally Smith, Shanton Chang,
Hannah Lewi, Andrew Saniga,
John Sadar

Fieldwork learning frees students from the usual confines of classroom teaching and allows them to undertake relatively independent exploration and reflection. This paper reports on three case studies of attempts to enhance and support student fieldwork through the use of mobile technologies. The studies were conducted with students of the built environment who accessed either specially customised multi-media self-guided directions or pre-existing downloadable apps. The focus in the paper is the design of mobile-supported field activities. Five dimensions that need to be considered are identified: volume of content delivery; extent of data capture; directedness of the learning activity; extent of student collaboration; and strength of link to assessment

Keywords: mobile devices, fieldwork, built environment, directed learning

SESSION T6 : 1240 – 1315

TUESDAY 3 DECEMBER

Active Learning Space

T6.1

nDiVE: The Story of How Logistics and Supply Chain Management Could be Taught

Torsten Reiners, Lincoln C. Wood, Sue Gregory, Natasha Petter, Hanna Teräs, Vanessa Chang, Christian Gütl, Jan Herrington

One major element of supply chain management education is helping learners to grasp the complexity, the challenges, and the efficient management of the multiple dimensions in supply chains. Each decision made can 'ripple' through supply chains and have serious repercussions that may include causing millions of dollars in damage or triggering a chain of events that degrade the quality of life for people, society, or the environment. We can teach relevant theory and train learners for some situations that do not require immediate responses. However, we remain disadvantaged by the constraints of time and space; observation of a real supply chain is often unpractical, and lengthy times for transports exceeding any class duration. In this paper, we present the nDiVE project which creates a supply chain story to immerse learners, provide an authentic experience in a realistic environment, and apply traditional and advanced gamification mechanisms to engage and motivate learners.

Keywords: Action-based Learning Assessment, virtual training environments, feedback, authentic learning

W5A PG Price

T6.2

Do 21st Century Students Dream of Electric Sheep? A mobile social media framework for creative pedagogies

Thomas Cochrane, Andrew Withell

Students sometimes appear to be 'asleep' and are often updating their Facebook status during seminars and lectures. We argue this is the equivalent of counting electric sheep. Student brainwave activity measured during traditional lectures has been shown to be similar to that while watching television and significantly lower than that exhibited during any form of activity including sleep (Mazur, 2012). Mazur found that introducing interactive activities in lectures significantly increases brain activity. In this paper we explore the potential for mlearning to enhance student interactivity and collaboration both in the classroom and in authentic situated learning contexts. We partnered with Vodafone New Zealand and Auckland Transport to provide our students with an iPad Mini, and 4G connectivity, to enable student-generated research projects. The students' brief was to design an enhanced experience of commuting via public transport in Auckland City. Thus the research investigates how mobile devices can be used enable interactive learning environments.

Keywords: Pedagogy, Heutagogy, Mobile Social Media.

W5A T1

T6.3

Accessible, reusable and participatory: Initiating open education practices

John Hannon, Donna Bisset, Leigh Blackall, Simon Huggard, Ruth Jelley, Mungo Jones, Annabel Orchard, Roderick Sadler

How does a university get started with open educational resources (OER)? What institutional tensions and conflicts are likely to be brought into play during this process? The promise of OER for higher education offers more than unrestricted access to high quality knowledge, it implies open and transparent sharing and development of knowledge, that is, integrating the disparate parts of the university through the shared activities of open education practices (OEP). In this paper we investigate how a range of disparate participants organised to establish initial OEP processes in an Australian university in order to embed an open education agenda: setting up repositories and processes for open publishing of educational design, and negotiating agendas of marketing and openness. We attempt to identify the groundwork at the meso-level of the organisation in order to establish OEP; in other words, to identify what comes before any actual resources are produced or made available.

Keywords: open educational resources, open education practices, curriculum design, publishing, repositories

W5A T2

T6.4

Action-based Learning Assessment Method (ALAM) in Virtual Training Environments

Ali Fardinpour, Torsten Reiners, Heinz Dreher

Specialised and high priced simulators for surgical training, chemical labs, and flight training can provide real-world simulation in a safe and risk-free environment, but they are not accessible for the broader community due to costs for technology and availability of experts. Thus, training scenarios shifted to virtual worlds providing access for everyone interested in acquiring skills and knowledge at educational or professional institutions. Even in this context, we still expect a detailed formative feedback as would have been provided by a human trainer during the face to face process. Whilst the literature is focusing on goal-oriented assessment, it neglects the performed actions. In this paper, we present the Action-based Learning Assessment Method (ALAM) that analyses the action-sequences of the learners according to reference solutions by experts and automated formative feedback.

Keywords: Action-based Learning Assessment, Virtual Training Environments, Formative Feedback

C5C T1 Theatre

T6.5

Working in Partnership: An authentic professional learning program to promote sustainable curriculum change

Helen Carter, Elaine Huber

This paper describes a program that reframes professional development through a partnership model underpinned by an authentic professional learning approach and incorporating elements of design-based research and communities of practice. A secondary underpinning of the program is the development of key skills by the educational design and development group in both project management and evaluation of learning and teaching projects as well as effective online learning design.

The outcome sought from the partnership model is to promote sustainable curriculum change through the development of staff capabilities. Using curriculum design projects as the catalyst, the partnership program integrates faculty and centrally based approaches to design solutions to authentic teaching and learning problems. The collaborative nature of the program encourages scholarly dialogues between academic and professional support staff enabling increased output in scholarship of learning and teaching.

Keywords: professional learning, partnership program, authentic practice, curriculum design

C5C Collaborative Forum

T6.6

Academics adopting mobile devices: The zone of free movement

Boris Handal, Jean MacNish, Peter Petocz

This exploratory research characterised the degree of adoption of mobile learning (ML) devices among academic staff at an Australian university. It also sought to evaluate the impact of academics' perceptions about possibilities and constraints in the adoption of these technologies. A zone of free movement (ZFM) scale was developed and validated to quantify the magnitude and direction of those perceptions. Results showed that academic staff are characteristically at the third of the Russell's (1995) six developmental stages of technological adoption. Lack of time to integrate ML into courses, limited availability of mobile devices, little familiarity with the tools, as well as the perception that students cannot use them as a word-processor, act as inhibitors to the adoption of the technology. In turn, the perception that mobile tools enhance student-lecturer communication outside class was found to be a positive predictor of adoption.

Keywords: Mobile learning, academics, perception, adoption, implementation

SESSION T8 : 1450 – 1505

TUESDAY 3 DECEMBER

Active Learning Space

T8.1
Moving on from WebQuests: Are Discovery Missions the next big thing?

Chris Campbell, Patrick M. O'Shea

This paper introduces a new teaching strategy called a DiscoveryMission, which builds on from and is a newer version of a WebQuest, which is a web-based learning experience for students. First year pre-service education students were introduced to the DiscoveryMission and completed one as part of an educational technology course. This paper describes a DiscoveryMission and presents initial findings of the data collected. Results include students being engaged and enjoying completing a DiscoveryMission and that they would use them in their teaching in the future.

Keywords: WebQuests, DiscoveryMissions, Pre-service teachers, teacher education

W5A PG Price

T8.2
Use of Anatomage tables in a large first year core unit.

Georgina Fyfe, Sue Fyfe, Danielle Dye,Hannah Crabb

Anatomage tables were incorporated into a large core unit in health sciences at Curtin University to replace cadaver material. Students worked in groups of eight around the table, as one of several stations in weekly workshops facilitated by tutors. Tutors and students completed a survey asking about their use of technology and their experiences with the Anatomage tables. Tutors also contributed to focus groups (n=16), and student interaction around the table was recorded on camera. Student survey response was 18% (n= 326) and for tutors, 69% (n=22). Preliminary analysis suggests that most students found the Anatomage tables good for ideas of scale and relationships of organ structures, and liked being able to rotate the images, but were less impressed with graphics quality and the limitations to group interaction. Tutors felt well-prepared for using the tables but were frustrated by technical issues, and few thought the tables were a good investment.

Keywords: Anatomage undergraduate student engagement health sciences.

W5A T1

T8.3
Identifying e-learning principles for Maritime Education through the e-initiatives project: A design-based approach

Christopher Allan, Mark Symes, Jill Downing

Maritime College (AMC) has a major objective to innovate and build better practice in e-learning by developing high quality learning for anyone, anytime, anywhere. One strategy that the AMC has undertaken to achieve this is to fund a number of e-initiatives (learning and teaching projects being undertaken using digital technologies) each year between 2012 and 2016. To gain maximum long-term benefit from this project it is essential to develop an evidence based approach, studying each initiative's effectiveness and derive learning and teaching (L&T) principles for using technology within the maritime context. This paper describes a project to explore, implement and document e-learning principles relevant to the maritime education context. The project uses an educational design-based approach. At conclusion of the project it is expected that a number of learning designs and guiding principles for maritime education will be developed.

Keywords: e-learning, Maritime Education, design-based research, learning designs

W5A T2

T8.4
Reviewing the past to imagine the future of elearning

Dr Cathy Gunn

The conference theme 'learning from the past' invites reflection on educational technology research and development in 30 years since Ascilite began; a period of rapid technology adoption and educational change. Common tools have morphed from static, costly devices requiring qualified programmers to low cost mobile ones that virtually every student in the western world uses daily. The social media 'revolution' is democratizing knowledge creation and sharing. People connect for education, professional and social reasons in ways that were inconceivable in the 1980s. This paper summarizes milestones, and asks how well universities use past experience to understand the present and plan for the future. The wisdom of hindsight is unquestionable, while capacity to predict the future is less certain. Some game changing technologies have come out of left field to knock expectations off the radar. The paper concludes by asking if past experience can really help us prepare for a largely unpredictable future.

Keywords: learning technology research and development, research methods, instructional design, digital literacy, online publishing

C5C T1 Theatre

T8.5
Pipe dreams or digital dreams: Technology, pedagogy and content knowledge in the vocational educational and training sector

Teresa O'Brien, Dorit Maor

Regional Australia provides fertile ground for the integration of online technologies to support the vocational education and training (VET) sector. This paper examines teachers' beliefs about teaching with technology in a regional VET institute. VET teachers must demonstrate teaching expertise (pedagogical knowledge) and industry expertise (content knowledge) for diverse learners and contexts; however, the emergence of new digital technologies illustrates an increasing need for teachers to embrace 'technology' knowledge commensurate with industry practice. Recent surveys have revealed that teachers' use of online digital technology within the VET sector is not effectively incorporated nor has it been embraced in pedagogically defensible ways. This paper adopts a mixed methods approach to understand how the epistemic beliefs of VET teachers influence their teaching and how the TPACK is applied in practice. Finally, this paper illuminates the need for professional development programmes to focus on developing teacher knowledge across all TPACK domains.

Keywords: VET sector, TPACK, epistemic beliefs

SESSION T9 : 1510 – 1525

TUESDAY 3 DECEMBER

Active Learning Space

T9.1
Prospects for iPad apps and learning design in medical education

Bronwen Dalziel, James Dalziel

Educators are expected to keep up to date with the variety of new technologies that are available for teaching and learning. However, not all technologies will automatically increase a student's higher order thinking skills without the teacher carefully planning how the technology will fit into the educational context. It is through 'designing for learning' that a teacher conceptualises how emerging educational theories and practices can encourage students to take deep approaches to their learning. Tablet devices are increasingly being used in education, but using stand alone educational apps, which usually focus on a specific educational need, poses a potential limitation to good learning design based on scaffolding of multiple activities. This paper explores a theoretical model of how a learning design system (such as the Learning Activity Management System – LAMS) can be used to create app-based learning designs, specifically in a medical context.

Keywords: iPad, educational apps, learning design, LAMS, medical education, mobile learning

W5A PG Price

T9.2
A Good Story: The Missing Dimension of a Great Online Course

Dawn Duncan

This paper outlines a model for the incorporation of storytelling techniques in to the design of online courses. There is considerable research in to the power of digital storytelling to transform, engage and educate, yet few of the courses on the Unitec LMS incorporate storytelling techniques into their design. This model is being developed to provide a stepping-stone for lecturers to move from traditional models of content delivery to digital storytelling.

Keywords: Storytelling, Online Course Design

W5A T1

T9.3
Understanding our present: teaching disputes resolution through online role-play

Darryl Saunders, Alison Reedy

The Disputes Resolution unit in the School of Law at Charles Darwin University demonstrates how new technologies can be used in higher education to design connected, innovative and interactive learning environments that stimulate the teaching of practical mediation skills. A pedagogic approach suited to online teaching is used in which online role-play scenarios are conducted using a variation of the online fishbowl approach. With this approach internal and external students take on character roles and interact in a synchronous online environment during a two-week intensive teaching block. The students jump in and out of their roles over the course of the two weeks as they research, role-play, interview and conduct peer reviews of the interactions. New technologies combined with innovative pedagogy enable the repositioning of external students as very much internal in the learning process and a new level of connection and interaction is possible between internal and external students.

Keywords: law, disputes resolution, online fishbowl, role-play, situated learning, learning technologies

W5A T2

T9.4
Machinima for immersive and authentic learning in higher education

Brent Gregory, Sue Gregory, Myee Gregory

The use of virtual worlds have been well documented as a space for immersive participation by students when learning authentic tasks that can be difficult, if not impossible, to undertake in the real world. They have also been used in order to grasp important concepts through machinima (inworld video). A pilot project, "computers@armidale", explores the use of machinima to explain important concepts in a first year accountancy degree. Often, these concepts are difficult to grasp without taking students through authentic learning tasks. This paper describes the learning concept, the creation of the machinima and how it is used with first year accountancy students through a think out loud protocol.

Keywords: Accounting, virtual worlds, machinima, think out loud protocol

C5C T1 Theatre

T9.5
"The slides are part of the cake": PowerPoint, software literacy and tertiary education

Craig Hight, Elaine Khoo, Bronwen Cowie, Rob Torrens

This paper reports on the findings from a two-year funded research project exploring software literacy – how it is understood, developed and applied in tertiary teaching-learning contexts and how this understanding serves new learning. MS PowerPoint was selected as an initial focus as it is widely available and commonly used. Two disciplines (Media Studies and Engineering) were case studied and data collection obtained through student interviews and an online survey. Findings revealed that students tend to draw from informal learning strategies when learning to use PowerPoint, they have the functional skills and understanding of the software, and were able to identify some of its key affordances and constraints. However, they were only able to critique these at a superficial level, suggesting a need for formal recognition of software literacy as a means to empower students to engage with software and its use at a more critical level.

Keywords: software, literacy, teaching and learning, PowerPoint, university, New Zealand

SESSION T10 : 1530 – 1545

TUESDAY 3 DECEMBER

Active Learning Space

T10.1

Five stages of online course design: Taking the grief out of converting courses for online delivery

Karin Barac, Dr Lynda Davies, Sean Duffy, Neal Aitkin, Dr Jason Lodge

The burgeoning online delivery of higher education requires support and resourcing to be successfully implemented. In this paper, we report on the initial design and development of a professional learning module intended to guide academics when building quality online courses through a five-stage framework. The framework and resulting training module were developed in response to the growing demand on academics to convert their face-to-face courses to online offerings. This accelerating trend to move online often exceeds the capacity of allocated university course development resources (based locally or centrally as development units or specialised roles). It is for this reason a streamlined approach is needed to provide alternative support to academics that alleviates the pressure on these specialised support roles. The module developed also provides an example of how professional learning can be tailored to meet strategic university policies while delivering on quality products that align with everyday academic processes.

Keywords: Online Learning, Professional Development, Learning Design, Higher Education

W5A PG Price

T10.2

Communicating with peers online: What do students expect of each other?

Dianne Forbes

This study looks at how students experience asynchronous online discussion (AOD) within initial teacher education. In particular, the study investigates what students expect of their peers when communicating online for the purpose of learning. Ascertained via an online focus group and interviews with students, findings indicate student preferences for academic netiquette. Student expectations can inform pedagogy for AOD if used as a basis for negotiation of guidelines for online communication.

Keywords: Communication, asynchronous online discussion, student perspectives, learning, pedagogy.

W5A T1

T10.3

Connecting and Reflecting with Ning, A Social Networking Tool

Janette Hughes

This paper chronicles one instructor's experiences using a social networking site (Ning) to teach two graduate courses in education. It explores the decisions made in setting up the Ning and the affordances of teaching using a blended model of synchronous and asynchronous learning in UOIT's online graduate program. The focus is specifically on the benefits and challenges of using a Ning network and Ning's pedagogical potential for collaborative knowledge construction, the creation of a community of practice, which fosters social presence and multimodal communication.

Keywords: Ning, social networking sites, graduate program, education, digital literacies

W5A T2

T10.4

MOOCs – what's cultural inclusion got to do with it?

Mauricio Marrone, Lilia Mantai, Karina Luzia

This paper outlines a preliminary scoping exercise that surveyed how good practice principles around cultural inclusion are currently incorporated into online learning, and more specifically, into Massive Open Online Courses, or MOOCs. Combining good practices principles for learning and teaching across cultures and elements of Universal Instructional Design, this small-scale survey of courses provided on four MOOC platforms – Coursera, Udacity, Open2Study and edX – looks at determining what can be considered good culturally inclusive practice. The aim of the project is to establish minimum standards and examples of good practice that can form the benchmarks for all online units.

Keywords: cultural inclusion, MOOCs, online teaching.

SESSION T11 : 1615 – 1630

TUESDAY 3 DECEMBER

Active Learning Space

T11.1

Embedding Professional Skills in the ICT Curriculum

Brian R. von Konsky, Asheley Jones, Charlynn Miller

This paper reports on a preliminary investigation into the technology and techniques for designing and managing higher education programs in Information and Communications Technology (ICT). The approach outlined is based on the Skills Framework for the Information Age (SFIA) and is informed by data arising from the Australian Computer Society (ACS) Computer Professional education Program (CPeP). It is intended that this work will inform subsequent research to improve dialogue between Industry Advisory Boards, Professional Societies, and their academic partners as they design, implement, and accredit higher education programs in ICT. It is further intended that this will contribute to the development of ICT curriculum that is aligned with industry expectations and prepares ICT graduates for professional practice. Future directions for improving SFIA based curriculum design and facilitating better stakeholder communication and collaboration are discussed.

Keywords: ACS, SFIA, skills, competencies, portfolio, badges, accreditation

W5A PG Price

T11.2

Using a Glossary Random Entry Tool on Moodle online learning sites to improve students' engagement – A pilot study

Ying Jin, Dr. Michelle Thunders, A/Prof Rachel Page

Making online learning material visually stimulating to students is vital for student learning. Engaging with interactive material that captures the students' attention and develops their interest can be particularly challenging for core 100-level papers. This paper reports an initiative to design a highly visual 'key-concepts' component for the Moodle online learning environment to stimulate students' interest and improve engagement. Key concepts were generated from the 100-level paper – Applied Sciences for Health Professionals – and then presented through a Glossary Random Entry function. The design of each key concept is short, highly visual and easy to understand. We report initial usage statistics of the component compared to other items on the learning site and conclude that the introduction of a highly visual 'key-concepts' does stimulate student interest and engagement with the online learning site.

Keywords: Health Science, Key concepts, Glossary Random Entry, Moodle

W5A T2

T11.4

Building bridges for non-engineers: virtual world support for project based delivery

Merle Hearns

For the past decade, educators have participated in virtual world teaching. Manukau Institute of Technology entered the virtual world of Second Life in 2009. Since then foundation or bridging students have repeatedly demonstrated skill development and knowledge acquisition through the utilization of virtual world resources. A change in the way the foundation curriculum is delivered has taken place over the last two and a half years with a switch to project-based delivery. A Virtual World Club was started to support students in their project work. Over the past year, the club has attracted attention from students and lecturers that has led to a more widespread adoption of the use of virtual worlds. Plans are underway to bring MIT students into alternative worlds, and recent technical advances will be an integral part of the direction MIT will take in future years.

Keywords: virtual worlds, Second Life, foundation, bridging, enabling education, project-based delivery

C5C T1 Theatre

T11.5

Distributed Digital Essay: Academia connects with social media

Fiona Nicolson, Sherrie Love, Dr Mitch Parsell,

A key challenge faced by higher education is the evolution of assessment tasks to better suit the participatory and collaborative way in which our students use the web. This paper provides a model for a distributed digital essay that incorporates academic rigour with the peer discourse that has become the norm for digitally literate scholars active in social media. Our model is derived from a community of inquiry approach and prioritises students' engagement with the academic literature in their discipline. The model empowers the students to extend their learning community beyond the boundaries of their particular student cohort into a professional network. Students produce a digital artefact in which they expound their evidence-based knowledge and also demonstrate how they have used social media to test and consolidate their understanding. We provide an example that demonstrates how the distributed digital essay task was integrated into an online, postgraduate unit with an inquiry-based approach to learning.

Keywords: distributed digital essay, assessment, social media, peer feedback, community of learning

SESSION T12 : 1635 – 1650

TUESDAY 3 DECEMBER

Active Learning Space

T12.1

The Village Pharm: Flipping the classroom to enhance the learning of pharmaceutics and associated professional skills

Jennifer Schneider, Siva Krishnan, Irene Munro, Adam Birchnell,

A growing body of knowledge in Pharmacy has made it increasingly difficult to keep abreast of current knowledge and developments in disease prevention and treatment. It has been suggested that in the face of this ever-changing knowledge environment, it is essential to help students develop professional capabilities in classroom (Blouin et al., 2009). Here we present an experiment called the village pharm – a model that used the flipped classroom concept. Our aim was to teach students professional skills in context, mirroring key skills including communication, empathy, cultural and ethical awareness expected of health professionals. Using auto-ethnography, we present our design, reflection and analysis of how learning unfolded in a flipped classroom and the lessons we have learnt to make improvements for the future. We believe this will be useful for academics wishing to use flipped classroom and technology to help students develop key professional skills inherent to their discipline.

Keywords: flipped classroom, video animations, professional learning, auto-ethnography

W5A PG Price

T12.2

Wiki-based interventions: A curriculum design for collaborative learning

Zainee Waemusa, Andrew Gibbons

This paper reports on the first phase of a wiki-based project in higher education in Thailand. The wiki innovation was focused on promoting collaborative learning. Previous literature on wikis shows that merely using a wiki, without teachers' support and without critical consideration of the approach to teaching and learning, does not impact significantly on the nature of student collaboration and hence on learning. This paper discusses the nature and value of the design based research for the development of interventions implemented in the wiki project to promote collaborative learning. These interventions focused on shifting thinking, learning and knowing in designing activities which responded to practical problems of wiki use. Discussion is provided on the benefits of design based research, and in particular the interplay between teacher and learner that impacted on the design for students' collaborative learning.

Keywords: Wiki, interventions, collaborative learning, design based research

W5A T2

T12.4

Enhancement of scientific research and communication skills using assessment and ePortfolio in a third year Pathology course

Patsie Polly, Thuan Thai, Adele Flood, Kathryn Coleman, Mita Das, Jia Lin Yang, Julian Cox,

While science students are often aware of their gain in scientific knowledge through their degree, the same cannot be said for their understanding of their development of generic skills. Often, such development is tacit, both for the students and the staff teaching them. ePortfolios have been used to address the important issue of professional skills building and career preparedness for undergraduate science students in several courses across two degree programs. This report focuses on a third year Pathology course, PATH3205 Molecular Basis of Inflammation and Infection, taken by students who typically focus on pathology at the University of New South Wales (Sydney, Australia). The overall teaching, learning and assessment strategy requires the students to engage in the use of an ePortfolio as part of their reflective learning process in developing life-long and life-wide skills in research thinking and writing which underpin research-intensive activities. The Mahara ePortfolio application was made available via Moodle and linked explicitly to a series of assessment tasks associated with current research activities in pathology. The study documented the responses of students to the use of ePortfolios and related learning activities, through both the recording of acquired skills and emerging understanding of the student perceptions of themselves as professionals from a generic skills perspective. These skills are ultimately transferable into professional scientific careers. This study was designed to further inform the development of reflective practice, enhancement of generic skills and career awareness and readiness in a program-wide implementation in Medical Science and Advanced Science. Through that implementation we hope students will better understand their present and imagine their future.

Keywords: Mahara, ePortfolio, Moodle, medical science, reflection, communication skills, research skills

C5C T1 Theatre

T12.5

OpenTab: imagining an open, mobile future for first year business students

Matthew D. Riddle, Ruth Jelley, Nauman Saeed

The OpenTab project investigated an open educational (OE) approach to developing course materials using tablet devices (iPads) to access Open Educational Resources (OERs). It explored the implications of applying an open approach to the development of materials for use in the faculty's new common first year core (CFYC) subjects. Conducted in parallel with a trial roll out of tablet devices in a core subject in the School of Business, the project revealed a range of issues that the project team intends to address as it continues to develop a model workflow for other subjects in the university.

Keywords: Open educational resources, business, curriculum design, mobile devices, Enquiry-Based Learning

SESSION T13 : 1655 – 1710

TUESDAY 3 DECEMBER

Active Learning Space

W5A PG Price

T13.1

Dreams, hiccups and realities: What happens when lecturers and students co-design an online module?

Maria Northcote, Beverly Christian

Negotiating curriculum design with students for students involves incorporating both the students' needs and the lecturers' requirements into the course structure, learning activities, resources and assessment tasks. In 2012, two lecturers and a group of first year undergraduate students worked together to design an online module within an on-campus course for a second year teacher education degree. During the semester when the online module was conducted, data were gathered from the lecturers and students in the course. Findings from analyses of these data are presented in this paper in terms of: 1) the lecturers' and students' initial dreams and plans when the online module was co-designed; 2) the hiccups and problems encountered during the online module; 3) the realities of the successful aspects of the online module; and 4) the lessons learned for future emergent and negotiated curriculum design practices in higher education contexts.

Keywords: emergent curriculum, negotiated online course design, students and staff as co-designers

T13.2

Orienting students to online learning: going like a dream or still a nightmare?

Oriel Kelly

Effectively orienting students to online learning appears to be a vital factor in both their initial engagement and ultimate success in eLearning courses. This paper outlines the approach taken at a private tertiary institution and discusses six months of student feedback about their resulting preparedness for online study and their understanding of the role of the online learning community in supporting the success of their learning journey.

Keywords: Induction, orientation, online, retention, success, learning community, engagement

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SESSION W1 : 0950 – 1005

WEDNESDAY 4 DECEMBER

Active Learning Space

W1.1

The Reading Game – encouraging learners to become question-makers rather than question-takers by getting feedback, making friends and having fun.

Robert Parker, Dr Maurizio Manuguerra, Dr Bruce Schaefer

The Reading Game is a question and answer game designed to engage learners in the content of their coursework. The class of student participants creates a collective learning space where every action serves to introduce, build, or clarify concepts from the curriculum. The quality of the multiple-choice questions and the contents of the quizzes are determined by the participants who receive points for their efforts in both asking and answering questions. Participants can comment on and rate questions deemed outstanding by their peers, which directly impacts the contents of review quizzes. Participants progress to the next level of the game using their accumulated points onto asking open questions to the teachers and their cohort. Writing good questions is the winning strategy of the game. The key claim in the Reading Game is that creating questions is one of the fundamental cognitive elements that guide our conscious reasoning.

Keywords: Continuous formative assessment; game-based learning; meta-cognition; learning taxonomies; discovery; curiosity; crowd sourcing; question asking;

W5A PG Price

W1.2

Evaluating an institutional blended and mobile learning strategy

Carol Russell, Qi Jing

The University of Western Sydney is investing in three levels of learning technology provision: institutional, academic-led and student-led. A new strategy launched in 2012 included infrastructure and software upgrades, recruitment of more staff to assist in blended curriculum design within disciplines and, from 2013, the issue of iPads to all new undergraduate students and to teaching staff. This paper describes how these initiatives are being evaluated, to gather evidence of the initial impact of the investment on the student learning experience and on the capacity of staff to provide quality teaching and curricula.

Keywords: blended learning, mobile learning, institutional strategy, evaluation

W5A T1

W1.3

Mobile devices for learning in Malaysia: Then and now

Helena S Y Song, Angela Murphy, Helen Farley

Since 2010, there has been a visible increase in the amount of research focused on mobile learning in higher education in Malaysia. To determine if this increase corresponds to an increase in the use of mobile devices to support student learning, data from two surveys conducted in 2008 and 2013 were compared to determine the changes in rates of ownership and use of mobile devices among students. In 2008, although all students owned feature phones very few had access to other mobile devices and rarely used them to support their learning. In 2013, the picture had changed significantly, with some 80 per cent of students owning smart phones and all had access to mobile devices of some sort. Additionally, students were using these devices to support their learning in a number of ways. The paper concludes with indications and implications for future research.

Keywords: Mobile learning, m-learning, mobile learning research, Malaysia

W5A T2

W1.4

Virtual Worlds for learning: done and dusted?

Christine Newman, Helen Farley, Sue Gregory, Lisa Jacka, Sheila Scutter, Marcus McDonald

When Second Life first came to the attention of the mainstream media in 2007, educators recognised the potential of virtual worlds for teaching and learning. They seemed to be the ideal environments to facilitate authentic learning, alleviate the tyranny of distance for students not on campus, and provide an inexpensive and safe environment to teach skills that were too dangerous or expensive to teach in the real world. In spite of all this fanfare, virtual worlds have failed to gain significant traction in higher education. This paper outlines a preliminary investigation into the reasons why virtual worlds have not been adopted for learning and teaching. The reflections of the six authors on this topic were subjected to a thematic analysis with themes arranged under four broad topics. This information informed the development of a survey to be distributed more widely to further explore this phenomenon.

Keywords: virtual worlds, higher education, Second Life

C5C T1 Theatre

W1.5

The language of science: an online animated tool for learning the vocabulary used in the health sciences

Dr Michelle Thunders, Yin Jing, A/Prof Rachel Page

Students often struggle with science content because of their lack of science vocabulary comprehension. Science vocabulary is often derived from Greek and Latin words, languages not familiar to the majority of our students. Knowing common suffixes, prefixes and root words can facilitate student understanding of new complex concepts. Development of a visual, interactive and quick online tool to aid students dissect and decode parts of words and help them to understand the entire word will benefit students otherwise disadvantaged, for example, students where English is not their first language and students who come to us with little or no previous science education as often the case for students undertaking the Bachelor Health Science (BHlthSci) degree. This could also help with first-year student retention as it may help students to not see science words as daunting and confusing and give them confidence in their learning

Keywords: online tool, health science, vocabulary comprehension, moodle

SESSION W2 : 1010 – 1025

WEDNESDAY 4 DECEMBER

Active Learning Space

W2.1
Using a collaborative investigation and design strategy to support digital resource development in an online unit of study

Shannon Kennedy-Clark, Penny Wheeler, Vilma Galstaun,

This paper presents the research design and preliminary findings from a study on supporting online students in a collaborative design project. The Collaborative Investigation, Design, Evaluation and Revision (CIDER) approach was used to scaffold the learning activities. CIDER is a learn-technology-by-design approach for collaborative resource design and development. This phase of the study was conducted in a Graduate Certificate in Higher Education unit at an Australian university. Participants, working in small groups, collaboratively developed electronic teaching resources, including a digital story and a website. Data sources for this study include student artefacts, evaluation data, survey data and peer-review feedback from two unit cohorts. The results indicate that geographical proximity was not the key factor in the group's success; rather, a shared disciplinary area was a better indicator of the students' ability to develop an online resource. Moreover, the results indicate that formative evaluation via a peer review process offered a practical way of determining the quality or potential quality of a web-based learning resource before it is published.

Keywords: computer-supported collaborative learning, learning by design, higher education

W5A PG Price

W2.2
Revisiting the definition of Mobile Learning

Helen Farley, Angela Murphy, Sharon Rees

Mobile learning is increasingly seen as a boon to universities and educators as a means of enabling learning anywhere, anytime and at the convenience of the learner. Even though the field of mobile learning is in its infancy, there is no common understanding of what mobile learning is. Previous attempts at defining mobile learner have either been overly inclusive or exclusive, and have focused on characteristics of the mediating technology, the learner, or the nature of the learning activity. Inspired by Wittgenstein's theory of family resemblances, this paper explores the attempt to create a new definition of mobile learning that will be dynamic, drawing from a collection of characteristics that may change over time rather than just supplying a single, unchanging definition. The revised definition will be used to support the development of a Mobile Learning Evaluation Framework by clarifying the attributes and features to be included in a robust and flexible definition of mobile learning. The outcome may be of value to researchers in the mobile learning field and educators considering incorporating mobile learning initiatives into current pedagogical strategies.

Keywords: mobile learning, m-learning, smart mobile technologies, mobile learning definition, Delphi technique

W5A T1

W2.3
The Digital Book in Higher Education: Beyond the Horseless Carriage

Edilson Arenas, Avron Barr

This paper deals with the evolution of the book in the context of higher education. Digital books, or ebooks, need not be restricted to duplication of the printed page on a tablet device. As higher education embraces online learning, the tablet-based offerings from educational publishers will increasingly incorporate a variety of cloud-based learning activities and resources. These next-generation ebooks and etextbooks will look more like mobile apps than books. They will need to exchange data with a growing list of educational systems for student management, lesson planning, record keeping, learning analytics, assignment scheduling, massive open online course (MOOC) platforms, and so on. The Actionable Data Book project is a research and development effort undertaken this year to determine how to implement the added functionality required of educational ebooks in a way that will allow them to plug-and-play with other systems.

Keywords: Educational technology, ebook, mobile learning, future of higher education.

W5A T2

W2.4
Second Life calling: language learners communicating virtually across the world

Belma Gaukrodger, Dr Clare Atkins

Language learners are motivated to learn when they understand a given context and are able to relate to the authenticity of the situation. Many of these activities are traditionally achieved through role-playing. In Second Life (SL), people from different corners of the globe can participate in live, synchronous communication in a shared virtual space through their virtual representations or 'avatars'. One advantage of SL for such role-play is that the focus is on the avatar, not directly on the language learner. This paper reports the results from a pilot study conducted at a New Zealand polytechnic on the perceptions of learners of English using the multi-user virtual environment of Second Life to complement their learning.

be of value to researchers in the mobile learning field and educators considering incorporating mobile learning initiatives into current pedagogical strategies.

Keywords: Second Life, CALL, role-plays, synchronous communication, collaborative learning

C5C T1 Theatre

W2.5
Factors to consider when designing writing groups for off-campus doctoral candidates

Olga Kozar, Juliet F. Lum

In this paper, we outline factors to consider when organizing writing groups for off-campus doctoral candidates, identifying possible design options and the broader considerations that should inform which options are taken. We begin by reviewing issues typically faced by doctoral candidates pursuing their degrees at a distance, such as social isolation and limited access to resources and communities of practice. We then draw on prior studies on doctoral education to discuss ways of meeting the logistical, sustainability and pedagogical demands to be considered by institutions seeking to improve the experience of their off-campus doctoral candidates. We argue that writing groups conducted via CMC tools have the potential to address a number of the issues identified and conclude by outlining a framework capable of informing relevant stakeholders in designing writing groups for off-campus doctoral candidates.

Keywords: doctoral writing groups; off-campus doctoral candidates; computer-mediated communication

SESSION W3 : 1100 – 1125

WEDNESDAY 4 DECEMBER

Active Learning Space

W3.1

Does the use of the TPACK model enhance digital pedagogies: We don't understand the present so how can we imagine the future?

Dr Dorit Maor

This paper reflects on the use of the TPACK model in e-learning courses to enhance students' ability to use technology in their learning and later in their professions and to introduce the concept of digital pedagogies. To maximize students' learning, this model was disseminated in the design of the course, the learning activities and the assessment. The aim was to encourage students to become reflective learners and to create knowledge collaboratively. Different technological tools such as iPads, ePortfolio together with digital pedagogies were used to enhance the students' learning experience and obtain students' reflections and feedback on the unit. Digital pedagogies refer to teaching–learning approaches in which new technologies change the way we teach. From the thirty postgraduate students in the unit, there were different responses to digital pedagogies. Some felt it transformed their learning while others resisted and did not participate in the interactive spirit of the class.

Keywords: e-learning, TPACK model, digital pedagogies, collaborative learning

W5A PG Price

W3.2

Motivation and satisfaction for vocational education students using a video annotation tool

Meg Colasante, Michael Leedham

This paper examines the use of a specific contemporary technology in tertiary education that of a video annotation tool, MAT, in four vocational learning cohorts. These students, enrolled in property services and audiovisual technology courses, analysed representations of workplace issues in video. These videos included industry interviews, acted examples, and student-performed role-plays. Student analysis was evidenced—and shared with peers and/or teachers—via electronic annotations anchored to key points within the video media. The findings in this paper focus on the motivation and satisfaction of these vocational students in their video annotation activities using Bekele's (2010) conceptual framework of factors attributing to success in online learning. Overall, students' perceptions of this electronic learning method tended to indicate satisfaction across a range of factors, with clues for improvements in tool and/or learning design support, and that the innovation is worthy of ongoing trial and refining from lessons learnt.

Keywords: video annotation, vocational education, property services, audiovisual technology

W5A T1

W3.3

Caring dialogue: A step toward realising the dream of online learning communities

Jennie Swann, Peter Albion

Online educators dream of facilitating interpersonal interactions equivalent to those in face-to-face classrooms as an important factor for promoting learning in online classes. Many current university students are comfortable with online networks as social spaces where they interact with family and friends, but they need help in making them effective as places of learning. A design research study found that the caring dimension of Lipman's (2003) community of inquiry was fundamental to supporting the critical and creative dialogues necessary for development of higher order thinking. It developed and refined an interactive website that may support online educators in realizing the dream of building relationships that more effectively support learning.

Keywords: Community of inquiry, dialogue, mindfulness, caring

W5A T2

W3.4

Exploring summative peer assessment during a hybrid undergraduate supply chain course using Moodle

Kenneth David Strang

The main hypothesis of this recent study was that student peer assessing could produce a fair grade in a hybrid undergraduate supply chain course. A key challenge was there were three long written assignments weighted at 90% of the course spread throughout 15 weeks (the final exam in week 16 was weighted at 10%). The secondary goal was to explore if Moodle could facilitate the online assessment of the three project management plans (PPs). A PP was approximately 25 single-spaced pages, based on a unique initiative for each of the 45 students, and it was evaluated against nine Project Management Body of Knowledge (PMBOK) standards as well as other course learning objectives. The PMBOK lectures were classroom-based, data collection was field-based for authentic experiential learning while the LMS was essential for material sharing and assignment management. Interrater reliability, correlation and pair-wise t-test estimates supported the hypotheses. Peer assessments were found to be reliable between students and consistent with the professor's evaluations. Moodle's workshop module was effective but there were two minor shortcomings: (1) reliabilities must be estimated manually, and (2) there was only one rudimentary algorithm in Moodle to calculate the student rater grade for peer assessment quality.

Keywords: summative peer assessment; Moodle workshop; interrater reliability agreement; student peer grading; undergraduate supply chain project management hybrid course.

C5C T1 Theatre

W3.5

Creating engagement and cultivating information literacy skills via Scoop.it

Amy Antonio, David Tuffley, Neil Martin

The appropriation of digital content by higher education students reflects a significant change in learning paradigms. The traditional classroom model in which instructors were the sole source of information and knowledge is being replaced by a model that allows learners to collect, share and co-create knowledge. By integrating *Scoop.it* into the curriculum, this paper explores the potential of *Scoop.it* for both creating engaging learning experiences and cultivating digital information literacy skills. It will be shown that while *Scoop.it* facilitates engagement, it was less successful as a tool for improving students' digital information literacy skills.

Keywords: digital curation, digital information literacy, student engagement, higher education

SESSION W : 1130 – 1155

WEDNESDAY 4 DECEMBER

Active Learning Space

W4.1

An empirically-based, tutorial dialogue system: design, implementation and evaluation in a first year health sciences course.

Jenny McDonald, Alistair Knott, Sarah Stein, Richard Zeng

This paper presents one possible approach to providing individualised and immediate feedback to students' written responses to short-answer questions. The classroom context for this study is a large first-year undergraduate health sciences course. The motivation for our approach is explained through a brief history of intelligent tutoring systems, the philosophical and educational positions which inspired their development and the practical and epistemological issues which have largely prevented their uptake in a higher education context . The design and implementation of a new empirically-based tutorial dialogue system is described along with the results of in-class evaluation of the new system with 578 student volunteers.

Keywords: Tutorial Dialogue Systems, Natural Language Processing, Formative Feedback

W5A PG Price

W4.2

Technology as a creative partner: Unlocking learner potential and learning

Vickel Narayan

The value of technology in education is still discounted by many academics. In many instances where technology is considered for learning and teaching, it is done without any pedagogical reasoning or within traditional practices. This limits the role that technology could play in enhancing the learning experience and learning. While the intangible aspect of technology such as communication, collaboration, co-creation and sharing have the potential to significantly impact on student learning, the tangible affordances of technology made possible by 3D printers or Arduino cards can also play a critical role in student cognitive and creative development. Using Pedagogy 2.0 as a framework for the redesign of a first year computing course, this paper discusses the findings of how embedded use of mobile social media, Arduino and emerging 3D technologies, impacted on student and student learning within the proposed participatory design-based research (PDBR) approach. The paper reports on the implementation and findings from the first iteration of a two-iteration PDBR cycle.

Keywords: Pedagogy 2.0, heutagogy, mobile social media, participatory design based research

W5A T1

W4.3

Using Twitter in Higher Education

Dr Sarah Prestridge

The use of the social networking tool Twitter was incorporated into a first year education studies course to support the Universities development of First Year students' academic culture, connectedness and resourcefulness. A hashtag was created using the course code where students were encouraged to paraphrase, question and provoke thinking during face to face and individual study time. Student tweets were analysed qualitatively using three types of interaction; learner-learner-instructor; leaner-content & learner-interface. The tweets offer insight into both the social and cognitive engagement of student during their first year of university study.

Keywords: Higher Education, Twitter, active learning

W5A T2

W4.4

Immersive Business Simulation Games: an Innovative Pedagogical Approach to e-Learning and Education

Andrej Jerman Blažič, Tanja Arh

Serious games have been demonstrated to provoke active learners' involvement through exploration, experimentation, competition and co-operation. As a part of serious games, business simulation games are considered as effective tools for the empowerment and mediation of business content learning. They act as serious games which contribute to learning through a simulation of real-life situations and business environments. The blending of designed simulation technology and content curricula offers participants (players, students) a risk-free opportunity to test out a range of relevant strategies to drive business results. By customizing computer-based business simulations, participants can integrate key strategic and financial priorities. This paper provides a brief review of business simulations that serve learning purposes. The first part presents a short introduction and description of business games and their evaluation properties, and the second part provides a brief evaluation and analysis of selected business simulation games.

Keywords: Serious Games, Business Simulation Games, E-Learning, Problem-Based Learning, Education

C5C T1 Theatre

W4.5

Turn on the book: Using affordance theory to understand the adoption of digital textbooks by university lecturers.

Debborah Smith, Jeffrey E. Brand, Shelley Kinash

Adoption of digital textbooks in higher education has been slower than was expected. This paper presents preliminary findings from a study conducted at a small Australian university looking into how lecturers use digital textbooks. The pilot research indicated that the slow uptake may be explained by academic perception; participants indicated a strong preference for printed books, particularly related to capacity for accessing content. This pointed to a definitional property in that they largely conceived of an etextbook as a digital replica of a printed book. Not all lecturers were aware of enhanced digital textbooks, but generally agreed that it could be advantageous to have such content integrated into a central resource. Lecturers furthermore acknowledged the need to understand the affordances of educational technologies and their application to learning and teaching. Affordances theory is used to consider the knowledge required to effectively implement the full range of resources available in digital textbooks.

Keywords: eTextbooks, digital textbooks, affordances, enhanced ebooks, higher education, learning and teaching, innovation

SESSION W5 : 1200 – 1225

WEDNESDAY 4 DECEMBER

Active Learning Space

W5.1
Implementing Learning Design: A Decade of Lessons Learned

James Dalziel

This paper offers reflections on developments in the field of Learning Design from 2003-2013. It considers evolving conceptual issues, technology developments and communities of practice, and concludes with reflections on the future. Areas considered include: the conceptual challenge of aligning the pedagogical metamodel of Learning Design with principles for effective teaching and learning; the impact of the wider educational landscape on Learning Design, particularly developments in Curriculum Design; whether learning really can be "designed"; technology developments and challenges, and sharing among different kinds of Learning Design communities. The paper draws on past and current research in Learning Design, particularly the recent Larnaca Declaration on Learning Design.

Keywords: Learning Design, e-learning, Curriculum Design, sharing, LAMS, Pedagogic Planners, open educational resources

W5A PG Price

W5.2
Exploring Connected Learning Spaces in Teacher Education

Rachel Perry, Kimberley Pressick-Kilborn, Matthew Kearney

This paper reports on outcomes from a study that explored how connected learning spaces, mediated by videoconference technology, enabled real-world engagement in pre-service teacher education. Student teachers in drama and science education participated in the study, which involved varied connections with school children and their classroom teachers. Key themes that emerged were underpinned by a consideration of authentic learning: student teachers' observations of teacher practices; enactment of multiple roles; and exposure to diverse and timely feedback. Implications for the design of discipline specific on-campus activities are considered in relation to how they inform effective integration of videoconference technology for real-world, professional engagement in teacher education.

Keywords: teacher education, videoconference, authenticity, learning spaces

W5A T1

W5.3
Re-imagining the university: Vibrant matters and radical research paradigms for the 21st century

Reem Al-Mahmood

This paper invites a re-imagining and re-envisioning of 'the university' in its being and becoming (Barnett, 2011a, 2011b, 2013).The paper explores 'feasible utopias' (and dystopias) for the university and moves to provoke and promote 'radical' paradigms that are more inclusive of everything. The ideal of the 'ecological university' (Barnett, 2011a) is used to unfold three 'radical' paradigms that embrace object-oriented ontologies (through Actor-Network Theory), affectivity (through Non-Representational Theory) and (im)mobilities (through the new mobilities paradigm). The paradigms are intertwined and illustrated through a selection of e-learning vignettes drawn from a larger Australian university ethnographic study of four fully online postgraduate subjects to show how the various sociomaterial affective networks enact different experiences and perceptions of 'the university'. This is an invitation to dream – that we might imagine enriched accounts of the world that embrace vibrant matter(s) for 'feasible' university utopias.

Keywords: University, Spatiality, Material Semiotics, ANT, NRT, Affect, Mobilities, e-learning.

W5A T2

W5.4
Designing contemporary music courses for the 21st century musician: virtual worlds as a live music performance space

Ms Lisa Jacka, Dr Matthew Hill

The landscape has already changed for the music industry in the way that music is created, performed and distributed. Higher education courses in music, including contemporary music, are abundant but in many cases are not preparing students for the 21st century music industry. Innovative technology is pushing the boundaries of what live performance in music actually entails. Technology such as virtual worlds is opening up avenues for greater control by the musician in relation to design of performance spaces and ability to attract global audiences. The potential for the exploration of virtual worlds by musicians to promote appropriate career development skills is discussed. Technical, organisational and motivational issues are also raised. Problems and possibilities associated with the initial running of performances in a virtual world reveal the capacity of higher education to implement live music performance in virtual worlds as part of their music courses.

Keywords: virtual worlds, music, education, performance

C5C T1 Theatre

W5.5
The Greek flip: old language, online learning

Martin Olmos

The flipped classroom has generated much enthusiasm as the future of education. Past research has shown personal support from a tutor as highly effective, but uneconomical. Might flipped formats be a solution to this economic problem? This paper reports on a flipped design for teaching ancient Greek in a theological college. Students learnt the basic content through online videos and activities, and then attended a two-week intensive to interact with faculty and peers. Students were very satisfied with the online resource and agreed that it had helped them prepare to learn Greek, although they were keen to keep the personal interaction with peers and teachers. They used it heavily for an extended period of time. The proportion of students failing or achieving a simple pass decreased, although more data is required to confirm the impact on marks. Overall, the adoption of a flipped format has been validated.

Keywords: flipped classroom, blended learning, language learning

SESSION W7 : 1430 – 1445

WEDNESDAY 4 DECEMBER

Active Learning Space

W7.1

'It's not the university experience we were expecting': digitally literate undergraduate students reflect on changing pedagogy.

Dr Amanda Jefferies

This paper reports from a 2012 small-scale study with campus-based undergraduate students at an Australian research-focussed university. The students' ownership of learning technologies was examined alongside their appreciation and experience of online learning opportunities. It came to light that a number of the students having opted for a campus – based experience were less willing to embrace fully the wider blend in learning that the learning environment provided. These digitally competent and literate students held a somewhat stereotyped expectation of university teaching as being a didactic process within a classroom with some blend of online learning activities.

The students typically owned a range of personal technologies and they were avid users of one particular social network – Facebook. This preference for a single social network above all others has been found to be true in both prior UK studies (Ofcom, 2012) and US experiences (Dahlstrom, 2012). The students generally considered themselves as consumers of technology to support their learning rather than as engaging with university LMS to transform their learning approach. Suggestions for improving the scaffolding of learning are made.

Keywords: undergraduate experience, technology ownership, pedagogy, social media, LMS

W5A PG Price

W7.2

Applying Web-conferencing in a Beginners' Chinese Class

Sijia Guo

The development of new technologies and the falling cost of high-speed Internet access have made it easier for institutes and language teachers to opt for different ways to communicate with students at a distance. The emergence of videoconferencing applications, which integrate text, chat, audio/ video and graphic facilities, offers great opportunities for language learning to through the multimodal environment. This paper reports on initial data elicited from a pilot study of using web-conferencing in the teaching of a first year Chinese class in order to promote learners' collaborative learning. Firstly, a comparison of three conferencing tools was conducted to determine the pedagogical value of the web-conferencing tool-Blackboard Collaborate. Secondly, the evaluation of 10 campus-based Chinese learners who conducted three one-hour online sessions via the multimodal environment reveals the users' choice of modes and their learning preference.

Keywords: Computer Mediated Communication (CMC), online Chinese teaching, web-conferencing

W5A T1

W7.3

Understanding the use of smart mobile technologies for learning in higher education

Angela Murphy, Helen Farley, Andy Koronios

This paper presents a preliminary exploration of the types of smart mobile technologies higher education students have access to and use to support their learning by comparing cohorts from two Australian universities with quite different profiles, the University of Southern Queensland (USQ) and the University of South Australia (UniSA). These results are briefly compared to those obtained in earlier studies in a broad attempt to identify trends in the use of mobile technologies to support learning over time. The results indicate that levels of smart phone ownership are rising rapidly with a corresponding drop in levels of feature phone ownership. Tablet computers such as iPads have emerged since the earlier studies were completed with high levels of adoption by students. Significantly, students are using these smart mobile devices to support their learning.

Keywords: mobile learning, m-learning, smart mobile technologies, Chi-square

W5A T2

W7.4

Engaging online students through the gamification of learning materials: The present and the future.

Naomi McGrath, Leopold Bayerlein

The benefits of gamification in learning and instructional design to help engage and improve student learning online are investigated in this paper. The use of scenario-based learning and alternate reality gaming (ARG) are identified as key representations for improving user engagement, productivity and help shift away from classroom based learning activities towards fully self-paced and collaborative online activities. The paper outlines the reasoning behind, and the advantages of, using scenario-based and alternate reality gaming as an instructional tool in tertiary online education.

Keywords: Gamification, Scenario-based Learning, Learning Design, Alternate Reality Gaming, User Engagement

C5C T1 Theatre

W7.5

Improving retention in first-year mathematics using learning analytics

Yasmin Erika Faridhan, Birgit Loch, Lyndon Walker

Despite the importance of mathematical skills in quantitative disciplines, high failure rates in first-year university mathematics subjects have been observed in many parts of the world. Mathematics support provisions are established in many tertiary institutions in order to assist at-risk students to master and pass mathematics subjects. However, while a significant amount of data is being collected on students (e.g. entry scores, backgrounds), their behaviour (e.g. access of support services, engagement with online resources) and their performance (e.g. in assignments, tests), not much analysis is currently done with this data to predict a student's chances of success, and to better guide the services of mathematics support centres and target intervention procedures. This paper reviews relevant literature and describes a proposed research project to improve retention in first-year mathematics using a learning analytics approach.

Keywords: first-year mathematics, mathematics support, retention, learning analytics

SESSION W8 : 1450 – 1505

WEDNESDAY 4 DECEMBER

Active Learning Space

W8.1

Flipped classroom in first year management accounting unit – a case study

Xinni Du, Sharon Taylor

A flipped classroom is one form of blended learning. The blended delivery model adopted in this case study uses online content delivery mechanisms for both curriculum and evaluation. This approach allows students to better utilise face-to-face class time to have in-depth discussions with teaching staff on application of knowledge. This cast study describes the experience of both students and staff in relation to this major redesign as well as provides some reflective commentary in relation to the pilot. The pilot described in this paper relates to a first year management accounting unit. This paper will describe the process of unit redesign and implementation, including planning tools developed for teaching staff and students. The case study also reveals that student readiness and self-management skills perhaps are one of the most important elements that result in a successful student blended learning experience.

Keywords: blended learning, flipped classroom, student readiness, accounting education

W5A PG Price

W8.2

Mobile realities and dreams: Are students and teachers dreaming alone or together?

Mark Bassett, Oriel Kelly

The use of mobile technologies and social media for teaching and learning signals the potential for ontological shifts in learning and teaching, redefining the roles of both students and lecturers. Understanding tertiary student perspectives on how they use wireless mobile devices for learning is crucial if their lecturers are to make informed evaluative decisions about how they use those same devices in their teaching. Lecturers require professional development in using mobile technologies in teaching, and institutions face challenges with infrastructure. This paper outlines a research proposal for exploring tertiary student use of wireless mobile devices for learning and the relationship of that to lecturer and institutional readiness in a blended learning environment. Cochrane's (2012) six critical success factors for transforming pedagogy with mobile Web 2.0 and Puentedura's (2012) SAMR model of technology adoption will be used as evaluative frameworks.

Keywords: Mobile learning, blended learning, tertiary education, transformative education

W5A T1

W8.3

Mobile Learning at Charles Sturt University: Lessons learned from university-wide iPad trials in 2012

Tim Klapdor, Philip Uys

The mLearn Project at Charles Sturt University (CSU) started in 2011 as an initiative to explore mobile learning and its application and potential for the institution. This paper provides a meta-perspective of one particular aspect of the project, a series of university-wide device trials, and describes what took place, the initial findings, discussions related to mobile and the key recommendations from the project. The project has provided a way for the university to explore new technology within its specific and unique learning and teaching contexts. It has provided real world experiences from which to learn and through exploration a better understanding of our present has been reached. This paper is an attempt to share the examples and experiences and provide a basis to imagine our future direction.

Keywords: mobile learning, institutional initiative, technology project, innovation, iPad

W5A T2

W8.4

Issues Integrating Remote Laboratories into Virtual Worlds

Tania Machet, David Lowe

Laboratory work in education has long been recognised as providing real benefits to students. Increasingly, remotely accessible laboratories are being used for laboratory work in the sciences and engineering, providing students with remote access to real equipment while delivering additional benefits to institutions. There is an increasing focus on how these labs may improve laboratory learning outcomes. One potential enhancement, resulting from their mediated interface, is the ability to add contextual information to a laboratory activity. Virtual worlds have been identified as a rich environment for providing contextual information. However, the reported examples of real equipment laboratories integrated into a virtual world are specific to the laboratory. This paper describes a more generic approach to interfacing a virtual world, Open Wonderland, to laboratories which use the MIT iLabs platform. The paper reports on the issues involved in the interface and the strengths and limitations of this system.

Keywords: Interoperability, Laboratory, Remote, Virtual World.

C5C T1 Theatre

W8.5

The IRAC framework: Locating the performance zone for learning analytics

David Jones, Colin Beer, Damien Clark

It is an unusual Australian University that is not currently expending time and resources in an attempt to harness learning analytics. This rush, like prior management fads, is likely to face significant challenges when it comes to adoption, let alone the more difficult challenge of translating possible insights from learning analytics into action that improves learning and teaching. This paper draws on a range of prior research to develop four questions – the IRAC framework – that can be used to improve the analysis and design of learning analytics tools and interventions. Use of the IRAC framework is illustrated through the analysis of three learning analytics tools currently under development. This analysis highlights how learning analytics projects tend to focus on limited understandings of only some aspects of the IRAC framework and suggests that this will limit its potential impact.

Keywords: learning analytics; IRAC; e-learning; EPSS; educational data mining; complex adaptive systems

C5C Collaborative Forum

1405 - 1420

C5C COLLABORATIVE FORUM

M4.6

ascilite Community Mentoring Program Symposium

Shirley Reushle, ascilite Executive

The ascilite Community Mentoring Program involves participants (members of ascilite) in a mentoring relationship built between learners (the mentees) and experienced practitioners (the mentors). The Program is a vehicle for enhancement of specific knowledge, skills or capacities in an area of developing expertise. The symposium enables mentees and mentors to share goals, outcomes and reflections on their partnership. It provides opportunity for audience feedback and further encourages the sense of community.

1515 - 1610

C5C COLLABORATIVE FORUM

M6.6

Collaboration unplugged: Herding a flock of MOAs

Thomas Cochrane, Centre for Teaching And Learning, AUT University
Laurent Antonczak, Graphic Design, AUT University
Matthew Guinibert, Communication Studies, AUT University
Andrew Withell, Product Design, AUT University
Danni Mulrenann, Journalism, AUT University
Paul Mountfort, Education Studies, AUT University
Vickel Narayan, Centre for Teaching And Learning, AUT University

Keywords: Mobile, collaboration, heutagogy, creativity.

From Personal Small Screen Devices To Collaborative Production

This symposium will discuss and critique five case studies in the realm of Human Sciences (Graphic Design, Communication Studies, Product Design, Journalism, Education Studies) demonstrating transformation of traditional modes of curriculum design and classroom collaboration. The case studies illustrate the introduction of mobile social media and the use of Mobile Airplay Screens (MOAs – see Figure 1).

Figure 1: A flock of MOAs (Mobile Airplay Screens)

Equipped with wireless screen mirroring, MOAs can enable student collaborative projects reinventing their mobile devices from personal productivity tools into collaborative production tools (Figure 2).

Figure 2: Wireless screen mirroring from iPad to a MOA.

The projects are all predicated upon the development of a mobile social media framework for creativity and pedagogical transformation, from pedagogy to heutagogy, as outlined in Table 1, which will form the basis of discussion during the symposium as we seek to expand and critique this framework collaboratively.

Table 1. Creative pedagogies, technology and the PAH continuum (modified from Luckin et al., 2010)

TABLE 1

	Pedagogy	Andragogy	Heutagogy
Activity Types	Content delivery Digital assessment Teacher delivered content Teacher defined projects	Teacher as guide Digital identity Student-generated content Student negotiated teams	Teacher co-learner Digital presence Student-generated contexts Student negotiated projects
Locus of control	Teacher	Student	Student
Cognition	Cognitive	Meta-cognitive	Epistemic
SAMR (Puentedura, 2006; 2011)	Substitution & Augmentation: Portfolio to eportfolio PowerPoint on iPad Focus on productivity Mobile device as personal digital assistant and consumption tool	Modification: Reflection as VODCast Prezi on iPad New forms of collaboration Mobile device as content creation and curation tool	Redefinition: In situ reflections Presentations as dialogue with source material Community building Mobile device as collaborative tool
Creativity (Sternberg et al., 2002)	Reproduction	Incrementation	Reinitiation
Knowledge production	Subject understanding	Process negotiation	Context shaping
Self perception	Learning about	Learning to become	Active participation within a professional community

1625 - 1800

C5C COLLABORATIVE FORUM

M9.4

Thinking Future Learning Transforming our Digital Learning Environments

Chair

Professor Susan Savage, Director, Learning and Teaching Transformation, Queensland University of Technology (QUT)

Panel Members (and Symposium Facilitators)

Sheona Thomson, Associate Director, Learning and Teaching Transformation, QUT

Richard Evans, Learning Design, Learning and Teaching Transformation, QUT

Steven Kickbusch, Learning Design, Learning and Teaching Transformation, QUT

Guest Panelist

Assistant Professor Danny Munnerley, Teaching and Learning Centre, University of Canberra

Keywords: active online learning, digital learning spaces, capacity-building, transformation

Higher education is changing – this mega shift is most notably signified by the emergence of MOOCs. We must answer some old questions in new ways. How do learners want to engage with us? What do people want to learn? What value the credential – in life and work? How must our curriculum, teaching, accreditation, research and administration practices adapt? What kinds of platforms for learning are most effective? How, if at all, will we fund the learning experiences we offer? What are the IP implications of more distributed learning? What shape does a future learning ecology take?

This symposium with explore new models for transforming online learning for forward-looking digital environments. Discussion will focus on:

- creating contemporary online learning experiences of relevance, quality and challenge
- offering learning flexibly using user-centred, everyday technologies
- interactivity, networks and community in online learning
- the curation and creation of online learning experiences 'outside' a proprietary LMS
- scaffolding and mapping learning pathways online
- evidencing learning for different purposes (from single learning outcome, to award, to lifelong valuation)

1000 - 1055

C5C COLLABORATIVE FORUM

T1.6

1000 - 1055

How open and collaborative can we be? Rethinking institutional cultures and values in higher education

Presenters

David Walker, Panos Vlachopoulos, Keith Smyth, Anne Wheeler

The Higher Education sector, both in the UK and internationally, is in a tumultuous period of change and uncertainty, and we see in current national and international debates the need to collectively explore and critique the state of HE, to question our practices, and to rethink the values that inform our curricula and the educational opportunities provided to our students.

Debate about the future direction of HE is occurring in parallel with moves by individual institutions to strengthen their identity and positioning within an increasingly marketised sector There is however also a growing recognition of the importance of institutions working together to meet the diverse needs of current and future learners (as underlined within the recent HEFCE commissioned 'Collaborate to Compete' report from the Online Learning Task Force, 2011 and Report of the Review of Higher Education Governance in Scotland, 2012)

To this end Aston University, Edinburgh Napier University, and the University of Dundee have embarked on the open development of a new collaborative online module for engaging new academics in thinking critically about HE as a sector, how it is likely to change, and how our institutions can remain relevant nationally and internationally (Wheeler et al, 2013). During the development process the project team have identified a number of challenges relating to collaborative open educational practices and which, left unaddressed, could deter or otherwise seriously impede the potential for institutions to collaborate in genuinely joined up innovative ways. These challenges include:

- Joint approval of collaborative provision
- Potential need to restructure institutional policy and regulations to accommodate collaborative open educational course design and delivery
- Enrolment and assessment of open access versus institutional participants
- Access to licensed resources
- Integration of open platforms of delivery with institutional educational technologies and administrative systems
- Distribution of developmental costs
- Alignment and compatibility of institutional curricula models (including credit levels and teaching periods)

In this symposium the panel members ask the question 'How open and collaborative can we be?' and will pose four challenges (drawn from those listed above) that they have faced in the development of this collaborative initiative and which are likely to be common across the wider higher education sector. The key aim is to initiate an honest dialogue with delegates to rethink established institutional cultures, systems and values that can be seen to hinder the potential for cross-institutional open educational practices and in so doing identify potential solutions to allow this partnership approach to evolve.

SYMPOSIUM ABSTRACTS

TUESDAY 3 DECEMBER

1450 - 1545

C5C COLLABORATIVE FORUM

T8.6

What's the Big Idea 2013? Making MOOCs

Presenters

Ms Elizabeth Greener, Manager Learning Design, eLearning Services Institution: Queensland University of Technology

Dr Trish Andrews, Senior Lecturer, Higher Education, Teaching and Educational Development Institute (TEDI)

Institution: University of Queensland

Mr Paul Fenn, Learning Designer, eLearning Services Institution: Queensland University of Technology

Ms Chris Newman, Learning Designer, eLearning Services Institution: Queensland University of Technology

The aim of this description is to inform participants of the nature of your symposium and how it will run, for example the extent to which it will be interactive. In these 300 words or less you are selling your symposium to conference delegates and you are encouraged to describe how the audience will have opportunities to participate. As well, please link the description to at least one of the conference sub-themes: Equity of experience, engagement, and evidence-based practice.

This year academic and support staff at universities have started "making MOOCs," (massive, open online courses). This is in contrast to the key activities of 2012 which were based largely around institutional positioning on the role of MOOCs and the part they would play in the sector. Developing MOOC design and delivery is being based on working with pre-existing knowledge of effective online learning practice and identifying the emerging design characteristics of MOOCs. This symposium will provide a forum for a discussion of approaches and challenges of working in this high profile area of higher education.

This symposium aims to be interactive and audience led with participants engaging in lively discussion. The process of building a MOOC will be introduced with a multimedia overview that will also capture opinions about the opportunities and challenges of creating a MOOC. The panel will each add a provocation before the participants step through a variety of group discussion activities. The panel members, who all have current MOOC experience, aim to draw understandings of key principles that contribute to an effective framework for creating MOOCs. This session ideally would be programmed toward the end of the day's program, when related topics introduced in earlier sessions can be discussed under the banner of this forum.

1615 - 1710

C5C COLLABORATIVE FORUM

T11.6

Designer-writer-scholar: emerging frontiers for collaborative elearning scholarship

Presenters

Ms Melinda M. Lewis, Institution: The University of Sydney

Dr Karen M. Scott, Institution: The University of Sydney

Dr Patrina Caldwell, Institution: The University of Sydney

The aim of this description is to inform participants of the nature of your symposium and how it will run, for example the extent to which it will be interactive. In these 300 words or less you are selling your symposium to conference delegates and you are encouraged to describe how the audience will have opportunities to participate. As well, please link the description to at least one of the conference sub-themes: Equity of experience, engagement, and evidence-based practice.

This symposium will explore current and emerging issues surrounding the scholarship of elearning in higher education. Our experience has highlighted a number of frontiers that need to be explored within the widening scope of ICT mediated teaching, learning and research. While such frontiers are rarely discussed, they become apparent through the collaborative nature of designing and working across disciplines in elearning development, which may involve subject specialists such as clinicians, academics, educational designers, technologists, audio visual designers, librarians and researchers. When communicating such work via research scholarship, descriptions of research paradigms, methodologies, theories, analysis and representation sit alongside discourses regarding genre, style and tone. Impact regarding your 'so what' message is vital, as is targeting your audience, and strategizing around publication platforms for peer reviewed and/or open resources.

How do you and your colleagues navigate these frontiers in the current climate of shifting practices and priorities? How do you reach design and research decisions from within and between diverse multi-disciplinary groups? Where do you publish your scholarship – within your discipline or in journals of educational technology, higher education or networked learning? Evidence-based reviews of journals suggest that shifting publication patterns may inform our choices and engagement with elearning scholarship.

Participants will be invited to reflect on everyday experiences when attempting to collaborate, write and publish their educational technology research and development endeavours. Through open questions, facilitated by the chair of the panel, the experiences of the panel members and the audience will be shared. A sense of the 'emerging frontiers' as expressed by the group will be developed, leading to a better understanding of the issues involved, together with potential ways of mediating and advancing collaborative elearning scholarship.

SYMPOSIUM ABSTRACTS

WEDNESDAY 2 DECEMBER

0950 - 1025

C5C COLLABORATIVE FORUM

W1.6

Find out about CMALT Australasia

Presenters

Philip Uys

Andrew Colbert

Oriel Kelly

CMALT Australasia is ascilite's professional accreditation scheme for staff working with learning technologies offered through ascilite in partnership with the Association for Learning Technology (ALT) of the United Kingdom.

At a time when university leaders are becoming more acutely aware of the implications of the digital age for university education it is important that staff (academics and professional staff) are equipped with a sound understanding of the interplay between learning and technologies as well as a commitment to keeping up-to-date with the technologies and the wider university context in which they are implemented.

The scheme addresses these needs by providing internationally recognised professional accreditation based on a peer-reviewed portfolio to academics as well as learning and teaching support staff. It requires participants to develop an evidence-based portfolio in response to a number of key criteria that demonstrate the currency of their knowledge, achievements and expertise and their on-going commitment to professional learning. It also offers a global networked community that can support participants through the accreditation process and beyond.

This panel discussion will explain the scheme from the perspective of one or more ascilite members who have completed it and address questions from the audience about what's involved; including costs, group discounts and portfolio preparation.

1100 - 1140

C5C COLLABORATIVE FORUM

W3.6

ACODE Benchmarking: Plotting a bright future

Presenters

Michael Sankey: Director, Learning Environments and Media, University of Southern Queensland

Helen Carter: Manager, Educational Design and Development and Director, The Education Studio, Macquarie University

Stephen Marshall: Senior Lecturer E-Learning, Centre for Academic Development, Victoria University of Wellington

Gordon Suddaby: Associate Professor, Massey University

Rob Phillips: Associate Professor, Murdoch University

The Australasian Council on Open Distance and E-learning (ACODE) benchmarks were the first major attempt, in an Australasian context, to bring a consistent framework to the use of e-Learning in and for higher education institutions. The aim of the benchmarks is to provide measurable indicators toward quality technology enhanced learning (TEL) programs, rather than simply making value judgments about each key area. Evaluation is a central characteristic of the benchmarks and it is there to enhance a quality cycle within institutions. Importantly, this is not limited to work within the institution, as evaluation also plays an important role in mediating the many external factors at play around the effective deployment of quality institutional TEL environments.

Although the ACODE Benchmarks have been used very effectively by many institutions, they are now over six years old. Given the massive changes that have occurred over this time, such as advances in Web 2.0, the greater use of cloud services, advances in analytics and BYODs, it is time to review and update the benchmarks to ensure they are both relevant and are still providing institutions with the best possible chance to ensure their practice is aligned with sector-wide good practice.

Participants in this symposium will be those who are interested in participating in an active discussion around the future directions for these benchmarks and be willing to both deconstruct and propose areas in which the benchmarks could be improved in the future. This session will also be relevant for those considering conducting a future benchmarking activity in the area of e-learning, potentially using the ACODE benchmarks to conduct either an internal audit, or for those looking to plan for an inter-institutional activity for more broad-ranging quality purposes.

1145 - 1225

C5C COLLABORATIVE FORUM

W4.6

Understanding network leadership in Australasian Tertiary Associations: communication a key element of success

Presenters

Professor Mike Keppell, Institution: University of Southern Queensland

Mr Gordon Suddaby, Institution: Higher Education Consultant

Associate Professor Helen Carter, Institution: Macquarie University

Dr Caroline Steel, Institution: The University of Queensland

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This symposium presents findings from a research project exploring network leadership conducted by the Network of Australia Tertiary Associations (NATA). The study titled 'An investigation into network leadership within established Australasian tertiary education associations' collected data from association presidents, vice-presidents and executive committees of ascilite, ACODE, HERDSA, CADAD and ODLAA in 2013. The presentation aligns with the conference theme of engagement, as it ultimately seeks to support good practice in engaging network members.

Preliminary thematic analysis has revealed that effective communication both within association executives and with network members at large is an integral part of successful leadership in such networking associations. Transparent practices, maintaining realistic expectations of others, developing relationships and having a common focus have also emerged as critical elements of successful leadership. Through better understanding the role of the network leader and good practice in network leadership we hope to improve leadership practices in these contexts as well as demystify the role of the association leader – providing those considering taking up leadership roles with a greater conceptual understanding of what is involved and the factors which may support effective leadership and communication. Moreover, the study sought to better understand how technology can be used to support effective communication and engagement which was pertinent given that AARNet and NETSpot are enabling partners in the NATA.

The symposium will be presented by the NATA project leaders as well as representatives from the network's lead organisations, ACODE and ascilite. Key findings and a set of principles developed from the research will be put forward. Subsequently, the presenters will engage with the audience in a facilitated discussion regarding the key themes that emerged as well as how the findings align and/or contrast with the audience's own experiences.

THEME: Spaces, policies and planning for the future

Teaching the disembodied

Una Cunningham

Postgraduate students studying by distance on a course intended primarily as professional development for language educators were invited to participate in real time in scheduled campus classes in the same course for campus students via Skype on iPads. After initial hesitation, some on-line students took up this real-time participation option. Initial technical difficulties were overcome after seeking input from campus and distance students. Comments suggested that the model where distance students were each represented in the physical space of the classroom as a talking head on a tablet device led to a perceived social presence (Kim 2011, Hostetter & Busch 2013). The classroom discourse evolved to refer to the distance participants in a way reminiscent of the way physically challenged campus students might be referred to, i.e. when a student was asked to help another student to turn to see the board, rather than asking them to turn the tablet. However, it also became apparent that the two groups of students, the virtual and the physical, were having partially different classroom experiences (c.f. Westberry & Franken 2013).

Sound problems were experienced by both groups, and this led to some irritation in both groups, so a series of adjustments were made and evaluated, including a move to a model where distance students participated in a group video call via Skype on a laptop rather than on multiple individual Skype calls on iPads. Towards the end of the course, the distance and campus students were asked to evaluate the experience of having physical and virtual participants sharing a physical space and to relate this experience to the asynchronous channels previously available to the participants (Garrison & Cleveland-Innes 2005). There was some othering taking place (Palfreyman 2005), from both groups, and the distance students expressed that they felt excluded from the campus students' social community. There seemed to be a monitoring of teacher time and attention dedicated to the other group on the part of some participants in both groups. The comments of both groups of participants were interpreted in the light of an application of activity theory (Barab, Evans & Baek 2004; Brine & Franken 2006), looking at aspects of the seminars as activities with subjects and objects and rules for each group. It appears that student beliefs and student expectations lead to hidden benefits and hidden challenges associated with mixing these groups of students (Westberry & Franken 2013).

Keywords: Distance, campus, blended, flexible, synchronous, Skype, VOIP, activity theory, social presence

Developing a Connectivist iMOOC for International Distance Learners

Valeri Chukhlomin

Through the development of bilingual educational planning workshops and courses, the State University of New York (SUNY) Empire State College's Center for Distance Learning (CDL) develops pathways for international online learners equipping them with prerequisite technological, cross-cultural and self-developmental knowledge and skills to successfully navigate virtual learning environments in an American college. The poster presents findings obtained in the first 5 years of the project and describes the ongoing redesign of the course into a connectivist MOOC.

Keywords: International distance learning, MOOC, iMOOC, bridging course, connectivism

UTAS' Open Educational Practices developments: past, present and future

Dr Carina Bossu, Mr Luke Padgett, A/Prof Natalie Brown

The Open Educational Practices (OEP) movement in higher education has been receiving global attention, especially in the last ten years, as the demand for opening up resources, curriculum, governance, and knowledge sharing and distribution increases. This movement has impacted many educational institutions, learners and educators worldwide and also in Australia. Inspired by this movement, the University of Tasmania (UTAS) has been working towards opening up UTAS over the past two years. UTAS drivers for embracing the OEP movement are:

- To align with the social inclusion agenda and mission of the university;
- Inclusion in in current short and long term strategic planning of the university; and
- A strong and growing group of advocates within the university.

This digital poster will be based on UTAS' OEP developments. We will start by exploring the early stages of conceptualisation of OEP at UTAS in 2011. At this early stage, key personnel were hired by the university with a strong commitment to this agenda. We will then present some of our current developments and initiatives to engage the university community in the OEP movement. These include Teaching Matters 2013, an in-house conference that will have a theme of "Open UTAS to the World". We will also present on UTAS involvement in national and international research endeavours that explore OEP development. Finally, we will discuss some of the university's future plans in this space, which includes the establishment of Open Education Resource (OER) production and use as a central part of our learning and teaching.

Keywords: Open Educational Practices, OEP, UTAS' OEP, university OEP, OEP in Australia

THEME: Spaces, policies and planning for the future

Learning analytics: Supporting student retention and success in higher education

Amara Atif

Deborah Richards

The purpose of this research in progress study is to develop a student retention model using learning analytics utilising student demographic data and a combination of data from student information systems and other similar tools to accurately predict academic success of students at our own institution. This poster discusses the background of the study and an overview of our proposed predictive model.

Keywords: Learning analytics, academic analytics, student retention, predictive model.

Benchmarking eLearning @ UofA

Dayle Soong

Jason Chan

Fitting within the conference sub-theme of 'Understanding our Present', this poster will be an introduction to a project just starting as well as an opportunity to find potential collaborators for future benchmarking activities.

Increasingly, University and Faculty strategic plans include recommendations regarding the use of technology to enhance the student experience of learning. It is therefore important to know the current usage and experience of eLearning and to have processes in place to measure change.

The objective of this project is to identify benchmarks and methods to measure performance in regard to eLearning at The University of Adelaide in order to inform planning and to report on change and improvement in the use of the Learning Management System. The project will include benchmarks on usage, user engagement, support, and policies and strategy in regard to the University's set of centrally supported eLearning tools. Where possible, existing benchmarking tools and frameworks will be used or adapted. The project will draw on a number of existing benchmarking frameworks including ACODE, eMM (Marshal & Mitchell, 2005) and the LMS Usage Framework (Rankine, Stevenson, Malfroy &Ashford-Rowe, 2009).

The Digital Poster will include a multimedia presentation showing a mind map of the project and how it will theoretically translate to a defined set of benchmarks and procedures for ongoing measurement and comparison with other institutions. Currently available data and a gap analysis will also be presented.

We hope to open discussion around how to measure eLearning performance at an institutional level and whether it is possible to go beyond the indicators we have so far defined. In addition, we will have some early results available and would be interested to hear from others on the current state of eLearning uptake within their institution.

Keywords: Benchmarking, eLearning, Analytics, LMS, Statistics, Usage, Engagement

THEME: Spaces, policies and planning for the future

A collaborative research project to connect and empower Australian and Malaysian institutional leaders and educators to deploy sustainable mobile learning initiatives in higher institutions.

Helena S Y Song, Angela Murphy, Helen Farley

This poster highlights a collaborative research project that aims to enhance the capacity of Australian and Malaysian institutional leaders and educators to manage and implement a more sustainable mobile learning environment within the higher education institutions. This project is funded by the Australian government via the Australia-Malaysia Institute (AMI) to facilitate and strengthen people-to-people and institutional links with Malaysia. In line with the goals of AMI as well as the Australia in the Asian Century White Paper, this project intends to further the need and idea of building 'Asia-relevant' capabilities—both broad-based and specialized. This project anticipates in increasing the level of adaptability that is required with the inevitable changes bought by technology, as stated in the White Paper (Australian Government, 2012). Additionally, long term partnerships and professional links between Australia and Malaysia could be forged or further strengthen through this project. On a micro level, the need for this project is clear: a new generation of students, with near-ubiquitous access to sophisticated mobile devices, is no longer content to sit passively in a classroom and absorb knowledge. These students demand the same levels of access, immediacy, mobility and personalization in their learning as is available to them in their work and personal lives. On a more macro level, educational institutions have a prominent role to play in terms of sustaining and strengthening the existing links between Australia and Malaysia. This proposed project allows for building long term partnerships and meaningful people to people relationships through research, technology and professional links, sharing authentic bodies of knowledge through discussion and debates. This AMI-funded project is built on an existing project underway to develop a Mobile Learning Evaluation Framework (MLEF) for the Higher Education sector funded by the Australian government's Collaborative Research Networks (CRN) program. This CRN project is led by the Australian Digital Futures Institute (ADFI) based at the University of Southern Queensland (USQ). The MLEF consists of a toolkit with resources for educators and leaders to facilitate the evaluation of potential mobile learning initiatives and guidelines for improving institutional capacity to deploy sustainable mobile learning solutions. The University of Southern Queensland is partnering with three universities in Malaysia to refine the CRN MLEF outcomes for use in the Malaysian Higher Education context. One clear research objective of this project will be to gain research insights into the current trends, usages, perceptions, issues as well as challenges faced by Malaysian institutional leaders, educators and students in using mobile devices as a tool to support learning. This project also aims to facilitate dialogue, debate, discussion and dissemination of the above findings and results among Australian and Malaysian institutional leaders and educators. Workshops will be held to provide a space for increased dialogue and discussion between Australian and Malaysian institutional leaders and educators.

Keywords: Mobile learning, higher education, Australia, Malaysia

Sharing a solution: Professional development for web-based lecture technology

Susan Tull, Jessica Hollis

Echo360's EchoSystem first became available to lecturers at the University of Canterbury during a pilot implementation following the February 2011 earthquakes. Adoption of this web-based lecture technology is increasing, and our challenge now is to provide appropriate professional development in such a way that it encourages good practice, and appropriate and successful use as a solution to learning and teaching concerns. As the value of rich media learning is dependent on its use (Milne & Brown, 2011), research was conducted to examine the present uses of EchoSystem, to inform future developments.

This poster will present the investigation and early findings of the Echo360 Community Grant research project "Lecturer adoption of EchoSystem through a solution focussed community of practice". The project aims to accomplish two goals; firstly to gather data which will add to the body of knowledge on the implementation, adoption and use of web-based lecture technologies, and secondly to offer insight into a possible solution to the issue of providing essential professional development in this area (Gosper, et al., 2010) within our institution, which both highlights good practice and encourages collaboration between lecturers. The project's objectives included identifying any relationship between the reason for implementing the use of this web-based lecture technology and the adoption behaviours of lecturers, fostering the development of an active EchoSystem community of practice within the university and, through this community, encouraging good practice in the use of this technology.

The adoption behaviours and practice of a purposive sample of nine lecturers were investigated. These participants, drawn from across all the university's colleges, were chosen because of their varying levels of experience with this technology, and the learning and teaching concerns for which EchoSystem had provided them a solution. The research utilised a mixed methods approach, combining data from eighteen pre and post research surveys, eighteen interviews, three video journals, emails, logs of online participation, and the data available in the EchoSystem logs and statistics.

The data gathered, from emails and an initial survey, was used to develop an online space structured around the purposes for which lecturers had incorporated EchoSystem use within their practice. Created within our Moodle learning management system to be easily accessible, the site was developed to be a simple, relevant space which encouraged lecturers to connect online with colleagues from across the university. Examples of good practice with supporting explanation were gradually added to the site. Tips from existing EchoSystem users were provided, as well as access to more formal support documentation. Facilitated forums were available to enable collegial support and discussion to take place.

Data collection for the research project has been completed and full analysis of the research data is still underway, but tentative initial findings indicate that:

- The online space was highly valued for its examples of solutions which EchoSystem had provided.
- Lecturers who had adopted the use of EchoSystem for reasons other than automated lecture capture were more likely to have extended their use of it to provide solutions to other teaching and learning concerns.
- Lecturers expressed a marked preference for collegial interaction which takes place on a more personal level, face to face within a department or college.
- An increase in the innovative adoption of EchoSystem was made by those who work in teams or had supportive colleagues who they could comfortably call on for support.

The poster will present images of the online space developed, further detail of the lecturers' adoption behaviours, and more conclusive findings from research.

Keywords: Web-based lecture technologies, Professional development, Rich media, EchoSystem, Community

Offline Mobile Learning: A Proposal to Promote Literacy in Pakistani Rural Areas

Umera Imtinan, Vanessa Chang, Tomayess Issa

Mobile learning is generally associated with expensive smart phones and tablet devices, which may be true for a developed world. However, developing world needs a different solution, particularly to eradicate illiteracy from the rural and underprivileged populations. This research seeks to explore mobile learning options for low cost mobile phones without an active mobile Internet connection. The exploratory case study with qualitative research techniques will be used in this study. The proposed project may be extended to a pilot study subject to appropriate funding from potential national and international funding agencies.

Keywords: Offline mobile learning, low cost mobile learning, developing countries, literacy, underserved population, underprivileged population

THEME: Professional Development and Community

Building Skills Online: Exploring the effectiveness of web conferencing for continuing education

E. Devonshire, G. Tague, M. Lewis, M. Nicholas

There is limited evidence about the efficacy and effectiveness of using web-conferencing software for continuing professional education (Buxton et al. 2012; Wong et al. 2010), and more specifically the development of skills using this training approach (Curran & Fleet, 2005). This poster outlines a small research project evaluating the design, implementation and outcomes of four (4) separate webinar programs, with the aim of building understanding about the value of using web-conferencing platforms for skills development training. Each of these programs is comprised of five (5) synchronous webinar sessions, scheduled over a ten (10) week timeframe, aimed at developing participant skills in the assessment and management of patients with persistent pain. Participants are also expected to complete a number of set readings prior to each session, practice the skills outlined in the online classroom in their own workplace setting, and report back about their experiences and insights. Using an adaptation of Kirkpatrick's evaluation model (Kirkpatrick, 1994) as a guiding framework for data collection and review, this poster presents some of the preliminary findings about the participant and moderator experiences of the online classroom, the effectiveness of the program structure and approach, and the application and transfer of skills to the workplace setting.

Keywords: Web conferencing; webinars, skills development, continuing professional education

Transforming Assessment through online dissemination of innovations in e-Assessment: webinar participation

Mathew Hillier, Geoffrey Crisp

In this poster we present a brief history of this Transforming Assessment webinar series on e-Assessment (Crisp & Hillier 2013), identify the techniques we use to spread the word of the series and report on several metrics used to track participation levels over the course of the four year period. We will report trends including RSVPs, attendance, conversion rates, repeat participation, membership numbers of social media distribution channels and popularity of session recordings in the form of graphics, charts and basic descriptive statistics along with commentary and caveats on interesting aspects of the findings.

The webinar series began in 2010 as a part of Professor Geoffrey Crisp's ALTC National Teaching Fellowship at The University of Adelaide and has continued after the conclusion of the fellowship based on the efforts of the two authors and in kind support from their current respective institutions. The webinar series is complemented by a website that contains recordings of past sessions and additional resources related to e-assessment.

The series is now in its fourth year with over 50 past sessions under our belt. Over this time the series has grown in popularity and recognition as a source of innovative ideas and practical examples in the field of e-Assessment in Higher Education. Our community now consists of just over 2,300 direct members and a further audience of 30,000 indirect contacts reached via our membership of 3rd party channels. The bulk of members are from Australia, UK, New Zealand and the USA with a smattering of members from Asia, Europe and the Middle East. The website has a boarder reach with 42 source countries having visitors counts above 50.

Participation in the webinar series has grown from an average of 24 attendances per session in 2010 to 39 per session in 2013 (sessions to Oct 2013). The majority of participants do so with a single visit however a significant core group of around 100 are repeat visitors joining three or more sessions. The relatively high number of single visits may be due to the breadth of topics and disciplines covered in the various sessions but further investigation is planned in this respect. It is also interesting to note that while the number of registrations has also grown from an average of 41 per session in 2010, representing 59% conversion rate to about 82 registrations per session for the current 2013 series, the conversion rate has dropped back to about 47%. Over the past 18 months we have been promoting the series more widely online by extending the number of additional promotion channels beyond direct email to include more social media such as Twitter, Facebook, Linkedin, Google groups and specialist email distribution lists such as JISCmail, H-net and POD, however there would appear to be a diminishing rate of return on such additional promotion efforts. We also joined forces with eAssessment Scotland to run 6 sessions at their online conference in 2013 attracting just over 100 attendances across our sessions.

Further exposure for sessions is enabled via the recordings archive and YouTube channel with the latter averaging 55 views per session in the first month after a session recording is published. The channel has attracted over 80,000 views since its inception in 2010, which also includes demonstration videos of e-assessment techniques.

In the beginning of 2013 the Transforming Assessment activities gained official support once again from the Office of Learning and Teaching in the form of an extension grant that will see the redevelopment of the website that houses the session archives and e-assessment examples. This work will include integration of Drupal, CiviCRM and Moodle as a sign-signon facility that will allow participants to self register for webinar sessions, receive automated reminders and have access to a range of additional e-assessment resources and examples. This new facility will also allow for decreased administrative overhead and improved detail and accuracy in reporting participation rates and the impact of the Transforming Assessment webinar series.

Keywords: e-Assessment, professional development, academics, faculty development, webinars

THEME: Professional Development and Community

Teaching with educational technology: professional development approaches

Gail Fluker, Matthew Griffiths

The Prezi digital poster represents a visual narrative with supporting text outlining professional development approaches of a series of workshops devised by a teaching development team at a Victorian university in Australia. The university utilises a sophisticated learning management system with third party plug-ins for use by teaching staff in online teaching and learning. The poster illustrates how the team supports academics in their use of technology in an educational context, demonstrating the design decisions they make in responding to faculty-based requests for professional development and subsequent planning, developing, facilitating and evaluating of workshops and associated resources which promote the use of educational technology within a pedagogical framework. It traces the means by which the workshops are designed with a hands-on, interactive approach where participants are encouraged to share and reflect on successful student-centred teaching and learning approaches.

A collage of features is provided of the learning management system showing how workshop participants develop expertise in utilising these various tools to enhance student learning. The range of workshops represented include introductory and advanced eLive workshops facilitated synchronously within the eLive environment; an introduction to use of the learning management system incorporating both student and unit chair perspectives; using ePortfolio, wikis and blogs for student collaboration, reflection and tracking evidence of intellectual development and graduate learning outcomes throughout a course; designing rubrics for effective online assessment; using Prezi in teaching and learning and creating cloud concepts on an iPad. The poster also displays a rubrics toolkit, a learning resource created to support the rubrics workshop which demonstrates scaffolding of participant knowledge prior to the session itself.

In designing and developing the professional development workshops and support materials the teaching development team emphasize the role of the teacher as fundamental to the success of online learning (MacLaren 2004), in an environment where 'the rapid growth of technological innovation in contemporary education is exposing more and more the crucial value of the human teacher in facilitating learner development, navigating, supporting and creating' (MacLaren 2004, p. 70). The team approach the provision of technological support to academics in the context of developing appropriate pedagogical practice as emphasized by Maor (2003) who suggests such a focus as essential to enable teachers to perform the diverse duties required in an online teaching context, and is especially relevant for academics who have disciplinary knowledge but perhaps less developed educational expertise.

Voluntary responses from an online survey forwarded after completion of the workshop are drawn upon to further enhance and tailor future sessions and identify and develop additional workshops to accommodate needs of academics and faculty and divisional staff who support them. Some examples of positive feedback from the workshops are included on the poster.

Keywords: professional development; online teaching and learning; educational technology

THEME: Professional Development and Community

Fostering a community of academics interested in teaching technologies and research

Rhian A Salmon, Anne Macaskill, Jonathan Flutey, Suzanne Boniface, Stuart Brock, Sydney J Shep

This project was catalysed when a group of academics, from different faculties and campuses within the same University identified common interests in (a) strengthening our own use of teaching technologies, and (b) conducting research into our own teaching. However, there were no regular opportunities afforded by the university to connect with others sharing these goals and to develop skill sets in these areas. To address this we proposed and received a University Learning and Teaching Development Grant to:

- establish a monthly seminar series to explore teaching with technology and research into teaching;
- establish a wiki for online discussions, further resources, and recordings of all seminars;
- support at least three active staff to attend ASCILITE 2013: Electric Dreams.
- foster collaborative connections and interchange of information across the university
- provide a pathway to support the university's recent Digital Vision Strategy by facilitating peer-based capability on use of technology.

Receiving the Learning and Teaching Grant demonstrated high-level endorsement of the initiative from University management, and ensured that the seminar series was sustained.

The seminar series has run monthly since May 2013. Topics have included the use of technologies for distance learning, blended learning across multiple institutions, flipped lectures, enhancing the learning experience of students in large lecture classes, and development of learning communities via on-line wikis, blogs, and social media. Participating staff have shared how they play music during exams, record lectures through swarms of bees, and told us why it is helpful to have a German accent and bring clean shirts when pre-recording lectures. The format of each month's meeting adapts to the theme of the meeting and has included presentations, demonstrations, discussions, an ideas exchange, a lab crawl, and visiting external speakers.

A crucial feature of this seminar series is that it is steered by academic staff and developed in a way that is responsive to the needs and goals of those who attend. It was created for and by practicing researchers and teachers across our university, with full support of, and contributions from, IT Services and the Centre for Academic Development. Initial expectations of 15 – 25 participants have been continually exceeded, with average attendance around 50 participants, and a mailing list of over 100 interested University staff.

Our poster presents our reflections on the strengths and areas for improvement that we have identified during this project. It will also present data from a survey of seminar participants, which contains feedback on the project. The poster will provide ASCILITE attendees with a tangible model for establishment of a network of peers to foster excellence in teaching at their own institutions. We will use the opportunities afforded by the digital poster format to incorporate video clips of representative seminar events, and innovative approaches to teaching that have been demonstrated during seminar events.

Keywords: seminar series, teaching with technology, professional development, community of practice

I dream of definitions: Shaping the future through a shared vocabulary of learning and teaching

Vanessa Warren

By examining the conceptual and practical issues and outcomes of an attempt to capture a shared vocabulary of Technology Enhanced Learning and Teaching (TELT) at the University of Tasmania (UTAS), this poster will invite delegates to reflect on the often invisible role of language in shaping futures in learning and teaching.

Certainly, there is little in the available literature to suggest that the topic of language commands much attention within the tertiary education sector (much less within the online tertiary education subsector). But does it follow that it is unimportant? Myriad research across disciplines shows us that language matters. A shared vocabulary can be more than an add-on, but the foundation for conceptual change. The UTAS experience will demonstrate how powerful this can be by exploring how the process of developing meaningful, consistent terminology enabled the transformation of a whole-of-institution model of blended learning and teaching.

In particular, the poster will explore not only the practical context surrounding the UTAS attack on definitional inconsistency, but also the conceptual challenges and opportunities inherent in it, such as:

- the problem of legacy terminology (eg. what does 'flexible' mean, and to whom?)
- tensions between reflecting current use of terms, and the need to shape action through new understandings
- the impact a 'clean slate' approach to terminology can have, underpinning strategic and conceptual change at the institutional level.

Keywords: vocabulary, definitions, strategic change, technology enhanced learning and teaching, blended learning

THEME: Professional Development and Community

Holistic professional learning: e-portfolios for academic development in higher education

Belinda Allen

At UNSW, a redesign of academic development programs for a blended learning format is being undertaken. A holistic approach to academic/professional development (Brew & Boud, 2006) recognizes that personal, professional and institutional dimensions must be considered as well as diverse roles, needs and work patterns among staff. The redesigned programs will provide more flexible access to the programs to extend access to a wider range of staff, and will give participants a blended learning experience as a model for their own practice. The pedagogical approaches underpinning the program design include reflective practice (Brookfield, 1995), communities of practice (Wenger, 1998) and integrative learning (Huber & Hutchings, 2004) – all of which can be supported by the use of eportfolios for learning (Brown, 2002; Brew & Boud, 2006). Additionally, for accredited programs, e-portfolios provide a learner-oriented medium for ongoing assessment.

In the first instance this has been incorporated into the Foundations of University Learning and Teaching (FULT) program, which is compulsory for new teaching staff. The staff response to the blended format and the use of e-portfolios will be formatively evaluated in an ongoing way to inform the extension of the e-portfolio into other programs such as the Graduate Certificate in University Learning and Teaching (GCULT).

The benefits to teachers of using a learning portfolio approach include:

• Developing their capacity for reflective practice and lifelong learning in their teaching practice.

• Enabling them to select and aggregate evidence of their teaching development for promotional purposes.

• Developing their understanding of portfolio learning to support integrated learning and development of graduate capabilities for students.

The use of portfolios for learning and for professional practice in creative disciplines is well-established, and there is growing momentum for e-portfolios to support integrated learning across disciplines in a range of educational contexts, including development of graduate capabilities in higher education. E-portfolios in academic and professional development programs could integrate teachers' own learning experiences through critical reflection (Brown, 2002) and allow them to experience a model for the use of portfolios in learning and assessment (Klenowski, Askew & Carnell, 2006).

This poster looks at relevant dimensions of e-portfolio practice for holistic academic development:

- context (personal, professional, institutional)
- role/stage (early career/mid-career... professional/academic... teaching/research focus)
- portfolio purpose (reflection, evidence, assessment, showcase)

and how these relate to the aims and outcomes of UNSW academic development programs.

Keywords: Reflective learning, portfolio learning, integrative learning, e-portfolio, professional development, academic development

POSTER SESSION 2 : 1700 – 1725

MONDAY 2 DECEMBER

THEME: Professional Development and Community

Examining blended community online – a model

Susan Tull

The need for professional development specific to e-learning was highlighted by Davis and Fletcher (2010) in their report on e-learning in adult basic education in New Zealand but, for adult literacy educators, undertaking professional development often requires overcoming barriers such as time constraints, financial constraints and distance. Job-embedded professional development opportunities, tailored to local contexts, may provide situated learning opportunities, enable tutors to support each other in developing new practices, and encourage the development of the communities of practice, which Davis and Fletcher (2010) suggested as a means to supplement professional development. The online environment also widens the range of professional development offerings available in the area of e-learning. This poster examines the activity in an online environment, for a blended community of online practice for adult literacy educators, through a proposed heuristic model.

In collaboration with an Adult Literacy Education Centre (ALEC), design based research was undertaken to develop an intervention intended to maximise the benefit derived from incorporating an online environment into their tutors' professional practice. The ALEC context of this study was a single organisation of adult literacy educators whose staff, because of the part time, peripatetic nature of their work, were distributed in both distance and time. The organization held several meetings a year for teams of tutors who had a similar teaching focus, but seldom were able to meet as a whole staff. This existing community of practice was encouraged to develop further in an online environment, which enabled communication and resource sharing and provided support for the tutors in implementing e-learning strategies. A design-based research methodology was chosen for the research because of its iterative design cycles, flexibility and "twin objectives of developing creative approaches to solving … problems while at the same time constructing a body of design principles that can guide future development efforts" (Reeves, McKenney, & Herrington, 2011, p.55)

The findings of earlier phases of this research contributed to the development of a matrix of strategies to encourage sustainable community development online (Tull, 2012). This final phase of the research focuses on what took place as the online environment supported tutor professional development for e-learning strategies, through newly implemented online classrooms, and enabled the community members to share their changing practice. The developments in the online environment during this phase of the research are viewed through the lens of Lave and Wenger's (1991) theory of legitimate peripheral participation (LPP). Characteristics of LPP were identified within the three components of Environment, Engagement and Stakeholders, and are explored in more detail in the poster. The introduced model guides investigation of the Environment and the ways in which it enables legitimate access, peripherality, transparency, shared artefacts and connections. Engagement is explored through its provision of relations, participation and practice, and Stakeholders' experiences are examined through their individual learning and identity development as well as the community's growth, change and continuity. The analysis of qualitative and quantitative data has provided illustrations of both community and individual participant developments. It is through the heuristic of this LPP capacity model that the findings of this phase of the research will be presented in the poster.

Sharing the outcomes of design based research increases the opportunities for these longer term iterative studies to have impact outside the context in which they were conducted (Reeves et al., 2011). The author welcomes feedback from conference delegates on both the model and the findings, to further this research.

Keywords: Professional development, Blended community online, Legitimate peripheral participation, model

POSTER SESSION 3 : 1730 – 1755

MONDAY 2 DECEMBER

THEME: Student Learning, Experiences and Expectations

Providing timely, thoroughly INformative feedback with Turnitin ™

Lesley Gardner, Donald Sheridan

We aspire to provide each student registered in a large institution and enrolled in a large course with an 'individualised / personalised experience' using the resources available. Specifically, with regard to students' assessments, we undertake to return their work in less than two weeks with feedback that is thoroughly useful. All this in the context of shrinking budgets. This digital poster shows some of the innovations and experiments conducted by the Department of Information Systems & Operations Management, University of Auckland Business School to attempt to improve formative feedback and marking efficiency, using Google Apps, TurnitinTM and RemarkTM.

Keywords: Assessment, Turnitin, Rubric, Workflow, Scanning, Feedback

A quasi-experimental comparison of assessment feedback mechanisms

Sven Venema, Jason M. Lodge

This paper reports on a study aimed at investigating the effect on student perception of applying innovative feedback techniques to a major assessment item in two first year courses in an Information Technology degree. A key component for facilitating student learning is useful feedback (Hattie and Timperley, 2007). Prior to the introduction of the innovation, student evaluation of the two courses indicated that the feedback on the major assessment items was not considered easily accessible, useful, nor tailored enough to the individual. Recently, usefulness and individual tailoring issues were identified as specific challenges to students' use of feedback by Jonsson (2013). The aim of the study was to determine whether providing detailed feedback in easily accessible electronic form using digital ink and also as a short video explaining the thoughts of the assessor would improve student perception of the usefulness of the feedback.

Keywords: Feedback, assessment, video, digital ink

Practices and perceptions of online assignment submission, marking and feedback: what's changed?

Elaine Huber, Alex Thackray, Rebecca Ritchie

The literature on online assignment submission, marking and feedback tends towards evaluations of certain systems and tools and highlights the benefits and challenges therein (Aravinthan, 2010; Barker, 2011). Some of the benefits that have been shown are linked to sustainability both financially (Arney, Jones, & Wolf, 2012) and environmentally (Roy, Potter, & Yarrow, 2008). As the higher education sector moves towards greater engagement with work-integrated learning and online delivery, the idea of online assignment submission marking and feedback becomes not only beneficial but compulsory.

A research study of students' IT experience at Macquarie University identified that while some students were strongly in favour of online assignment submission, only 12% were using it and just 16% received assignment feedback online (Gosper, 2010). A research study was designed to follow up on these findings with the aim of exploring the broad concepts associated with online assignment submission. The three aims of the study were to investigate appropriate technologies and preferred methods of online assignment submission; possibilities and procedures for online marking; and possibilities and procedures for the feedback and return of assignments online.

The mixed methods study included a substantial review of the literature, to highlight the benefits and drawbacks with respect to the three research aims. In addition, a staff survey was conducted to gather data on the processes and practices with online assignment submission, marking and feedback and Leximancer was used to extract common themes from the qualitative data.

In 2012, after the implementation of a new Learning Management System (LMS), the study was repeated with a focus on identifying whether and to what extent practices and processes around online submission had changed from the initial study. The same methodology was used including an update to the literature review to identify changes in the literature in the two-year period as well as the staff survey to capture changes in perception and practice.

There is a general trend in the literature to investigation of the pedagogical affect on electronic submission and particularly marking and feedback i.e. does it help students learn. Some of the earlier articles focused on whether it could work and the technology (Baillie-de Byl, 2004) whereas recent studies are more concerned with student learning (Lo, & Prohaska, 2011). The data collected from the surveys mirrored the literature with

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a range of benefits and challenges highlighted. The study concludes that staff perceptions have indeed changed and whilst more staff are using online systems for assignment submission, marking and feedback, many do not have a positive attitude towards it. This could be explained by the increased prevalence of available systems and tools alongside their mandated presence.

This poster will present the 2012 research findings in more detail using a series of graphs and concept maps. It will also compare key concepts to those found in 2010.

Keywords: Online assignment submission, online marking, online feedback, sustainability.

Learning in Three Dimensions

Thomas Kerr

This poster looks at the current or imminent use of three emergent 3D technologies: augmented reality, 3D scanners and 3D printers, and the potential for their future use in educational delivery.

Three emergent technologies are beginning to have an impact on the way courses are developed and delivered at tertiary institutions in Australasia. Augmented reality, 3D scanning and 3D printing technologies all have the potential to change the way learners experience authentic learning situations in both face-to-face and online learning contexts. Blended learning brings together classroom-based instruction and online content delivery in a way that seeks to tap into the affordances of each mode in a flexible learning format. Together with an innovative approach to learning design, 3D technologies offer the possibility of truly interactive activities.

This poster explores the use of 3D technologies in three related activity-based learning contexts, including:

- A look at how 3D-printed facsimiles of rare artefacts are used as teaching devices in Macquarie University's Museum of Ancient Cultures. Archaeology students visiting the museum can view rare artefacts located within display cabinets but are unable to handle them due to their high fragility or intrinsic value. Artefacts reproduced with a 3D printer can be safely handled by students, allowing them to get a real sense of an object's size and purpose.
- The poster also contains a 3D scan of an object embedded in an online teaching unit, allowing distance learners of archaeology to examine it from any angle and, crucially, to engage in the same types of activities that campus–based students are expected to carry out for their course assessments.
- An augmented reality approach gives visitors to the museum the same multi-angle view of artefacts locked inside display cabinets, together with supporting text content.

Keywords: 3D scanning, 3D printing, augmented reality, learning and teaching

THEME: Student Learning, Experiences and Expectations

Designing a blended authentic learning environment for graduate students in nursing to carry out research studies

Yanika Kowitlawakul, Soong Swee Kit

The Alice Lee Centre for Nursing Studies, Yong Loo Lin School of Medicine, at the National University of Singapore has offered the Master of Nursing (MN) program to develop graduates to develop advance nursing knowledge and skills, and to drive for evidence-based nursing practice. One of the key learning outcomes/ objectives of the MN program is the students are able to demonstrate an ability to critique, synthesize, and evaluate research literature, and conduct a research project. To meet the key learning outcome, the students will have to take the NUR 5402 Research Project module and to complete a research study/project within one year.

According to the NUR 5402, principal supervisors for each research study are assigned to the students before the first semester of the second year. The student handbook, which includes guideline for assignments, student's roles, and supervisor's roles, are provided. However, this module adopts the self-directed learning method. There is no lecture or tutorial class, but the students mainly will work with their supervisors to conduct a research study. Due to a long process of the IRB approval for a research study (usually takes three months), the students have to start working on writing a proposal and submit an IRB application prior to the beginning of the semester. Even though the students have some knowledge background in research, self-directed learning of research process and supervisors' advice/guidance are very crucial during this time.

Based on some observation, the students very keened to learn and work on their project, but they were struggling on writing a proposal and became apprehensive in doing research. Some students stated that they have learned about research methodology, but it was different when they had to apply it. They were not confidence and familiar with the terminology and process when they actually had to conduct a study. It appeared that the concepts in research and process were very challenging to them. The students tried to read the research books to come up with a proposal, but still struggling. They were also uncertain of the whole process in conducting a study. As a result, reading a research book became a boring thing to do for the students, and eventually, the students disengaged from the research study. Based on feedback from a student supervisor, she found that the students needed a lot of guidance throughout the course. The basic principles of research knowledge were repeated, and it took a lot of times in each small group discussion. It was evidence that the students did not study or have self-directed learning before they discussed with the supervisor and lack of motivation in conducting a research study.

Keller (2004) recommended that to engage and motivate learners, learning program should demonstrate relevance, provide fun, build confidence, and ensure satisfaction. According to Mayer (2008, p. 760), "a lesson containing words (e.g., printed words or spoken words) and pictures (e.g., illustrations, photos, animation, or video) is intended to foster learning". There are e-learning research modules that have been developed based on Mayer's principles. For example, the "Graduate School Boot Camp" e-learning module was developed at the George Washington University to refresh and promote students' research knowledge and skill in graduate course (Pintz & Posey, 2012). This e-learning module is very comprehensive, but presents in the different cultural and curricular context. Therefore, an open-access, self-directed, online program or e-learning program will be developed specifically to fit to the local curricular context in Singapore to prepare MN students in research knowledge prior and throughout their enrolment in the NUR5402 Research Project module. The online module is currently being designed for a blended learning environment, using the 9 elements of authentic learning model by Herrington, Reeves and Oliver (2010).

Funding to design and develop the module has been sought and the pilot phase of the module will be launched in August 2014. Details on how the blended learning module is designed incorporating the 9 elements of authentic learning model by Herrington et al (2010) will be shared at the poster presentation.

At the Alice Lee Centre for Nursing Studies, there is no e-learning research module developed so far. This e-learning project is an innovative use of information and communication technology for student engagement and learning at the nursing department. In addition, in the future, the e-learning research module would be useful for the Master of Science and PhD students who have spent many years away from the academic environment. This group of students may have difficulty remembering basic research terminology and principles. Therefore, providing a review of basic concepts in research can enhance the application of the topics for the graduate students.

Keywords: Blended learning, authentic learning environment, nursing, research study.

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Learning through generating OERs

Mais Fatayer

This poster describes a new Open Educational Resources (OERs) development model that taps into student-generated content, by repurposing their project assignments in university courses toward participating in knowledge construction of OERs. Design-based research (DBR) approach is used. The approach include four stages for a systematic but flexible research act, including (1) analysis of the problem, (2) proposing a solution, (3) testing the solution and refinements and finally (4) producing the final design principles. These stages informed the pilot and two iterations of the study as described in following sections.

Keywords: Open Educational Resources, Student-Generated Content, Design-Based Research.

Student experiences and expectations of technology

Michael Sankey

The Students' Experiences and Expectations of Technology Survey (SEETS) was designed to provide USQ with an understanding of how its student's are currently using the technologies they have access to in support of their learning and how they might like (intend) to use them in the future. It also investigated the differences between their use of technologies for academic purposes compared to their use in everyday life.

This survey was previously used by three universities in Sydney in 2010; Macquarie, UTS and UWS (Gosper, Malfroy, McKenzie & Rankine, 2011), and was broadly based on both the ECAR Survey, originally developed by EDUCAUSE (ECAR, 2008) and the Great Expectations of IT Survey (JISC, 2008) from the United Kingdom. To help determine which tools should be included in the survey reference was made to the work of The Horizon Project, a project of the New Media Consortium (http://www.nmc.org/horizon). However, it was also recognized that not all student, and in this case USQ students, have access to, or use the latest technologies (Kennedy, et al., 2008), it was therefore important to ensure this survey also covered the use of more traditional technologies (email, SMS, mobile phones), together with the more recent cloud based technologies.

There were twenty-five (25) different technologies covered by the survey, along with the LMS. These included: instant messaging, text message (SMS), email, collaborative/conferencing technologies, mobile phones for voice calls, mobile phones with internet access, social networking sites, virtual worlds, blogs, wikis, online multi-user computer games, podcasts/webcasts, social bookmarking/tagging, software used to create audio/video materials, presentation software, data analysis software, Google docs, e-portfolios, GPS tagging, library search engines, internet search engines, RSS feeds, interactive whiteboards, web development software, and tablet computers.

The survey was administered in 2012 and was open to all USQ students and was delivered online. The survey received 1181 valid responses. All respondents were offered the opportunity to participate in a series of follow-up focus groups to be run later in Semester 2 2012, of which Thirty-four students participated. Participants in these groups answered a series of question that had been developed after the survey data had initially been analysed. These questions were designed to provide further insight to the main themes arising from this analysis.

The poster will provide a summary of the finding from this survey and focus groups. The findings suggest that students largely want to use a range of technologies to enhance their experience in the online environment, but within certain constraints and with a lot more consistency among the different environments they use. For example they clearly indicated they wanted a more consistent use of tools like, lecture capture, virtual classrooms, e-portfolios and mobile apps. They wanted their communications to be provided predominantly through the LMS and via email. They used social media, but they didn't want that space to be mixed up (confused) with what they needed to do in their learning space.

Keywords: Educational technology, social technologies, administrative technologies, LMS

THEME: Student Learning, Experiences and Expectations

Listening to the student voice: How are students really using mobile technologies for learning?

Angela Murphy, Helen Farley, Chris Johnson, Michael Lane, Brad Carter,Abdul Hafeez-Baig, Warren Midgley, Stijn Dekeyser, Sharon Rees, Maxine Mitchell, Joanne Doyle, Andy Koronios

Modern students are communicating and interacting with mobile technologies in ways that were unknown to generations before them. Rarely seen without a mobile device glued to their hands, students of today have unique and specific expectations about connectivity and accessibility of information. Mobile learning has many facets (Sharples, Taylor, Vavoula, 2005; Traxler 2002) and is not just about using mobile devices. But mobile devices are a most important conduit for learning that may result in astounding changes in the ways students learn.

The value of integrating mobile technologies within learning environments has been demonstrated extensively in the literature (Manga & Lu, 2013). As a result, higher education institutions are beginning to consider the need for improved mobile functionality within the design of learning environments (e.g. Klapdoor, 2012; New Mexico State University, 2012; The University of Melbourne, 2012). There are many experiments in progress, but full scale evaluations of the effectiveness of mobile learning in Higher Education are lacking (Wishart & Green, 2010).

The University of Southern Queensland, in partnership with the Australian National University and the University of South Australia is working on a project to develop a Mobile Learning Evaluation Framework. The aim of this project is to provide higher education institutions with resources to effectively implement mobile learning initiatives. Educational institutions are attempting to provide mobile learning to students with little understanding of what might be effective. One of the first steps is to gain insight into how learners who are familiar with mobile technologies in other contexts have integrated them into their learning. Understanding how students have reflexively integrated mobile technologies into their learning habits and routines will help institutions to understand which mobile learning initiatives are relevant to students and how they are effective for their learning.

The project team collaborated with USQ's student services department to develop a video that brings to life the current mobile learning activities and needs experienced by students. Five students from USQ were approached to share their views on camera. Each student was asked to respond to questions about how they use their mobile devices for study, what they would like to be able to achieve on their devices, what the benefits of these devices are for study, what challenges they foresee, and what they would like to see available through an app.

The poster will consist of short video snippets in MP4 format of the responses to these questions in an interactive presentation, accompanied by speech bubbles that highlight key responses. The responses to these questions present strong evidence about the extent to which students are independently using mobile technologies to support their learning. The importance of adequate infrastructural and educational support for students wanting to use mobile technologies for their studies is also abundantly clear. The poster will also include recommendations for higher education institutions to consider including when designing online learning environments for mobile accessibility.

Keywords: M-learning, mobile learning, student voice, perceptions, usage

THEME: Student Learning, Experiences and Expectations

The Digital PhD Student

Joanne Doyle, Sharon Rees, Helen Farley, Mike Keppell

Today's higher degree research student has the opportunity to be better connected than ever before. The increasing accessibility of digital technology has changed the way students locate and share information, manage data, establish networks and collaborate. However, has the prevalence of digital technology, web-based tools and advanced software created a complex research environment that is more exhausting than exhaustive? The student of today seeks to integrate formal and informal learning, personalising and adapting spaces to their own needs (Keppell, 2013). The overwhelming array of options can render the digital world exhausting for the many students ill-equipped to handle it. While many students have a good knowledge of how they learn and are able to use the resources available to optimise their research and learning, not all have the skills to do this effectively (Dabbagh and Kitsantas 2011). The challenge for higher degree research students is to manage the vast range of digital resources to maximum advantage.

Today's higher degree research student has the potential to use new technologies to:

- Alleviate the isolation of PhD studies by using social media to connect with students and colleagues (facebook, LinkedIn, Twitter, blogs, Yammer);
- Facilitate synchronous and asynchronous collaboration through the use of shared virtual spaces (GoogleDocs, Dropbox, Wikis) and digital collaboration tools (Skype, Blackboard Collaborate, Google Hangouts, JoinMe, O3);
- Build a student's professional identity (LinkedIn, ResearchGate, WordPress, YouTube);
- Act as a repository for resources to be stored and shared (Diigo, Delicious, Scoop.it, EndNote Web);
- Access online resources (Wikipedia, Scopus, Google Scholar);
- Manage research data (SPSS, NVivo, AMOS, MPlus, Strata, R); and
- Create a seamless learning space across changing learning contexts using cloud-based applications, accessible from a range of tethered and mobile devices.

The production of knowledge and the process of research are being radically transformed affecting the way in which many doctoral candidates undertake their research (Marsh, 2006). In the last three years, the prevalence of ultrabooks, notebooks, smartphones, tablets, electronic readers and iPods mean that students are able to access information anywhere and anytime. As noted by Engel, Palloff & Pratt (2011), higher education stands on the edge of a great precipice of change – change brought about by mobile technology. Statistics from the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (2012) reveal that, last year, 29% of doctoral students at Australian Higher Education institutions were over 39 years of age. This means that many PhD students did not grow up with the technologies they are utilising. They are not 'digital natives' (Prensky, 2011) but recognise the affordances of the technologies and enthusiastically embrace the opportunities they provide.

This digital poster will showcase the tools available to higher degree research students, and demonstrate how the act of researching is now more about 'connecting and discerning' than ever before. Throughout 2013, the authors will be conducting surveys and interviews with research higher degree students to determine what technologies they are using and how they are using them.

Keywords: Higher degree research, PhD, digital, technology, learning, learning spaces, mobile learning

WORKSHOP ABSTRACTS

SUNDAY 1 DECEMBER

0900 - 1700

Australian Learning Analytics Summer Institute

Presenters

Dragan Gaševiċ – Athabasca University
Lori Lockyer – Macquarie University
Tim Rogers, University of South Australia
Shane Dawson - University of South Australia Prof Judy Kay, USyd
Gabrielle Gardiner - University of Technology Sydney
Gregor Kennedy- University of Melbourne
Suresh Sood – University of Technology Sydney
Grace Lynch - University of New England
Abelardo Pardo – University of Sydney
Katina Michael – University of Wollongong

The Australian universities UTS; USyd; UNSW; Macquarie, UNE, UniSA and ascilite are partnering to host the first **Australian Australian Learning Analytics Summer Institute (A-LASI)** workshop event at our pre-conference workshop day on 1 December 2013.

The event follows on from the inaugural LASI held in the US in July 2013. The event hosted by the Society for Learning Analytics Research (SoLAR) and Stanford University was designed to bring together researchers, government, and industry in order to define and advance the field of learning analytics (LA). The ascilite workshop continues the momentum created by this initiative.

The objective of the A-LASI is to engage university researchers and staff, government, and industry in the field of LA. The program event is designed to guide participants through the various disciplines that comprise LA. The program has been designed with special emphasis on interactivity and a predominance of workshops, tutorials and vast opportunities to engage with leading researchers and industry specialists.

The objective of A-LASI is to: develop the necessary skills, knowledge and awareness of LA methodologies, tools and techniques, for participants to actively engage in future LA research, teaching and administration.

0900 - 1600

Augmenting Mobile Movie Production

Presenters

Thomas Cochrane - AUT University
Vickel Narayan - AUT University
Laurent Antonczak - AUT University
Helen Keegan - Salford University, UK

This workshop aims to give participants the skills to create innovative mash-ups of two of the unique affordances of today's smartphones: 1. Augmented Reality, and 2. Mobile movie production and sharing. Using geotagging via smartphones in-built GPS mobile movies can be located within a geographical context, linked to collaborative Google Maps and viewed in Google Earth. This adds a rich layer of contextual information to mobile movies, effectively augmenting a mobile movie with geographical data. Additionally, new mobile video applications such as Vyclone, Vine, and the YouTube online editor add collaboration to mobile movie making. We will explore scenarios for innovative student team projects using these tools.

The workshop will leverage the expertise of two academic advisors (Cochrane & Narayan) with specialty in mobile social media, and pair this with the expertise of two international mobile film making specialists: Antonczak (NZ & France) and Keegan (UK).

Target Audience and Participant Expertise Level

- Educators wanting to explore or engage with mlearning, mobile movie production, and augmented reality
- Educators interested in ideas for enabling student-generated content and contexts beyond the classroom
- Ability to install and use smartphone/iPad applications
- Willingness to use a variety of social media tools

The objectives of the workshop include:

- Participants will experience creating an augmented mobile movie in a collaborative team
- Participants will brainstorm how they can design augmented mobile movie projects for their own students within their discipline context
- Participants will critique examples of collaborative mobile movie production and mobile augmented reality
- Participants will be introduced to the body of literature surrounding mobile learning, mobile movie production, and mobile augmented reality in higher education

0900 - 1200

Creating Active Learning Environments – The Flipped Classroom

Presenters

Dr Trish Andrews - The University of Queensland
Ms Elizabeth Greener - University of Queensland

- Pre-workshop activity. What is active learning and the flipped classroom? "What do you think flipped classroom approaches offer your learners?" (Resources, participant contributions, polling).
- Workshop Introduction. Welcome, objectives, report back on pre activity, (share and pair activity/icebreaker/ introductions) online graffiti wall activity based on the issues and drivers influencing decisions to adopt flipped classroom approaches.
  - Using the sticky notes on your table, write down any problems you would like to resolve with your classes – one problem per sticky.
  - When you are finished, stick them on the wall and see how many people have similar problems.
  - If you see a problem that you hadn't thought of, feel free to add another sticky note.
- Pedagogical reasons for flipping derived from previous activity.
- Activity: Create a blog post – pairs to consider what content should be online/offcampus and what should be face to face?
  - Work in pairs and discuss the elements of your course:
  - What should be online? Why?
  - What should be face-to–face in your context? Why?
- Discussion and Activity: How do we engage our learners online/off campus and what tools and approaches will help you to do this?
- Discussion and Activity: How do we engage our learners face to face and what tools and approaches will help you to do this?
  - student created content
  - independent problem solving
  - inquiry-based activities
  - project-based learning.
- Discussion and Activity: What approaches/strategies would support effective student engagement in your context?
- What is your rationale for your decision?
- Post your idea to the blog. Comment on your neighbour's suggestion.
- Discussion and Activity: What are the challenges and what are some strategies for addressing the challenges? Student resistance, planning and design, curriculum alignment, assessment.
- Website of resources including:
- What is a flipped classroom?
- When and how should I flip?
- Engagement with content online
- Engagement with content face-to-face
- Active learning
- Case studies and tipsheets.

Target audience and participant expertise level

Anyone with an interest in changing learning and teaching practice in higher education.

The objectives of this workshop are:

- Define what is meant by "active learning" and the "flipped classroom." (30 minutes)
- Discuss pedagogical reasons for active learning (10 minutes)
- Consider what aspects of the course should be online/off campus and which should be face-to-face (30 minutes)
- Explore tools and approaches for providing content online (30 minutes)
- Discuss strategies for engaging with content online (30 minutes)
- Discuss strategies for engagement face-to-face (40 minutes)
- Explore resources to support flipped classrooms (10 minutes)

WORKSHOP ABSTRACTS

SUNDAY 1 DECEMBER

1300 - 1600

Planning Research into Contemporary Learning Environments

Presenter
Rob Phillips, Murdoch University

This workshop will focus on how to assemble evidence that the contemporary, technology-enhanced learning environments we develop are supporting students' learning. It is based on the recent book "Evaluating e-learning: Guiding research and practice".

Studies of learning environments involve a mixture of evaluation and research and we use the term '*evaluation research*' to capture this idea. This workshop will discuss evaluation research into university learning in the context of different disciplinary and interdisciplinary research approaches, and critique these approaches.

The workshop will then highlight the *designed* nature of learning environments and introduce the principle that it is necessary to ensure that the learning environment functions as it was designed, before any solid evidence of its effectiveness can be established. In other words, an effective learning environment is developed through a series of cycles, from establishing needs, to designing that environment, prototyping and trialling it, and finally investigating how students learn from it.

The design of evaluation-research studies should take into account the cyclical nature of learning environment development. Different evaluation-research strategies are appropriate at each stage of the learning environment lifecycle. Using a number of case examples, participants will explore five different forms of evaluation research.

- Baseline analysis – the starting point
- Design evaluation – how good is the design?
- Formative evaluation – how can the learning environment be improved?
- Summative evaluation – how effective is the learning environment?
- Project-management evaluation – how well was the development project managed?

The workshop will use several 'divide and conquer' techniques to break down the complexity of designing an evaluation-research plan, assisted by various templates and matrices. The bulk of the workshop will be spent in applying these ideas to develop an evaluation-research plan for the participants' own learning development projects.

Activities will include presentations, discussion, production of draft evaluation-research plans, and sharing of these drafts.

The workshop will be suitable for any teacher or developer engaged in blended and online learning initiatives in higher education, and interested in evaluation and research into their work. A broad understanding of academic research methods is desirable.

Participants will:

- Refine their understanding of both evaluation and research into how people learn in into higher education
- Consider strategies which are appropriate to evaluation and research of online and blended learning environments
- Apply these strategies to an actual e-learning project plan (real or desired)
- Develop a draft evaluation plan for a contemporary learning initiative of relevance to their work.

1530 - 1700

Building the Future-Proof Classroom

Presenter
Mark Pesce

The future-proof classroom isn't a set of device or technologies, but rather, a series of understandings. The future-proof classroom assumes high levels of connectivity, and the high availability of massive shared knowledge resources. These fundamental transform pedagogy away from the imparting of knowledge toward an approach of networked problem solving.

Outline:

1. Education in a culture of shared knowledge.
2. Flipping the classroom meaningfully.
3. Migration to project-based work.
4. Building the student's personal learning network.
5. Peer mentoring and peer assessment.

Objectives:

Attendees will be guided into the creation of a 'future-proof' classroom, realizing the full value of shared knowledge resources, using them to offload much of the pedagogical burden, so that the classroom can become exclusively a problem-solving space. The transition between the classroom as we've known it and the future-proof classroom can be executed in discrete steps, which will be identified and developed into a framework for migration that participants will learn how to apply to their own practice.

Who should attend:

Educators, educational technologists, and educational designers each have an important role to play in the future-proof classroom, and each will learn something relevant to their practice during this workshop.

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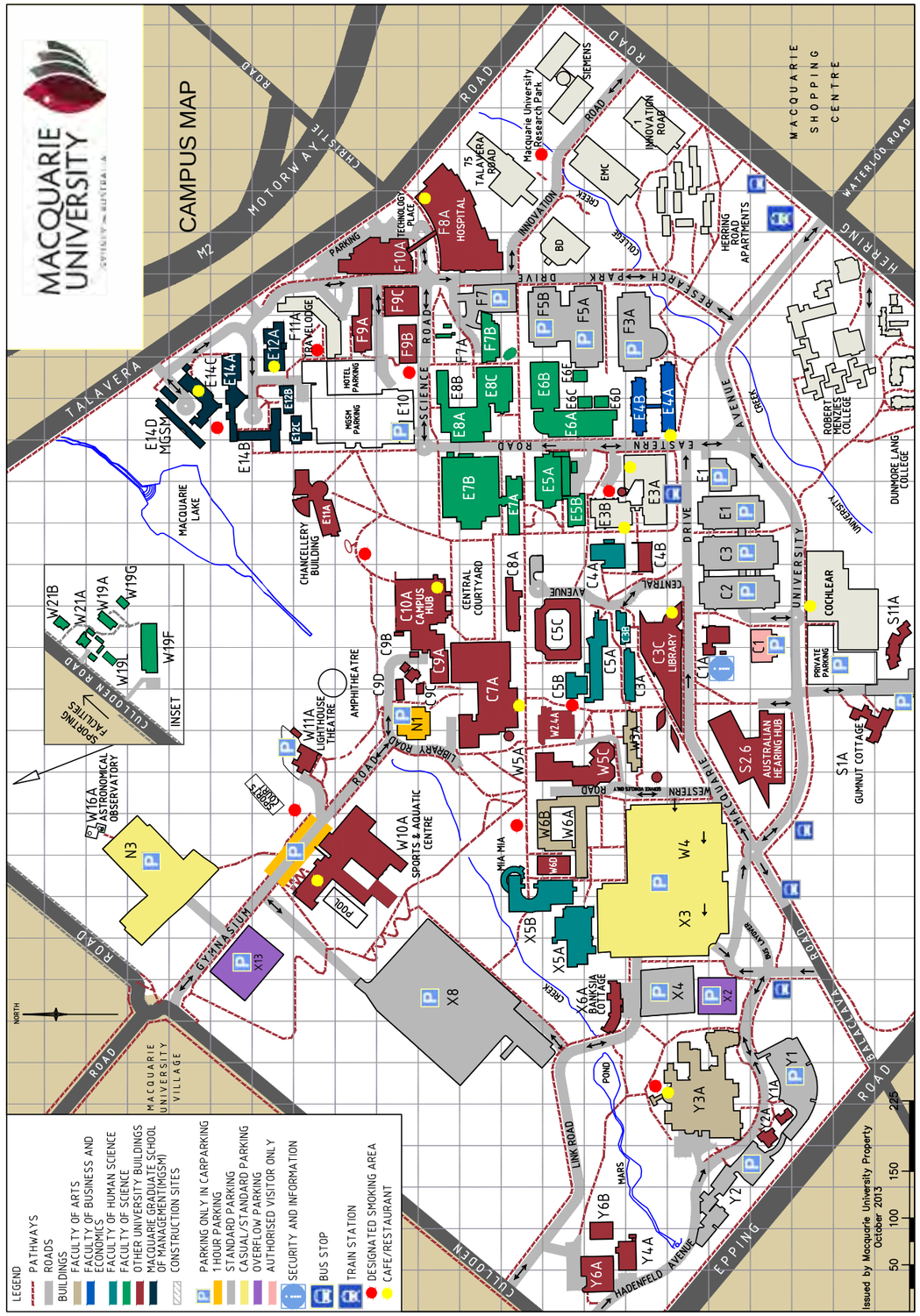

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