FUTURE CHALLENGES | SUSTAINABLE FUTURES

ascilite

25TH - 28TH NOVEMBER 2012
WELLINGTON

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

ascilite 2012
FUTURE CHALLENGES | SUSTAINABLE FUTURES

Te Papa Tongarewa
Museum of New Zealand
Wellington

25th - 28th November 2012

Hosted by:

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

UNIVERSITY OF NEW ZEALAND

Education is facing a number of significant challenges. Recent waves of global uncertainty coupled with local crises and government reforms are reshaping the tertiary education landscape. Against the backdrop of these challenges digital technology is enabling new models of teaching and learning. Yet serious questions remain over the sustainability of these new models and the claims about the potential of new technology, especially in the face of new threats and wicked problems.

The aim of the 2012 ascilite conference is to explore some of these challenges and to better understand the complexity of sustainability - in its widest sense. The basic premise is that what happened in the past is no longer a reliable guide to the future. There are three future-focused sub-themes:

• Learning for the future
• Teachers as future makers
• Leading in a climate of change

ascilite 2012 will be held on the Wellington waterfront at the iconic Te Papa Tongarewa – National Museum of New Zealand. Enjoy the spectacular views of Wellington Habour and take time to discover some of the rich history of Aotearoa/New Zealand. Wellington is an excellent conference venue with lots on offer including a lively nightlife and many tourist attractions within walking distance.

For further information, visit:
www.ascilite2012.org

WELCOME FROM ascilite 2012 CONVENOR

Tēnā tātou katoa

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

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

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

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

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

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

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

<div align="center">

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

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

</div>

Professor Mark Brown
Conference Convenor

WELCOME FROM ascilite PRESIDENT

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

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

- In 2012, we ramped up our '**ascilite live'** webinar program to include a research stream. These webinars aim to help build research capacity across our community by exposing members to different methodologies, approaches and some practical tips on conducting and writing up your research. We also offered our first webinar in collaboration with ACODE (Australasian Council of Distance and ELearning).
- We expanded our **Community Mentoring Program (CMP)**, particularly our Collaborative Community Mentoring Program (**C²MP**) that we trialled in 2011. CMP enables our members (in groups or pairs) to tap into or contribute expertise across our community in ways that are professionally and personally relevant.
- We teamed up with the Association of Learning Technologies (ALT) in the UK to launch '**CMALT Australasia**'. This portfolio-based professional accreditation scheme will be offered exclusively to ascilite members whose work involves learning technologies. It will enable members to have their experiences and capabilities certified by peers through an evidence-based approach. Prof John Slater of ALT, is attending this conference for the launch of the Australasia scheme.
- With a view ensuring the sustainability and strong international reputation of the ascilite journal, we contracted Professor Paul Bacsich (UK) to conduct an external review and benchmarking of **our open-access journal AJET** in 2012. This review culminated in a set of excellent future-focused recommendations. We also have an exceptional new team of AJET Editors and Associate Editors.
- And as we move forward into 2013 with the new ascilite Strategic Plan (2012-2015), the Executive will be focusing on more community building approaches, whereby we will **encourage more member engagement, sharing** and **creating member opportunities to contribute** toward the future of our community-based Society. We will be reviewing and improving our information architecture to enable that engagement.

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

Enjoy our conference!

Warm regards

CHSteel

Dr Caroline Steel
ascilite President

MEMBERS OF CONFERENCE COMMITTEES

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

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

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

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

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2012 REVIEWERS

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

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

PROGRAMME | MONDAY 26 NOVEMBER 2012

*indicates finalists for the ascilite2012 paper awards

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

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

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

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

*indicates finalists for the ascilite2012 paper awards

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

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

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

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

		Bobby Harreveld **Mike Keppell**	**Lisa van Raalte** **(Presented by Chris** **Campbell)** **Rachel Boulay** Implementing a learner response system in one university **Chris Campbell**	in Pre-Service Teachers **Pauline Roberts** **Dorit Maor**
1900 - LATE	**ascilite 2012 CONFERENCE DINNER** Capital of Cool – Downtown in Wellywood **ascilite AWARD PRESENTATIONS** **Sponsored by JPL Media**		AMORA HOTEL 170 Wakefield Street, Wellington mediasite *by sonicfoundry*	

PROGRAMME | Wednesday 28 November 2012

Time						
0830 - 0915	REGISTRATION & INFORMATION DESK OPENS			OCEANIA (LEVEL 3)		
0915 - 0930	**WELCOME TO THE DAY AND HOUSEKEEPING** Mark Brown ascilite 2012 Convenor			SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		
0930 – 1000	**INVITED SPEAKERS** - Decentralising Professional Development for Mobile Learning Simon McIntyre and Karin Watson The University of New South Wales AUSTRALIA			SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		
1000 - 1010	**SPONSOR PRESENTATION PEARSON**	PEARSON		SOUNDINGS THEATRE (Level 2) (overflow will be streamed into ICON)		

Time	SESSION 6.1 Soundings Theatre	SESSION 6.2 Icon	SESSION 6.3 Rangimarie 1	SESSION 6.4 Rangimarie 2	SESSION 6.5 Rangimarie 3	SESSION 6.6 Angus 1
1015 - 1045						
1015 – 1042 FULL PAPERS	Teaching Aboriginal Culture Online **Cat Kutay Deidre Howard-Wagner Janet Mooney (presented by Lynette Riley)**	A design-based research approach implementing a palette of educational technologies to foster 21st century skills **Janette Kruger**	Mobilising authentic learning: Understanding the educational affordances of the iPad **James Oldfield Jan Herrington**	"Wherever, whenever" learning in Medicine: Evaluation of an interactive mobile case-based project **Marianna Koulias**	Following the Sun: Sustainable conferencing in a climate of change **Angela Murphy Shirley Reushle**	Learning for the Future: Online student evaluation of generic and context-specific library skills tutorial **Ruth Billany Bernadette Royal Isabelle Lys**
1045 - 1112	MORNING REFRESHMENTS				OCEANIA (LEVEL 3)	

Time	SESSION 7.1 Soundings Theatre	SESSION 7.2 Icon	SESSION 7.3 Rangimarie 2	SESSION 7.4 Rangimarie 3	SESSION 7.5 Angus 1	SESSION 7.6 Angus 2	WORKSHOP 1.1 Rangimarie 1
1115 - 1245							
1115– 1140 FULL PAPERS	A 2010 Snapshot of Educational Technology use by CSU students **Jacqueline Tinkler Philip Uys Barney Dalgarno Lauren Carlson Andrea Crampton**	A blended approach to Canadian First Nations education: The Sunchild e-learning community **Norman Vaughan**	Improving learners' self-efficacy in learner-controlled online learning environment: a correlational study **Widchaporn Taipjutorus Sally Hansen Mark Brown**	Fitting learning into life: Language students' perspectives on benefits of using mobile apps **Caroline Steel**	Authentic learning and Web 2.0 - Completing the equation **Vickel Narayan Chris Lovegrove**	Ready for m-learning? Access to mobile devices by tertiary students studying Japanese **Yasuhisa Watanabe**	**apple workshop** It's all about the content. Mobile Learning with iPad **Stephen Atherton** This session will give you
1145 -1202	Course Team	Mobile learning,	Responding to	Finding a Voice:	Treading carefully in the	Using Online	

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

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

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

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

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

SESSION 2.8	**SESSION 2.9**
Soundings Theatre	Icon

A framework for evaluating blended learning	Promoting engagement and interaction through a technology supported learning activity

SESSION 2.8

A framework for evaluating blended learning

Michael Smythe

Blended learning for some is the future of education itself (Brown & Diaz, 2010). However blended learning lacks a coherent body of research that unequivocally demonstrates learning benefits over traditional modes of instruction. Yet there is a growing volume of evidence to support the view that blended learning can result in improvements in student learning outcomes and enhance student satisfaction (Dziuban, Hartman, Cavanagh & Moskal, 2011; Garrison & Vaughan, 2008; Graham, 2006; Sharpe, Benfield, Roberts & Francis, 2006; Vaughan, 2007). The means to evaluate its effectiveness is frequently lacking since there are a relatively limited range of tools and methods that support staff in designing blended learning curricula. This paper describes one component of a possible framework for evaluating blended learning – the use of a course design rubric. A new rubric is outlined that attempts to represent a range of good practice in blended learning design derived from the literature and evidence-based research.

Keywords: blended learning, quality evaluation, rubric.

Student engagement in blended learning: A toolkit for teachers

Lynn Jeffrey, John Milne & Andrew Higgins
Official Launch of the Toolkit funded by Ako Aotearoa through that National Project Fund (2009)

Overall, the literature highlights considerable reluctance among academics to engage with online learning. In this study teachers reported that a lack of time for development and infrastructural support were significant inhibitors to developing suitable online experiences. The online toolkit presented includes, strategies, examples and tools that busy teachers can use to enhance their blended learning courses. It works as a wiki so that teachers can share their own ideas, suggestions and tools with other teachers. The toolkit is based on ten essential student engagement strategies, identified in the study, that have particular potency at critical stages of the semester. These are presented in a three-stage framework that includes: (i) capturing engagement, (ii) maintaining engagement, and (iii) re-engaging those who have either never engaged or become dis-engaged.

SESSION 2.9

Promoting engagement and interaction through a technology supported learning activity
Sue Whale
Josie Fisher
Fredy-Roberto Valenzuela

In this paper we describe a technology supported learning activity that was developed, implemented and evaluated in a postgraduate, online unit of study offered by the University of New England in 2011. A learner analysis and an analysis of the learning outcomes of the unit informed the development of this activity. The online activity was created within a Wiki and students completed it in the first few weeks of the teaching period. This design was intended to build social presence by encouraging ongoing interaction and engagement in the unit. A constructivist approach was utilised to facilitate this authentic activity in line with theories for learning futures. The activity provided scaffolding for subsequent assessment tasks in the unit. Students' outcomes and their feedback on the activity suggested it was successful in achieving the intended goals.

Keywords:
Engagement, interaction, learning futures, lifelong learning, online activity, social presence

Engaging higher education students via digital curation

Amy Antonio, Neil Martin, Adrian Stagg

The emergence and adoption of freely available digital curation tools has shown a public desire to locate, evaluate and organise web content into manageable, shareable collections. These tools occupy a unique niche, often overlapping with other web tools. This necessitates a clear definition of tools laying claim to this space and suggestion and direction for the use of digital curation to build student engagement. A definition is suggested, as well as a discussion on the emotional design principles and how they build sustained engagement with users.

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

Evolution of a Higher Ed Curriculum Based Ecosystem

Chris Cheers

In a Higher Education context learning is an individual experience within a learning community. Such a community no longer needs to be bound by

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

materials and activities using the devices. Data have been viewed through the lens of activity theory. The results confirmed the need for developing skills and managing expectations of learners and academics and for adjustments to design of course materials and delivery systems to facilitate access. **Keywords**: mlearning, activity theory, teacher education, smartphone, iPod Touch, distance education, online education	to a more dynamic video-based task. Despite strong performance within the static environment, preliminary data suggest a lesser degree of transfer when more dynamic perceptual skills are targeted. Findings are discussed broadly in terms of the principles of skill acquisition and training transfer, and how these principles may apply to game-like digital training tools. **Keywords**: Training Games, Training Transfer, Skilled Performance, Instrument Scanning.

SESSION 3.5	**SESSION 3.6**
Rangimarie 3	Angus 1
Heutagogy and mobile social media: post Web 2.0 pedagogy **Thomas Cochrane, Laurent Antonczak, Averill Gordon, Helen Sissons, Andrew Withell** O'Reilly coined the term Web 2.0 seven years ago (O'Reilly, 2005), yet in the past seven years we have seen limited evidence of wide-spread impact of Web 2.0 on traditional higher education pedagogy. Seven years on, the social media landscape has changed and today's school-leaving students are entering higher education within an increasingly post Web 2.0 society that is predominantly characterised by engagement with mobile social media. We argue that there is a need for higher education to engage with new pedagogies that are appropriate for an emerging post Web 2.0 society. We present a sustainable framework for preparing lecturers to engage with the challenge of post Web 2.0 pedagogies by experiencing the potential of mobile social media within authentic communities of practice. **Keywords**: heutagogy, mlearning, Web 2.0, communities of practice, professional development	Sustainable learning through formative online assessment: using quizzes to maintain engagement **Lynette Nagel, Lanise van Eck** Due to pressure to deliver more Chartered Accountants, the pass-rate of first-year accounting students had to increase. Students who did not take accounting at school particularly needed extra tuition and support to reach the required standard. Poor success rates could be attributed to insufficient theoretical learning and poor time management characterized by cramming before tests. The intervention that aimed to redress those problems was weekly online quizzes that students could complete in their own time that contained feedback and easily understood explanations. In order to create and sustain an adequate database of suitable questions, the tutors who facilitated additional work sessions and understood the pitfalls in the theory, helped the lecturers to compile the questions and participated in quality control. Quizzes and feedback helped students to pace themselves, understand the terms and prepare for tests. The pass-rate increased from 57 to 75% **Keywords**: Financial Accounting, online quizzes, feedback, tutors

SESSION 3.7
Angus 2
This session involves a brief panel discussion which follows up on "The Great Debate" concerning the rapid growth of Massive Open Online Courses (MOOCs) in higher education. Several panel members from the earlier debate in the main conference programme will elaborate on their views and discuss the impact the MOOC movement is likely to have on higher education—for better and worse. Attendance in person is by invitation only as the panel discussion primarily targets an online audience using Blackboard Collaborate. All ascilite conference delegates will be able to listen to and participate in the panel discussion through Collaborate.

set of mobile authentic learning principles. The study is informed by the theories of authentic learning, cognitive tools and mobile learning supported by the educational affordances of the iPad. Design-based research methodology will be employed to ensure the rigor of the study through two iterations of experimentation with a first year tertiary information systems for business course.

Keywords: mobile learning, authentic learning, cognitive tools, iPads

students and quantitative analysis of the data was performed. Results indicated that whilst students liked the mobile cases, they did not utilise them as mobile resources as anticipated. Some differences were also revealed between the digital immigrants' and digital natives' interactions with the case scenarios, as well as some variations between male and female students.

Keywords: mobile learning, case-based elearning scenarios

SESSION 6.5	SESSION 6.6
Rangimarie 3	Angus 1

Following the Sun: Sustainable conferencing in a climate of change

Angela Murphy, Shirley Reushle

This paper reports on a new initiative in online conferencing that has resulted from the collaboration between three tertiary institutions on three continents and across three time zones. The paper describes the role of the Follow the Sun Online Learning Festival in revitalising professional online learning and networking events in a similar manner to the way in which e-learning revitalised tertiary education. The paper also discusses the evaluation of online conferences and introduces the new learning methodology as an alternative method for evaluating online conferences. The methodology used to evaluate the Follow the Sun Learning Festival is discussed and some preliminary findings are shared. Initial results suggest that online learning events have the potential to engage and connect professional peers and facilitators across traditional geographical boundaries. The potential for the Follow the Sun conference to result in new learning is however still unresolved.

Keywords: online conferencing, collaboration, evaluation, new learning

Learning for the Future: Online student evaluation of generic and context-specific library skills tutorial

Ruth Billany, Bernadette Royal, Isabelle Lys

This paper reports on part of a larger project stimulated by two major challenges facing higher education in the twenty-first century; massification and the citizenisation of academies. This empirical study reports on the use of emergent technologies, in the acquisition of information, for two diverse cohort of students enrolled in two scientific subjects (n=48). A generic online library skills tutorial (LST) in one subject is compared to an embedded virtual, context-specific LST in another. Student attitudinal evaluation, both affective and cognitive, was measured by an 18-item online survey. Quantitative analysis reveals little difference between the groups except for individual items. However, the rich qualia show a ten-fold difference which adds to a body of knowledge. As consumers, the students have been valued and voiced their demands. Lecturers and librarians need to develop a creative and emergent, reciprocal non-linear mechanism to build on this trajectory and plan a future for learning.

Keywords: acquisition of information, library skills tutorial, online student evaluation

SESSION 7.1	**SESSION 7.2**
Soundings Theatre	Icon
*A Brave New World: introducing the planets online	Bridging the digital divide: bringing e-literacy skills to incarcerated students
Natalie Spence, Dean Groom, Orsola DeMarco	**Helen Farley, Angela Murphy, Tasman Bedford**
There are numerous challenges facing a class at university: limited access to tutorial rooms, fewer tutors and low student attendance in traditional lectures. A further challenge in science is the need to facilitate the learning—and develop the science literacy—of non-science majors, who in the case of this paper elect to study astronomy as part of their academic program. On moving a class online, the challenge includes finding, and becoming confident in using, effective methods and tools. This paper traces a process of review and collaboration between an educational development team and faculty academics to reconfigure an introductory astronomy unit. Part of the approach is to engage students using concept mapping to underpin enquiry-driven pedagogy using the university's learning management system.	Incarcerated students face a number of additional challenges to those faced by most other students studying at a distance. Lack of internet access is especially problematic for those studying in a sector that is increasingly characterised by online course offerings. This paper reports on a trial project that will attempt to address the digital challenges that hinder access to higher education by incarcerated students, and to provide them with inclusive learning experiences. The trial utilises Stand-Alone Moodle (SAM) and eBook readers with a small sample of incarcerated students participating in the Tertiary Preparation Program (TPP) at the University of Southern Queensland (USQ). This project potentially addresses the digital divide experienced by incarcerated students as compared to the general student population. It is anticipated that students will participate in learning experiences more closely related to those experienced by students who study in online environments, that and they will acquire relevant e-literacy and e-research skills.
Keywords: concept maps, peer instruction, educational design, astronomy, science education.	**Keywords**: digital inclusion; distance learning; higher education; prisons; Moodle; eReaders

SESSION 7.3	**SESSION 7.4**
Rangimarie 2	Rangimarie 3
Online learning preferences: revealing assumptions and working with difference	Implications of the non-traditional student becoming the traditional
Sue Tickner, Tony Hunt	**Lorraine Fleckhammer, Helene Richardson**
This paper describes a trial of an online survey that was intended to reveal the online learning preferences of students and staff at a Faculty of Education, and our conclusions to date about the usefulness of the tool and the results it revealed. As part of a wider work in progress, the trial arose from our desire to better understand the learning needs of students from diverse cultures and how best to support online and blended students and teachers in increasingly global communities of learning. Our conclusions to date do not enable us to validate the cultural dimensions of learning on which the survey was based, but they do lead us to believe there is value in using the instrument to reveal and explore difference in online learning preferences.	The challenge that the new digital technologies brings to education today is in the shift to online education. Online education, as delivered through Open Universities Australia, is open access, and affords entry into Higher Education for many non-traditional students who are much more diverse in terms of academic skills than traditional-entry students. The aim of this study was to improve academic writing skills, specifically in the correct use of APA formatting for psychology research reports. A 'low-stakes' assessment task worth 5% replaced optional referencing, formatting and report writing exercises. The results found no improvement in student reports (i.e., no increase in assignment grades) in the intervention year compared to three other years where the tasks were optional.
Keywords: Online learning preferences; cultural dimensions	**Keywords**: non-traditional student, online education, psychology, open-access

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

MONDAY 26 NOVEMBER | 1745 – 1845 | OCEANIA (LEVEL 3)

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

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

reflecting upon practice to effect change, and acts as a change agent by enabling long-term on-going evaluation of student performance and associated learning outcomes. **Keywords**: ePortfolios; Mahara; reflection; reflective practice; medical science; advanced science; higher education; careers.			education, biophilia, effects of nature, restorative therapy, stress management, Second Life

POSTER 9	POSTER 10	POSTER 11	POSTER 12
An Informal Community of Practice: The Case of the DEHub Virtual Worlds Working Group	**Using e-readers to increase access to course content for students without Internet access**	**Feeling the Feed: Migrating from Threaded Discussions to Social Media**	**Developing medical students' information skills through online self-paced learning**

POSTER 9

Helen Farley
Lindy Orwin
Janice K. Jones
University of Southern Queensland

Sue Gregory
University of New England

Scott Grant
Monash University

Des Butler
Queensland University of Technology

Lisa Jacka
Southern Cross University

The DEHub Virtual Worlds Working Group has an informal membership of nearly 200 members with an interest in education and virtual worlds within the Australian and New Zealand context. Members come from a variety of academic disciplines and may be teaching or research academics, Research Higher Degree candidates, project managers, virtual world builders and developers. The group acts as an informal Community of Practice, facilitating learning and the transfer of skills through social contact, opportunities to collaborate on projects and publications, and through the sharing of knowledge and experience. This poster provides a snapshot of the activity of this highly active group.

Keywords:

POSTER 10

Angela Murphy
Neil Martin
Helen Farley
University of Southern Queensland

There have been mixed reviews about the potential of e-readers to enhance higher education. At first glance, e-readers appear to have significant potential to provide students with access to course content and learning materials. There are a number of considerations and obstacles to be addressed, however, before these devices are ready for widespread adoption. This paper reports on a pilot study using e-readers to provide students without internet access, with access to electronic course content. Course readings were converted into ePub format and were made available to a cohort of 16 incarcerated students via e-readers. This paper provides an overview of the steps undertaken as well the challenges and obstacles encountered in converting the readings to ePub format.

Keywords: e-readers, diversity and inclusion, ePub, incarcerated students, digital divide

POSTER 11

K. Martin 'Marty' Fletcher
Michelle Barker
Griffith University

This poster describes the ongoing challenges of using now 'traditional' threaded discussion boards, and details events leading to a simultaneous design experiment conducting an instructional activity in the traditional threaded discussion and a social media platform. It further describes a trial abandoning the legacy threaded discussion application completely in favor of the social media platform.

Keywords: social media, social presence, threaded discussions, online learning & teaching

POSTER 12

Sarah K.J. Gallagher

University of Otago

StudySmart is an online course designed for second year medical students at the University of Otago. This course was designed to replace a two hour library and information skills lab, and comprises a series of topics, tasks and quizzes. The course was built within the existing learning management system (LMS), Moodle. The content was made up of resources developed in-house as well as appropriate OERs from external sources. The online course was run as a pilot in 2012 and has involved three stages of evaluation: evaluative questions in the topic quizzes; post course reflective evaluation; and a focus group session. This poster presents the findings from the implementation and evaluation of this self-directed online course. The online course was designed to support the development of information skills in order to assist students with a significant summative assessment. The majority of students who completed the course reported a gain in knowledge and understanding about the topics covered, and reported that aspects of the course enhanced their ability

| community of practice, social learning, informal learning | | | to complete their assessment.

Keywords: medical education, medical students, information literacy, online learning, e-learning, library skills, LMS, OER |
|---|---|---|---|

POSTER 13	POSTER 14	POSTER 15	POSTER 16
Fostering teamwork for health care professionals in the online learning environment	**Evaluation of lecture captures in mathematics and statistics for internal, hybrid and distance modes.**	**Patterns of Instruction: Using Screencasts in the Teaching of Textile Design**	**Benchmarking Open Educational Practices in Higher Education**

POSTER 13

Joanne Joyce-McCoach
University of Wollongong

POSTER 14

Dr Michael Kemp, Kerrie Cullis, Sharon Nielsen, Dr Robert Wood
Charles Sturt University

POSTER 15

**Angela Fraser
Peter Maclaren**
AUT University

POSTER 16

==Angela Murphy==
==University of Southern Queensland==

POSTER 13

The inclusion of group assignments as part of teaching and learning in the education of health professionals is an expectation of registration bodies and health care stakeholders. Effective teamwork skills are seen as essential for productive working relationships in multidisciplinary teams and contributing to better health outcomes for staff and health care consumers. The translation of traditional approaches to teaching health care professionals to the online learning environment requires course coordinators to re-examine the relevance, design and assessment of group work. This presentation showcases the development of online group assessments that applies these education principles to the development of an assessment initiative in a multidiscipline health curriculum. It is anticipated that this translation of group work in higher education to the online learning experience will enhance the learning outcomes and experience for health care professionals and better meet the needs and expectations of students and key stakeholders.

POSTER 14

For several mathematics and statistics subjects we included a variety of video-based resources including lecture captures. We surveyed students and found they appreciated and felt they learnt from the videos. Additionally, we recorded usage data and found a positive relationship between number of lecture captures downloaded and exam performance.

Keywords: lecture capture, mathematical education, video-based resources, usage data

POSTER 15

Rapid developments in technology over the last decade have enabled new processes for the printing of textiles. This has brought accompanying changes in textile design processes, and new challenges to the teaching of textile print design. Processes that traditionally involved hands-on physical interaction (e.g. screen-printing) have been transformed to become computer-mediated processes. Enabling students to acquire necessary software skills has proved a challenge in a time-constrained teaching environment.

This poster illustrates the iterative development of screencasts that have allowed students to work independently on the acquisition of these software skills. Having students work at their own pace, with the ability to revisit material as required, has resulted in more advanced outputs than were obtained using a more traditional teacher-led approach.

Keywords: textile design, screencasts, self-paced learning

POSTER 16

Open Educational Resources are widely discussed in higher education circles and open education practices are being upheld as the second generation of OERs that have the potential to make education freely available to all students. The OERu is a collaborative initiative between 12 institutions globally that is intending to offer courses free of charge to students using only OERs and open practices. This poster presents preliminary results from a research study conducted with 110 representatives of higher education institutions around the world, of which 12 were official; members of the OERu. The study was aimed at identifying the extent to which higher education institutions are currently implementing open policies and practices as well as explore the challenges faced by institutions when considering implementing open initiatives. Results from the study indicate that although higher education institutions are aware of and interested in open education resources and initiatives such as the OERu, there are a number of challenges

Keywords: online learning, group assessment, multidisciplinary teams			that need to be overcome before these initiatives are sustainable and more widely adopted. **Keywords**: Open Educational Resources, OERs, Open Educational Practices, Open Educational Resource University (Oeru)

POSTER 17	POSTER 18	POSTER 19	POSTER 20
Development of a framework for evaluating the impact and sustainability of mobile learning initiatives in higher education	**From shed to head: A conceptual toolkit for social sciences**	**Building an Institutional Reporting Framework for Consensus Moderation Practices**	**5 innovative ways to use virtual classrooms in Higher Education**
Angela Murphy Helen Farley University of Southern Queensland	**Nigel Parsons Scott Symonds** Massey University	**Nicola D. Shapland Duncan D. Nulty** Griffith University (Presented by Jason Lodge)	**David Spann** Curtin University
The field of mobile learning is becoming more capable of supporting high quality learning experiences and students are increasingly demanding greater mobility and flexibility. As a result, Higher Education Institutions are increasingly considering the implementation of institutional m-learning strategies. We present the aims and approach of a three year project to be conducted by the Australian Digital Futures Institute to develop an m-learning evaluation framework (MLEF) that will aid the selection and justification of m-learning initiatives. The framework will be encapsulated in an easy to use online evaluation toolkit which will consist of: a standardised evaluation framework, resources and guidelines; an m-learning maturity model; a database of m-learning exemplars; and an interactive mobile user model. The project is a collaborative initiative between USQ, ANU and UniSA and is supported through the Australian Government's Collaborative Research Networks (CRN) program. Participatory monitoring and evaluation (PM&E) methods will be used to	The conceptual toolkit is a heuristic device for teaching and learning key concepts and is grounded in Cognitive Load Theory (CLT). It focuses attention by stripping away extraneous material, encouraging a focus on the germane. This project brings the toolkit into virtual existence as a digitally animated interactive resource in the form of an extended metaphor. Key disciplinary concepts are represented as a 'tools' that can gain traction on data like a spanner on a bolt. Tools are acquired by learners and organized in a 'tool shed' ready for use. The tool shed allows students to organize concepts into memorable clusters; tools are organized on shelves akin to cognitive schemata in long-term memory. Subsequently learners may select tools appropriate to a specific 'job' and, extending the metaphor, these are placed into a traditional steel cantilever toolbox ready for use. Exercises then scaffold application and analysis, facilitating higher level thinking; tools are 'picked up' by working memory for application to tasks such as case study or comparison. Reflection on the suitability of tools selected allows for deeper synthesis and understanding.

Keywords: Conceptual toolkit, | This poster presents the initial findings from a two year Griffith University research project. The project entitled "*Developing consensus moderation practices to support comprehensive Quality Assurance of Assessment Standards*" is funded through a strategic Griffith Grant for Learning and Teaching, with ethical approval granted under reference number GIH/08/11/HREC. The poster describes the development of, and reports on the initial results from, applying a five level model of consensus moderation to assessment. Each level in the model describes a key stage in the assessment process, and a range of consensus moderation practices that would support quality assurance of assessment at that level. The reporting framework is imbedded in the University's online Course Profile system and requires academics to report on their consensus moderation activities. Initial results confirmed this to be a meaningful reporting framework to gather and evaluate consensus moderation activities in use throughout the University.

Keywords: consensus moderation, reporting | With constant pressure for higher education institutions to increase (or at least retain) student enrolments across the sector, many institutions are opting to keep up with demand by offering alternate methods of education provision and facilitation. By providing tools and resources such as Blackboard Collaborate and Blackboard Mobile Learn, staff are able to engage and communicate with their students; anywhere and anytime. Encouraging staff to move away from the traditional lecture-theatre and tutorial based model and to instead embrace the opportunities provided by a virtual classroom is not always easy; however some staff have been re-invigorated by this teaching method and are trialing new and innovative ways to teach their students virtually |

develop outputs and deliverables. **Keywords**: Mobile learning, m-learning, mobile learning, evaluation frameworks, sustainability	cognitive load, cognitive schemata, long-term memory, working memory	framework, quality assurance of assessment	