

INNOVATIVE LEARNINGS SCAPES 2014



2014 International Higher Education Teaching and Learning Conference
CONFERENCE PROCEEDINGS

Proceedings of
The 2nd International Higher Education Teaching and
Learning Conference: Innovative Learning-Scapes, e-
Scapes, Playscapes and More

ISBN: 978-1-78350-254-7

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Conference organized by



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WELCOME MESSAGE

The International Higher Education Teaching and Learning Association (HETL) welcomes you to the 2014 International HETL Conference held at the Hilton in Anchorage, Alaska, USA.

In *Being a University* (2011, p143), Ronald Barnett talks about the emerging university of the future as an ecological university, where the ecological university is not only concerned with the natural environment but is concerned about "...a much wider ambit, embracing the personal, social, cultural, institutional and technological environments *and* knowledge of those environments; in short, the world in its fullest senses." The ecological university thus endeavors to cultivate those interconnections through meaningful and diverse ways of learning and inquiry.

We are happy you decided to join your colleagues from around the world to explore digital, social, and mobile media for learning and for professional development that are being used to engage and retain students in the new millennium. Together, we will discuss which models and approaches are most promising, how we can apply them to advance the scholarship and practice of teaching and learning, and to enhance professional development.

The conference is being held in Anchorage, Alaska - home to many world-class attractions. Anchorage is an ideal location on the dynamic Pacific Rim with many beautiful natural landscapes. The conference organizing committee has worked hard to make the total cost of attending the conference affordable. The venue serves as the perfect backdrop to discuss and share with your colleagues the research and practices you are engaged in.

The venue serves as the perfect backdrop to discuss and share your research and practice with your colleagues.

Welcome to Anchorage!

The 2014 Organizing Committee,

Patrick Blessinger
International HETL Association, New York, Convener & Program Co-chair

John P. Anchan
University of Winnipeg, Canada, Program Co-chair

Barbara Cozza
St. John's University, USA, Program Co-chair

Dates: May 31 to June 02, 2014 (Saturday, Sunday, and Monday)

Venue: The [Hilton Anchorage](#). All conference activities (sessions, luncheons, etc.) will be held at the Hilton – 500 West Third Avenue, Anchorage, Alaska, USA 99501 (+1-907-272-7411).

Website: <https://www.hetl.org/events/2014-anchorage-conference/>

ACKNOWLEDGEMENTS

The 2014 organizing committee would like to thank all those people who have been involved in making the conference a success. A great amount of planning and organizing is required to hold a successful conference—and we are indebted to those who volunteered their time and energy.

Track Chairs



Arshad Ahmad, Canada, is President of the [STLHE Association](#), 3M National Teaching Fellow, and Associate Vice President at [McMaster University](#). His research interests include cognitive and instructional psychology and the design of open-learning environments.



Agata Stachowicz-Stanusch, Poland, is Associate Professor of Management and Head of the Management and Marketing Department at [Silesian University of Technology](#). Agata has authored many books in the areas of management, institutional ethics and values.



Denise Stockley, Canada, Centre for Teaching and Learning Acting Director and Professor of Education (Faculty of Education) at [Queen's University](#).



Barrie Todhunter, Australia, Associate Director (Faculty of Business and Law) at [University of Southern Queensland](#).

Advisory Committee

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CONFERENCE DESCRIPTION

This conference offers you the latest developments in digital and social media as well as theoretical models to explain and predict the emerging patterns of digital, social, and mobile media for educational and learning applications. The program will emphasize experimentation and pushing the boundaries of higher education.

Track 1: Digital, Social, and Mobile Media for Learning

This track will explore how new forms of digital, social, and mobile media are being used to create more meaningful and sustainable teaching and learning contexts as well as expand our notion of what it means to teach and learn in a hyper-digital, hyper-networked epoch. A few example topic areas include: cross-cultural and international learning scenarios; virtual learning; mobile learning, gaming and collaborative learning; adult and life-long learning; and innovative e-communities of practice. This track will explore the idea of the hyper-networked knowledge society and how these new forms of media have become a major catalytic force in transforming the social and technological landscapes of teaching and learning.

Track 2: Digital, Social, and Mobile Media for Professional Development

This track will explore how digital, social, and mobile media are being used to facilitate and improve professional development among faculty, staff, and administration. For instance, this track will explore the use of digital, social, and mobile media in faculty learning communities, online academic discussion forums, academic blogging, and other forms of professional development networks and communication.

Session Types

This conference will have individual presentations in roundtable discussion format as well as workshop format.

- **Intimate Panel (roundtable) Discussions.** Each panel discussion session will last 90 minutes total and is a more intimate discussion format where presenters will each give a brief oral presentation followed by an in-depth discussion by all presenters and other participants in the session.
- **Interactive Workshops.** A limited number of 90 minute workshop sessions by up to five delegates per workshop will be available during the conference.

ABOUT HETL



The International Higher Education Teaching and Learning Association (HETL) is a certified non-profit organization in the state of New York (United States). HETL's scope is international with a global membership. The aim of HETL is to bring together higher education professionals and thought leaders from around the world to dialogue, network, and collaborate on issues relevant to teaching and learning in higher education. The vision of HETL is to generate new knowledge and to advance the scholarship and practice of teaching and learning in higher education. To this end, HETL works with and supports individual educators, as well as all types of educational institutions, associations, centers, and other groups interested in improving teaching and learning in higher education.

The HETL Association is a vibrant, global community of educators dedicated to the values of academic integrity, diversity, and collegiality. HETL membership enhances one's professional development and provides the global higher education community with innovative research, publishing, and resources needed to advance teaching and learning in the twenty-first century. To find out more about becoming a full member, go to <http://hetl.org> . If your institution has an interest in partnering with HETL, you may contact the executive director at director@hetl.org

Conference Support and Updates

Technology & Video Support:

Sabeeh ul Hassan, Faculty Academy

- For support, email Sabeeh at support@facultyacademy.net

Social Media Ambassador:

@Joe_Mazza, University of Pennsylvania's @MCDPEL, USA

- For conference social media support, email Joe at pennedtech@gmail.com

Conference Social Media Lounge: room is tbd (Concourse area).

- Follow HETL at @HETLportal
- Official Twitter hashtag to share your conference learning: **#HETL14**
- Add your information to **#HETL14** Digital Directory at <http://ow.ly/uZy0C>
- Not yet on Twitter? Use twubs.com/het14

OPENING PLENARY SESSION

KEYNOTE PANEL

Theme: Innovative Approaches to Distance Education, Online and E-learning

Panel moderators: Patrick Blessinger and Barbara Cozza

Keynote Panel Speakers



[Nancy Hensel](#), USA, is President of [New American Colleges and Universities](#), a national consortium of selective, small to mid-size independent colleges & universities. She served as Executive Officer of [CUR](#) and President of University of Maine at Presque Isle.

The Private Residential College – An Endangered Species?

Nancy Hensel

New American Colleges and Universities, USA

What does distance education and the digital revolution mean for small, private liberal arts colleges that place a high value on a deeply personal quality undergraduate education and innovation? The New American Colleges & Universities, a consortium of 21 institutions has been discussing this question and developing a possible response. Maintaining the residential undergraduate experience is a key part of our collective mission, however, there is also a strong commitment to preparing students for the future through digital learning. The consortium and the individual campuses have developed a variety of approaches using technology to maximize the educational experience while also sustaining the benefits of the residential experience.



Craig Mahoney, UK, is the Principal and Vice-Chancellor at [University of the West of Scotland](#) and served as CEO and Professor of Applied Psychology at The [Higher Education Academy](#) (UK) from July 2010 to August 2013.

Coming Avalanche or Storm in a Teacup?

Craig Mahoney

University of the West of Scotland, UK

Using a weather metaphor, Professor Mahoney will throw light on the latest developments in technology-enabled learning and teaching and consider the opportunities and pitfalls of this new digital age. He will pose several challenges about the technological revolution that we are undergoing and ask if this is a coming avalanche (Barber et al 2013) or just a storm in a teacup. Are the winds of change coming and if so, what might the dawn of this new age look like? Are higher education systems and practitioners ready to weather the changes that are already happening in distance education, online and e-learning or are they part of a passing shower? In adopting a deliberately provocative stance, it is intended that the audience will be engaged in a lively dialogue.

Barber, M, Donnelly, K and Rizvi, S. 2013. An Avalanche is Coming: Higher Education and the Revolution Ahead. IPPR, London.



Robbie Melton, USA, is the Associate Vice Chancellor of Mobilization & Emerging Technology and the first proclaimed ‘App-ologist’ (the study of the impact and utilization of mobile devices and apps in education) at the [Tennessee Board of Regents](#).

The Innovation of Mobile Devices for Enhancing Online Teaching and Learning

Robbie K. Melton

Tennessee Board of Regents, USA

According to Academic Impressions (Jan.2013) and Pew Study (2011) students are coming to campuses with widely varying degrees of technological knowledge and armed with many different mobile devices. How may educators utilize these mobile devices as innovative approaches to distance education, as well as tools for eTeaching and eLearning? How do institutions ensure it is meeting quality standards, while meeting faculty needs for effective instruction with mobile technology and appropriate mobile apps? What quality measurement do

we employ to determine student engagement using mobile devices and apps? This keynote panel presentation will provide participants with an overview of the innovative approaches of the use of mobile devices and apps as a distance education delivery opportunity and the open source Mobile App Educational Resource Center (Appapedia) with over 50,000+ apps that are categorized per educational use (teaching, learning, researching, professional development); aligned by mobile device of choice (BYOD); curated by disciplines (over 125 subjects areas); and by education level from PreK-Ph.D.: www.TBRMobile.org



Rene Parmar, USA, is Professor of Measurement and Evaluation in the Division of Administrative and Instructional Leadership, School of Education at [St. John's University](http://www.stjohns.edu). Her research interests include educational assessment and test development.

A Comparison of Online Learning Approaches With Regard to Pedagogy and Student Assessment

Rene S. Parmar

St. John's University, USA

Institutions of higher education are searching for approaches to delivering distance education that is of high quality and responsive to student learning needs. Many companies have created platforms that may be used to deliver content and assess student learning outcomes. This presentation will briefly compare three platforms in terms of their (a) state goals and philosophy of pedagogy; (b) pedagogical approaches and formats; and (c) alignment with the need to assess students to award higher education credit. The analysis will include an examination of the extent to which the strengths of online platforms are realized in actual practice of online instruction. The presentation will discuss issues in online pedagogy, including issues of student learning, communication among faculty and student participants, managing content, the incorporation of higher order thinking activities, and issues in assessment.



[Colin Potts](#), USA, is Vice Provost for Undergraduate Education and Associate Professor of Interactive Computing at [Georgia Institute of Technology](#) where he sits on the president's cabinet and directs co-curricular academic programs & services for undergrad students.

What We Talk About When We Talk About E-Learning

Colin Potts

Georgia Institute of Technology, USA

Much that passes today as e-learning is nothing of the kind: it is really e-instruction. Let's be bold and reject the instructor's perspective and adopt the learner's. Let's free learning from the constraints of lessons, syllabi, assessments, and credentials, and add these back only as necessary (because we should not discard everything). Let's take Wikipedia, not an online course platform, as an imperfect precursor of future e-learning environments -- for it is online resources, not online courses, that best suit the learning needs and habits of even today's students. Despite the wailing of some critics, "kids today" are inveterate and inquisitive readers. It may be objected that their sources of learning are short-form materials unmediated by publishers or the academy, that they are not so much read as surfed, that they are acquired with inadequate discernment regarding provenance or trustworthiness of sources. Yet today's undergraduates are inquiring, autodidactic, and interdisciplinary. As learners, their primary epistemic challenge is not "I don't know," but "I don't get the point." If technology is going to "disintermediate" the academy by putting knowledge directly in their hands (similar to the fate of travel agents and newspaper publishers) we have to accept that challenge as our own and equip students with the necessary information literacy and critical thinking skills to find stuff out on their own and make sense of it. Our role will increasingly be as explainers, curators, guides and librarians. And these are words that don't take "e-" as a prefix.



[Lorraine Stefani](#), New Zealand, is Professor of Higher Education and Director of the Centre for Learning and Research in Higher Education at the [University of Auckland](#). She plays a key role in the university's professional and leadership-development initiatives.

Willful or Woeful: (Un) Changing Pedagogies in a Digital Age?

Lorraine Stefani

University of Auckland, New Zealand

The intention of this talk is to promote discussion on what needs to happen at individual and institutional levels to meet the global challenges faced by higher education. The talk will focus on sustainability and scalability of technology and digitally mediated pedagogies. The fast paced and changing nature of new technologies seems to outstrip our capacity and capability to realize their full potential of these technologies in our learning and teaching strategies. For this to happen, is a change of attitude required at institutional level? Effective, imaginative and innovative pedagogies using the tools and technologies available now and in future could transform the traditional teaching and learning contract. The capabilities and attractions of new technologies and software applications impact on how students learn. The implications of this are a demand for new pedagogies, not simply the layering of digital tools over outdated pedagogies. Notwithstanding excellent examples of individuals and small groups using technology in innovative ways in learning and teaching across a wide range of disciplines, published in HETL and other journals, the issues of transferability, sustainability and scalability are rarely addressed. Are we as academics willful in our reluctance to wholeheartedly embrace pedagogies which will result in co-construction and authorship of new knowledge? Or is there a woeful lack of investment by institutions to close the digital skills gap? These questions are intended to promote discussion and debate.

CLOSING PLENARY SESSION

KEYNOTE



[Paula Donson](#), USA, is Associate Vice President of Academic Affairs and Strategic Direction, [Statewide System at University of Alaska Fairbanks](#).

Shaping Alaska's Future: A Strategic Direction Initiative

Paula Donson

University of Alaska System, USA

The national higher education agenda is in transformation and is generating a powerful message which is being broadcast across the United States. At the University of Alaska, we realize it is time to raise the bar – to shape a new vanguard of workforce that is trained, educated, and ready to benefit the economy of the state. To raise the bar, the University is in the midst of a major institutional change so that we can achieve improved and measurable outcomes at every level.

We are set to create greater academic and economic value by adopting a system-wide continuous improvement process around 5 Themes:

- Student Achievement and Attainment
- Productive Partnerships with Alaska's Schools
- Productive Partnerships with Public Entities and Private Industries
- R&D to Enhance Alaska's Communities and Economic Growth
- Accountability to the People of Alaska

In addition, an informal but extensive environmental scan was undertaken to identify state and national trends evident in higher education journals, reports, opinion pieces, and speeches. Specific statements within each theme more narrowly address compelling issues raised about university system activities. In turn, the effect statements associated with each issue statement then collectively becomes the way forward to achieving an even higher level of quality as a premier education institution.

We have now arrived at a point of calling for University-wide action on the tasks that need to be completed. Our presentation will focus on the three distinct phases of work that we have conducted to deliver the changes and enhancements that are part of UA's continual improvement process which will assist in Shaping Alaska's Future.

POETRY AND OTHER READINGS



[Karen Head](#), USA, is an Assistant Professor in Georgia Tech's [School of Literature, Media, and Communication](#) and Director of the Writing and Communication Program's Institute-wide [Communication Center](#).



[Andy Frazee](#), USA, works primarily as a poet and a critic of contemporary poetry. His first book of poetry, *The Body, The Rooms* was selected by Ruth Ellen Kocher as winner of the Subito Press Book Contest, and published in early 2011.



[Gunhild Jensen](#), Denmark & USA, is professor of modern world languages at the [Language Learning Academy](#) in New York City. She is a language instructor and expert in English, German, Danish, Norwegian, Swedish, French, and Italian linguistics, literature, history, and social studies.



[Patrick Blessinger](#), USA, Founder and Executive Director of the International Higher Education Teaching and Learning Association (HETL), Editor-in-Chief of the [Journal of Applied Research in Higher Education](#), and Co-director of the [Institute for Meaning-Centered Education](#).

HETL AWARDS

The HETL Award for Lifetime Achievements in Teaching and Learning

Description

This award goes to an educational professional who has demonstrated a lifetime of achievements in advancing and transforming teaching and learning in higher education.

Sponsor

International HETL Association



The HETL Award for Outstanding Service to Higher Education

Description

This award goes to an educational professional who has demonstrated outstanding service to the field of teaching and learning in higher education.

Sponsor

International HETL Association



The HETL Award for Best Conference Paper

Description

This award goes to an educational professional who has produced the most scholarly and original conference paper for the advancement of teaching and learning.

Sponsor

Emerald Group Publishing



CONFERENCE ABSTRACTS

TRACK 1:

DIGITAL, SOCIAL, AND MOBILE MEDIA FOR LEARNING

Adoption of Internet Based Assessment in Higher Learning Institutions

Abbi Nangawe

College Of Business Education, Tanzania

Assessment practices in Higher Learning Institutions (HLIs) entail many processes and procedures in achieving high quality education. The increasing availability of Internet has created great interest to educational community in developing Web-based assessment tools to support not only distance learning but also improving teaching and learning in the traditional assessment education systems. Research indicates that, for HLIs to effectively participate in today's digital information age; adoption, diffusion and sustained use of Information and Communication Technologies (ICTs) are essential. The rapid development, innovation and changes in digital technology have greatly influenced teaching and learning praxis considerably. There is concern especially amongst HLIs in developing countries that advances in and the rapid growth of digital technology has the possibility of creating a new form of inequality among higher education graduates. However, research has shown that the adoption, diffusion and sustained use of digital technology in teaching and learning are largely dependent on the attitudes of academic and non-academic staff (Panda and Mishra, 2007). The purpose of this study was therefore, intended to examine the attitudes of academic and non-academic staff of HLIs in the process of adoption, diffusion and sustained use of Internet-based e-Assessment in higher education. The theoretical foundation for the study was based on Roger's theory of diffusion of innovation (2003). The study methodology used mailed survey questionnaire to determine the attitudes of academic and non-academic staff in HLIs in Tanzania. Results from both quantitative and qualitative data indicate that academic staffs in HLIs have moderate favourable attitudes towards adoption, diffusion and sustained use of Internet-based e-Assessment.

Social Learning: The New Medium in the Classroom

Amanda Bird

Ottawa University, USA

Social media is the new focus in instructional design and educational technology. Students have moved from a static platform to one that is social and mobile. Come to this session to learn why and how to use social media both inside and outside the classroom and see examples from several popular tools, including Edmodo, Twitter, and Pinterest.

Original Writing in the Age of "Like and Share"

Teresa Fishman and Aaron Monson

International Center for Academic Integrity at Clemson University, USA

One of the major strengths of digital social media like Blogs and MOOCs is the potential to transcend boundaries, but what about the boundaries we try to maintain? Even as we confidently declare that writing is a complex social activity; even as we acknowledge that standards of originality vary by context; even when we know that students come to us with varying understandings of citation mores, we often maintain rigid expectations that students compose their own work and turn in prose that correctly identifies the sources of all borrowed words, ideas, and work-products. While our students are often focused on the artifacts they produce, as teachers, we value process. And yet the penalties for flawed products—when those flaws include plagiarism—can be quite severe. How do we reconcile pedagogical goals that necessitate students processing, arranging, and composing texts in their own voices when we know that developing a voice—and indeed having an original thought—can be challenging or even, at times, impossible? In our “like-and-share” culture, is originality a reasonable goal? This proposed session will explore the notion of plagiarism by looking at it through a variety of different frameworks and identifying approaches for making it a more useful (and understandable) concept.

Smart(phone) Pedagogy

Mark Morton

University of Waterloo, Canada

According to a 2012 ECAR study, student ownership of desktop computers is dropping and student ownership of laptop computers has plateaued. In contrast, student ownership of smartphones continues to increase: by 2014, it will reach 80%. Student ownership of tablets (such as the iPad) is also increasing. However, there is a key difference between smartphones and tablets: namely, students who own a tablet are often without it (it tends to be used for consuming media at home), but students are never without their cell phones. Considering the foregoing, it seems clear that universities should leverage smartphones with regard to online courses. To date, this leveraging has been limited to ensuring that online courses – which are usually designed for viewing on desktop computers – can be rendered on smartphone screens: for example, adjusting font sizes, stacking columns, eliding content, etc. This approach recalls early efforts to create online courses: traditional courses were simply emulated in the LMS, with little consideration given to the affordances and limitations of the online environment. To truly leverage smartphones, online courses (or at least some components of them) must be designed

from the ground up with smartphones in mind. Few universities are taking this approach, but some companies specializing in online learning are doing so, such as Mobile Academy, Upside Learning, and PICU. Online courses created by such companies embrace a pedagogical design that differs from online courses designed for desktop access. This presentation explores those differences and proposes best practices for leveraging smartphones as learning tools.

Redefining Class: How MOOCs are Changing the Ecology of Universities

Rebecca E. Burnett, Karen J. Head, and Andy Frazee

Georgia Institute of Technology, USA

MOOCs are causing universities to redefine a core component—the class, especially in relation to operation, technology, and assessment. MOOCs are the latest in a long line of approaches in US higher education that moves the class to a space beyond the brick-and-mortar institution. Drawing on data and examples from their own composition MOOC (May–July 2013; funded by the Bill & Melinda Gates Foundation), each panelist examines components of “class” in three ways—(a) as an institutionally designated unit of learning, (b) as a socioeconomic designation, and (c) as a characterization of admirable traits. As one of the PIs on the MOOC project and as the on-camera instructor of Georgia Tech Composition MOOC, Head considers the ways a MOOC changes the operation/logistics of a class as an institutionally designated unit of learning, expands the socioeconomic profile of the enrolled students, and influences student behaviors and attitudes. As one of the co-PIs on the MOOC project and the manager for the project, Frazee examines the ways in which technology affects the assignments and interactions, restricts opportunities students have to complete and present their work, and influences student perceptions of the instructors. As one of the PIs on the MOOC project and the behind-the-scenes partner in its design and development, Burnett reflects on ways in which MOOC assessment redefines the purpose and process of giving feedback to students, creates a distorted sense of democratization, and changes instructor-student relationships by eliminating the role of the instructor as expert.

25 Free Ways to Increase Usability of Documents and Avoid Making Your Organization Look Bad

Rebecca E. Burnett

Georgia Institute of Technology, USA

Recent articles in *Forbes*, *Harvard Business Review*, the *Wall Street Journal*, and the *New York Times* decry inattention to correctness and conventions in language and information design. This

workshop offers a refresher to avoid making your organization look bad. It affirms the importance of usability and reviews mistakes that reduce credibility. Can you find at least 15 problems in the following paragraph—and correct them? If not, consider this workshop. “Do you know if you’re proposals for the 2014 HETL Conference in Anchorage has been received? Once you get confirmations, email it to both Rachel and I, we both need the information so it’s not alright to tell just she or I. There are only a small amount of criterion that will determine whether we attend – register rates, flight rates, hotel rates, and how the rates may change before May. In case we can go, I’ll order a new remote, and will make sure it will sync with the laptop.” Do you know how to adjust design factors—for example, line lengths and breaks; leading; kerning; margins; font type, style, and size; grids; color and shading; figure-ground contrast; chunking; rules and boxes; animation; and figure type, design, labeling, reference, and placement—to improve readability? Do you use PowerPoint’s Masterslide to increase the consistency of your slides? If not, consider this workshop. The workshop will focus on usability, present grammar and gestalt principles, identify research support, provide examples, offer solutions, and create opportunities to practice using workplace documents.

How to Use Digital Group Assessment (DGA) To Address Issues of Authenticity and Integrity in Graduate Coursework Programs by Distance Education

Barrie Todhunter

University of Southern Queensland, Australia

Requirement under the Australian Qualifications Framework (AQF) for threshold learning outcomes (TLOs) to demonstrate achievement of intended learning outcomes for graduate coursework programs has renewed the focus on authenticity and integrity of assessment activities. There is extensive literature on the key dimensions of this problem – assessment, authenticity, digital environment, threshold learning outcomes – but there is little in the way of guidelines for meaningful assessment activities in a digital learning environment to achieve defined learning objectives. TLOs for management-related disciplines focus on generic attributes and skills such as judgment, innovation, problem-solving, and decision-making in an ethical framework, knowledge integration, self-management, communication skills, leadership and team work. To demonstrate the achievement of such learning outcomes in a face-to-face classroom environment is difficult enough, but the challenges are magnified within the constraints of an off-campus learning environment. The initial outcome of the study is to identify the issues relating to this problem, and a preliminary framework to guide the development of meaningful assessment activities in a digital learning environment. This preliminary study comprises; a detailed literature review to examine authentic assessment in higher education, threshold learning outcomes for graduate coursework programs, and the barriers (if any) imposed by teaching and learning in a global digital environment; semi-structured interviews with key stakeholders;

critical examination of existing assessment practices in a management-related graduate program offered internationally through distance education; and definition of the terms of inquiry for a study to devise a framework to assist the development of meaningful assessment activities in a digital learning environment.

The iPad Experiment: Student and Faculty Use of Mobile Technologies

Melody Bowdon, Michael Aldarondo-Jeffries, Anna Turner, and Alisha Janowsky

University of Central Florida, USA

Since the 2010 launch of the first generation iPad, several colleges have attempted to integrate the technology into their curricula (Kaya, 2010). Various disciplines have adopted subsequent generations of the device (Lundy, 2010) and several disciplines have begun to use the technology in practice and have begun to publish research on related innovations. There are numerous articles and websites dedicated to the use of the iPad in education, but there is little information available on best practices in research and education. This presentation describes findings from an iPad research study conducted at one of the largest universities in the United States. A collaborative team of staff members from the campus teaching and learning center and from the campus McNair program designed a study that involved distributing iPads to 15 faculty members and 15 students for their use in their classes, research, and personal lives over the course of one academic year. We paired the faculty and students by discipline and asked them to mentor each other on academic matters, career preparation, and technology. Our presentation reveals findings from pre and post surveys about the ways in which participants' expectations for how they would use the iPads compared with how they actually did use them throughout the year and from interviews in which participants reflected on their experiences with the study. The presentation suggests best practices for conducting collaborative research in addition to fascinating implications for the use of mobile technologies in the contemporary classroom.

Innovative and Accessible? E-Learning and UD: Examining Commonalities

Frederic Fovet

McGill University, Canada

The implementation of the Social Model of Disability in Higher Education is being successfully driven by the increased interest and curiosity that Universal Design triggers. The framework successfully moves the focus away from the individual to the environment and has led to a radical rethinking on inclusion. The passion for Universal Design is also simultaneously being ignited by rapid development in IT possibilities: new technology, virtual reality and innovative

interfaces are challenging our notions of pedagogy and bringing increased focus to notions such as multiples means of engagement, the flipped classroom or interactive learning. Now that e-learning is taking off in its own right, much of the momentum and passion for UDL is seen as one more argument to support the development of virtual distance learning. We need to pause at this juncture to examine this seemingly ‘perfect fit’. Is this a case of e-learning always being accessible learning? Are ‘e-learning-scapes’ indeed widening access in a way no traditional classroom has ever made possible? Can one conceive the existence of e-learning that might fall short of this goal and not be accessible, or might not integrate the principles of UDL? This presentation seeks to examine the complex conceptual tension that co-exists between the e-learning and accessible learning. Inevitably conjoined or at times mutually exclusive? The proposed interactive session will examine qualitative data collected over an 18 months UDL implementation effort on a North American campus, to throw some light on this fascinating and complex relationship.

The Employability Vision in University Teaching Realized by Implementing Innovative Learning Models

Jeanne Schreurs

Hasselt University Belgium; Vesalius College, Belgium

Abdul Malik

University of Khartoum, Sudan

1. Embedding employability skills in a new educational model

How can we embed a culture of professionalism in the curriculum to make it possible for students to bridge the gap between their university study and their future professional situation? Employability is a dimension in the concept learner centered learning, including active learning, cooperative learning, and inductive learning. Experiential learning means the organization of learning activities preparing the students to perform well in their future (professional) situation, by “learning by doing” and by reflecting on the experience.

2. Blending classroom teaching, online learning, experiential learning activities and virtual classroom.

Learning activities can be organized synchronous and asynchronous, face to face or on distance, and can be coordinated by the teaching team or be self-paced. Teaching can be organized as e-learning and more interactive as webinars. Life online training via a virtual classroom is the solution to support the communication about more complex problems. Twitter can be used to highlight thoughts, examples and solutions to issues discussed in the classroom or the virtual

classroom, or encountered in the personal online study of e-learning modules. Life chatting offers the opportunity to find peers or tutors online to discuss topics when they appear. Social media are the solution for the organization of the communication with professionals in the frame of project work.

3. Cases

A sound mix of academic and employability skills will be discussed in examples including the case Hasselt University."

Learning-Scapes and Beyond: Engaged Listening, e-simulations, and the Importance of Background Knowledge

Krystyna Górniak-Kocikowska (Southern Connecticut State University, USA), Margaret A Goralski, (Quinnipiac University, USA)

This presentation is a result of the authors' continuing interdisciplinary collaboration on several issues pertaining to the pedagogy of higher education. In this particular case, the authors discuss selected aspects of students' learning in different subject disciplines within Social Sciences and Humanities. Special attention is given to the relations – mainly in terms of pedagogy-related similarities and differences – between practical and theoretical disciplines of knowledge. Given the authors' professional experience in teaching and research (philosophy and business respectively) these two disciplines will serve as a point of reference in discussing the issues mentioned above. In turn, the pedagogical problems are examined mainly in relation to critical thinking pedagogy. Further, on this basis the problem of listening – active engaged listening in particular – is addressed.

Smart Devices for A Smart Classroom? - How Study Abroad Faculty Responds to the Mobile Revolution

Thomas Staub

IES Abroad EU Center, Freiburg, Germany

In the past five years, faculty abroad has seen a drastic increase of smart devices in their classrooms. From laptops, to tablets to smart phones, these devices got smaller and more powerful with each new academic year. Today, students are always online and constantly connected to the world outside the classroom. But how has the faculty responded to this development? In a number of interviews with IES Abroad faculty across Europe, a threefold respond emerged. While some faculty members do not utilize smart technology, others include them in classroom activities or take them beyond the classroom during field study or for

collaborative assignments. This presentation discusses the results of the interviews and provides best practice examples, where smart devices enriched the study abroad experience. It concludes with the challenges faced by study abroad faculty and suggests possible approaches to these challenges.

Transforming a University

Nick Klomp

University of Canberra, Australia

Most universities around the world are responding to the challenges and opportunities afforded by technologies, such as mobile devices and cloud storage, alongside ubiquitous internet connectivity, to enhance their education delivery. The rate of change within an institution will depend on the historical attitudes and approaches to teaching, the amount of resources available to support change, the urgency of the need to change and the commitment of institutional leaders. How quickly can a small university within a small population, delivering predominately classroom-based face-to-face teaching, transform itself into a leading-edge university offering students flexibility, choice, and innovative curriculum? Can it be transformed in just 18 months? The SAFFIRE project at the University of Canberra is 'once-in-a-lifetime' funding to transform the learning and teaching of a university. The story is, of course, complicated by the challenges of traditional views, tight time frames, a restrictive regulatory framework, government-imposed funding changes and the balance between effecting change and ensuring high quality teaching, student learning, and student experience. This paper outlines how we transformed the Learning and Teaching approaches in our university, managed change, embedded new technologies, transformed our approaches to curriculum development and design, reviewed and revised the university's policies and processes, supported and engaged staff in the development of new skills, and identified and grew new kinds of partnerships domestically and internationally. We offer insights into the gains made and the challenges met.

Facebook: It's Not Just For Pictures Anymore

Kisha N Daniels

North Carolina Central University, USA

In the last five years, social-media and its application to classroom use have gained momentum due to the inherent conversational, collaborative and communal qualities offered by social networking sites. The use of Facebook, in particular, has noted desired educational gains such as increased student investment of time and energy in building relationships around shared interests

and knowledge communities and increased critical thinking. In an effort to design an innovative platform to explore and discuss issues related to minority health disparities, a Facebook group was created to maximize operational and efficient reflection of definitions, theories and current topics. This research evaluates the effectiveness and potential benefits of using social media as a strategy to enhance the critical thinking skills and social justice dispositions of undergraduate non-STEM majors. Surveys and focus groups are utilized to collect data about perceptions and practices of employing social media as a learning strategy as well as investigating the relationship between social media and content knowledge acquisition. This mixed-methods analysis seeks to provide important insight into course development (or redesign) and the potential impact of social media on content knowledge. "

The Impact of Building Community on Student Performance and Satisfactory

Chan Du

University of Massachusetts Dartmouth, USA

This study provides evidence that building community online for blended learning helps to reduce students' anxiety in the classroom, increase students' engagement, and improve students' performance and satisfactory. Previous studies have noticed that social interaction should not be restricted to educational dimension and task context. Non-task content and social psychological interaction may help to build a positive learning environment (Wegerif, 1998, Northrup, 2001, Kreijns, Kirschner, and Jochems, 2003). Macheski, Lowney, Buhrmann, and Bush (2008) find that creating a community of learners engages students and reduces their anxieties about theory, methods, and statistics course content. The sample of this study includes students who completed Intermediate Accounting I (ACT 311) course in fall 2011 and fall 2012, while the course was delivered as traditional teaching model in fall 2011 and blended learning model in fall 2012. The regression results show that building community online, including personal introduction, greetings and salutations, acknowledgement, virtual café, general class information, and group collaboration, improves students' course performances after controlling for prior GPA, math grade, gender, transfer, academic affiliation, and academic levels. In addition, online community in blended learning improves students' satisfaction level."

Blowing the Doors off The Traditional Classroom via Class2Go and Grapefruit

David Goldschmidt and Mukkai Krishnamoorthy

Rensselaer Polytechnic Institute, USA

Class2Go is an open-source platform for online courses originally developed at Stanford University. At Rensselaer, with the support of the President's Office and the Provost, students in the Rensselaer Center for Open-Source Software (RCOS) adopted the Class2Go project. RCOS students also embarked on creating an open-source Ruby on Rails implementation of an online learning environment called Grapefruit; while the apple has long been associated with education, the Grapefruit signifies the online classroom as an entirely new paradigm. The goal of our project is to provide a highly engaging learning-scape that blurs the lines between the traditional and online classroom. More specifically, we implemented a private online classroom for specific courses, including an offering of Calculus I that will serve as a "bridge" program to help transition incoming freshmen from high school to college. In addition, we incorporated other open-source modules, including WeBWorK (<http://webwork.maa.org>), an open-source homework validation system for math and science courses. In this paper, we summarize our efforts and discuss our approaches to bringing our project to life. Further, we discuss how to expand our implementation to provide a Massive Open Online Course (MOOC) environment, an online setting that can ultimately provide a fully interactive and configurable learning ecosystem. While traditional MOOCs focus on the classroom, we further extend the MOOC idea by integrating social and mobile media networks, personalizing the learning experience, and bring to fruition a more interconnected place to learn.

The Virtual Incubation Program (VIP): Empowering Virtual Entrepreneurship Education

Doug Sparkes, Karin Schmidlin, and Emma Reesor

University of Waterloo, Canada

The University of Waterloo is a major centre for entrepreneurship in Canada. Several factors contribute to the University's long history of creating new ventures and as a driver of economic growth, both regionally and nationally, including its 'creator owned' Intellectual Property policy, a dynamic and supportive business ecosystem, and one of the largest cooperative education programs in the world. Many programs have been developed at uWaterloo that support entrepreneurial aspirations at all levels. Among these is the Master in Business, Entrepreneurship and Technology (MBET) and Enterprise Co-op (E Co-op) both offered through the Conrad Centre. Recently Conrad has begun to develop a Virtual Incubation Program (code name Jamii), through which we are developing an entrepreneurship support system. This system is modelled on our current MBET program and applies several event gates that provide teams with clearly defined deliverables and allows them to prepare for these events in a semi-structured environment. The design of these programs reflects the Centre's underlying philosophy that entrepreneurship must be experienced. To facilitate this philosophy we require the creation of an environment in which educational content is combined with experiential learning. Further, if one considers entrepreneurship an emergent property of social systems, developing sociability into

the system is imperative. It is the social interactions, which the system facilitates and fosters, that are the foundation of successful venture creation. In other words, the outcome of participation in Jamii is not simply the creation and launch of ventures – it is the launch of supportive social networks."

Personal Interest Portfolios: Student Engagement, Individualized Learning, Alternative Assessment and Information Literacy

Melissa Birkett

Northern Arizona University, USA

Over the past five years, semester-long, personal interest portfolio assignments have been developed to support student learning in high-enrollment survey courses. Developing the portfolio assignment called upon the collaborative expertise of teaching assistant, faculty member, librarian, assessment specialist, and information technologist. The portfolios have been used to promote student engagement and reflection, provide opportunities for individualized learning and alternative assessment, and to enhance information literacy. In addition, portfolio-based projects have been used to align curriculum with guidelines and standards from professional organizations (Hughes and Birkett, 2011). Ongoing research is currently underway to assess alignment with revised guidelines (Birkett, in progress). Data assessing student engagement and learning suggest that portfolios are beneficial in the context of large introductory courses (Birkett et al., 2012). Additional research reveals the influential role of portfolios in promoting student use of online research resources (Birkett and Hughes, 2013). Research on the use of portfolios to enhance learning, steps to creating portfolio-based assignments, portfolio myths and misperceptions, electronic portfolios and future directions in portfolio-based education will be discussed with participants in this roundtable conversation.

Team Blogging: A Learning Space for Metacognitive Activities and Team Reflections

Eunice Friesen and Christine Scoville

University of Manitoba, Canada

The intent of this pilot project was for students to develop professional skills required for nursing by blogging as teams. The subjects were 75 pre-nursing undergraduates, largely female but diverse in terms of age, job experience, and ethnicity. Team-based learning in a flipped, BYOD classroom formed the learning space. Students worked in heterogeneous teams on metacognitive learning activities and developed team reflections which they posted to the class blog. The blog entries were made by the teams, not individuals. Most of the team-based blog entries were

responses to questions which required critical thinking, analysis, synthesis and reflection. Some of the blogs composed a portion of their grades for the course while others were learning activities. Students were initially confused by the lack of lectures and PowerPoint presentations and by the requirement to work collaboratively. Over the course of the term, they developed the skills necessary for functioning as nurses in a professional team including interpersonal communication, questioning, listening, negotiation, decision making, and reflective practice skills. In a course-based evaluation and reflective feedback on the blog most students identified that they enjoyed learning in their teams. They performed well academically and practiced learning in the manner in which they will practice nursing, as a team.

Blended Learning Is Active Learning

John J. Doherty and Walter Nolan

Northern Arizona University, USA

This session will discuss the need to incorporate active learning into blended learning contexts. The presenters will discuss a "before, during, after" class framework to blended learning, suggesting ways in which online and face-to-face active learning experiences can be fully integrated. Before class activities can be done online or as homework. They set the stage for what happens in class. They can be active or passive approaches, but tend to work best as the former. During class activities that build on these before class activities lead to more effective teaching. Coupled with after class metacognitive applications, it leads to more engaged learning. Modeling an active learning approach, the presenters will engage participants online and face-to-face in developing strategies to meet identified issues. We will seek to enable a transition from passive learning approaches that emphasize lecture, readings, listening and watching to active approaches that emphasize interaction, collaborative work, and problem solving. As we do so, participants will be expected to reflect on their own teaching styles, the concept of active learning, and how the two can come together. Participants will walk away with suggested blended/active learning strategies for their own contexts.

Creating a Learning-Scape to Explore Digital, Social, and Mobile Media in Higher Education Today

Loretta Howard (Canadian Memorial Chiropractic College, Canada) and Eleanor Pierre (EJP Communications, Brock University, Canada)

How do we create a learning-scape that demonstrates how diverse higher education participants can contribute to an "interconnected learning ecosystem" related to the use of digital, social, and mobile media in higher education today? This workshop seeks to answer this question by

providing examples of evidence based learning strategies (Petty, 2009) that educators can adapt for use in their classroom and education developers can utilize as a process for faculty development. Research indicates that students enjoy incorporating mobile devices into classroom activities and learning outcomes are increased as a result (Partin and Lauderdale, 2011; Lauderdale and Partin, 2012; Partin and Lauderdale, 2012). Yet incorporating effective instructional methods to address the local spaces of learners as they engage in course content is a continuous challenge for educators and education developers alike. The effective utilization of pedagogical design, including aligning learning outcomes and assessment strategies, supports the achievement of the interconnectivity between the theory and practice required to meet this challenge. Within this framework, workshop participants explore how new forms of media are being used to transform teaching and learning today and create more meaningful and sustainable teaching and learning contexts. To do this, participants will: determine what elements make for effective learning-scapes; identify what opportunities and challenges are created by these new forms of learning; outline what implications for higher education are created; and, consider their the impact on adult and life-long learning.

Maximizing the Facebook Potential to Support Students during Their Internships

Chantal Mülders

Rotterdam Business School, Rotterdam University of Applied Sciences, The Netherlands

Students of International Business and Languages must complete a four-month internship abroad in their fifth semester. In surveys and meetings, returning students had indicated they needed better preparation and more guidance while away. The Internship Facebook group was set up to improve communication speed and ease, as well as to increase the feeling of connection among students and with school supervisors. A first survey, filled in by 40 out of 110 students and set out just before their departure, showed students appreciated the speed and ease of communication, but they commented on the lack of participation from other supervisors, irrelevant postings, and students using the group for personal communication with their supervisor. Based on the input of students and experiences from supervisors, a framework was set up to assure higher quality, which is already being implemented for the 2014 cohort. A second survey in January 2014 (when the 2013 cohort returns) will provide more feedback on the group and should lead to further improvement of the framework. The presentation will therefore explain the development of the Facebook group, discuss the lessons learned, and introduce a suggested framework for such groups.

Integration of Smartboard Technology into the Adult Learner Classroom

Darryl E. Jones

The College of New Rochelle, USA

This presentation reports on the progress to date of The College of New Rochelle's Verizon Smartboard Initiative. Over the course of a three year period, beginning in 2011, the School of New Resources received (9) Smartboards and Sharp Interactive Display boards. The target population for the Verizon Smartboard Initiative were 900 adult learners enrolled in the School of New Resources, a baccalaureate liberal arts program designed to address the educational needs of adult learners in a complex urban world. The educational program, non-traditional in nature, takes seriously the maturity of its students, and their families, and career commitments. The innovative adult-centered curriculum has made the School of New Resources a leader in adult higher education. During the Verizon Smartboard Initiative, students were required to utilize Smartboard technology during in-class presentations of their Life Arts Projects with success being seen as 50% of the presentations being done with the use of this digital technology each semester. Students also participated in online discussion forums on ANGEL course sites for the courses held in SmartBoard equipped classrooms. Here, success was measured by comparison with the number of discussion forums for similar classes in previous semesters and number of posts per forum. Success would be seen as a 75% increase in the classes using discussion forums which would mean a direct impact of 675 students per semester.

Teaching Biology with Technology – a Nonlinear Journey

Bill Strond

Oakton Community College, USA

Over the past twenty years, I have explored several effective techniques teaching “Introduction to Biology” to college students. These techniques work equally well in teaching the “content” portion of biology and broader course objectives which include: (1) critical thinking skills, (2) communication skills, (3) demonstration of literacy skills, and (4) growth / maturation of personal, ethical, and social responsibility. The creation of custom video presentations, through Camtasia and/or screen recording/capture software, enable instructors to reinforce concepts and positively impact student motivation. These techniques augment the exploration with the “Flipped Classroom Model” and other delivery formats. Technology has enhanced student access to their classmates, course materials, and professors. A variety of new interactive technologies have emerged whose aim is to make “Learning Opportunities” accessible when they are most convenient for students. Access/delivery of course resources through smart phones, tablets, and laptop computers is constantly growing. “Clouds” and “Course Management Systems” allow for “learning on demand”. I envision instruction, in the near future, will be more like facilitating / managing learning communities. The professor/student relationship will be transformed into a

professor managed / student centered, investigation of thematically defined learning experiences. This will require significant changes by most professors and additional time and energy will need to be devoted to professional development. Participants will have several opportunities to share their ideas and experiences with their colleagues. All attendees will receive a CD containing all essential information presented.

Course Design and Delivery For The 21st Century: The Integration Of Social Media In Higher Education

Zarina M. Charlesworth and Natalie Sarrasin

HES-SO University of Applied Sciences & Arts, Switzerland

Curriculum design, more than ever, takes into account not only what the institute concerned can provide as well as what students are looking for but also what industry requires. Yet attracting students in today's fast changing digital age calls for going one step further, and implies examining the delivery of individual courses which, with the competitiveness of the higher education arena, need to be state of the art. Dabbagh and Kitsantas (2011) examine the changes occurring in teaching and learning practice in line with education 2.0 and make reference to the use of social media technologies in particular. Hung and Yuen (2010) suggest that such technologies can encourage the development of communities of practice and thus enhance the learning experience. This research project will examine the use of social media in management education. In the current pilot stage, trial classes will be taken from two sample groups, undergraduate (n=20) and post-graduate (n=30). A semester-end survey will be carried out to evaluate student perceptions and involvement as well as assessing to what extent social networking technology might enhance course delivery and the learning experience. The significance of social media use in higher education will be discussed along the lines suggested by Selwyn (2011): learner type, learning type and higher education provision. This presentation will be of interest to educators interested in incorporating social media use in their course delivery.

Traversing Digital Learning Landscapes: An Institutional and Faculty Case Study

Brian Webster and Keith Smyth

Edinburgh Napier University, Scotland, UK

Within the UK, there is a growing awareness to better understand what online educational technologies can offer in relation to learning and teaching, and how social technologies are changing communication and collaboration out with formal education. The concept of the

‘digital university’ is being widely debated within the UK Higher education sector (McCluskey and Winter, 2012), becoming embedded in educational policy, and beginning to be explored within many institutions. This session will report on one such institutional initiative, undertaken at Edinburgh Napier University in Scotland. A Digital Futures Working Group was established to: benchmark best practice in key areas including digitally enhanced education and digital literacies development; identify areas for short term action; and to produce a robust ‘digital agenda’ to inform the future direction of the university. Pivotal to this was the recognition to evolve staff digital pedagogical practices and to harness emerging digital opportunities, meet learner expectations, and meet wider expectations for contemporary able citizens. This session will be delivered in two parts. Firstly we will provide an insight into the focus of the project and the rich picture methodology used to consult with staff and students. Secondly we will specify the outcomes produced, and provide a case study of how the Faculty of Health, Life and Social Sciences engaged with the process and the progression of their digitally enabled educational practices.

McCluskey, F.B. and Winter, M.L. (2012) *The idea of the Digital University: ancient traditions, disruptive technologies and the battle for the soul of higher education*. Washington: Policy Studies Organization.

Participation in Large Scale Lecturers: The Use of Interactive Technology

Marjolein B.M. Zweekhorst and Jeroen Maas

VU University, The Netherlands

Most of the teaching at universities is conducted in lecturing of large groups of students, despite our knowledge about the limited learning effect of lectures in larger groups. In general, active participation increases learning outcomes. In this article we explore how 1) Information and communication technologies (ICT) can be used to improve participation of students during lectures and 2) the effect of ICT on the learning outcome of students. We tested a specific tool, Soapbox, in a compulsory course of a Masters’ program, at VU University, The Netherlands. During half of the lectures the students were invited to participate using their mobile phone or laptop, for the other half of the lectures, taught by the same lecturer, the tool was not used. We compared the two groups of lectures. For the evaluation we used observations in the classroom, a questionnaire, in-depth interviews and focus groups with students and with the lecturer. Our results show that the ICT tool facilitated and increased the level of communication and interaction among the students and between the students and the lecturers. Students’ scored lectures with the tool consistently higher on the item “engaging”. Most of the students appreciated the use of the ICT tool and they indicated that they are more involved. They also feel that the learning effect of the lectures with the tool is higher than the learning effect of lectures without, providing a case for the use of interactive technology in large-scale lectures.

Enhancing Student Learning With a Social Media Community Development Project in Higher Education

Tulay Girard, Mark M. Lennon, and Kristina M. Snyder

Pennsylvania State University, Altoona, PA, USA

This paper introduces a social media-marketing project undertaken in a social media-marketing course at a campus of a large university in the United States. Incorporated into a community development project (Greenway), the class project aims to assist in achieving the mission of the Greenway project to revitalize the economic development of towns by connecting the communities with common interests in the geographical area through social media. The paper begins with the description of the Greenway project and partnership organizations. A literature review that identifies the factors that contribute to the success of social media efforts and the factors that contribute to the economic development of towns is presented. The methodology followed to complete the social media marketing implementation and the results of the strategic use of social media platforms are described. Based on the findings, new opportunities for business growth, such as local, regional, national, international and government markets are identified. The Greenway project - formally known as The Pittsburgh-to-Harrisburg Main Line Canal Greenway - is a 320-mile corridor which follows the historic path of the Main Line Canal System. Located between Pittsburgh and Harrisburg, Pennsylvania, the canal system operated from 1826 to 1899. The Allegheny Ridge Corporation launched an initiative to facilitate a continuous land-and-water-based recreation system in order to connect local governments and organizations who wish to create recreation, heritage, environmental, educational, and economic development projects that maximize the quality of life for Pennsylvania residents. This social media-marketing class project is a part of these efforts.

Full-Bodied Learning-Scapes: Bringing the Body Back In

Gayle Morris

AUT University, Auckland, NZ

A number of big disruptive shifts are reshaping the future landscape. While not exhaustive, the proliferation of smart machines, global connectivity, and new media ecologies challenge how we think about work, what constitutes work, and the knowledge, skills and dispositions needed to engage productively with that future. There are implications for higher education to support students' to develop dispositions and qualities that will enable them to navigate a rapidly shifting landscape, and to flourish. The development of lifelong learning skills or competencies is often purported as the vehicle through which to do so and it is a discourse that many academics are

familiar with. More recently the meaning of learning in higher education as based on the framework of 'being' has been advanced by a number of scholars. Su (2011), for example explores lifelong learning but draws upon Heidegger's concept of 'being'. His work considers how agency is assumed in three modes of learning, the traditional view of knowledge a 'thing had' doing and being. Each author speaks to the primacy of ontological learning or 'being-in-the-world', alongside the domains of knowing and acting, and in the urgency of universities to reconfigure curriculum sympathetic to this framework. This paper explores the extent to which our current learning-scapes and the practices implicit within, engage with this notion of ontological learning, and are able to bring about such a shift. While largely conceptually driven, I will draw upon ethnographic work to help flesh out an argument for a more full-bodied learning-scape.

Cultivating a Dynamic, Nurturing E-Scape for Learning: A Forest Food Garden Analogy

June Kaminski

Kwantlen Polytechnic University, British Columbia, Canada

The challenge of nurturing nursing students within a blended program demands innovative and engaged activities and assignments. The development of a rich robust technological e-scape for nursing education requires intense planning and the application of diverse programs and applications. The KPU Bachelor of Science in Nursing - Post-Baccalaureate Program uses multiple technological layers, similar to the organization of a healthy, thriving forest food garden to shape the e-scape for students. When we design a forest food garden, we select plants that will create a food web and guild structure that work together to form a rigorous ecosystem. Everything grown in this type of forest is edible and sustainable. Similarly, various layers of technology that interact within the e-scape can be applied to create a rich learning ecosystem that nourishes the development of nursing knowledge, competencies, skills, and culture within the blended environment.

E-SCAPE TECHNOLOGICAL LAYERS

LMS Moodle
Mahara eportfolio
Social media, blogs, wikis, Voicethread
iPads and apps
Etexts and resources

SIM labs
Ibook productions by faculty

FOREST FOOD GARDEN LAYERS

Canopy Layer – large fruit and nut trees
Low Tree Layer – dwarf trees
Shrub Layer - berries
Herbaceous Layer – herbs, low leafy plants
Rhizosphere Layer – root plants, tubers, legumes
Soil Surface Layer – ground cover, mushrooms
Vertical Layer – Climbers

This session will examine these layers within a forest food garden analogy to introduce how a variety of technological innovations can be seamlessly applied to enrich and shape reflective and dynamic learning.

Quality Standards for Educational Mobile Devices & Apps

Robbie K. Melton (Tennessee Board of Regents, USA) and Nicole M. Kendall (Tennessee State University, USA)

Students from PreK to Ph.D. are bringing their mobile devices to schools and using mobile devices as their learning tools. Schools around the nation are now incorporating mobile devices of smartphones and tablets as teaching and studying tools. As documented, students carry their mobile devices; especially their phones, with them at all times. These mobile devices are quickly becoming students' first choice for accessing the Internet and making use of an expanding array of communications services, interactive media, and software applications. Thus, this growing trend of students using their mobile devices as educational and learning tools is fast becoming the norm at schools. The current need for educators in using mobile devices as teaching, learning, instructional, and communication tools is finding quality mobile apps for education that are aligned to educational use (teaching, learning, workforce, etc.); according to one's mobile device of choice (Apple, Androids, Windows, Blackberry, Browser Based, etc.); categorized by disciplines, programs and subjects; and by educational level (preschool to careers). The Tennessee Board of Regents-Office of Mobilization and Emerging Technologies has established quality teaching and learning standards for mobile devices and apps, as well as a mobile app resource center for educational and workforce development (over 50,000+ apps) (www.TBRMobile.org). In partnership with MERLOT Faculty Peer Review System (www.merlot.org), a mobile apps rubric system to determine quality teaching and learning mobile apps has been created to assist educators will be showcased to assist in measuring quality and effectiveness in meeting students' needs. [244 words]

Social Media in Engineering Education – an Australian case study.

E. Ventura-Medina

Monash University, Melbourne, Australia

Social media has revolutionized the way people interact and communications are carried out in the recent years. The inclusion of these platforms in teaching and learning activities in Higher Education has been taken to different extent and with different aims in various locations around the world. This work identifies to what extent these platforms (e.g. Facebook, Twitter, Google+) are currently used formally for teaching and learning in engineering education in Australia and

beyond. The work explores the motivational aspects that might get students to use social media in learning activities and whether these result in 'communities of practice' or mostly social spaces. This work presents preliminary results obtained from the use of Facebook groups in the engineering education context in Australia as a case study. Likewise the work looks into the content and interactions that arise within these spaces and the differences between student self-assembled groups and those created by instructors in a variety of contexts and units within the engineering and science student communities. Advantages of using Facebook for learning from the perspective of the students and what other functions could they serve are discussed. These aspects are studied under combined community-centred and learner-centred frameworks with focus on collaboration and motivation.

Lessons Learned from Designing and Developing games and Simulations for a Business Program

Mauricio Marrone and Leigh Wood

Macquarie University, Australia

It is suggested that 50% of students drop out of their online units due to feelings of isolation amongst other issues. Researchers have also pointed out the lack of class interactivity present in online classes. Building a community of learners also creates a challenge in online courses. This presents a great issue if we perceive that knowledge is socially constructed, and that learning arises optimally through assistance of peers and colleagues. Game based design may help as these activities could enhance knowledge transfer, problem solving skills, decision making, and meta-analytical competences. For a fully online masters business program, simulations and multi-player online games have been purposefully developed for units on International Trade and Leadership. The aim of this paper is to demonstrate the lessons learned through the process of designing and developing these games. Lessons include determining the game objectives by looking at the learning outcomes; engaging and collaborating closely with the teaching staff; trialing game prototypes that resemble game-play with a sample target audience before investing in game development; and engaging various stakeholders across the organisation, such as game designers, software developers, accessibility experts. Games developed are demonstrated and students' feedback is presented.

Students' Guided Inquiry towards Information Literacy: Librarians and iPads in the Classroom

Carrie Moore and Vicki Stieha

Boise State University, USA

According to Kenney (2008), the template library “one-shot” is probably the least effective instruction experience both for students and librarians, however it continues to be the model with which classroom faculty are most familiar. As a result, Boise State University’s Albertsons Library collaborated with the University Foundational Studies Program to provide active learning, course-integrated library instruction to approximately 4500 first year, second year, and transfer students using pedagogical methods that had not been employed previously in library instruction. Earlier small-scale experimentation in library instruction with Process Oriented Guided Inquiry Learning (POGIL) teaching (Moog, 2006) validated using this methodology when implementing large-scale instruction. Utilizing POGIL teaching techniques, the University Foundations’ library instruction curriculum is purposefully designed to be interactive and engaging, with students’ discovering and learning together in small groups. Employing aspects of the flipped classroom model, librarians facilitate instruction by introducing and demonstrating concepts related to finding and evaluating information, followed by students working together to explore selected library and subject-related resources. Students complete assigned tasks and respond to critical thinking questions, which promotes their higher level thought processes and analyses. The students’ understanding of concepts and research strategies is confirmed in the librarian led discussions following each activity. To further cultivate the interactive learning environment mobile devices (iPads) are used in the instruction classroom, and intentionally, not each group member has a mobile device, rather the iPads are shared in order to foster communication and encourage teamwork."

Readiness of Pakistani University Teachers and Students for mLearning: Survey results from a Public University

Faiz-ul-Hasan and Intzar Hussain Butt

University of Education, Lahore, Pakistan

The mobile phone users in Pakistan have increased dramatically from 5 million to 125 million in last ten years. Seventy percent Pakistani has access to mobile phones. Similarly, the number of broadband subscribers has increased from 26 thousands to 2.6 million in last seven years. Pakistan has highest mobile penetration rate in South Asia region. On the other hand Pakistan has one of the lowest literacy rates in the region. The higher education enrolls only 3.8% of the eligible age group. The low participation in higher education is attributed to various factors including home-university distance, limited capacity of university for face-to-face learning, etc. Keeping in view the above situation, in Pakistan, there is a great potential to offer literacy as well as higher education courses using mobile phone technologies. This paper explores the availability of mobile phone technologies to the teachers and students of a public sector university in Pakistan. The data is collected by administering a survey questionnaire to randomly selected 50 university teachers and 350 students from various disciplines: teacher education, IT,

and Physical Sciences. It further explores for what purposes the mobile phones are used by the participants. A comparison of availability and usage by gender is performed both for teachers and students. A comparison across disciplines is also made to explore any differences in availability and usage of mobile technologies. The participants are also be asked about their readiness to enroll in a mLearning course. This survey will provide evidence on the availability and current usage of mobile phone technologies that can help teachers to consider designing and offering course materials through mLearning technologies.

From On-Campus to Online and Open Education: Case Study TU Delft

Joost Groot Kormelink

TU Delft, The Netherlands

Delft University of Technology (TU Delft) - with around 18,000 students from all over the world - has the ambition to transform a considerable number (around 25%) of its current on-campus master programs into an online distance learning model before the start of the academic year 2016/17. Also with respect to open education (i.e. MOOCs) the ambitions are high. Five MOOCs will be offered in 2013/14. Obviously, these ambitions require tremendous efforts from both academic and supportive staff members. In this paper we will describe the challenges and hurdles to be taken from the perspective of the shop floor. We will do on the basis of two projects which are now in full swing at TPM:

- The MOOC Next Generation Infrastructures
- The master Engineering & Policy Analysis which will also be offered online.

In the paper we will address issues like: How do we engage the academic staff. How do we deal with quality assurance? What do we consider as our 'Customer Value Proposition'. What are the major changes when it comes to the set-up of the courses? How do we manage to flip our classroom? Are our efforts also beneficial for our on-campus students? How do we deal with 'online collaborative learning' and with examinations? How do you respond to moving targets of the administrators? The paper will show that is crucial to have a learning organization. If you want to lead, you have to learn and to be persistent.

Embracing Mobile Technology - The UAE iPad Project

Jörg Waltje

UAEU, Al Ain, UAE

In September 2012, United Arab Emirates University (UAEU), the Higher Colleges of Technology (HCT) and Zayed University (ZU) brought mobile learning via Apple iPads into the daily lives of 14,000 foundation/ESL students and their faculty, thus implementing an innovative challenge set by H.E. Sheikh Nahayan Mubarak Al Nahayan, the Minister of Higher Education and Scientific Research. This project was not just about using the latest gadgets. UAEU set out to push the limits of teaching and learning with the new electronic tools, instead of just re-creating old teaching styles with newer and more expensive technology. Training faculty to embrace the new tools and to tailor educational content to suit specific academic objectives and cultural needs was an important step along the way in the transformation of curriculum delivery via the use of mobile technology. From the start, UAEU practitioners and researchers accompanied the project by measuring and evaluating student motivation, teaching practices and engaged learning. We found that teaching with iPads had the potential to absorb students at a much higher level than was heretofore possible with traditional methods. Learning becomes a “knowledge creation process” and we are able to extend the classroom far beyond the physical sphere of campus. This presentation of an on-going project will report on first outcomes and assessments, materials development, faculty training and preparation, challenges to the IT and classroom infrastructure, as well as faculty and students’ responses to mobile learning and the move into a paperless, fully digitized learning environment.

Enhancing Capacity for Student Involvement in Social Justice Projects Through the Use of Social Media

Richard C. Martin

University of Winnipeg Collegiate, Canada

Although it is often said that "It takes a whole village to raise a child", students and educators involved in social justice projects argue that their belief and experience prove that is more accurate to state that "It take a 'whole' child to raise a village". Students are the first to admit that it is difficult to get their peers to move from 'me' to 'we' because of the need to stay 'connected' to each other in the immediate and self-centered world rather than engaging with passion and purpose in social justice projects that benefit the greater community. Starting in 2011, North American students involved in the United Nations Student Conference on Human Rights in New York City began to utilize Social Media (Facebook) to plan conference details and agendas for over 500 participants in New York, and over 5000 worldwide in remote sites and through Webcast. Students from Canada and the United States were nominated by their peers and educators to connect with each other to ensure that the conference reflected student needs rather than adult-driven goals. Rick Martin has facilitated the Opening Session of the Conference since 2010, and his involvement in the UNESCO Associated Schools Network since 2003 has resulted in many students continuing their involvement and education in Global Citizenship Degree

Programs across the world. Turning the conference organization over to students and enabling them to connect through Social Media has enabled a wide range of student involvement from remote sites and through many time zones. Data gathered from exit surveys from past conferences will be compared to data derived from a UNESCO Associated Schools initiative in 2013-14 involving 23 schools and the use of Social Media in the organization and planning of a major initiative between schools. Conference participants will be encouraged to share their own data and reflections on how Social Media has contributed to their own efforts to organize and facilitate student engagement in social justice initiatives.

Teacher's Awareness on the Need to Adopt Social Media as Teaching Tools to Help Students to Become "Sustainable Managers"

Ernestina Giudici, Sivia Dessì, Angela Dettori, and Claudia Melis

University of Cagliari, Italy

The dynamic changes that characterize the technological development are the main revolution of the present era. As such they attract the attention of many observers. Particularly, the technological advent has had in-depth effects on young people, that is, on students. Nowadays students are more virtual than their teachers, they became used to technological instruments early in their life and possess skills that teachers have to acquire with a sense of urgency and frequent difficulties. Students are also acquainted with social media that seemingly affects their way of learning. As a consequence of the previous considerations, some questions can be posed: are teachers currently adopting the right teaching tools to reach the digital native generation of their students? Are teachers familiar with the adoption of social media tools as teaching tools? Are teachers aware of the usefulness of social media to give nowadays students – future managers – a strong orientation on sustainability? The aim of this work is to find answers to the above questions with an online survey. This is directed to teachers of three universities in Europe, five in USA and two in Canada. The perspective is to enlarge the survey to China and Japan.

Don't Tell Me the Facts: From Increasing Knowledge to Increasing Ways of Knowing

Deborah West and Samantha Thompson

Charles Darwin University, Australia

Higher Education institutions have historically been charged with increasing the content knowledge of students. In recent years advances in technology have challenged the traditional class room method of increasing knowledge and institutions have adapted by mirroring the traditional experience in an online environment. However information content held by the

academe and once only available via the class room (physical and online) is now openly available to anyone. The delivery of facts and information are becoming devalued and often superfluous in this context. Therefore, making education mobile is no longer the goal; making education globally relevant in a mobile environment needs to be. Much of today's mobile education literature focuses on developing content for online delivery for distant/external students, developing technical tools that support classroom activities, assessment submission, collaborative activities and discussion forums. While useful, the paradigm underpinning the approach needs to be reconceptualised in light of changes in environment resulting from the information revolution. 'Mobile education' therefore needs to expand from making materials available to acknowledging knowledge created outside academe (mobile information). This shift will assist institutions with educational design and delivery that 1) takes advantage of self-directed learning made possible by mobile information and 2) promotes an increase and exploration in ways of knowing, creating mobile knowledge. This paper will examine issues such as curriculum development, pedagogical design and teaching practice from a mobile knowledge paradigm.

A Polyversity of the South Pacific

Sean Sturm and Stephen Turner

University of Auckland, New Zealand

This paper opposes the university of one world to the university of many worlds, the risk-averse probabalism of the corporate university to the people and place-oriented possibilism of the located one. The one-world university is generic and econometric. Chained to the "excellence" of best practice and benchmarking that marks league tables, its mission statements bespeak a managerial environment that is ever more subject to its own performance measures. Education is replaced by enterprise. This is a template university, one whose mission statement reads no differently from any other university's because its design template is an average of every other universities. By contrast with the fractal, or self-similarising, logic of this one-world university, we propose a university of many worlds. Drawing on our experience at the University of Auckland (New Zealand), at the heart of the world's largest Polynesian city, we consider the grounds of the many-worlds university, the pluriversity (or "Polyversity"), to be indigenous and oceanic. To think geothoretically in this way is to question the metropolitanism of the North-South divide and the occluding of the Pacific Islands by the Association of Pacific Rim Universities (APRU), and to suggest different axioms and actions for learning, teaching and research that hold out the possibility of social renewal and transformation. A truly universal university explores the many worlds of this one.

An Ecological Learning-Scape: Universally Designed Lessons Meet the Needs of All Students

Janet S. Arndt (Gordon College, USA) and Mary Ellen McGuire-Schwartz (Rhode Island College, USA)

College classrooms today are filled with diverse learners exemplified with differences in languages, ethnicity, special needs, and learning styles. Professors' teaching must change to meet students' needs for learning (Gradel & Edson, 2010). Universal Design for Learning (UDL) is a research-based set of principles that draw on brain and media research to help educators reach all students by setting appropriate learning goals, choosing and developing effective methods and materials, and developing accurate and fair ways to assess students' progress (Smith, 2012). The central practical premise of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning needs, abilities, and disabilities in varied learning contexts (LaRocco & Wilken, 2013). A model emerging from presenters' research and experience with UDL and universally designed lesson plans will be presented. Presenters have come to understand the importance of multiple methods of representation, expression, and engagement in the college learning environment. They will share how they embraced the goal of providing equal access and opportunity for diverse students in the design and implementation of lesson plans which in turn offers an ecological learning-scape that meets the needs of all students.

Lessons Learned From Designing and Developing Games and Simulations for a Business Program

Mauricio Marrone and Leigh Wood

Macquarie University, Australia

It is suggested that 50% of students drop out of their online units due to feelings of isolation amongst other issues. Researchers have also pointed out the lack of class interactivity present in online classes. Building a community of learners also creates a challenge in online courses. This presents a great issue if we perceive that knowledge is socially constructed, and that learning arises optimally through assistance of peers and colleagues. Game based design may help as these activities could enhance knowledge transfer, problem solving skills, decision making, and meta-analytical competences. For a fully online Master's business program, simulations and multi-player online games have been purposefully developed for units on International Trade and Leadership. The aim of this paper is to demonstrate the lessons learned through the process of designing and developing these games. Lessons include determining the game objectives by looking at the learning outcomes; engaging and collaborating closely with the teaching staff; trialling game prototypes that resemble game-play with a sample target audience before investing in game development; and engaging various stakeholders across the organisation, such as game

designers, software developers, accessibility experts. Games developed are demonstrated and students' feedback is presented.

Technology's Affordances: Innovative Approaches for Large and Small Group Inquiry Strategies

Vicki Stieha and R. Eric Landrum

Boise State University, USA

A familiar model in undergraduate coursework is the co-enrollment model, which typically features a large, whole-class plenary/lecture session followed by smaller discussion groups facilitated by faculty, staff, or graduate students. Although adopting learner-centered approaches (Weimer, 2012) seems straightforward in discussion groups of 24 students, active learning techniques which enhance student engagement are more challenging with 216 students attending plenary, facing forward in a fixed-seat auditorium. Our new, team-taught 100-level course, "Working: Experiences & Expectations" was designed for students to explore work from multiple perspectives. Inquiry skills are a key student learning outcome (SLO), along with the enhancement of communication skills and teamwork skills. Both high-tech (e.g., clickers, Google forms, Poll Everywhere) and low-tech approaches (e.g., Think-Pair-Share, IF-AT "scratch off" cards) can afford the achievement of desired SLOs, and we utilize many techniques to engage our students during whole-group plenary sessions. Furthermore, to avoid a disconnect between large group-small group sessions, we developed a Critical Inquiry Process System (CIPS) that overtly connects course topics from plenary to discussion group sessions. Our CIPS involves students (a) reading before plenary and identifying additional scholarly resources about the topic, (b) reflecting after plenary by completing a one-minute paper about unanswered questions, and (c) working in small groups during discussion sessions to compare, contrast, and synthesize group members' research about the topic. This integrated CIPS provides a common thread between plenary and discussion group sessions and enhances participation and attendance in both environments; the CIPS provides gradable artifacts of inquiry, teamwork, and communication.

Higher Education in the Open: Widening Access or Homogenizing Learning Opportunities?

Ruth Sacks (University of Westminster, UK) and Jan Myers (University of Gloucestershire, UK)

This paper draws on concepts of social capital and collaborative learning to critically explore the opportunities and challenges offered by continuing developments in virtual learning environments. Those of us who have inhabited higher education institutions for a while have often heard the claim that '[d]eep, radical and urgent transformation is required' (Barber et al, 2012). This has led, in the UK, to differing and sometimes competing agenda as universities

respond to a changing higher education landscape, accompanied by the repeated message that our 'traditional' university days are numbered. One of the latest threats (or opportunities) is the appearance of a new kid on the block (a view contested by some) in the form of the MOOC - Massive Open On-line Courses. For some, the fear factor comes from consideration being given by American and Australian universities to giving (fee-based) credit for learning by MOOCs, and tertiary institutions becoming merely credentialing institutions whereby some smaller and less prestigious universities are perceived as losing out to the elite institutions. For others, MOOCs represent democratisation, rather than increased commercialisation, of education – with potential to create global communities of learning. Yet, with claims of average completion rates of less than 10%, questions regarding authentic presentation of self and academic integrity, and for example one UK study reporting 40% of those enrolled already in receipt of a postgraduate degree, the potential for MOOCs to revolutionise or disrupt higher education is much in debate.

Forays in Facebook: A Four-Quadrant Analysis of Knowledge Sharing in Higher Education 2.0

Julie Willems (Monash University, Australia) and Debra Bateman (Deakin University, Australia)

In the era of Web 2.0, Facebook is becoming frequently used in higher education. Using a four-quadrant knowledge-sharing framework, case study exemplars on the use of Facebook for teaching and learning are explored in this presentation. The four quadrants in the framework are formed by the intersection of two axes: student-directed and teacher-centered learning, and formal and informal learning. The four quadrants are teacher-centered formal teaching and learning; student-directed formal teaching and learning; teacher-centered informal teaching and learning, and student-directed informal teaching and learning. The authors argue that an understanding of the potentials and pitfalls of each quadrant is necessary in an era of rapid transformations in higher education.

Online Course Induction: Using Online Technology to Engage Postgraduate Learners

Patricia Black

Keele University, UK

Keele University's School of Pharmacy has a long history of providing work based postgraduate courses at a distance. Developments in on-line teaching technologies have allowed re-consideration of the need for the few face to face (f2f) events that complement our distance learning delivery. In our Community Pharmacy programme, course induction has traditionally been delivered f2f. Feedback from students and sponsors consistently indicates that f2f delivery is inconvenient and should be replaced. In 2012 induction activities were provided via Keele's Virtual Learning Environment (KLE). However, it became clear during the course that students

had not read the information available online, nor engaged with the activities, and this affected their performance in some course assessments. The on-line course induction has been redesigned for September 2013. Students will have a two week period at the start of the course dedicated to induction activities. There will be screencasts and structured learning activities within the induction area of the KLE, including a Webinar. The subsequent evaluation will focus on students' access and contributions to the online induction activities and overall satisfaction with the induction to the course. Evaluation methods will include a survey questionnaire, semi-structured interviews and analysis of data available from interrogation of the online environment (e.g., statistics pertaining to numbers of students accessing the resources). Results and conclusions from this evaluation will be presented. It is anticipated that the more careful planning and design of the course induction for online delivery and participation will enhance students' participation, engagement and performance.

Pin This Class: Social Pinning as Critical Practice in the Classroom Community

Anna E. Hiller

Idaho State University, USA

Social pinning (Pinterest) as a pedagogical practice can provide students with supplementary educational materials to accompany the traditional textbook. The use of Pinterest to augment visual learning has the potential to increase student interest through additional rich content and practical experience in the initial phases of web-based research projects, and can also affect associated levels of student engagement with the course subject. A collection of Pinterest boards accessible to all members of the class creates the potential for a virtual community of learners outside of the classroom setting. In addition, social pinning puts professionals in contact with others who are in search of similar content, thus creating a wider global community of scholars. In order to discuss the topic of social pinning, I will be drawing on personal experiences of using Pinterest boards for educational purposes. I also will be drawing on current research regarding the relationship between student engagement and social networking practices. My hypothesis is that the strength of Pinterest as an educational tool relies heavily on effective modeling of its use and application, which requires a heavy investment of the instructor's time. This may in fact be time well-spent due to additional benefits such as: introducing students to effective research methods, introducing multiple perspectives in real media, fostering critical thinking through comparative evaluations of content and (potentially) eliminating sources for plagiarism.

Student Producers: Using Social Media Functions In Lecture Capture Software To Create
Remixable Learning Content

Brian Boston, Susan Pennestri, and Lucas Regner

Georgetown University, USA

In this case study, we explore how social media features--such as bookmarking and discussion tools--can be used with lecture capture software to create learning modules for a flipped classroom. We focus on one Georgetown professor's workflow, in which classroom lectures are recorded with lecture capture software and then reviewed and annotated by students using collaborative features of a hosted lecture capture service. From the student markup of his lectures, the faculty member can create learning modules to "flip the classroom" the next time he teaches the same course. We will discuss the pros and cons of this approach: Does it have potential as a scalable and generalizable workflow? Can social media features help engage students in deeper learning activities? Can students' collaborative work be used to create learning modules for online courses and MOOCs? Can these modules be integrated into a repository of learning content to be reused and remixed by the department, institution, or beyond? In addition, we will offer practical suggestions for involving students in the creation of remixable online content.

We Have the Technology: Using Electronic Tools to Assess an Integrated Curriculum

Jenifer Van Deusen

University of New England College of Osteopathic Medicine, USA

Recent studies, including "Educating Physicians: A Call for Reform of Medical School and Residency" (2010), present a new vision for the transformation of medical education that call us to action. These studies, based on extensive field research and analysis of recent literature on medical education and in the learning sciences, support several specific strategies for change in medical curriculum. One of these goals is the integration of formal knowledge and clinical experience. To this end, the University of New England College of Osteopathic Medicine has moved away from the previous practice of discrete courses in each of the biomedical science disciplines by fully integrating this content. One of the major challenges this change presented was how to ensure that students learn the essential content. A sophisticated software solution enables us to track student achievement by discipline and other relevant categories. And, simultaneously, the software provides us with data for curriculum mapping and continuous improvement. Participants in this session will see one medical school's sample curriculum and learn how technology enables sophisticated assessments, reporting and curriculum mapping.

Students Perceptions of What Matters Most When It Comes to Establishing Social Presence
Online

Patrick R. Lowenthal

Boise State University, USA

Social presence theory seeks to explain how people present themselves as “real” and being “there” while using a communication medium. It is a popular construct used to describe how people socially interact in online courses. Because of its intuitive appeal and students regular complaint of feeling isolated and online while taking online courses, educators have experimented with different ways to establish social presence in their online courses. However, to date, very little research has been conducted on identifying the best way to establish and maintain social presence in online courses. In this session, I will present the results of an ongoing study on students’ perceptions of the best way to establish and maintain social presence in online courses.

What’s Fun Got to Do With It?: The Digital Playground at University Of Alaska

Madara Mason (University of Alaska Fairbanks, USA) and Sarah Frick (University of Alaska Anchorage, USA)

Digital Badging is an internationally innovative topic, with many organizations exploring models of deployment as Mozilla rolls out its Open Badge Standards. Digital badge credentials provide metadata that links back to evidence of learning in and beyond the classroom or training setting. Providing a more complete picture of an earner’s knowledge and skills, badges can be shared with prospective employers, professional groups, schools, collaborators, and other learners in online community spaces. Creating innovative playscapes by adding gaming activities to digital badging provides a low-stakes arena in which participants can improve on a variety of skills. Whereas skills acquisition for both faculty and staff in higher ed have traditionally been rubric driven (performance objectives), digital badging offers a way for training and management professionals to encourage changes in behavior that both meet objectives and diffuse anxiety. Badge systems may be coupled with further incentives, such as promotion/tenure, institutional recognition, mentor opportunities, and further professional development. At the University of Alaska, Instructional Design Teams have been exploring a number of digital badging activities for both staff and faculty development. These activities have enabled an effective, engaging, and fun way to hone skills and improve upon key behaviors. Overarching themes (in one case “summer camp” and in another “zombies”), added a fictional environment that helps clarify and integrate the goals of the badges. This interactive session will provide participants a chance to interact with a learning game scenario and a chance to earn their own digital badges (and bragging rights).

Creating Effective Internationally Shared Learning Environments

Ruth Sesco

Columbus State Community College/Ohio State University, USA

To effectively serve all students in every discipline Higher Education (HE) must adapt our methods of teaching and learning to gather and exchange information across the international community. Internationally shared classes, often called Globally Networked Learning Environments (GNLEs), can facilitate collaborative learning at the international level, but the successful adaptation of traditional classes requires more than a procedural framework, innovative communication technologies and flexible classroom design. It is primarily through high impact class activities, projects and assignments that HE can best maximize global synergies and engage students in transformative deep-learning experiences. High impact learning activities provide student opportunities to integrate and apply what they have learned, to make sense of their discipline in a world context, and to utilize their knowledge in creative ways. Planning these activities and establishing intercultural skill-sets for both instructors and students is critical for success and must be strategically planned and well facilitated before, during and after with an open-minded attitude and in a manner that cultivates curiosity and intercultural competencies. This shift in the higher education process redefines the students' educational experience. This lecture for faculty, technology specialists and administrators explains how the dynamics of learning can be reimaged through GNLEs. It describes a successful international procedural framework implemented at Ohio State University and defines multiple ways to internationalize campus-wide disciplinary content through the research and insights of today's experts on internationalization. It also facilitates universities in containing cost, leveraging expertise, and achieving scale in ways that benefit both the local and international communities.

The Effects of Presentation Modality on Academic Performance: Vodcasts, Podcasts, & Traditional Approaches to Instruction

Ryan M. Zayac and Amber L. Paulk

University of North Alabama, USA

Instructors in higher education have been increasingly disseminating instructional content via digital media, including podcasts (McKinney, Dyck, & Luber, 2009), with several studies describing students' enthusiasm for the inclusion of these pedagogical aids (see Hew, 2009 for a review). Nevertheless, limited evidence exists with regard to actual, rather than perceived learning impact. The purpose of the current study was to investigate the effects of instructional format on students' academic performance. Participants were recruited from undergraduate courses with the possibility to earn extra credit based on their quiz performance. After providing

their informed consent, participants took a pre-test to assess prior knowledge of the instructional material. Participants were then randomly assigned to one of four instructional formats: (a) textbook reading, (b) podcasts, (c) vodcasts (i.e., video-enhanced podcasts), and a podcast plus reading group. Upon completion of the pre-test, participants were provided with access to the assigned content that was provided using one of the four instructional formats. Following one-week of access to the materials, participants were quizzed over the content covered in the various instructional formats. The results showed that students scored the highest on quizzes following the presentation of material using a vodcast, and the lowest following the use of podcasts. Similar to previous research (Daniel & Woody, 2010), prior to the delivery of content, participants indicated a preference for podcasts and vodcasts. However, following the quiz they changed their preferences to lecture and vodcasts. Interpretations of these results, their practical implications, and recommendations for additional research will be discussed.

The Agency of Online Assessment in Higher Education

Cathy Gunn

The University of Auckland, New Zealand

Online assessment has become an integral part of the higher education ecosystem. Formative assessment is used in a variety of ways to enhance learning process and productivity. Empowered by technology and unconstrained by regulations governing summative assessment, the range of formative opportunities is expanding in positive directions, positioning assessment as a catalyst for learning and development of learner autonomy. As with all new applications of technology, additional and unanticipated benefits for learning have begun to emerge. Long established principles still apply, i.e. assessment focuses learner attention, stimulates motivation and generates feedback to facilitate learning. The affordances of the current generation of online tools are proving powerful in this respect. Basic systems offer multi-choice questions with pre-programmed corrective feedback, and may include dynamic multimedia elements to appeal to different learning styles. While the underlying behaviorist model may not suit every purpose, these tools are useful for mastering core concepts in various disciplines, particularly for large, diverse student cohorts. More sophisticated tools use what McLoughlin & Lee (2011) describe as 'pedagogy 2.0' to encourage high-level engagement and social connection. Students can generate or engage in assessment tasks, and provide as well as receive constructive feedback in peer review activities that offer rich, multi-layered learning opportunities. Even tools designed to address productivity challenges, e.g. online marking assistants, are proving beneficial, as students receive marked assignments in time to make a difference to their learning. This presentation focuses on the versatile role of online formative assessment as a catalyst for learning.

Learning Spaces in Virtual Worlds: Bringing out Distance Students Home

Mari Carmen Gil Ortega and Liz Falconer

University of the West of England, UK

Distance learning programmes are becoming increasingly popular in higher education. Overcoming feelings of isolation that may occur due to the little support available, the few possibilities of social interaction and the inexistent campus atmosphere in online courses, have become one of the major goals of designers and instructors of DL programmes. This paper provides an example of how we can create and use virtual learning spaces that not only match the face-to-face learning experience, but also enhance it. Innovation@UWE Island in Second Life, home of the MA Education in Virtual Worlds, is an example of pedagogical innovation that capitalizes on what virtual worlds have to offer to social aspects of teaching and learning. In this programme we use a three-dimensional virtual space to provide postgraduate students – physically located in diverse geographical areas of the world- with a sense of community and connectedness that matches the sense of belonging that often accompanies the on-campus learning experience. The paper introduces the rationale behind the choice architecture of the learning environment as well as the instructional design of the programme to enhance co-presence and place presence, to build a true community of practice, and to foster collaboration for reflective learning. The paper also provides examples of students engaging in an environment where traditional conceptions of both ‘teaching’ and ‘learning’ do not apply, where the four-walled classroom is not the only setting where learning happens, where everyone in the group can potentially be an instructor or a peer, an expert or a novice, and learn from each other in a meaningful way.

Your Student is My Student: A Consortium Approach to Student Learning

Nancy Hensel

New American Colleges & Universities, USA

The New American Colleges & Universities (NAC&U) created a new and innovative type of academic community that allows all students enrolled at NAC&U institutions to participate in consortial initiatives without having to pay the transaction costs normally associated with inter-institutional activities. The concept that “my student is your student” opens up an array of options for interactions between NAC&U colleges and universities. The concept is analogous to the “free trade zones” established by collections of countries seeking to promote economic development through collaboration. NAC&U is creating its own higher education collaborative, making available to our students a wide range of intellectual resources that no one institution could offer. NAC&U promotes inter-institutional collaboration, innovation, and resource sharing

to reduce the transaction costs associated with participating in programs offered by colleges and universities other than one's own – that typically operate to discourage such cross-institutional activity. NAC&U focuses on a few key initiatives to demonstrate the power of the concept. This initiative creates an opportunity for NAC&U institutions – committed to residential, “high touch” educational communities – to create richer and more diverse opportunities for our students to study at other institutions in the network and study abroad. Beginning initiatives include sharing of online courses, international and domestic exchange programs, and collaborative student research. Tuition policies have been developed to facilitate cross institutional registration for courses and semesters away. Promoting academic innovation is a core goal of NAC&U. Over time, this community of institutions could become an incubator for new approaches to learning, leveraging the resources of more than twenty universities rather than the much more limited resources of a single school.

Visualizing American Literature with Pinterest

Mary McAleer Balkun and Mary E. Zedeck

Seton Hall University, USA

Most literature classes focus on the word rather than images to generate meaning, but Pinterest, the social media tool, can provide a way to change that dynamic. With its emphasis on material culture and the visual, Pinterest enables students to individually and collaboratively produce course content that marries images and texts, found or created. They can then use these to explore ideas and themes within and across texts and literary periods. This session will demonstrate the ways Pinterest can be used for student projects that deepen the learning experience by bringing a multimedia dimension to the study of literature as well as by promoting a sense of community. We will be presenting the results of three iterations of a Pinterest project developed in upper-level English classes. We will demonstrate how, using Pinterest, students engage with the readings and literary periods in innovative ways, using a tool that they might never have associated with the classroom. Because many students use Pinterest recreationally, their knowledge about and facility with it means they can focus on content rather than the technology. Those new to this tool find it easy to use and are thus quickly engaged. Student presentations add to the communal nature of the projects, while metanarratives about their projects and a focused assessment provide insights into student learning and engagement. Finally, in keeping with the conference theme, Pinterest provides a unique learning-scape, one that is gaining increasing attention as a platform that can foster critical thinking and creativity.

Connecting Global Learners using eLearning and the Community of Inquiry Model

Kimberley Garth-James, Brina Hollis, and Renee Courey

Columbia Southern University, USA

According to the International Higher Education Teaching and Learning Association, the world is more interdependent and global citizens must learn academic knowledge and have realistic experiences to develop as global neighbors, friends and leaders. Higher education institutions are global and want to discover ways to effectively use technological developments for mobile, electronic, and social media learning which supports the global community of learners/inquiries. The Community of Inquiry (CoI) model which was based on the social constructivist theory of the 1930s and was later evaluated Randy Garrison, Terry Anderson, and Walter Archer (2000), indicates virtual learning communities are dynamic. Essential to the CoI are cognitive, teaching and social presence. As such, our research project of the CoI suggests that eLearning proprietary colleges/universities through course design, instruction and technology, create a virtual global learning community experience that reflects the interaction of social, cognitive and teaching presence. The research findings reveal the interesting nature of adopting and adapting the CoI as defined by technology-based course design and faculty engagement, to the online proprietary learning environment worldwide, and our insights may radically change educators' view of distance education. Certainly, the findings are a glimpse into proprietary virtual global learning which unfolds the process of student engagement, reflection, and exploration of concepts for application to the real-world.

Teaching Interdisciplinary Problem-Solving Through Digital Technology

Said Jardaneh and Susan Jardaneh

University of Central Florida, USA

The cultural revolution that moves us away from specialized disciplinary problem-solving toward integrative approaches to addressing complex problems is made possible largely through the Internet and ubiquity of digital technology proficiency. Some believe there are drawbacks to this shift away from deep internalization of specialized knowledge. We are sacrificing depth for breadth, resulting in a superficial resourcefulness that moves the center of gravity of knowledge acquisition outside of ourselves to external resources on which we increasingly depend. In this presentation, we argue that it is possible to emphasize both conventional and innovative learning through integrating traditional academic writing and research with interdisciplinary concepts and approaches in the digital classroom. In the Cornerstone course, one of two core courses, taken before Interdisciplinary Studies students complete work in their respective fields, students identify and analyze published research with regard to previously discussed interdisciplinary concepts and theories. The goal is that students are first able to identify and understand aspects of interdisciplinarity and integration of disciplinary insights in its applied form. In the Capstone

course, taken the final semester, students select a complex “real-world” problem relevant to their areas of study, and, drawing from discipline-related knowledge and interdisciplinary concepts, develop an integrative framework for addressing this problem. Presentation modes vary, however, in some sections, projects are showcased through digital stories. While results vary with regard to student success, it is found that students who engage a complex problem relevant both to their areas of study and interests can produce quality projects exceeding expectations.

Social Media Tools in Service-Learning

Chuck Calahan and Jason Ware

Purdue University, USA

With the popularity of social media tools rising among K-12 and college students, incorporating such devices within the college classroom encourages reflective practice, creativity, and interest. Many educators think of social media as an extracurricular activity, but social media can be much more academic than perhaps thought by scholars. Social media tools allow students to communicate about service-learning projects in real time. Such interactive tools allow an opportunity for students to reflect and share among their peers their thoughts, concerns, and experiences involving their community projects. This session illustrates the numerous opportunities to incorporate social media tools within the context of service-learning. Many of these sites can be applied in the K-16 classroom, allowing flexibility in the content and structure of the class. Facebook and Twitter may be more of the popular choices, but there are several other sites as Popplet, Weebly, and Collaborative Classroom just to name a few. If instructors apply creative and inventive social media tools within a service-learning project, students can become more engaged and excited about sharing information about the community and their projects.

A Playful Problem: Online Core Skills Games for the Humanities

Alex Moseley

University of Leicester, UK

Core discipline, research or transferable skills are vital in first year student development; yet tend to be delivered in traditional forms (lectures, inductions) - often disconnected from the discipline itself - which students often find demotivating. A creative redesign of a History research skills course at the University of Leicester in 2008 drew from research into the most motivating aspects of online immersive games ('alternate reality games') to develop a course based around problem solving, collaboration, role play and other game features such as leader boards and

prizes. The resulting course, The Great History Conundrum, puts students in the role of a 'history detective' and sees them searching in the deepest reaches of the library or within the medieval buildings of Leicester to solve a series of puzzles. As they do so, they are using - and reflecting on - applied historical research skills, and gaining real time assessment scores. The course has seen student achievement - and engagement - rise dramatically over five years, and now accounts for 50% credit in the first semester (from an initial 20% on first implementation). Following on from this success, the approach was applied to one of the University's distance learning courses, in Archaeology. This time students were cast as professional archaeologists, and the problems tested key concepts in excavation methodology. The approach is now being developed as a portable model, and is currently being implemented at another HE institution. This presentation will describe the approach, with interactive examples.

Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic

Jill Ferguson

Independent Consultant, USA

Assessment in Creative Disciplines: Quantifying and Qualifying the Aesthetic is based on a forthcoming, same-named book and explores creativity and its assessment using easy-to-grasp concepts, concrete examples of arts assessment models, and case studies to form a blueprint that educators and students can use to assess endeavors in music, art, and design on both an individual basis and as a collective (course, cohort, department, program, etc.). This work grew out of the research (Allen, Diamond, Suskie, Walvoord, Angelo, Cross, Banta, Cunliffe) and recognizes that arts and design disciplines have a natural advantage in terms of outcomes assessment in that student products, performances, and artifacts can be observed, recorded, and visually represented and used to track student progress. Equally important to assess, but much less visible, is the interior process by which an artist uses to create art. Both aspects must be included for an arts and design assessment framework to be of practical value to the disciplines. Several problems have proven divisive and limiting to the understanding and practice of assessment in creative disciplines: questions around the appropriate unit of analysis for assessment; the apparent conflict between the view of the artist as being divinely inspired as opposed to the artist existing within a set of environments that influence the artist's ability to create; the basis upon which judgments of competency should be rendered, how they should be rendered, and by whom; and perceived reductionism of assessment. Discussing those problems/solutions will promote evidence-based dialogue that will advance arts assessment practice.

Managing Your “Privacy Settings” With Students: A Comparison of Instructor Self-Disclosure through Social Networking Sites To Non-Mediated Self-Disclosure

Nathan G. Webb

Belmont University, USA

Should college-level instructors keep their personal lives separate from the classroom? Would an open-book approach be more appropriate for instructors? Or is there a middle-ground approach to sharing private information with students that is most beneficial? A vast array of literature has addressed the importance and prevalence of self-disclosure in the college classroom. Building upon a large-scale research project that examined how and why instructors utilize self-disclosure with students in the college classroom, this paper seeks to examine how and why instructors use social media (Facebook, Twitter, LinkedIn, etc.) to share private information with undergraduate students. Based on qualitative survey data provided by undergraduate instructors, the paper explores topics like: how instructors set up privacy boundaries between students and their private information; what specific social networking tools are utilized to self-disclose to students; and instructor motivations for sharing private information through social networking. A comparison to prior research on instructor self-disclosure is discussed to help educators have a deeper understanding of how to bridge the gap between non-mediated instruction and the ever-increasing use of media in the classroom.

Looking For Mr. Wright . . . And Finding Him on Facebook

W. Mick Charney

Kansas State University, USA

Social networking is much maligned as a medium that diverts students' attention away from the serious, sustained pursuit of knowledge, especially when Internet surfing and Facebooking occur during class. While embracing social media in their personal lives and in their non-instructional professional lives, many academics are still reticent to use these websites as instructional media in their classes. Among those faculty who do use social media in class, Facebook usage lags far behind other web-based sites such as wikis, blogs, and podcasts. This session will demonstrate the latent educational potential inherent within Facebook when leveraged for its capability to create a network of pages clustered around a fan page for a catalytic historic figure – in this case, the famous American architect Frank Lloyd Wright. A traditional seminar was redesigned to appeal to tech-savvy NetGeners who were asked to employ their digital dexterity to create avatars for Wright's associates and then “friend” each other, thus constructing an impressive interconnected repository of useful information that all could share. This retooled class aimed to discover the true character of one of the most complicated and enigmatic design geniuses of all

time not necessarily through the architect himself or any of his designs but through the virtual recreation of the complex web of personal and professional relationships he had forged over a nine-decade-long lifetime. In the end, the hyperlinking versatility of Facebook proves itself to be perfectly attuned to chronicling the intricate, nuanced answers that such multifaceted problems demand.

Social Media in Virtual Communities of Practice

Beate Baltes

Walden University, USA

Students and faculty in online universities need virtual spaces for academic discourse and thinking together. Social media could be one tool to facilitate such thinking but they are not very common in online courses. To enlarge the educational use of social media, especially in virtual communities of practice (vCoP), deeper insight into users' technology acceptance is needed. Current technology acceptance theories allow predicting technology use intention and use behavior, however their validity is limited, especially by not being sufficiently validated for generative use of technology, as in the case of social media. Accordingly, the proposed study will focus on blogging in informal educational settings and will aim to validate the Unified Theory of Acceptance and Use of Technology for the special case of generative social media use. Participation and centrality in vCoP will be assessed employing automated social network analysis. Acceptance, motivation, and perceptions of the vCoP will be measured by questionnaire. Multiple regression analysis will test the research model and factors with a significant impact on social media use may then be recommended for virtual university courses. Any significant differences between academic and non-academic usage of blogs in vCoP may direct online universities to best practices worth pursuing even if that would include redirecting resources from fashionable software that does little to improve social media usage to optimized instructional design of virtual courses.

Biomembranes Transformation: Instructor Led to iPad Based Student Led

Kriya Dunlap and Gary Bender

University of Alaska Fairbanks, USA

Purpose: To discuss the benefits and pitfalls experienced during the transformation of a traditionally taught graduate level science class to an iPad based student-led class. Methods: An educational technologist started the journey with a short course on iPads for instructional use with an option, upon completion, of submitting a proposal outlining the potential use of 10 iPads

in the classroom. The proposal's overall objective was to provide a platform for developing much needed presentation skills for higher-level science students, which is often lacking in a research focused environment. Students explored new applications, shared new resources, and integrated new and existing tools to make both unfamiliar material and their own research more accessible to a larger audience. Findings: It was assumed that students (being of the mobile generation) would take off with this new technology and explore uncharted territory. But for many of the students, this course was their first experience with iPads. While some students flourished others were hesitant to leave their comfort zone. Conclusions: The shift towards a student centric atmosphere took a bit of adjustment for everyone involved. The major challenge as a facilitator was finding that balance between encouraging free thought and a sense of ownership with maintaining course structure and integrity. Overall, the consensus was that the iPads were an excellent instructional tool that lent to sustained active student engagement, resource sharing and innovative strategies, but that it is almost more important in this environment to have clearly outlined course expectations and grading rubrics.

Multimedia Usage Online: Student Perceptions, Organising Framework and Readily Adaptable Good Practice

Ian Willis (University of Liverpool, UK) and Lee Graham (University of Alaska, Juneau, USA)

Online programmes have historically been text based, particularly when serving students who may have a wide variety of bandwidth capabilities. The limitations of text-based online programmes have been well-documented. This research focuses on the use of multimedia (e.g. Skype, interactive elements, audio and video) in online Masters and Doctoral programmes. These programmes are provided by a top British university with a U.S. online corporate partner serving an international market and a state university in the U.S. serving remote rural students. Both universities serve students who are working professionals. These students are primarily higher education faculty and in-service teachers. Both groups of students are drawn to online learning as they are distant from traditional place based universities. Both groups are dependent on continuing professional development to advance their careers and must undertake this development whilst continuing to work. The research was carried out using semi-structured interviews, focus groups, surveys and course evaluations. The research aimed to learn more about student responses to and use of the various forms of multimedia. We also have established a pedagogic base for the effective use of multimedia in online programmes. We will report both positive student perceptions and limitations in the use of multimedia. We will report on our framework for multimedia use including specific readily adaptable good practice. This research will be of interest to higher educational professionals who wish to engage in blended or online learning formats with their students.

Learning across Platforms and Landscapes: Using Social Media as a Tool to Explore the Finnish Educational System

Jen Botzjoorns, Martha Richmond and Joe Mazza

University of Pennsylvania, USA

How does a hashtag serve as the nexus of a global learning community that invites educators to bring their questions and perspectives to universal inquiry about preparing learners for the demands of an increasingly connected world? Extending place-based practitioner research in U.S. public, charter and independent schools, a team of doctoral students, alumni and faculty from the University of Pennsylvania planned, facilitated and continue to reflect upon a week-long study of innovative education models in Helsinki, Finland (see pennfinn13.wordpress.com). Using multiple lenses, which included instructional innovation, teacher leadership, and home-school partnerships, the team employed social media tools such as Twitter, Facebook, blogs, Skype, YouTube and Google Hangouts to engage fellow U.S. and Finnish educators in a ubiquitous dialogue. Site visits were extended through real-time and virtual conversations with educators from K-12 and higher ed institutions. This preliminary exploration has served as a catalyst for partnerships with Finnish educators and serves as a launching pad for further university work. The PennFinn research team will take you inside the synchronistic conversations that emerged through the research trip and sustains the conversation. This initial investigation provides models for today's university by stepping outside the brick and mortar of classrooms in order to maximize resources (human, virtual, experiential, text-based, etc.) to expand the capacity for collective investigation.

3D in Today's College Classroom

Nancy Moreau

Northampton Community College, USA

Many of us know 3D by the blue and red glasses in the movies. Although this modality is still available, current 3D technology is a lot more. This presentation will identify research and strategies to incorporate active-3D into the college classroom. Beginning with an actual implementation in the Anatomy and Physiology course, the presentation will discuss student reaction, student learning, and evaluation results. After a brief history, the presentation will discuss current systems, and current limitations. These limitations represent opportunities for higher education to contribute to the success of 3D in the future. By the end of the presentation, each participant should be able to identify the components of the 3D system, understand the requirements of classroom implementation and see the relationship between today's teaching and

tomorrow's careers. Participants will leave with facts, systems, data and research that can be the basis of future research grant.

Enter the Green Screen: The Chroma Key to Successful Low Budget Educational Video Production

Geoff Archer, Jo Axe, and Samantha Wood

Royal Roads University, Canada

Whether online or on-campus, students and instructors are increasingly using video to share both teaching and learning presentations. Advances in technology, and the associated reduction of costs, are making video creation easier for laypeople. Nonetheless, the production of compelling, effective, engaging, and professional-looking short films still evades most parties to the learning experience. More commonly known as a 'green screen', chroma-keyed backgrounds enable pre- or post-production background changes. In the same way that a weather reporter typically stands in front of a moving map, a plain backdrop could become visually dynamic, possibly replaced with PowerPoint charts, reinforcing bullets, or schematics. It occurred to us that video thusly enhanced could improve student engagement in our online courses. Given the inexpensive possibility to create richer, more compelling video, student volunteers created two versions of the same short instructional video; one with a plain background and one with a dynamic background. Both videos were posted on YouTube/Vimeo with identical keywords. We explored two things: 1) Differences in page-views between the two video types and 2) Survey responses as to the teaching effectiveness of each film. In this presentation we will share our results with the HETL community.

Bridging the Digital Divide: Engaging Online Students

Micaela L. Seals and Harriet Watkins

University of Texas at Arlington, USA

Online enrollment is skyrocketing. As enrollment soars, colleges and universities must think outside of the box to meet the unique needs of the online constituency. The University of Texas at Arlington is breaking enrollment records each year, with approximately one-third of the enrollment consisting of online students. As a result, the Division of Digital Teaching and Learning at the University of Texas at Arlington is spearheading a new initiative to make educational resources, university services and engagement experiences available to online students. The Maverick Global Network initiative is comprised of several components, including, but not limited to, an extensive social media campaign, student learning groups,

eTutoring and supplemental instruction, and a host of collaborations with other University departments. In this workshop, learn more about the Maverick Global Network and how you may implement a similar program at your respective campus.

Continuing the Conversation: Navigating Between Teaching, Learning and Inquiry in Higher Education

John M. Carfora and Eric Strauss

Loyola Marymount University, Los Angeles, USA

When *Navigating Between Teaching, Learning and Inquiry* (<https://www.hetl.org/opinion-articles/teaching-learning-inquiry/>) was published in the HETL Review in 2011, it included an invitation for practitioners and scholars to share schematic representations or conceptual frameworks of inquiry-based pedagogy. Since its publication, this particular article has generated a lot of outstanding commentary and insight and in this presentation Drs. Carfora and Strauss reflects upon years of teaching and working with undergraduate and graduate students, and effectively draws upon data and empirical observations that focus upon inquiry-based teaching and learning. They will, in particular, explore with the audience the work and ideas of a number of inquiry-based teacher-scholars, and they will further draw upon their own extensive experiences as teachers, researchers, and inquiry-based mentors. The presentation is intended to be interesting, engaging, lively and interactive, and the presenters have planned and intend for participants to develop a deeper understanding of inquiry-based learning and teaching in action.

Alaska Teachers' Innovation with Technology: A Case Study about Teacher Inquiry

Anne Jones

University of Alaska Southeast, USA

In this case study, teacher inquiry is explored in the context of teachers' innovation with technology tools in their classrooms with the purpose of improving student learning. Because the act of dialogue encourages people to examine the 'whys' of their actions; conversations about inquiry, technology integration, and student learning, form the foundation of this study. This study goes beyond what data teachers gather and how teachers use data, to focus on why they make the choices they do as they engage in the process. In addition to coding for specific content, sequences of related talk, and how speakers take on roles through their talk, is examined. Results indicate the why of teachers' choices during the inquiry cycle are most often individual; influenced by their own agency with the inquiry process and their personal beliefs about what defines a successful student."

A Classroom without Borders: Teaching in a Mosaic of Learning Environments

Ashley Hasty

Indiana University, USA

In a visual merchandising course for students majoring in Apparel Merchandising, we created a unique “learning-scape” that extended beyond our classroom walls, beyond the cultural environment of our university, and included the general public through the use of digital, social, and mobile media. Our “learning-scape” included all of the environments mentioned by Ronald Barnett in *Being a University*: personal, social, cultural, institutional, and technological. For the purposes of this abstract, I will focus on the technological “learning-scape” but the full presentation has the potential to touch on each environment. The technological “learning-scape” consisted of online forums and a twitter assignment. Students were asked to design and create their own store display and tweet during the process. Each window display included a sign that informed the passersby that the display was designed by students at the local university and asked them to tweet their thoughts about the display using a designated hashtag. As a class, we discussed the tweets and students responded using the information they had learned in class. The dialogue via Twitter, between the students and the general public, created rich learning experiences for both parties. In addition, students were asked to reflect on their learning experiences at the end of each week, analyze and synthesize those experiences, and post their reflections on a class forum. They were also asked to read their peers’ blogs and respond. These technological tools created a unique personal and social “learning-scape” that found its way back into the traditional classroom as well.

A Model for Supporting Dissertation Writers

Sylvia Read (Utah State University, USA) and Michele Eodice (University of Oklahoma, USA)

A study of doctoral degree completion rates in 2008 – where findings showed “only about 57 percent of students who start their Ph.D.'s complete them within 10 years” (IHE) – recommended strategic interventions to support graduate students. Several factors impact completion, including financial need and quality of advising, but since ultimately text production is key to completion, some universities developed graduate writing centers in response to the needs of writing a dissertation. Additional interventions now include graduate writing groups and intensive dissertation writing retreats, the first of which was called Dissertation Boot Camp (Mastroieni & Chung, 2011), a title meant to evoke the promise of fast results in a short time period, but one with negative connotations that only exacerbate the high levels of anxiety already attached to the task. A recent model that eschews the military metaphor is called Camp

Completion, started at the University of Oklahoma writing center. Camp Completion reframes the interaction as coaching for writing efficacy, provides proximal support for writers pursuing the same goal in community, and leverages a high touch/low tech approach. This presentation will discuss the features and benefits of this approach, and will include assessments of five years of Camp Completion participants, a discussion of writing support components, and a description of facilitation of the model, which is portable and now used at other universities, including Texas A&M, University of Iowa, and Utah State University.

Successful Experiential Learning: Blogs and Wikis for Personal Knowledge Management, Knowledge Mobilization, and Entrepreneurship Courses

Michael Sutton and Linda Muir

Westminster College, USA

The authors describes three case studies of experiential learning and the application of a blogs and wikis to undergraduate and graduate level MBA courses: 1) Personal Knowledge Management and Team-based Knowledge Management; 2) Foundations of Knowledge Mobilization (KMb); and 3) Lectures in Entrepreneurship. The purpose of these exploratory and explanatory cases was to report on the observations of the learners to experiential-based exercises in a traditional classroom environment, where blogs and wikis formed the basis for knowledge codification and capture, sharing, and dissemination between classes. Learners comprised teams that were tasked to develop deeper knowledge about KM/KMb and business experiences by using the blogs and wikis. Personal blogs and wikis were used by all the learners, (most for the first time), to generate team-based project knowledge and individual knowledge within reflection journals, (learning journals). Finally, the author outlines an approach for using experiential techniques to improve classroom engagement and generate reflective learning.

eCapstone: ePortfolio Capstone Course in a Digital Media Production Degree Program

Jim Frank and Brian Snee

Manhattanville College, USA

Marshall McLuhan, the father of media studies, coined the famous phrase: the medium is the message. This presentation embraces McLuhan's axiom by exploring the relationship between Manhattanville's ePortfolio system and the different ways students and faculty working across various digital media might utilize that medium to both present and assess different digital messages. Specifically, we will showcase the innovative design of a new interdisciplinary degree program at Manhattanville College – a B.A. in Digital Media Production – and we will

explore the pedagogical use of an e-Portfolio as a reflective and integrative tool as the required capstone course for the degree program. The ePortfolio capstone course in the Digital Media Production degree program will function simultaneously as both a learning tool and professional development tool. Students will showcase their original digital content on their e-Portfolios as a means of marketing themselves for internships and jobs, while the faculty will utilize the students' portfolios as a means for assessing both the work of individual students and the degree program as a whole. This curricular design brings Manhattanville College – whose portfolio system dates back to 1971, and whose use of e-Portfolio dates back to 2010 – to an entirely new level in on-line learning and assessment.

Embedding and Enhancing: Information Literacy and the First-Year Student Experience at ACU

Maria El-Chami and Medwenna Buckland

Australian Catholic University, Australian

Globally, undergraduate students are demonstrating high levels of 'digital literacy.' New integrated technologies such as smartphones and tablets are encouraging once-passive recipients of instruction to actively engage with academic literacy information and skills. In 2012, The Australian Catholic University Library collaborated with a network of academic and learning partners to create an online program that placed our first year students at the centre of the learning process. Leap into Learning (LIL), a set of interactive modules and quizzes, provides participants with the searching, evaluating, and referencing skills required to thrive in their university studies and beyond. Content was aligned to the University's graduate attributes and to the intended learning outcomes. Video tutorials and animations, linked to discipline-specific content and assessment, were critical in ensuring that our diverse student body understood the relevance of the program to their units of study. Larger cohorts of students completed LIL at home. Smaller groups committed tutorial time to the modules with assistance from their Librarian and Faculty Lecturer. In Sociology and Psychology, students were assessed on specially-designed activities which were embedded into their units. This paper will discuss the embedding of LIL into units of study and the advantages of interactive core skills programs to student learning. Findings from an evaluation of LIL will be presented and the impact on academic literacy discussed. Overall, the program has resulted in a shared learning environment which connects students, lecturers and librarians and enhances the student experience.

Mobile Learning on the Hill: Redefining Teaching and Learning

Bonnie Ordonez and Mary Spataro

Seton Hill University, USA

In August 2010, Seton Hill University's Mobile Learning @ the Hill program was the first to deploy iPads and MacBooks in a 2:1 technology solution to every in-coming freshman and faculty member on campus. This presentation will describe the Mobile Learning @ the Hill program as well as the ELITE Professional Development program implemented to ensure faculty were equipped to leverage mobile technology in the classroom. Exemplars of technology integration will be discussed to demonstrate how teaching and learning has been redefined at Seton Hill. The changes noted in classroom dynamics and the ways in which faculty teach will also be presented, including one of the most common issues, students forgetting to bring pencils and paper to class. The evolution of the programs over the past three years will be presented and will include topics ranging from infrastructure to user support, painting an honest picture of the triumphs and pitfalls when implementing a project of this scale."

SCVNGR and SMART: Using Alternate Reality Gaming and Interactive White Boards in an Online Environment

Kevin J. Graziano

Nevada State College, USA

This session will provide an overview of alternate reality games (ARG) and discuss its applications in higher education. An ARG is a game that takes place in both the real and online worlds using both new and traditional media. The game consists of a series of scenarios that lead players to collaboratively solve puzzles and accomplish activities. As players complete each task, the game presents new scenarios and eventually takes players through an entire storyline (Fujimoto, n.d.). This session will also explore how SCVNGR, an online gaming app accessible from an iPhone, Android phone, or iPad, was utilized with undergraduate preservice teachers to assess their work using the Smartboard in online courses. SCVNGR allowed students to experiment with the ease and comfort of using apps and pushed them to think creatively about technology and assessment.

Geocaching the Memoir: Mapping Technology and the Writing Process

Brent DeLanoy

Hartwick College, USA

Writers of creative nonfiction, certainly this writer, are constantly in search of inspiration, of subject. Even as a specific project gets underway, a writer may find a memory lacking, or a journal an inadequate record of the subject. On my recent 10,000 mile motorcycle journey, I carried a SPOT satellite messenger, ostensibly to communicate my whereabouts to my family,

though upon my return I discovered a novel use for all of the longitude/latitude data the device recorded. Using a program that converts longitude and latitude coordinates into a location on Google maps, I had a record of my journey. Clicking Google Streetview on that same map allowed me to literally see everywhere I had been (and I've yet to find a road not recorded by Google). This has changed my writing process tremendously, allowing me to create a very detailed and specific account of my travels, and jogging my memory (when necessary) with pictures of the places I have been. In my presentation, I will break down the mapping process and discuss how this might be useful to fellow writers and students of writing, especially in terms of ethical nonfiction storytelling--getting the details right. Also, how this technique might cross disciplines and be helpful to anyone in need of a detailed record of travel and location.

Engaging Technologies? First-Year Students' Perceptions of a Pilot College Tablet Initiative

Rhiannon Williams and Amy Lee

University of Minnesota, USA

In the last decade, increasingly affordable mobile devices, wide wireless network availability, and the growth in the number of services delivered to mobile platforms has led to an unprecedented rate of adoption of mobile devices. Given this recent evolution, the research and understanding of how educational technologies (particularly mobile technologies) relate to student engagement is still in an emergent stage. This study examines how students who participated in a pilot mobile initiative within an established first year experience program reported on their attitudes, usage, and beliefs related to mobile technology used in the first year curriculum. Our sample population consisted of 2 cohorts of approximately 340 students, 40% of whom came from low-income and/or first-generation families and were enrolled in the TRiO student services program. All incoming students received iPads, as did the instructors and advisers who work in the first experience program in the College. The key questions in the study are:

- How did participants respond to questions about frequency and type of iPad usage and questions about the relationship between the iPad and their educational experience and level of engagement?
- Are there significant differentials across demographic groups? Cohorts?
- What are possible implications for mobile learning technology use in freshman year learning environments?

This study seeks to stimulate discussion regarding the potential mutually facilitative relationship between technology and student engagement. The data invite subsequent research that can inform practitioners' capacity to critically reflect on and explore the integration of mobile technology in higher education classrooms."

Effective Online Teaching – Fundamentals or Fancy Technologies?

Phillip Simon

Quinnipiac University, USA

How do you keep students engaged in an online class? How do you keep focused on being an effective instructor in an era when digital technology seems to be up-ending traditional notions of teaching? Ten years of online teaching have shown Phillip Simon, Director of the Interactive Media Graduate Program at Quinnipiac University, one thing. That effective online teaching is not about *which* technologies you use, but *how* you use them. Simon has distilled his experience in online education into 10 techniques that work for all subjects across all technologies, including mobile platforms and social networks. Taking a different approach to the open classroom paradigm, Simon focuses on small-class communication and connections between students. These connections are what drive the strongest students to excel, while maintaining the energy and enthusiasm of those who need more support. What's the optimum length for a video lecture? How do you motivate students to re-do assignments? How should you deal with students who miss deadlines? Simon's techniques, illustrated by real-life examples and anecdotes, offer an insight into how professors and students can maximize the online learning experience in non-technical ways.

Developing Online Collaborative Projects to Promote 21st Century Skills: Designing for Shared Epistemic Agency

Suzanne Hayes

Empire State College, USA

How can learners develop the necessary 21st century skills to promote collaboration, knowledge construction and group regulation? The concept of shared epistemic agency is found in groups of learners who collectively: assume responsibility for their own learning; are active and productive contributors, systematically organize their efforts; create knowledge through negotiation and refinement of their thinking; and develop, advance and improve shared conceptual artifacts. This presentation reports on preliminary findings from a dissertation study that examines patterns of shared epistemic agency among R.N. to B.S.N. students who participate in 7-week long team project using a wiki in an online course. The final project requires student teams to engage in knowledge construction by developing an inter-professional plan of care for a fictional case study. Using preliminary results from quantitative content analysis, and student and instructor interviews, this study argues that the use of theory-informed instructional design for online

learning can help B.S.N. students develop the skills needed to function effectively in teams for their academic and professional work.

Transitioning to Online Course Delivery Where Quality Matters

Laurell Malone and Khadijah Salaam

North Carolina Central University, USA

This presentation traces the yearlong (2013-2014) journey of faculty members in the Master of School of Administration (MSA) Program at North Carolina Central University (NCCU) as they prepared to transition the MSA face-to-face program to an online program (for Fall 2014) using the Quality Matters (QM) Program. The QM Program is a faculty centered and peer reviewed process for subscribing colleges and universities to use to develop, maintain, review, and certify the quality of online course and its components. It was important to the MSA faculty members that they maintain the quality and integrity of the program's graduate courses that were designed to prepare transformational leaders for schools with marginalized populations, as they transitioned the program to online. The presenters will share with participants how the QM standards and the QM rubric were used as a framework and measure for designing and formatting the MSA program's courses for full online delivery. The presenters will also share the faculty growth factors, professional development, and instructional transformations along the way. Participants will be able to view the before QM and after QM course shells and note the impact the QM standards had on the course shells in the areas of learner interaction and engagement, assessment and measurement, course technology, learner support, and the alignment of (virtual) course tasks with the (established) student learning outcomes. It is a programmatic goal for the MSA Program to have all of its program's online courses QM certified.

Bricks and Mortar in a Digital Age: Understanding the Impacts of New Learning Environments on Public Perceptions of Higher Education

Teri Balsler

University of Florida, USA

Relentless financial pressures and rapid technological changes are challenging the bedrock principles of higher education and raising basic questions about its future. To address these issues, a statewide public opinion survey and an academic symposium on the future of higher education, entitled "Bricks and Mortar in a Digital Age," was conducted to examine public perceptions of the intersections between digital technology and educational attainment at the

graduate and undergraduate levels. The symposium was conducted at the University of Florida both live and via mobile and social media networks. The survey was conducted online with a demographically representative sample of adults in the state of Florida. Results of the survey indicated that over 50% of respondents believed getting a degree online was just as credible as getting one by attending a college or university. However, only 33.2% believed their employer felt the same way. Respondents felt an online learning environment, compared to attending a college or university in person, would have a positive impact on a student's ability to work on their own, to think critically and analytically, to use computing and information technology and to acquire a broad general education. These findings support the idea that while members of the public are generally supportive of online learning, they may be more cautious when it comes to societal equivalency of degree programs delivered online and/or through social and mobile media.

Educational Game, Technology, Higher Education, Teaching and Learning

Omid Noroozi and Martin Mulder

Wageningen University and Research Centre, The Netherlands

Digital educational games are known to be motivating and engaging to students across various educational levels including higher education. Digital educational games have rapidly become an important area of scientific investigation within technology-enhanced learning environments due to their positive impacts on students' engagement, motivation, and learning. The motivational potential of educational games is undeniable especially for teaching topics and skills that are difficult to deal with in traditional educational situations such as argumentation competence. Online platforms, ICT-tools, and computer-supported environments can be used for designing digital educational games to enhance students' motivation and learning. This study investigates the extent to which a digital dialogue game known as InterLoc enhances argumentative discourse activities, students' motivation and their satisfaction with learning effects and experience. A pre-test (individual assignment), post-test (individual assignment) design was used with 12 students in a real educational setting at Wageningen University who were randomly assigned in group of four students. They were asked to analyse, argue, and discuss a controversial topic for about one hour with the aim of learning various perspective, pros and cons of the GMO topic. The preliminary quantitative and qualitative results show that the digital dialogue game not only facilitates argumentative discourse activities but also enhances students' motivation and their satisfaction with learning effects and experience. We discuss how these results advance research on the use of digital educational games in higher education, teaching and learning.

Twiki'd: Framing The Use of Wikis in Higher Education Teaching and Learning

Tangi Steen and Dale Wache

University of South Australia, Adelaide, Australia

The University of South Australia is committed to the preparation of graduates for professional practice that focuses on the development and assessment of a profile of graduate qualities; group work, communication skills, problem solving skills and lifelong learning, ethical and social responsibility and an international perspective, while the discipline knowledge provides the vehicle for the development of the aforementioned skills. Wikis are considered an enabler of collaborative learning and group work, thereby encouraging students to engage in flexible teaching and learning environments. This paper reports on a project which aims to understand how students work collaboratively in wikis, and in particular exploring the wiki digital form to expand the notion of what it means to teach and learn in a knowledge society that is characterised by a hyper-digital and hyper-networked virtual and collaborative learning environment. One of the outcomes of the project is to develop a framework of teaching and learning approaches for how the wiki media can help transform the social and technological landscapes of teaching and learning and which can be applied in a variety of disciplines in the university community. Project findings suggest that staff and students have had positive experiences using wikis except in the area of orientation to the wiki environment. Staff unfamiliarity with wikis highlighted the need for examples of learning activities for which wiki is used. Further, a teaching and learning framework was developed in which staff could 'pick' the elements they perceived as relevant for using wikis to develop quality learning outcomes.

Innovations in Teaching and Learning by Distance: Developing English Language Proficiency

Maureen Andrade

Utah Valley University, USA

Learning a foreign language through distance education requires interaction, specifically input and output. Language learners need opportunities to read and listen to the target language and produce language, negotiate meaning, test rules, and get feedback. Technology enhanced learning environments play a central role in providing the social interaction required for language acquisition in distance contexts. Widened participation in post-secondary education is necessary in today's knowledge society. Individuals, families, communities, and nations benefit from a well-educated citizenry, which supports self-sufficiency, stronger economies, and the resolution of global challenges. The demand for higher education has outpaced traditional institutional capacity; distance education increases access and allows more individuals to reach their potential and contribute to society. As English is the medium for much educational content, English language proficiency is a necessary prerequisite for realizing the benefits of higher education. Innovative approaches are needed to help learners acquire English language skills in

online learning environments and build a foundation to further educational opportunity. Course designers and instructors must consider the needs of global English language learners related to technology, culture, pedagogy, communication, and learning styles. This presentation illustrates how technology in online distance courses promotes English language acquisition and helps students socialize, practice language, and create community. Courses from two different institutions are compared to illustrate distinct approaches and learning models. Both are aimed at transforming learning by helping learners take responsibility for their learning. Both are designed to increase global accessibility to higher education. Details about course features and outcomes will be shared.

Beyond The Classroom: An Investigation into Elearning to Create a Blended Elearning Environment

David Sinfield

Auckland University of Technology, New Zealand

This research project looked at the possibilities of engaging students and teachers in out-of-class communicating to enhance the learning and teaching environment and to involve graphic design staff working as a team to introduce new technologies into learning and teaching approaches, with associated curriculum development. This was seen as engaging with an online ePortfolio/Blog area that was specifically tailored for the students so that they could communicate with each other and the tutor of the class. There was also the need for the students to up-load their project designs to ascertain critique from their peers and tutors whilst away from class. This would have several benefits as feedback could be given outside of the classroom, making the precious time in class much more fulfilling and productive whilst creating a collaborative design community. It will also enable teaching material to be available to students for independent learning in online and downloadable formats and will enable teaching staff to concentrate on developing concepts, while allowing students to develop as independent, engaged learners. Existing public platforms were considered (Facebook, Tumblr, WordPress, Twitter, Blogged, etc) but sites such as these although good in content and functionality did cause several concerns from both tutors and students alike. It was established that an internal university ePortfolio area be used for the purposes of this project. This leads to the investigation of what was on offer within the university in terms of availability and support.

Shipwrecked or Surfing? How Students Use Social Media and MOOCs as Course Supplements

Karen Druffel (Framingham State University, USA), Cathleen McCarron (Middlesex Community College, USA), Bridgett Perry-Galvin (Framingham State University, USA), Sarah Quast (Middlesex Community College, USA)

Are digital media and the Internet examples of disruptive technology that will change higher education? Will they change how faculty teach and how our students learn? The disruptive nature of the Internet is due in part to its decentralization, low barriers to entry and absence of controls. Adoption can occur faster than the debate about its benefits. Another characteristic of asynchronous learning materials is the separation of content from context. The research first asks to what extent students have already adopted these resources as learning tools. The research also measures student perceptions about the benefits derived from the use of these digital resources in a typical college course. Specifically, this research addresses student use and opinions about public, web based course materials, websites, and general information used in some or all of their college experiences. Undergraduates from two public higher education institutions in Massachusetts completed online surveys assessing their use of online videos, materials from massive open online courses (MOOCs) and social media as educational resources. In addition, students identified specific online video resources used as study aids, how they select those resources and perceived benefits provided. The results of the survey inform our discussion of the impact of the availability and use of public online resources on teaching and learning. The discussion also considers how these resources may shape student expectations of what constitutes an effective learning environment. We hope our study contributes to a deeper awareness of the challenges in developing critical thinking and writing skills when content is separated from context.

Achieving High-Quality Student Engagement in Online Discussion Forums

Elna van Heerden (Trident University International, USA) and Mihaela Tanasescu (Ashford University, USA)

In this round table discussion we will introduce the guidelines that two universities utilized to enhance student discussion forums in the corresponding online learning environments. Round table participants may be able to apply these principles to their own teaching and learning environments to make decisions about student engagement and technology.

One university, which had introduced a new learning management system, wished to increase the substance of student engagement in the new system. The institutional requirement was for high-quality engagement that also contributed to student retention. To facilitate the decision-making process (on which pedagogical practices and learning-management-system features would be predicated) key questions were asked that became the basis of the decision-making principles in the academic programs:

- How can student discussions be assessed?
- How can student discussions in courses be aligned with student learning outcomes?
- Which configurations in the learning management system will lend themselves to the development of the following core competencies: oral and written communication, information literacy, critical thinking, and quantitative literacy?
- How can such development be achieved in an engaging, student-friendly learning environment?
- How can time spent in the discussion forum be measured (in terms of seat time) to account for credit hours?
- What is the systemic impact of the pedagogical and technological changes in the student discussion forum?

The decision-making guidelines resulting from these questions will be presented and compared to those in the other online university. Practical examples will be given to encourage round table participation and input.

Spreading the Word: Developing and Repurposing Resources to Create Sustainable Simulation Learning-Scapes

Suzanne Gough (Manchester Metropolitan University, UK), Neal Jones (St Helens and Knowsley Teaching Hospital NHS Trust, UK), Mark Hellaby (North West Simulation Education Network Manager, UK)

The development of realistic and immersive simulated learning experiences can be challenging and difficult to deliver to large cohorts. The high cost of utilizing simulation-based education is widely recognized. The purpose of the Interprofessional Simulation-based Education (IPSE) Project was threefold: to develop and evaluate a course and teaching resources to support UK Higher Education Institutions in embedding the World Health Organization's multi-professional patient safety curriculum into undergraduate healthcare, and increase regional collaboration. The IPSE learning-scape included interactive workshops, team-building activities, video case studies, supplemented by realistic and immersive simulation scenarios (using computerized human patient simulators, actors and a training ward). The sequential mixed-methods study recruited pre-registration students (medicine, nursing, physiotherapy and pharmacy) from three Higher Education Institutions in the North West of England. Findings indicated that the course provided an innovative method of delivering interprofessional patient safety learning and teaching opportunities within undergraduate healthcare curricula. The IPSE course enabled students to

develop an appreciation of other professionals' roles and particularly their individual and collaborative practices that may positively impact upon patient safety. Following the success of the IPSE study, teaching and learning, video and simulation resources are now being repurposed for utilization within uni- and interprofessional healthcare curricula. This paper will outline how realistic and immersive simulation resources can be effectively repurposed to create meaningful and sustainable learning-scapes. Thus, providing an opportunity to utilize simulation-based education within larger cohorts, these repurposed resources can also be used as a means of supporting both student and faculty professional development.

Australian Pre-Service Secondary Teacher Education Courses: Challenges and Dilemmas

Dawn Joseph and Peter Hubber

Deakin University, Australia

Australian Higher Education universities, like many other international universities, have undergone reform and political change. The Bradley review of Higher Education commissioned by the Australian Government (2008) continues to advocate the need to increase the proportion of the population to attain higher education qualifications. The review questions the structure, organisation and financial position of Australia to effectively compete in the global economy. This position paper situates itself at a metropolitan Australian university in Melbourne within the Faculty of Arts and Education with the authors as academics based in the School of Education as Course Directors. We are faced with challenges and dilemmas regarding selecting pre-service teachers, meeting faculty targets and preparing the course structure in relation to the new Australian Qualification Framework (2013) and the Australian Teaching Standards Framework (2012). The purpose of this position paper is to share strategies and invite international dialogue in relation to some of these challenges and dilemmas. Using narrative inquiry, reflective practice and document analysis as our methodology, we discuss two secondary programs at Deakin University (Bachelor of Teaching [Secondary] and Bachelor of Teaching [Science]) as we prepare pre-service secondary teachers for the profession. The university aims to drive the digital frontier in a very dynamic environment that includes open educational resources, new delivery platforms and ways of assessing learners. These developments have initiated new ways of thinking about how to manage issues of teaching and learning with larger and varied cohorts of students.

La Creation Du Monde - When a Community of Practice Collaborates

Phil Gomm and Tony Reeves

University for the Creative Arts, Rochester, UK

Live projects and complex interdisciplinary collaborations enrich learners' experiences of their courses and their own creative practice. Opportunities for collaborative working that lie outside the curriculum of a course are to be welcomed and sought proactively. That said, collaborative projects bring with them complex logistical challenges for busy course teams and their cohorts. How to balance invaluable opportunities for extra-curricular experience and collaborative working with the exigencies of delivering existing modules? When the students, alumni and staff of BA (Hons) CG Arts & Animation were challenged, as part of an EU Interreg/ACT partnership project, to create an original sixteen minute animation to be synched with a live performance of classical music, the course team looked to its network of course blogs and 'community of practice' as the means by which the collaboration might be facilitated. The successful execution of the brief was achieved by the community demonstrating the characteristics of a community of practice as set out by Wenger (c.2006). The shared domain of interest provided a fertile environment within which to cultivate ideas, while the strong sense of community and skills of the practitioners enabled the rapid and distributed production of a complex visual composition. This presentation explains the creative process that led to the realisation of the animation *La Creation du Monde*, illustrating the power of a creative community of practice.

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thinking about how to manage issues of teaching and learning with larger and varied cohorts of students.

Integrating the Ipad into Higher Education

Jeffrey Beer

Manchester University, USA

As mobile technology becomes more prevalent in the classroom it is imperative that faculty and staff become more comfortable with its integration into learning. Early childhood learning with an Ipad in hand is a common occurrence. In higher education this is not as prevalent. Presently, students are taking a step back with respects to technology and innovative learning due to the lack of integration of technology like the Ipad in a college classroom. This presentation is focused on the integration of iPad technology into the higher education classroom. The focus on specific applications and their usage in the classroom will be presented. As an allied health professional both as a clinician and professor I use the iPad as an innovative method of learning both in clinical/field courses and traditional classroom setting. With the use of mobile technology, today my classroom is an innovative environment that enhances the learning outcomes through hands on technology experiences, case studies and problem based learning. Examples in this presentation will include my use of biomechanical applications, quizzing, exploring 3D imaging for problem based learning and case studies, professional journal article searches, and using mobile devices for group work involving rehabilitation and video explanation.

The Social and Mobile Frontier

Robert Quigley

University of Texas at Austin, USA

Journalism schools are at a crossroads. As the massive shakeup in the news industry continues, it is on educational institutions to ensure that the next generation of journalists can adapt, survive, innovate and ultimately lead newsrooms into uncertain futures. To that end, students must learn not only how to use today's tools, but be equipped to master tools that have yet to be invented. They can't just work within a framework – they must know how to create new frameworks. Robert Quigley, a 16-year journalist who was a social media journalism pioneer at the Austin American-Statesman, will discuss how the University of Texas at Austin's School of Journalism is rising to the challenge. Quigley teaches an iPhone apps development class, which brings together journalism and computer science students and an online social media journalism course,

in which students work as social media editors. In the apps class, students bring all the disciplines of a modern curriculum together: coding, design, writing, social media, photography, video and data. In the social media course, Quigley uses technology, including live chat software, Facebook groups, Tumblr and more to make the online experience as rich as an in-person experience. These two classes are part of a larger vision for the school, which includes expanding on skills-based classes while maintaining high expectations for the basics of journalism.

‘It Allowed Me to Engage More and Contribute To Discussions’ - Supporting Learning and Teaching Using iPads

Claire Hamshire, Deborah O’Connor, Hannah Crumbleholme, and Christopher Wibberley

Manchester Metropolitan University, UK

iPads have been identified as having the potential to transform learning (Smith 2011) and new generations of students presume that universities will make use of these new resources. Technology has a key part to play in supporting the core processes of learning, teaching and assessment and providing effective modes of delivery and the reality is that mobile devices are now a significant part of everyday life. The purpose of this project was to evaluate the use of mobile devices in classroom-based settings and to pioneer new ways of engaging and enthusing learners. The emphasis was on promoting active engagement with the curriculum for a diverse range of students from across a Faculty of Health, Psychology and Social Care. The mobile devices and selected apps were used to encourage interactive, collaborative learning and provide flexible modes of delivery. As such, the project provided learners with choices about pace, place and mode of learning and explored how mobile devices can be used to support the learning process. The faculty purchased a stock of iPads that were integrated into class-based settings as appropriate and the focus of the iPad sessions has been on practical skill development, peer support and discussion. This session will discuss the successes and challenges raised by the project, as well as future developments and potential wider implications for iPad usage.

SCVNGR: An App for Mobile Learning and Instruction

Jacalyn E. Bryan and Elana Karshmer

Saint Leo University, USA

This program will present SCVNGR software and its application for instructional purposes. A mobile game app that can be played on iPhones and android smartphones, SCVNGR allows users to complete challenges at different locations and earn points and/or rewards for

participating in these challenges. In addition to introducing the software and discussing its potential uses in higher education, we will describe a scenario in which the software was used to teach select populations about library resources. The SCVNGR software was chosen due to its unique features that we believed would engage students by encouraging them to use technology with which they are comfortable (namely, their cell phones). Using the technology, we developed a scavenger hunt for two specific groups of students: LEAP students (provisionally accepted remedial students), and first-year international students. During the scavenger hunt students working in small collaborative groups receive instant feedback informing them of the correct responses and guiding them to the next challenge. After each session we evaluated the use of SCVNGR in terms of effectiveness, noting its pros and cons. We were also able to make changes to the scavenger hunts in progress, making revisions to ensure better outcomes during the following sessions. During our program we will discuss the positives and negatives of the software and suggestions for further implementation. Program attendees will leave with ideas of how SCVNGR can be used to enhance their instruction and/or other student programs and activities.

Promoting Global Literacies through Innovative Technologies in Teacher Education: A Heutagogical Approach

Melda N. Yildiz

Kean University, USA

This presentation aims to advance scientific knowledge of heutagogy as a means to promote global literacy skills in teacher education examines the development of pre-service teachers through the lens of 21st century literacy skills, and integrates multiple literacies as a means of further developing pre-service teachers' global competencies while designing innovative online activities with limited resources and equipment in global education contexts. It will a) introduce the role of multiple literacies (e.g. information, technology, geography, media literacy) in developing global competencies and 21st century skills among pre-services teachers; b) showcase pre-service teachers' Universal Design of Learning (UDL) model lessons across content areas (e.g. math, geography, cultural studies, physical education, and World Languages) in P-12 curriculum; and c) demonstrate creative strategies and possibilities for engaging pre-service teachers in project based global literacy activities integrating new technologies. Participants will argue the challenges and advantages of inverted (flipped classroom) curriculum across subject fields; outline the use of new technologies such as VoiceThread, geocaching, educational apps and games in an instructional context; explore lesson plans, assessment tools, and curriculum guides that incorporate 21st century literacy skills and innovative technologies across grades and subjects. We will explore three key topics in order to examine the educational experiences of the pre-service teachers: the wide range of meanings they associate with global

education and the role of new technologies in P12 education; the impact of developing transdisciplinary curriculum projects on pre-service teachers' 21st century skills; and the ways in which the participants respond to globally connected classrooms.

Reflections on the Implementation of an M-Learning Strategy across a Multi-Disciplinary Faculty

Paul Cashian

Coventry University, UK

My Faculty is a large multi-disciplinary Faculty including the Business School, the Law School and a range of Humanities, Social Science and Environmental Science discipline areas (approximately 8,000 students). One of my key priorities for 2013-14 has been the need to implement across the Faculty the digital literacy aspect of the University's Teaching and Learning strategy. One of the key challenges has been the need to encourage staff, and students, to engage with the digital literacy agenda and recognise its relevance. Closely related is in the need to encourage staff to explore the pedagogical possibilities offered by rapidly evolving digital technologies. Although there are generic aspects to both the development of digital literacies and the pedagogic uses of digital technology there are also discipline specific aspects which need to be explored and developed at the course level. One initiative which was implemented in support of our digital literacy strategy was to explore the potential offered by tablets and smartphones in enhancing both pedagogy and the development of digital literacy at a course level. In support the Faculty funded a tablet loan scheme for staff, not ipads but cheaper alternatives such as Nexus 7 or Samsung Galaxy Tab. An implementation strategy which encouraged both staff and students to explore the pedagogical potential offered by tablets and smartphones was developed. One other key aspect of the approach was a requirement for course teams to share their experiences across the Faculty. The presentation will reflect back on the scheme and share our experiences.

Giving Hints on A Test Isn't Cheating?!!

Jerry Schnepf (Bowling Green State University, UA) and Christian Rogers (Indiana University-Purdue University Indianapolis, USA)

Students are often intimidated when asked to compose answers to exam questions. This is especially true in technical courses that require detailed answers. Low confidence levels and test anxiety can cause a student who knows the material to "draw a blank", unable to recall the exact terms. In an effort to mitigate this issue, we propose a bartering system that allows students to trade test points for hints that lead to the correct answer. Rather than answering incorrectly,

students can use the hints to not only earn higher scores, but learn in the process. This presentation will present a study conducted in fall of 2013 at a Midwestern state university. One half of the students used the point bartering system while the other half of the students did not. The students received the same questions and had an equal amount of time in order to complete the assessment. This presentation discusses research-based evidence on the value of the point bartering system. We will then present practical examples of how it can be used in various subject areas.

I'm Flipping Out! One Professor's Experience with Changing the College Classroom Environment

Ryan Hedstrom

Manchester University, USA

This presentation will outline lessons learned while redesigning a course to fit the “flipped classroom” approach to pedagogy. This learning design utilizes social and mobile media to offer students class content through online lectures before class meetings. Class sessions are then reserved for critical thinking activities such as case studies, group activities, and time for intense instructor-student interaction. The flipped classroom design is certainly not new to education but still runs counter to the traditional college lecture course. Further, while more high schools are moving to this model, students will come to college expecting flipped classroom environments. Emerging technology and social media allow for many opportunities with the flipped design in college classrooms. The presenter will discuss his experience in redesigning a traditional lecture course into a flipped classroom environment. Facilitating this type of course provided numerous benefits and challenges that will be discussed. Specifically, technological logistics, effectively utilizing both in and out of class time, and the assessment of learning will all be explored in the presentation. Finally, feedback from students in the course will highlight the logistics of a flipped course from their perspective. Goals for the presentation are: (1) define the flipped classroom approach and how it differs from traditional lecture learning; (2) discuss the benefits and expectations of the flipped classroom; (3) provide lessons learned and best practices of flipped classrooms; and (4) provide an opportunity for attendees to explore issues and appropriate contexts related to this type of teaching and learning in higher education classrooms.

Designing an Online Introductory Research Methods Course: A Case Study

Yukiko Inoue-Smith

University of Guam, Guam

As online learning gains increasing acceptance as a format for regular courses in higher education, it becomes increasingly important to understand all phases involved in the design, development, implementation, and evaluation of online courses. This paper focuses on the design phase: describing a simple yet practical approach derived from a review of the literature. The author designed a Moodle-based online 16-week research methods course that connected content with context in a straightforward way. The paper provides a step-by-step description of how design considerations guided the development of four core aspects of the course: learning objectives; resources and strategies; content structures; and learning outcomes and assessments. The paper provides results from analyses of the fully online format: based both on the instructor's rubric-based ratings of student work, and on students' self-ratings of their content mastery. The analyses indicate that online learning can contribute greatly to a shift from an old learning paradigm, in which learners receive knowledge from professors, to a new paradigm in which learners construct knowledge through active learning. The course described in this paper, and students' responses, emphasize such active learning. The paper concludes with discussion of future directions for online course designs and for research to enhance the quality of online course formats.

The Mind Has a Mind of Its Own: Teaching to How It Works

Linda B. Nilson

Clemson University, USA

Teaching without knowledge of cognitive psychology is teaching blind, like going fishing without knowing what, when, or how fish eat. Yet, except for those with a cognitive psychology background, few faculty and educational developers know much about how the mind learns or how to teach to it efficiently and effectively. This workshop addresses over a dozen research-grounded influences on cognitive processing that can profoundly enhance or hinder a learner's attention and focus, depth of learning, cognitive skills, retention, and retrieval: visual elements, personal relevance, multitasking (divided attention), emotional intensity, types and schedules of repetition/practice, and acceptance of feedback. Participants will experience some of these effects first-hand by engaging in recall and recitation exercises and debriefing short cases on feedback failure. They can bring one of these exercises into their classrooms to show their students the inefficiencies of multitasking. In addition, they will devise and share activities and assignments that are in line with how the mind works and, therefore, facilitate student learning. By the end of the workshop, participants will be able to apply their knowledge of cognitive psychology to identify and design optimally effective teaching strategies, discourage multitasking among students, and reduce the likelihood of feedback failure. Education developers will also be able to design and implement a workshop similar to this one for their own faculty.

Track 2:

Digital, Social, and Mobile Media for Professional Development

A Conceptual Interrogation of the Potential of the Community of Inquiry Framework to Inform Faculty Implementation of Communication Technologies in an Intensely Rich Digital Learning Environment

Susi Peacock

Queen Margaret University, UK

Since its inception in 1999, the Community of Inquiry Framework (CoIF) has become one of the most commonly cited and referenced guides to inform the implementation of online learning (Shea et al. 2010). Originally conceived to provide order “...to the complexities of studying and understanding computer conferencing and online learning” (Garrison 2011: 28), the Framework purports to guide faculty in the adoption of communication technologies to develop an interactive, collaborative, community-based learning environment supporting distance and blended learning. The CoIF draws together the concept of a ‘community of learners’ who purposefully work together, for a shared aim/outcome, and inquiry — the active search for understanding. The skilful ‘marshalling’ of a set of interlinking elements (social, cognitive and teaching presence) may support the development of an educational experience in which learners engage in internal and external educational conversations leading to high-order learning and knowledge construction (Garrison and Anderson 2001; Shea and Bidjerano 2009). This session draws upon my developing work — a PhD by Publication — that combines a conceptual, analytical examination of the CoIF and a retrospective, reflective review of my own publications. Based on this scrutiny of the CoIF, I outline some of my emergent understandings. I will focus on an evaluation of whether the CoIF can offer pointed faculty guidance in the way that technologies are implemented to support an appropriate, educational experience in an intensely digital learning environment. Exemplars and case studies from my own work and the educational literature will illustrate my interpretations.

Canvas and Faculty Development

Julie Lirot

Brown University, USA

Brown's new faculty development program “iTip” (Instructional Technology Integration Program) is a multi-track workshop system that allows faculty to choose between workshops according to their interests and build towards acquiring different types of badges that will substantiate their development. Our learning management system, Canvas, integrates with Badge Beta, a Mozilla open badge system to connect individual items in our 5 part series to badges which then culminate in five track “badges and one “Master Badge”. We see this as both a

way to connect our faculty's professional development by showing linkages between the separate workshops, as well as, a way for faculty to display to the external community their knowledge and skills.

The Challenges of Faculty Development by Distance Learning

Ayona Silva-Fletcher

The Royal Veterinary College, University of London, UK

Historically, educational development of teachers in higher education has been achieved through generic, institutional-based programmes (Gosling, 1996). This approach has been challenged, as most academics prefer to be developed within the context of the culture of the disciplines in which they are based: their first allegiance is to their own discipline and the profession (Healey 2000). We developed a discipline-focus training programme as Post-graduate Certificate in Veterinary Education at the Royal Veterinary College, London, UK for veterinary and para-veterinary educators: it was offered as flexible delivery via face-to-face, online or as mixed mode to allow teachers to be trained at their own workplace, 'on the job'. This paper will explore the results from a study conducted using participants from this Post-graduate Certificate in Veterinary Education. Veterinary educators from Europe, USA, Asia and Australia participated in the programme by face-to-face and distance delivery modes. Participants interacted jointly on an online training platform and were assessed using a 'patchwork text' approach and teaching observations. Teaching observations were conducted via video recordings. Data collection included 28 participants, 20 were face to face learners and 8 were distance learners, using semi-structured interviews and thematic analysis of data. Preliminary results recognised that teaching observations via video recordings (distance) are a very effective process and that they are very valuable for the professional growth of a teacher. Results also recognised that some of the steps involved in the teaching observation process for both face to face and distance learners may need to be reduced.

Counseling Ethics Education Experience: An Interpretive Case Study of the First Year Master's Level Counseling Students.

Noor Syamilah Zakaria

Universiti Putra Malaysia, Malaysia

Counseling ethics competency is an important part of counselor identity development as required by the counseling profession training standards, and counseling ethics education is one major component of knowledge acquisition in counseling profession. Counselor educators and

counselor education training programs have a core responsibility to provide personal and professional preparation foundation for counseling students. Although counselor education training programs, counselor educators, and professional counseling organizations recognize the importance of counseling ethics education, there is a gap in research on the impact of counseling ethics education on counseling students. The purpose of this qualitative research was to conduct an interpretive case study to explore, understand, describe, and interpret how first year master's level counseling students learn, understand, experience, and apply counseling ethics education to their evolving professional identity and work in the program. The presenter was the primary instrument for data collection and analysis. Data included field notes during weekly classroom observations, selected participants' documentations, and individual in- depth interview transcripts. The presenter developed coding categories using NVivo10. This presentation may bridge the gap in the research and reveal the counseling students' experiences of their counseling ethics education learning acquisition process. This presentation will disseminate five themes emerged from this research: education foundation, education integration, education application, education assimilation, and education appreciation. Research findings implications, implications for counselor educators, implications for counselor education training programs in Malaysia, and future research opportunities will also be thoroughly discussed in this presentation.

Reflections on Using a Blended Format to Design a New Faculty Scholars Program

Kathleen Bortolin and Michael Paskevicius

Vancouver Island University, Canada

The Centre for Innovation and Excellence in Learning (CIEL) at Vancouver Island University (VIU) has developing a yearlong teaching and learning orientation program for new faculty. The program is offered using a blended approach consisting of a combination of online and face-to-face methods in order to maximize support and accessibility. Our blended model uses a learning management system, (Desire2Learn), to provide participants with an online learning environment to continue staff development activities outside of face-to-face meetings. In this space, participants can engage with readings, discussions, blogs, videos, mixed media and other activities. With these activities as a base, participants then convene together for the f2f time to engage in more interactive and collaborative activities. In this presentation we critically assess our processes in designing and delivering such a program with an aim to contributing to the knowledge base around conducting online faculty development programs. Our data consists of our own reflections and observations as program designers and facilitators as well as feedback from faculty engaged in the program, collected via online surveys as well as face-to-face focus groups. We also hope to share artifacts from new faculty participants such as online discussion posts and other contributions to the workshops and sessions.

Go-Anywhere, Learn-Anywhere Strategies to Train Faculty

Irene Yukhananov, Paula Dinneen, and Gene Shwalb

University of Massachusetts, USA

Starting in 2012 during the institution-wide migration to a new LMS platform Blackboard 9.1 Learn, UMass Boston Instructional Support Team developed a well-structured and feature rich professional development program for its faculty. The IS Team created a distributed learning environment, designed to better meet needs of adjunct and virtual faculty members at University of Massachusetts Boston.

First, we started using a new training method by enrolling faculty cohorts into self-paced web-based Blackboard training modules, which were fully developed in-house by the UMB instructional designers. Later, these training modules were enhanced with best practices, instructional design tips and creatively complemented with Atomic Learning video tutorials; all these tools being fully integrated into Bb training modules which faculty can access from any computer with the internet connection. Next, we created a video infomercial, and offered workshops, face-to-face mode or as webinars, to support the updates and changes that Blackboard Learn continues to go through. These new training strategies provide a multimodal learning experience for faculty, so they can choose the way they want to learn.

COIL: Building a Culture of Research, Development and Leadership in Online Innovation

Lawrence C. Ragan,

Penn State University, USA

Penn State has recently created the Center for Online Innovation in Learning (COIL) to engage the University's extensive research enterprise to improve online learning at and beyond Penn State. The core mission of COIL is to guide the transformation of teaching and learning processes by supporting researchers who want to investigate, invent, and implement technologically enhanced online innovations. Building upon over 100 years in distance education and over 15 years of leadership in online education via Penn State's World Campus initiative, COIL is an cross discipline research and development center sponsored by the Colleges of Education and Information Science and Technology, Outreach, and the Information Technology Services at Penn State. COIL strives to engage all constituent groups including faculty, staff and students in conducting first-hand research around a variety of online innovations. The goals of COIL include establishing a community-driven culture of research and development, defining and implementing a research and development agenda, establishing the Center as a leader in the

exploration of online innovations in learning, and creating an institutional awareness of emerging trends, innovations, and changes in the field. Finally COIL is dedicated to the goal of facilitating the research-to-practice cycle focused on the implementation of online innovations in learning. This session will highlight the current COIL initiatives as well as request input for additional services and programs critical to the success of learners via online innovations. A review of program efforts and COIL-sponsored research will be featured. External partners for future research will be solicited.

Transformation of Geometry Knowledge and Instruction: Collaborating for Success

Barbara R. Ridener and Valerie J. Bristor

Florida Atlantic University, USA

Through this project we examined the impact of both traditional professional development and technology based professional development activities on teachers participating in a partnership between the Palm Beach School District and Florida Atlantic University. The partnership is in the third of three years funded by a Florida Teacher Quality Partnership Grant designed to improve teacher content knowledge and pedagogy in geometry. Anecdotal records, surveys, peer and mentor observations were used to identify the activities that made the greatest impact on the participants' teaching and content understanding as they were implemented in classroom practice. The use of online platforms to facilitate collaboration between participants in multiple schools and across the three years of the program will be highlighted because of their ability to connect program participants that never attended the same traditional training sessions. Various data types were collected and triangulated to determine impact of strategies on instruction and student proficiency on a standardized end of course exam. In addition, plans for sustaining the project's impact once the grant funding ends are discussed. The design and outcomes of this project lend themselves to strengthening teacher knowledge for students in other subjects and/or states.

Linking Teaching and Learning Development Grant Projects with Faculty and Student Learning

Cheryl Amundsen and Veronica Hotton

Simon Fraser University, Canada

In 2011 Simon Fraser University (Canada) instituted a program of Teaching and Learning Development Grants (TLDG) of \$5000 each based on guidelines drawn from the scholarship of teaching and learning literature (e.g., Theall & Centra, 2001). A formal evaluation of this program has begun with a focus on multiple levels of impact: individual faculty and students,

department/school and institutional (Amundsen et al., 2012). In this presentation, we present our initial findings at all three levels. Of the nearly 100 TLDG projects that have been funded to date, forty projects, conducted in departments across the university, have submitted final reports (<http://www.sfu.ca/tlgrants>). In these projects, faculty investigated teaching and learning methods that were new to them, often supported by technology, such as: digital portfolios, group exams, ‘flip’ the classroom and working with digital archives of student work. The data for this presentation is drawn from surveys and interviews with faculty grant recipients and final reports. The quantitative and qualitative analysis focuses on a) what faculty report they learned in conducting the project, and b) evidence of student learning. Among the findings are that faculty report they become more attuned to the perspective of the student and factors that affect student learning. They also report an increased appreciation for systematically investigating their teaching. In final reports, measures of student learning indicate learning with the new method as well as greater interest, engagement and satisfaction with the course. Our presentation and paper will provide details of the analysis and findings.

A Faculty Institute for Diversity: Why, What and How

Theresa Pettit and Kimberly Kenyon

Cornell University, USA

Universities have worked to demonstrate their institutional commitment to diversity through diversity statements, goal setting efforts and support for diversity initiatives. Faculty members recognize that inclusive teaching strategies must be applied in higher education classrooms to meet the needs of today’s diverse learners. Teaching centers are often called upon to create opportunities for faculty to discuss how curriculums and syllabi can be revised to be more inclusive of diverse perspectives and experiences. In the session presenters will incorporate active learning techniques to engage participants in discussions on the rationale, design, and implementation of programming to support inclusive teaching learning-scapes on a campus. Presenters will share their plan, and evaluation results, for a 3-day Faculty Institute for Diversity and will provide “ready-to-adapt” materials, an outline of programming for a 3-day diversity institute, an overview of how digital, social, and mobile media were used and handouts containing research sources and strategies. Participants in this interactive session will discuss programs to support faculty in this effort, specifically, the rationale and design of programs that help faculty integrate diversity into curriculums and syllabi.

As a result of the session, participants will be able to:

- Engage in detailed discussions about designing an institute that supports faculty in creating an inclusive learning-scape

- Identify ways faculty members have incorporated technologies into new or revised courses to address the diversity of learners and to create inclusive learning communities.

Connecting the Education Profession to the University: Re-Imaging Learning-Scapes through a Sustained Professional Learning Community and Collaborative Inquiry

Robyn Henderson and Karen Noble

University of Southern Queensland, Australia

The learning-scape of Education Commons, as a professional learning community, affords novice and experienced teachers the opportunity to work together and with academics, using a structured process of inquiry. Through synchronous panel discussions and synchronous and asynchronous pedagogical conversations, participants explore key issues and topics relevant to the education profession. The community encourages and supports participants to develop new knowledge and generate solutions to localized problems using a process of critical reflection. Understanding a learning-scape as a mosaic of interconnected and interacting learning environments, this paper examines the notion of spatial imaginaries for understanding, interpreting and challenging unspoken norms of ‘learning to teach for the future,’ through an investigation of the experiences of teachers in a focused professional learning network. This initiative sees a partnership emerging between a regional Australian university and a large Catholic Education diocese spanning regional, rural and remote schools in South West Queensland, Australia. The qualitative data, collected through focus groups and individual semi-structured interviews and analysed thematically, guides the recommendations for future research into collaborative agency and sustainable workforce capacity building initiatives.

Seeds, Sprouts, Weeds and Blooms of Innovation – Learning in Professional Virtual Communities

Helena Kantanen and Jyri Manninen

University of Eastern Finland, Finland

The paper combines theories of learning, computer-mediated communication, dialogue and innovation to understand how professionals use online discussions in virtual communities for their professional development. Learning and professional development are conceptualized here as an innovation generation process (Wenger, Trayner & de Laat 2011). Empirical data is retrieved from Finnish and international web-based discussion forums, including a LinkedIn discussion chain of the HETL forum, entitled “Do you accept your students' invitations to connect on Facebook and other social networks?” (November 2010 to July 2011). The paper

focuses particularly on the virtual communities of practice (VCoP), characterized by interaction predominantly for the participants' own interests, and by learning together. Our preliminary results show that seeds of innovation are produced in virtual communities through a free flow of ideas, questions, information sharing, and the shared analysis of the phenomenon. Virtual communities provide a forum for networked learning where interaction follows the theoretical patterns of dialogic and emergent communication. The results indicate that successful virtual communities must aim at dialogic communication and deep discussions to contribute to learning. The moderators should support active interaction, maintain appreciative tone, and develop a core group of participants who provide stability and foster growth (DeSanctis et al., 2003). Involvement in web discussions should also be considered as a work task if the community wishes to aim at increased knowledge flows and innovation. Our results show that online communities are learning communities and play a central role in the professional development of teachers and trainers.

Utilizing Digital Media to Facilitate Professional Development of Mobile and eTextbook Technologies

Ryan Seilhamer and Aimee deNoyelles

University of Central Florida, USA

While the impact of mobile and eTextbook technologies is growing in learning environments, they are often challenging to implement across the university e-scape. The purpose of this presentation is to demonstrate how multiple kinds of media are used to facilitate professional development regarding these technologies at the University of Central Florida in the United States. Two steps were taken to promote faculty use of these technologies. The first was the formation of a learning community of faculty, instructional designers, and librarians. The community voices best practices, identifies needs from multiple perspectives, and shares resources both face-to-face and online. The online space utilizes social media like Twitter and threaded discussions. Stories from faculty about their mobile experiences ("Faculty Spotlight") are shared on member pages and further discussed in forums. A collaborative collection of resources is offered through Flipboard, which allows members to actively use a mobile app in a risk-free environment and reflect on its effectiveness. A blog is a product of the learning community and serves to communicate the message to the university at large. The second step was the creation of two open online spaces dedicated to mobile technologies and eTextbooks. The resources describe the technology, explain the rationale for using it, identify how to get started, and provide additional resources. Members of the learning community and those exploring the open resources provided feedback with regards to the effectiveness of the professional development. This feedback, along with our reflections, suggests actions that can be applied to other university e-scapes.

Learning and Instructional Design 3.0

Johannes C Cronje

Cape Peninsula University of Technology, South Africa

The Internet is in the process of entering its third generation - known as Web 3.0. Where the first web was static and the second interactive, the third is collaborative. But the collaboration is not just between people. It is between people and things. And things are getting smarter. Which begs the question how does this affect the way we design our instruction? This talk will consider the implications of Web 3.0 and the way in which we are beginning to work, and then ask what it does to our role as instructional designers, but more specifically to our role as educators. The talk will focus on ubiquitous learning, and will explore specifically the need for other forms of learning when the devices with which we work learn even faster than we do. Applications such as GPS navigation may well have made the art of map reading redundant, but applications such as the Waze navigation system allows users to pool their knowledge about local traffic conditions and in such a way make traffic flow more smoothly. It is the collective that is learning now, not just the individual. How does that change the way we design our teaching and learning interventions on a cognitive, affective and psychomotor level?

Using an e-Pub to Make Teaching Reflections and Practices Public

Jason A. Ware

Purdue University, USA

In this presentation we will discuss the development of an e-publication- IMPACT Profiles Directory - designed to make faculty course transformation processes, outcomes, and research easily accessible to the public. In this presentation we will discuss possible approaches for using this e-publication structure as an approach for measuring teaching effectiveness. The IMPACT profiles are a medium through which faculty can chronicle their respective course transformation processes and outcomes. As such, IMPACT profiles provide faculty developers and teaching faculty from varying fields of study insight into teaching and learning challenges faculty face in teaching foundational courses. IMPACT profiles make public faculty's reflective processes and course redesign efforts to enhance students' learning. The general premise behind the profiles is that scholarly teaching emerges from reflective processes related to combining teaching and learning theories with empirical research on teaching practices, specifically connected to student learning outcomes - that scholarly teaching is informed by research-based and experience-based knowledge.

When “Liking” Isn’t Enough: Social Networking in a Learning Community

Sarah Frick and Jeanette Renaudineau

University of Alaska Anchorage, USA

Like many institutions, the University of Alaska Anchorage has struggled to bridge a gap among faculty and staff who are isolated by departments, campuses, geographical distance, and work schedules. The promises offered by social media tools have lured many institutions into adopting a variety of applications, but off-the-shelf solutions cannot adapt to the specific needs of a higher education institution, and raise concerns about data ownership and portability, as well as the separation of work and personal life. A team of instructional designers at UAA is providing a place for staff and faculty to make connections in an online community called “UAA Academic Commons”. The main hub of the network acts as the academic social network. Users make friends, form groups, engage in discussions with their peers, and create customized blogs. The variety of discussion and publishing tools allows users to engage at any level, and encourages an open collaboration space. The network uses a multisite installation of WordPress, a free and open tool and the most widely adopted blogging system on the web. Using open-source tools, the UAA Academic Commons is able to grow and evolve to both the current and future needs of the community. This interactive session will provide participants an inside look at the science behind online community growth and management strategies, as well as the back-end mechanics of an open-source community ecosystem.

Measuring Digital Professional Development Using Web and Social Media Analytics

Murali Krishnamurthi

Northern Illinois University, USA

As professional development occurs increasingly online and through social media, it becomes complex to assess the quality of the learning and the effectiveness of the programs and resources. However, it is important to evaluate such professional development initiatives not only to respond to institutional and accreditation requirements but also to plan and use resources effectively. This leads to questions such as: Which online professional development resources are used most frequently? Where are there gaps in online resources? Have faculty learned as result, and can they transfer that to practice? Unfortunately, while some analytics are available from a variety of web and social media sources, they are often distributed across tools and service providers, or buried within layers of unnecessary detail. The Faculty Development and Instructional Design Center (FDIDC) at Northern Illinois University has struggled with this for many years, as its digital offerings grew from a single website to three websites, a blog, two

podcasts, multiple social media accounts, and a wealth of on-demand programs. In response, the FDIDC has developed a strategic evaluation plan that uses Google Analytics and other tools to measure the usage of online materials, such as websites, documents, and videos, as well as engagement and interaction through social media channels such as Facebook, Twitter, and YouTube. As a result of the analysis, the FDIDC has streamlined online resources, targeted social media use, and has begun developing methods to allow faculty to document online resource use as professional development for promotion and tenure purposes.

A Learning-Scape for Reflective Practice and Professional Identity Formation

Jo Trelfa

University of St Mark & St John, UK

Given reflective practice is posited as the “bedrock of professional identity” (Finlay 2008:2), it is embraced as “a professional imperative” (McKay 2009:70) in UK higher education (HE) programmes as well as in professional practice itself. Since professional identity formation is an evolving process “ideally grounded by structured experiences, personal reflections, and guided feedback” (Furze et al 2011:412), reflective practice is “an enormously powerful tool” (Finlay 2008:10), and much in vogue. However, research with students and qualified practitioners revealed vital issues at the heart of ‘doing’ and ‘using’ reflective practice. Constructivist HE discourses impacting on reflective practice stifle liberalising engagement and thus developing professional identities (Trelfa & Telfer 2013). A growing literature base endeavours to address this through refinement and improvement of reflection-on-action. However, this ‘only considers a small part of professional activity’ (Bronfman 2005:13). Reflection-in-action (Schön 1983) remains “the real challenge” (Bronfman 2005:16), neglected due to being “something of a tease” (Sweet 2006:187), a rather delightful hint at a complex learning-scape. This paper explores ways to consider this complex learning-scape by drawing on my current research. Focussing on students reflection-in-action whilst engaged in professional practice, I discuss role and responsibility (Shapiro 2010), context (Coulter 2001; Biesta 2007) and the dominance given to cognitive processes; highlight a dichotomy between facets they draw on in their creation of a professional act compared with those emphasized in literature and dominant discourse; and suggest a learning-scape that more appropriately engenders means and ends, influenced by sensory ethnography (Pink 2009), and experimenting with new technologies.

Belonging, Power, and ‘Fear’: #ujhtl as a Social Learning Space

Carina van Rooyen (University of Johannesburg, South Africa), Ingrid Marais (University of South Africa, South Africa), and Najma Agherdien (University of Johannesburg, South Africa)

This paper focuses on the experiences of an informal learning network of lecturers in the Humanities, based mostly at the University of Johannesburg. This community formed about two years ago to engage about teaching and learning with technology in the South African context in a broad access university that uses different modalities of learning. In this paper we use Wenger's framework of social learning spaces (SLS) to reflect on this #ujhtl group as a tool for professional development of lecturers. During the research we looked at the group's history and activities through analysing their artifacts, and held in-depth interviews with participants. The chats and interactions of the group in various online forums, such as Twitter, Google Groups and Google Hangouts, were analysed. Six core members were asked to contribute personal reflective writing as well as being interviewed. Marginal participants – people that may have participated once or twice online, or attended a face-to-face meeting but never became actively engaged involved in the SLS – were interviewed in order to understand the practices of 'lurking' in this SLS. To come to grips with the dynamics of the network we look at issues of power, trust, responsibility and friendship. The paper highlights the significance of understandings ideas of identity/belonging, 'fears' about technology, and notions of learning / professional development.

Communities of Practice: How Can They Be Structured and Utilised To Create a Sense of Community with Time-Poor Students

Sarah S. List, Jane Warland and Colleen Smith

University of South Australia, Australia

A sense of belonging and connectedness with their program and chosen career are cited as directly important to the quality of the student experience and whether they choose to continue their studies. Students also cite feeling unsupported, isolated and stress as significant factors. These issues strongly impact on the student experience, and are consistently found in both on and off campus populations, and may be exacerbated by the increasingly mobile and distant student body. Informal communities that are spontaneously formed can counteract these issues, but they usually lack structure and the leadership to define professional boundaries. Also, it is not clear whether relationships formed via these communities online are equivalent to those traditionally formed face to face. Communities of Practice (CoPs) offer an opportunity to increase professional 'connectedness' by enhancing the learning of members in a supportive environment through mutually shared interests and goals. They are embedded in the concept that people learn better in a socially networked environment with a focus on collaborative knowledge sharing. The Vygotsky based apprenticeship-style interaction between an expert and novice is applied as an induction to the profession. Undergraduate education mimics and apprenticeship, so a CoP would be likely to support this transformation from student to practicing evaluator. CoP use in the undergraduate space is poorly documented, how best they may be structured and facilitated,

or what benefits they may provide. This study reports on the challenges and structural and practical issues of developing and implementing one for a cohort of Midwifery students.

Developing Indicators of Globalization at Colleges and Universities: Measuring and Assessing Global Impact and Engagement in Higher Education

Lincoln D. Johnson

State of California, USA

This study presents the uses and methodologies of rankings and global measurements which are increasing in scope and breadth as the university system aims to cross international borders and create worldwide connections. A list of 17 indicators defines and describes global engagement at universities using data from rankings methodologies and interview data from university administrators and organization executives/experts in the field of globalization. After data were collected from worldwide university rankings methodologies and qualitative inquiry interviews with administrators and executives/experts, analysis used qualitative coding. From this data, a list of 17 indicators of globalization was developed to assist universities with focusing comprehensive activities, culture and climate toward more useful processes, activities and competencies that can be undertaken to promote globalization.

Tools of Engagement Project (TOEP): On-demand Discovery Learning Professional Development

Roberta (Robin) Sullivan (SUNY - University at Buffalo, USA), Beth Pilawski (SUNY - Finger Lakes Community College, USA), Shufang Shi (SUNY - Cortland, USA), Nathan Whitley-Grassi (SUNY - Empire State College, USA)

This session will feature a tour of the Tools of Engagement Project (TOEP), one of the State University of New York (SUNY) Innovative Instructional Technology Grant 2012-13 projects. TOEP is an on-demand discovery learning professional development model, affording faculty a convenient, focused venue to experiment with social media and the latest web-based instructional technology tools. The project's overarching goal is for faculty to become more adept in embedding relevant technology tools in their instruction, whether it be face-to-face, blended, or online. The project has collateral aims for participants to (a) extend the 21st c. skill expectations of their students, and (b) use relevant tools as they diversify assessment of student learning, going beyond traditional strategies. TOEP encourages faculty to become lifelong-learners, empowered to master new technologies as they become available, and as they wish to integrate them into their instruction. TOEP includes a set of web-based self-directed learning activities for faculty to explore the use of online emerging technology tools. The TOEP website

systematically introduces the rationale for tool use, and then skillfully navigates users through discovery experiences to build skills in using relevant tools. TOEP has been implemented by a collaborative team of faculty/staff across five SUNY campuses. This presentation will tour TOEP's on-demand resources, as well as report on the project's infrastructure. In addition, data collected on participation and learning outcomes will be featured, to document the 2012-13 five-campus implementation. In addition, feasibility variables related to using this model to enhance campus-based professional development will be summarized.

Information Literacy for Lifelong Learning

Sharon Kumm and Karen Tarnow

University of Kansas, USA

Amidst the fast-paced changes in healthcare, educators can provide students with one constant—the ability to teach oneself. The professional resources used today will change in less than five years. Likewise, as students graduate they lose access to daily support from knowledgeable faculty and a large library. Without tools and strategies for keeping up-to-date, skills can quickly become outdated. The internet makes a wealth of legitimate information available at a touch of the finger; however, students need to learn to navigate the sound, scholarly material published on Open Access venues as one way to stay current. Time was spent in many on-line and in-person classes to help students learn to use reliable sources and navigate the internet. It was time-consuming for faculty. How could we empower students with lifelong information literacy skills to locate, evaluate, and effectively use information? An interprofessional team of nursing faculty and the librarian liaison collaborated to develop modules and multi-purposed resources which would be available online. Multidisciplinary competencies and standards formed the foundation to design lessons. This builds upon the efforts of the New Literacies Alliance, a state-wide consortium of libraries working to develop an open-source new literacies curriculum based on the principles of MOOCs—massive open online courses. The components include open access, avoiding plagiarism, citation management, literature reviews, staying up-to-date, evaluating resources, and creative commons. Digital tools to encourage virtual communities of practice and collaborations and strategies for navigating large quantities of information will be shared.

Learning Ecologies as Framework for Informal Teacher's Professional Development

Albert Sangrà (Universitat Oberta de Catalunya, Spain), Mercedes González-Sanmamed (Universidad de A Coruña, Spain), and Montse Guitert (Universitat Oberta de Catalunya, Spain)

A learning ecology is “a set of contexts made up of configurations of activities, materials, resources and relations generated in physical or virtual spaces, which provide opportunities for

learning”, as defined by Barron. Currently, there is a myriad of digital resources that are used by teachers to informally develop themselves professionally. OER, MOOCs, Personal Learning Environments, Communities of Practice ... are in the move towards each individual being responsible for taking his/her own decisions on learning, rather than simply accepting those formally proposed. A key aspect of the updating of professional development is personalization: adapting policies to the specific needs of each individual, according to their learning style. It is clear that the use of ICT in education extends the potential learning space for professional development and updating of skills, thereby generating lots of learning opportunities. The concept of learning ecology could be a useful tool to help each professional to create a complex structure of interlinked relations and components which form an own learning ecology: a personal strategy for professional development and relations. The research aims to analyze and understand the ways in which learning ecologies are and will be contributing to the professional development of primary school teachers. Methodology used in this research is mixed, with several techniques applied: literature review, exploratory studies with champions, case studies, semi-structured interviews, and survey. In this presentation, the design and the current stage of the research will be introduced, as well as its initial outcomes.

Transforming Partnerships through Shared Technical Resources

Karen Head, Steven Girardot, and Cari Lovins

Georgia Institute of Technology, USA

For Administrators and Academic Support Professionals, this session will feature panelists representing three academic support constituencies from Georgia Tech (The Center for Academic Success, The Multimedia Center, and the Communication Center) discussing how to create and sustain strong partnerships and collaborations among diverse stakeholders from different reporting hierarchies that keep students' needs at the forefront of our concerns. The needs for cross-departmental partnerships in higher education are necessary for a myriad of reasons; there is evidence that partnerships and collaboration are a necessary part of the academic environment. Beyond asking the whys of academic partnerships, many are asking the hows—including the basics of getting started, remaining viable, flourishing, and withstanding the tests of time. The partners will discuss how and why their partnership came to be, and how the culmination of these partnerships has grown into what is now an incredibly successful academic support initiative. The panel will present effective ways to manage productive partnerships. We will explore the challenges faced along the way and how we dealt with them. The audience will learn from our lessons and will gain an understanding of how special collaborations can be formed despite different (sometimes conflicting) reporting hierarchies. In our presentation we aim to share strategies, communicate effective practices and identify pitfalls to avoid when collaborating with multiple campus partners in developing a learning commons

environment. The panel will present information including an overview of how our partnerships came to be. A multimedia presentation will provide a virtual tour of our spaces.

Internationalization of Higher Education: A Learning-scape defined by English as a Lingua Franca

Jane Dunphy (MIT, USA) and Susan Barone (Vanderbilt University, USA)

US graduate programs in the STEM subjects are increasingly populated by students, faculty members, visiting researchers and post-doctoral fellows who are non-native speakers of English (NNS) (Institute of International Education, 2012). Dormitories, classrooms and laboratories frequently house diverse populations, with varied degrees of social integration and communication in various languages. Face to face interactions and collaborations are augmented in various languages by digital communications (e-mail, texting, Facebook, video-conferencing, and Google Docs™). In non-social contexts, these interactions can be characterized as concerned, above all, with on efficiency, relevance, and the economy of learning—features describing English as a Lingua Franca (ELF) (Seidlhofer and Mauranen, Ed., 2012). If we assume that certain NNS speech features (ELF) could comfortably be accepted by both NSs and NNSs, (Derwing & Monro, 2005), what types of tools could be developed to foster ELF comprehension proficiency in the linguistically untrained NSs with whom the NNSs regularly interact? To be effective, these tools would need to account for linguistic and nonlinguistic factors, such as attitudes toward accented speech and identity. The presenters will propose a variety of ways to help members of internationalized academic communities accommodate diverse communication cultures and enhance their ability to interact across cultures. The materials will incorporate case studies based on events at two American top tier research universities.

Exploring Faculty and Students' Perceptions of Perceived Opportunity to Commit Academic Misconduct Using Technology

Melissa Hunsicker-Walburn and Angela A. Walters

Fort Hays State University, USA

Current literature on academic integrity has drawn from Cressey's fraud triangle theory to explore numerous factors that may contribute to academic misconduct. The research suggests that technology increases perceived opportunity and, therefore, academic misconduct may be addressed by reducing opportunity; restricting or policing the use of technology. However, focusing on regulating the use of technology in the classroom may occur at the expense of positive learning experiences brought about by these same technologies. How can faculty

harness the full potential of new technologies while still promoting academic integrity in their courses? This research explores faculty and students' knowledge and perceptions of perceived opportunity through the use of mobile devices, social networks, and ubiquitous computing. Different and common perspectives emerge as themes are identified. Results of semi-structured case study interviews guide the development of innovative and alternative approaches to teaching in the digital landscape.

Self-Regulated Teaching: How Are Faculty Practicing Lifelong Learning?

Patricia Baia

Albany College of Pharmacy and Health Sciences, USA

This presentation explores the commitments that teachers have toward instruction. Commitments can be defined as an instructor's value of teaching and their value of student learning. Discussions will focus on an extensive literature review outlining how faculty members practice lifelong learning with pedagogy and technology knowledge. Based on Shulman's (1987) model of Pedagogical Reasoning and Action, Mishra & Koehler (2006) developed the notion of Technological Pedagogical Content Knowledge (TPACK). This approach distinguishes and links content and pedagogy, but even further highlights what faculty need to know to teach in an information age. The presentation presumes the quality of teaching is determined by knowledge in all three elements. We will approach professional development psychologically; by looking at faculty identity, values, and growth and how they affect teaching and learning. We explore self-regulated learning in teaching, commitments to pedagogy, teacher life-long learning, preferred format of learning, and reflective practice. Fundamental questions include: Are faculty members aware of the unity needed between these three knowledge elements (TPACK)? Do they understand themselves as learners? Are they committed to acquiring, maintaining, and changing this knowledge as they continue to teach and as innovations surface? Are faculty becoming instructionally neutral, meaning they are not educational experts and do not have specialized knowledge of educational theory or practice? Research points to faculty being realistically aware of their pedagogical and technological knowledge, but have a hard time narrowing these gaps despite formal (i.e. face-to-face trainings) or informal (i.e. digital, social, or mobile trainings) formats and opportunities for learning.

Other Track

What Are We Not Teaching? Confronting the Challenges of Online Education

Elisabeth Sherwin

University of Arkansas at Little Rock, USA

Online education, private or public, small or massive, has soared. Everyone wants a piece of the pie. Research has focused on variables that predict success: types of activities, programs and students. Programs have flourished providing certification and training for individual seeking mastery of the technology and the associated pedagogy. We talk in language that is esoteric: LMS, analytics, Sloan-C, Quality Matters, to name but a few words and terms bandied about. Books are being written faster than we can read them: *The Innovative University* (Christensen & Eyring, 2011), *Generation on a Tightrope* (Levine & Dean, 2012) to name but two. But what are we missing? I support the technology and the medium. I am concerned about what are we not teaching our students: We are not teaching them to play nice in the sandbox with real immediate, at times annoying and demanding others. We are not socializing them to life away from their computer. And I believe that such socialization is an inherent part of higher education. So, let's talk about it.

Flipping Out: Experiences and Insights into Flipping the College Classroom

Alisha Janowsky, Erin Saitta, and Melody Bowdon

University of Central Florida, USA

Flipped classrooms are becoming more and more popular in K through 12 and higher education classrooms. In essence, flipping the classroom involves exposing students to new lecture content at home through readings, online lecture videos, and simulations and using the gained class time to engage students in higher level learning activities such as debates, problem solving, and case studies. Research suggests that students in humanities and physics courses benefit from these learning environments and many are attempting to capitalize on this new trend. Those considering implementing this technique may be curious as to where to start. As there is no one way to successfully flip a classroom this can feel like a daunting task. Some faculty opt to only flip one or two class meetings, others may only flip one complicated lesson, and yet others may flip an entire semester. This presentation will delve into theories for successful flips, pros and cons of this pedagogy, discuss different successful implementations, and lessons learned.

Re-Shaping Learning-Scapes in South Australia: Sport-Scapes, Play-Scapes, Just-Scapes, Social Networks, Volunteering and Community Participation in the Framework of Sport for Development and Peace (SDP)

Promoting Learning Outcomes Assessment in Higher Education: Factors of Success

Abdou Ndoye

Qatar University, Qatar

The accountability and continuous improvement movements have recently influenced a great deal of initiatives taken by higher education institutions in terms of program effectiveness. This presents discusses results of a study on factors that contribute to successful learning outcomes assessment practices. This is a qualitative study that used the case study method to analyze factors of success in higher education programs. Interviews of faculty members reveal that factors such as communication, implementing assessment as a change initiative, and using a learning community approach are identified by study participants as the main facilitators of success. Additionally, the presentation will provide participants with opportunities to brainstorm and reflect on ways to adapt results to their institution/

UNISA'S Social Justice Success and Resulting Threats to Institutional Pedigree: Modernisation of Assessment and Feedback Practices to Combat Challenges Associated With Massification at an Open Distance Learning (ODL) Institute

Mandla Makhanya

University of South Africa, South Africa

Recent years have seen growing challenges in teaching and learning particularly for the world's mega-Universities. With nearly half a million registered open distance learners, the University of South Africa (UNISA) rates as one of the world's five largest universities and by far the largest in Africa. This exponential growth in student numbers and class sizes typifies is the cornerstone of UNISA's success. With this unique success has come a number of challenges including concerns about:

- Standards and fairness of learner assessment processes;
- Plagiarism, cheating and examination fraud.
- Unmet student expectations;
- Diverse-types of less well prepared students;
- Increasing student attrition
- Inadequate technology supported learning options.
- Exponential growth in academics' workload and threats to job-satisfaction- related considerations.

Historical debates on the utility of assessment within educational relationships have identified it as being important primarily for evaluating student learning. The current paper reports on an institutional analysis and reconfiguration strategy in which assessment and feedback processes were modified to ameliorate against each of the above noted challenges. The paper uniquely explores the corrective potential from innovative assessment and feedback process within the context of an African ODL institute and most notably, puts forward an argument in support of the view that Assessment and feedback practices are the single most important functionalities that can be used to protect universities from the negative impacts of massification.

An Exploration of and Case for, the Full Integration of New Learning and Teaching Metaphors

Derek Briton and Cindy Ives

Athabasca University, Alberta, Canada

For centuries Plato's allegory of the cave served as the guiding metaphor for higher education. The task was simple, if not always easy: to usher learners from the cave's shadows of emotion, opinion, and doubt to their salvation in the sun's light of reason, truth, and certainty. That such a dramatic transition required learners, for their own good, to be dragged, kicking and screaming from the shadows into the light made complete sense. In a world that prized stability, certainty, simplicity, and certitude, Plato's allegory proved adequate for centuries. But a plethora of attacks on who, what, when, where, why, and how we learn; a deluge of technological innovations and social networking opportunities; and the ascendancy of images over the word have precipitated a new "equilibrium" of volatility, uncertainty, complexity, and ambiguity (VUCA) (Adamson, 2012). To navigate this emergent, VUCA reality, higher education requires a new guiding metaphor. But it is not with a particular metaphor, whether one of learning-environment, -ecology, -scape, -ecosystem, or -space that this presentation concerns itself, but rather with its implementation. The presentation will pose scenarios that explore the implementation of new metaphors, drawing on practice, research, and extrapolation, and suggest the success of any new metaphor, no matter its effectiveness, efficiency, and/or technological appeal, will depend far less on how easily it can be grafted onto existing organizational structures than how well it is fully integrated into the organizational structure. If higher education is to successfully consider, adopt, integrate, implement, and sustain a new metaphor, four progressively challenging stages of development must be attended to: individual, cultural, organization, executive.

Adamson, C. (2012). Learning in a VUCA world – how knowledge workers learn to innovate - http://www.icwe.net/oeb_special/OEB_Newsportal/learning-in-a-vuca-world-how-knowledge-workers-learn-to-innovate/ (accessed July 26, 2013)."

The Role of Facebook in Peer Mentoring Relationships of First Generation College Students

Tammy L. Donaway

Salisbury University, USA

Due to the increased access of technology, mentoring has expanded to what is known as telementoring or e-mentoring whereby the primary mode of communication is electronic. According to HERI (2007), 94% of first year college students use social networking sites and Facebook is believed to be the most popular. The aim of this phenomenological study was to explore the impact Facebook has on peer mentoring relationships of students in a SSS, TRiO program. The grand tour question was: What is the lived experience of using Facebook in a mentoring program, as perceived by mentees participating in a TRiO SSS program? Conceptually this study was framed within theories of uses and gratifications, social learning, transformational leadership, e-leadership and leader-member exchange. Data was collected through semi-structured interviews from thirteen undergraduate students participating in a TRiO, SSS mentoring program. Colaizzi's (1978) method of data analysis was used. A total of nine themes emerged. The findings showed that Facebook use among the participants was in line with the four factors associated with transformational leadership, which is indicative of traditional peer mentoring relationships. Results also indicated Facebook's value in the peer mentoring program was debatable. Facebook's features enhanced the mentoring relationship for all of the participants and or changed it altogether in a positive way for a third of them. Overall, it was possible for mentoring to exist without Facebook for half of the participants.

Program Approach to Adaptation and Adoption of Online Learning Designs

Mauricio Marrone, Scarlet An, and Leigh Wood

Macquarie University, Australia

A business faculty at an Australian University is in the process of developing an online Master's program to provide students the option of completing their Master's fully online. Students enrolling in Master's degrees are constrained by competing priorities of work, family and professional learning. Online learning allows for flexibility in time, location and individual needs. Aims of the project include engagement of stakeholders, development of a learning design, implementation, training and delivery support, and finally an evaluation of stakeholder perspectives. Throughout the project lifecycle, factors contributing to success have been highlighted. These included awareness of the student profile, management of convenor engagement, communication channels across stakeholder groups, and adoption of online pedagogical practice. This paper is a discussion of the project's journey from perspectives of the

project team including designers, convenors and executive. An outline of the learning design is also presented.

Greater Responsibility – Greater Results

Mika J. Kortelainen, Tarja Laakkonen, and Janika Kyttä

Laurea University of Applied Sciences, Finland

In Business Lab of Laurea University of Applied Sciences students complete their bachelor studies in business management by doing real-life assignments and projects coming from companies and non-profit organizations. This method of project-based learning challenges students' skills in team work and communication but also in the sense of responsibility. The purpose of this research was to find out the factors which encourage students to take more responsibility of their studies but also for the assignments done for the businesses. The research method in this study was qualitative research and it was conducted with theme interviews. 25 students (group of current, graduated and exchange students) participated in the interviews. The results showed that the factors which encourage students to take bigger responsibility for their studies are informal physical and social environment, student's individual learning process, mentoring role of the teacher and project management systems. In conclusion it can be said that when the main responsibility to do the work and studies is awarded to the students, the results can be greater than in the more conservative type of the university studies. The sense of responsibility in students can be encouraged by creating suitable internal and external processes of action.

What Do HE Students Want In First Year Tutorials?

Gail Hopkins

University of Nottingham, UK

The provision of first year tutorials for undergraduates can be challenging given that students enter Higher Education with different backgrounds, prior knowledge and expectations and one of the goals of the first year is to bring everybody up to the same level of knowledge. On the one hand first year small-group tutorials provide an excellent forum for covering material that supports learning related to specific modules. On the other hand group tutorials can be used to enable students to develop generic skills such as writing a CV and job interview techniques that will help their future progression. Another challenge is encouraging tutors to give tutorials on different topics, given that they may not all be familiar with subject material. An additional facet of this is that student experience is important and is increasingly becoming a focus in teaching

and learning, especially with many students being responsible for paying a significant amount in tuition fees and living expenses. Despite efforts to deliver effective tutorials, non-attendance is a growing problem. In this presentation a recent survey of UK Computer Science students investigating their views on tutorial provision in terms of content and frequency is presented. Students from years 1-4 on BSc and MSci degrees were asked about their experience of tutorials and the extent to which tutorials catered for their needs. The data are discussed in relation to the increasing expectations of students in teaching and learning environments and the evermore growing effort of HE institutions to deliver a quality student experience.

Teaching and Learning Authentic Science Online

Mary V. Mawn and Ken Charuk

SUNY Empire State College, USA

Laboratories are considered a key component of the science curriculum. A significant challenge is presenting meaningful laboratory experiences in the online environment. Our previous work with general education science courses showed that online courses can engage students in real-world contexts for applying scientific concepts and promoting an interest in science (Mawn et al, 2011). Building on this work, we designed six fully online undergraduate science courses with a strong laboratory component consisting of two semesters each of biology, chemistry, and physics. We developed a model for online science course design that integrates three components: expectations, experimentation, and engagement. We also assessed students' motivation to learn science, and asked them to evaluate their perceptions of the various components of these online courses. At the start of the semester, approximately half of the students indicated a strong interest in science. A significant percentage of students indicated that learning science is important to their future goals. Finally, they felt less confident in their lab preparation. At the end of the semester, students rated the extent to which the various course assignments supported their learning. Students "strongly agreed" or "agreed" that the course activities positively impacted their learning, with the written assignments and laboratories having the highest impact. Finally, 78.2% of students successfully completed these courses, which is comparable to the 79.7% completion rate for students enrolled across all online courses at the college. These findings show that students can successfully study and engage in science from a distance.

Building Understanding through Student Response Systems

Sue McMillen

SUNY Buffalo State, USA

Clickers, or other student response systems, are one tool for engaging students in reflecting on misconceptions and then building a more robust understanding of a challenging topic. Research has shown that conceptual clicker questions followed by peer instruction results in significant learning gains. Students are actively involved in peer instruction and often hear information from their peers that refutes their misconceptions. In addition, examples of using clicker questions to open class discussions and give all students a voice in the discussion will be shared. The last application of clickers that will be discussed is their impact on the difficulty of getting students to complete course readings. All in all, clickers are powerful tools that enhance many active learning pedagogies in ways that encourage students to take responsibility for their own learning. Participants will use clickers in an interactive demonstration and experience several pedagogical applications of clickers. They will discuss benefits of using clickers to address the challenges of student misconceptions, lack of student engagement or participation, and holding students responsible for completing readings.

Towards Working Partnerships for Development in Higher Education in Africa

Paul Wabike

University of Groningen, The Netherlands

Higher Education (HE) in Africa is going through an unprecedented period of transformation due to massive changes in modes of knowledge production, dissemination and consumption. The onset of globalization has meant that African HE has to constantly reposition itself to fit in with demands of a mass hungry for more education, for more information. The presence of ICT has changed the speed and relevance of teaching, researching and community engagement. Above all it has redefined what 'learning' is. Historically higher education institutions were founded in the later stages of colonialism and many more came into life after colonialism. Their missions and visions on learning and teaching were created to fit in the needs and demands at the time of founding. Towards the 21st century, drastic changes took place impelled by ICT that meant HE was no longer the institution it once was. Changes in funding modes, student body diversification, management and governance have all have an impact on the missions and visions of these institutions. In the face of all the challenges, can African HE reclaim the spirit of learning and community engagement through teaching and research? African HE has gone through many challenges over time, but now again; it finds itself at the crossroads of either contributing to the on-going transformative situation or risk being sidelined as an important partner in the transformation bandwagon.

Towards A Set of Design Principles for Developing Oral Presentation Competence in Higher Education

Stan van Ginkel and Martin Mulder

Wageningen University, The Netherlands

Learning to present is an essential objective in higher education. Designing an effective and efficient learning environment for developing oral presentation competence is repeatedly found to be challenging (e.g. Bower, Cavanagh, Moloney & Dao, 2011; De Grez, Valcke & Roozen, 2009; Haber & Lingard, 2001). Instead of examining several learning environment characteristics in isolation as previous studies do, design principles should address the instruction, learning and assessment side of the learning environment coin (Biggs, 1996). As such, a comprehensive picture of effective learning environment characteristics for encouraging oral presentation performance is lacking. This systematic literature review synthesizes data from 52 publications into a set of seven design principles for developing a comprehensive learning environment fostering oral presentation competence. By adopting Biggs' (2003) 3P model as an analysis tool, all studies are categorized with respect to student characteristics, learning environments characteristics (presage), learning processes (process) and outcomes (product). Combining these into one overall Biggs model allowed for deducing the key learning environment characteristics influencing oral presentation performance and finding arguments for their relationships in the identified learning processes. The seven design principles, addressing the instruction, learning as well as the assessment side of the learning environment, will be further discussed during the session. Finally, an agenda for future research on this topic is offered and discussed.

Appreciatively Building Higher Educator's Relational Sensibilities

David Giles

Flinders University, Australia

In our busyness as higher educators, we can take for granted the relational essence of our educational context and pedagogy. As a consequence we find ourselves striving for greater efficiencies and effectiveness in our educational transactions, all the while lamenting former rich and deep teaching and learning experiences of the past. When the relational nature of education is fore-grounded in our educational praxis, the educational experience will be valuing critical and humanistic ideals. Indeed, the given-ness of relationships calls for dialogic processes that evoke a deepening engagement that is intellectually rigorous, sustainable and advocates for a greater sense of social justice. Drawing upon phenomenological research and appreciative inquiries into the nature of teaching and learning in higher education, this presentation will (1) broadly outline the ontological imperative of relationships before (2) considering strategies for enhancing the relational nature of educational experiences and (3) give particular attention to the development of relational sensibilities on the part of those responsible for students' learning.

Learning through Problem Solving Facilitates the Teaching of Art through Interactive Multimedia Development for Global Learning Communities

Pierre Pepin

Art Institute of Fort Lauderdale Florida, USA

The experimentation of this strategic approach (Interactive Transdisciplinary Multimedia, Research Development) (ITMRD) has been experienced many times with my students in class in High School, College and even University, through Global workshops and seminars. This methodology, demonstrated the enthusiasm of educators and students through multicultural environment to the artistic learning process, exploring all disciplines in arts, using tools of science, through culture, technology and beyond. This methodology uses a discovery approach, as a starting of research and analysis through multimedia process using occasionally tools of science, art, media, technology, and environmental performance. Learning through problem solving facilitates the teaching of art through interactive multimedia development. I therefore suggest developing tools to improve various learning strategies for students, based on this discovery as a trigger implementing the exploration through science art, media using technology process that weaves manipulation, exploration, experimentation. The orientation of this research proposes to art educators and student, to experiment different approaches and strategies while using Transdisciplinary Interactive Multimedia development.

Twelve Strategies to Promote Online Growth While Ensuring Quality

Brian Udermann

University of Wisconsin-La Crosse, USA

There has been significant and steady growth in the number of online courses and degree programs being offered across all institutional types in Higher Education. It appears that the rate of growth in online offerings has declined slightly but most faculty and administrators anticipate the overall growth in online education will persist. As colleges and universities continue to explore and expand online programming, it is important that quality and student learning remain the focus. This informative and interactive presentation will cover twelve strategies successfully used by the author at his present institution to promote growth in online offerings while maintaining quality. The author was a faculty member and then became the Director of Online Education at the University of Wisconsin-La Crosse after having taught online for two years. The University of Wisconsin-La Crosse is a mid-sized (10,000 students) university that was very much focused on serving the traditional 18-22 year-old student. So, the author experienced significant skepticism and resistance from faculty and staff to online education during his first

year or two serving as the director of online education (he has been in that position for the past 7 years). A number of the strategies that would be covered during the session include creating an online advisory board, developing an online policy and procedures manual, utilizing the expertise of Instructional Designers, having an online course review procedure in place, offering a high quality online instructor training course, creating faculty buy-in, and providing exceptional student support services for online learners.

Profiling Approaches to Teaching In Higher Education: A Cluster-Analytic Approach

Peter Van Petegem

University of Antwerp, Belgium

Teaching approaches in higher education have already been the subject of a considerable body of research. An important contribution was Prosser and Trigwell's development of the Approaches to Teaching Inventory (ATI) (Prosser & Trigwell, 1999). The present study aims to map out the approaches to teaching profiles of teachers in higher education on the basis of their scores on the ATI. The assignment of teachers to different profiles reflects a particular combination of scores on the ATI, which yields more information relative to teachers' scores on the separate scales. Our results also provide further insight into the validity of the ATI as an instrument for ascertaining teachers' approaches to teaching. Cluster analysis of the ATI data from 377 teachers revealed four profiles. Interview data with 30 teachers enabled us to obtain more detailed pictures of the profiles. Differences between the profiles in terms of gender, discipline and type of higher education institute were analysed.

Improving Progression Rates for Disadvantaged Students by Providing Feedback on Attendance

Kerry Ann Dickson (Victoria University, Melbourne, Australia) and Bruce Warren Stephens
(Monash University, Melbourne, Australia)

Literature shows that attendance and performance are positively related and that feedback is integral for self-regulated learning. However, the importance of this metacognitive awareness eludes many students. This is particularly so for students suffering from endemic educational disadvantage, such as being poorly prepared for higher education (HE); having English as a second language; or coming from low socio-economic status (SES), migrant, or "first in family" backgrounds. With the increase in participation in HE, some institutions are mandating lecture attendance in an effort to maintain standards. However, many students, and staff, are antagonised by compulsory attendance. We measured voluntary lecture attendance - with and without continuous feedback - and related it to performance. Attendance was higher when students were given individual, personalized feedback on their accumulated lecture attendance. When this

feedback was not given, high SES students attended more often than other students. With feedback, the relationship between attendance and performance was not influenced by student's preparedness for HE. Students agreed that continuous feedback on attendance helped to improve their time management skills. Finally, when feedback on voluntary attendance was given, the failure rate was about one third lower and the percentage of students scoring over 80% was nearly tripled. This is an important finding for the improvement of retention and progression in institutions which have many students from disadvantaged backgrounds.

Expanding the "Learning-Scape" Through Linked Courses

Jeffrey L. Pellegrino

Kent State University, USA

Do you ever feel like your course is a window to the world? Would you like to turn that window into a door and step out into a new learning-scape? Too often we are tied to curricular responsibilities to broaden our perspective and engagement with students, leaving both us and students with a feeling of academic silos. This impacts student decisions on persistence and participation (Tinto, 1975). There is good news, in the form of Linked Courses that reminds us of that curiosity that brought us into our fields that also stimulates meaningful dialogue across the interdisciplinary spectrum. This session highlights a SoTL approach to linked courses at a major Mid-West U.S. university where faculty members and student success professionals collaborate to provide new environments for learning. Assessing this initiative brings together three years of data to bear on level one findings in terms of student attitudes, impact on grade point average, and institutional retention. Fall 2013 data includes level two finding in which course artifacts were analyzed for themes and differences. Together with these outcomes are many lessons learned in gaining faculty member participation and ownership of the initiative and the vital role student success professionals have in this relationship. The session will end with opportunities to share success, challenges, and resources of all in attendance.

MMU Futures: Creating New Ways of Being and Learning to Equip Our Graduates for An 'Unknown Future'

Penny Renwick

Manchester Metropolitan University, UK

Launched in 2012 MMU Futures is an institutional initiative that provides new ways for students to benefit from and enjoy their time at university. With core themes of employability, sustainability and community it harnesses the creativity of students and staff to work in

partnership to develop exciting programmes of extra-curricular courses and activities that build new identities, adding value to individuals, the institution and our communities. MMU Futures enables students to ‘play’ with discipline areas far removed from their own, ranging from an introduction to languages to Robot Lego! By bringing disciplines together there is a vibrancy created through cross-institutional involvement with projects such as Global Futures and the Manchester Children’s Book Festival. Wrapped around MMU Futures is an award scheme that encourages participation and sustains engagement. Through reflective practice, we are creating new learning and playscapes that help to provide students with different lenses onto their particular disciplinary world. This project has been successful and is growing with over 5000 student engagements in over 100 events to date. While we have used social media to good effect, we are looking to social media and other platforms to promote and grow Futures. Creating something completely new is not without challenges and particular areas for further work include; enhancing the capability of our students to think conceptually and operate strategically; improving the use of social media to promote and celebrate achievements; encouraging academic engagement and participation and ensuring ‘stuff happens’ despite financial and/or cultural barriers.

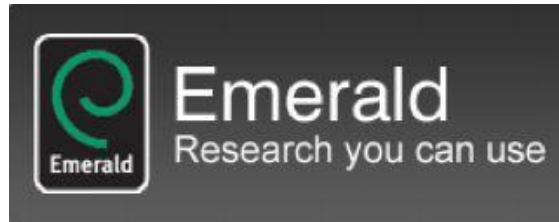
Accreditation of Native Language Programs

Victoria Handford

Ontario College of Teachers / Thompson Rivers University, Canada

Accreditation addresses regulatory requirements that are essential elements of pre-service teacher education programs. But accreditation can be formal, with fairly strict routines, creating the possibility that it could be culturally removed from First Nation, Métis or Inuit cultural priorities. In reviewing the program Teaching Native languages, (Anishnaabemowin) a number of adjustments were made to create a culturally responsive and respectful accreditation environment, including considerations such as who the panel should consist of, the timing of the site visit, Facebook, email, poster and Twitter promotion considerations, the role of the Elder in the site visit, “good opening, good ending” plans, structure of the interviews and appropriate questioning, the role of the wider community in the review, food, gifts and the writing of the report itself. As we step forward, there are some things to address along the way.

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To bring that vision to reality, the present mission of HETL is to develop a global community of higher education professionals who come together to share their knowledge and expertise in teaching and learning.

To effectively fulfill that mission, HETL adheres to the values of academic integrity, collegiality, and diversity. To fulfill these shared core values, HETL initiates meaningful activities, projects, and practices that fosters collaboration and capacity building at all levels (individual, group, institutional, national, international) as well as the democratization of higher education through professional, institutional, and higher educational development.

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