

# Eleventh International Conference on e-Learning & Innovative Pedagogies

*Digital Pedagogies for Social Justice*

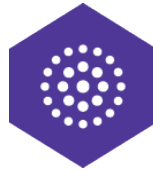
2-3 MARCH 2018 | ST JOHN'S UNIVERSITY, MANHATTAN CAMPUS | NEW YORK, USA | [UBI-LEARN.COM](http://UBI-LEARN.COM)



Eleventh International Conference on  
**e-Learning & Innovative Pedagogies**

*“Digital Pedagogies for Social Justice”*

2–3 March 2018 | St John’s University, Manhattan Campus | New York, USA



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**Eleventh International Conference on e-Learning and Innovative Pedagogies**  
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First published in 2018 in Champaign, Illinois, USA  
by Common Ground Research Networks, NFP  
[www.cgnetworks.org](http://www.cgnetworks.org)

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Designed by Ebony Jackson  
Cover image by Phillip Kalantzis-Cope



Dear Delegates and Partners,

On behalf of St. John's University's School of Education, I welcome you to the Eleventh International Conference on e-Learning and Innovative Pedagogies. In light of global events and St. John's University's mission to address issues of "poverty and social injustice and to encourage solutions that are adaptable, effective, and concrete," this year's conference special focus is on Digital Pedagogies for Social Justice. I invite you to consider the implications and applications of each session in relation to this theme.

This year's conference has five plenary speakers. I am grateful to Fran Blumberg, Bill Cope, Mary Kalantzis, Tom Liam Lynch, and Karen Miner-Romanoff (in alphabetical order) for their time, their insights, and their inspiration. Together, these scholars will help to provide additional perspectives of e-learning and innovative, digital pedagogies for social justice.

I would like to thank all those at Common Ground and at St. John's University who made this conference possible. Dr. Phillip Kalantzis Cope's vision for collective scholarship, coupled with Rachael Arcario's organizing and coordinating efforts, have made this event a dynamic reality. I also would like to thank many at St. John's University, including our President, Dr. Conrado Bobby Gempesaw, our Provost, Dr. Robert Mangione, our Dean of the School of Education, Michael Sampson, and our Curriculum and Instruction Chairperson, Dr. Mary Beth Schaefer. They have shown continued support of the partnership with Common Ground, of the conference, and of scholarship that can effect change.

Finally, I would like to thank you for traveling from near and far to attend and/or present, listen, and interact at this international conference. It is through the sustained engagement of critical discourse that we can envision new and renewed approaches to pedagogy, practice, and policy.

Sincerely,

*Sandra Schamroth Abrams*

Sandra Schamroth Abrams, Ph.D.  
Associate Professor  
Director, Ph.D. Program  
Dept. of Curriculum & Instruction





Dear e-Learning & Innovative Pedagogies Delegates,

Welcome to New York City and to the Eleventh International Conference on e-Learning & Innovative Pedagogies. The e-Learning & Innovative Pedagogies Research Network—its conference, journal, and book imprint—was created to provide a forum to meet others in the field, share ideas, and publish your work.

Founded in 2008, The Inaugural e-Learning & Innovative Pedagogies Conference was held at the University Center, Chicago, USA. The conference has since been hosted at Northwestern University, Boston, USA in 2009; the University of British Columbia, Vancouver, Canada in 2010; the University of California, Berkeley, Berkeley, USA in 2011; the University of Illinois at Urbana-Champaign, Champaign, USA in 2012; the Universidad Nacional de Educación a Distancia, Madrid, Spain in 2013; Pacific University, Portland, USA in 2014; the University of California, Santa Cruz, Santa Cruz, USA in 2015; and the University of Toronto, Toronto, Canada in 2017. Next year, we are honored to hold the conference in partnership with the Australasian Association of Distance Education Schools (AADES) at the Hotel Grand Chancellor Hobart in Hobart, Australia from 2–3 May.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Research Network supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to *Ubiquitous Learning: An International Journal*. We also encourage you to submit a book proposal to the e-Learning & Innovative Pedagogies Book Imprint.

In partnership with our Editors and Network Partners the e-Learning & Innovative Pedagogies Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages. Common Ground Research Networks takes some of the pivotal challenges of our time and builds research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

I want to thank our Conference Chair, Sandra Abrams, who has poured such a phenomenal amount of work into this conference. I'd also like to thank my e-Learning & Innovative Pedagogies colleagues, Rachael Arcario, Kim Kendall, Tatiana Portnova, and José Luis Ortega Martin, who have put such a significant amount of work into this conference.

We wish you all the best for this conference, and we hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe.

Yours sincerely,

Dr. Phillip Kalantzis-Cope  
Chief Social Scientist, Common Ground Research Networks



## Our Mission

Common Ground Research Networks aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative research networks and provide platforms for meaningful interactions across diverse media.

## Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

## Our Media

Common Ground creates and supports research networks through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host research network). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book imprints offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The research network also maintains an online presence—through presentations on our YouTube channel, quarterly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

# **e-Learning & Innovative Pedagogies Research Network**

*Brought together around a common concern for new technologies  
in learning and an interest to explore possibilities for  
innovative pedagogies*



The e-Learning & Innovative Pedagogies Research Network is brought together around a common concern for new technologies in learning and an interest to explore possibilities for innovative pedagogies. The research network interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book series—exploring the affordances of the new digital media. Members of this Research Network include academics, teachers, technology practitioners, and research students.

## Conference

The conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

## Publishing

The e-Learning & Innovative Pedagogies Research Network enables members to publish through two media. First, research network members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. *Ubiquitous Learning: An International Journal* provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, e-Learning & Innovative Pedagogies, publishing cutting edge books in print and electronic formats. Publication proposal and manuscript submissions are welcome.

## Community

The e-Learning & Innovative Pedagogies Research Network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the network YouTube channel. Quarterly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Members may also join the conversations on Facebook and Twitter or explore our new social media platform, **Scholar**.





On the microdynamics of learning in and through digital technologies and social media

## Theme 1: Pedagogies

- New learning supported by new technologies: challenges and successes
- Old learning using new technologies, for better or for worse
- Traditional (didactic, mimetic) and new (transformative, reflexive) pedagogies, with and without new technology
- Changing classroom discourse in the new media classroom
- Peer to peer learning: learners as teachers
- From hierarchical to lateral knowledge flows, teaching-learning relationships
- Supporting learner diversity
- Beyond traditional literacy: reading and writing in a multimodal communications environment
- Digital readings: discovery, navigation, discernment, and critical literacy
- Metacognition, abstraction, and architectural thinking: new learning processes in new technological environments
- Formative and summative assessment: technologies in the service of heritage and new assessment practices
- Evaluating technologies in learning
- Shifting the balance of learning agency: how learners become more active participants in their own learning
- Recognizing learner differences and using them as a productive resource
- Collaborative learning, distributed cognition, and collective intelligence
- Mixed modes of sociability: blending face to face, remote, synchronous, and asynchronous learning
- New science, mathematics, and technology teaching
- Technology in the service of the humanities and social sciences
- The arts and design in a techno-learning environment

On the changing the institutional forms of education—classroom, schools and learning communities—in the context of ubiquitous computing

## Theme 2: Institutions

- Blurring the boundaries of formal and informal learning
- Times and places: lifelong and lifewide learning
- Always ready learnability, just in time learning, and portable knowledge sources
- Educational architectures: changing the spaces and times
- Educational hierarchies: changing organizational structures
- Student-teacher relations and discourse
- Sources of knowledge authority: learning content, syllabi, standards
- Schools as knowledge producing communities
- Planning and delivering learning digitally
- Teachers as curriculum developers
- Teachers as participant researchers and professional reflective practice



On new learning devices  
and software tools

### Theme 3: Technologies

- Ubiquitous computing: devices, interfaces, and educational uses
- Social networking technologies in the service of learning
- Digital writing tools; wikis, blogs, slide presentations, websites, and writing assistants
- Supporting multimodality: designing meanings which cross written, oral, visual, audio, spatial, and tactile modes
- Designing meanings in the new media: podcasts; digital video, and digital imaging
- Learning management systems
- Learning content and metadata standards
- Designed for learning: new devices and new applications
- Usability and participatory design: beyond technocentrism
- Learning to use and adapt new technologies
- Learning through new technologies

On the social  
transformations of  
technologies, and their  
implications for learning

### Theme 4: Social Transformations

- Learning technologies for work, civics, and personal life
- Ubiquitous learning in the service of the knowledge society and knowledge economy
- Ubiquitous learning for the society of constant change
- Ubiquitous diversity in the service of diversity and constructive globalism
- Inclusive education addressing social differences: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics), and symbolic (culture, language, gender, family, affinity, and persona)
- Changing the balance of agency for a participatory culture and deeper democracy
- From one to many, to many to many: changing the direction of knowledge flows
- Beyond the traditional literacy basics: new media and synaesthetic meaning-making



First we called it 'computers in education'. Then it was the World Wide Web. Then it was the reincarnation the Internet in the form Web 2.0 and social media. For a long time, we educators have lived with enthusiastic talk about the implications of technology in learning. Sometimes the talk has been plausible. At other times the results of using technology in learning have been disappointing.

For all the hyperbole, education is in many sites and many ways still relatively unchanged—the relations of teachers to students, students to each other and students to knowledge—and this is the case even when technology is used. For instance, if the print textbook becomes an e-book, do the social relations of knowledge and learning actually change? If the pen-and-paper test is mechanized, does this change our assessment systems?

Technology, in other words, can and often does reproduce and reinforce traditional, didactic relationships of learning. However, today's information and communications technologies also offer affordances which in many ways we have barely yet explored. These possibilities we call a 'new learning' and 'transformative pedagogy'.

How then, can we create and use technologies that push the boundaries of the learning experience, engage students more deeply and produce learning outcomes that live up to the high expectations of citizens, governments and workplaces in the twenty-first century? For this reason, in this Research Network, we want to focus not just on e-learning, but the pedagogical innovations that we hope e-learning environments might support. In this agenda, the ideas and practices of 'ubiquitous learning' suggest a wide range of possibilities.

### From Ubiquitous Computing to Ubiquitous Learning

At first glance, it is the machines that make ubiquitous learning different from heritage classroom and book-oriented approaches to learning. These appearances, however, can deceive. Old learning can be done on new machines. Using new machines is not necessarily a sign that ubiquitous learning has arrived. Some features of ubiquitous learning are not new—they have an at times proud and at times sorry place in the history of educational innovation, stretching back well before the current wave of machines.

However, there is an obvious link between ubiquitous learning and ubiquitous computing. The term 'ubiquitous computing' describes the pervasive presence of computers in our lives. Personal computers, laptops, tablets, and smart phones have become an integral part of our learning, work, and community lives, to the point where, if you don't have access to a computer networked with reasonable bandwidth you can be regarded as disadvantaged, located as a 'have not' on the wrong side of the 'digital divide'. Meanwhile, many other devices are becoming more computer-like (in fact, more and more of them they are computers or have computing power built in): televisions, global positioning systems, digital music players, personal digital assistants, cameras, and game consoles, to name a few. These devices are everywhere. They are getting cheaper. They are becoming smaller and more portable. They are increasingly networked. This is why we find them in many places in our lives and at many times in our days. The pervasive presence of these machines is the most tangible and practical way in which computing has become ubiquitous.

Importantly for education, the machines of ubiquitous computing can do many of the things that pens and pencils, textbooks, and teacher-talk did for learners in an earlier era. They can do these things the same, and they can do them differently.

Does ubiquitous computing lay the groundwork for ubiquitous learning? Does it require us to make a shift in our educational paradigms?



It may, however, the approach of this Research Network is more conditional than this. To reiterate, 'ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media'. The qualifications in this statement are crucial. 'Made possible' means that there is no directly deterministic relationship between technology and social change. Digital technologies arrive and almost immediately, old pedagogical practices of didactic teaching, content delivery for student ingestion and testing for the right answers are mapped onto them and called a 'learning management system'. Something changes when this happens, but disappointingly, it does not amount to much.

And another qualifier: 'affordance' means you can do some things easily now, and you are more inclined to do these things than you were before simply because they are easier. You could do collaborative and inquiry learning in a traditional classroom and heritage institutional structures, but it wasn't easy. Computers make it easier. So, the new things that ubiquitous computing makes easier may not in themselves be completely new—modes of communication, forms of social relationship, or ways of learning. However, just because the new technology makes them easier to do, they become more obviously worth doing than they were in the past. Desirable social practices which were at times against the grain for their idealistic impracticality, become viable. The technology becomes an invitation to do things better, often in ways that some people have been saying for a long time they should be done.

Following are just a few of the characteristic moves of ubiquitous learning that this Research Network addresses in its various discussion forums. Participants may agree or disagree with these, or choose to add more.

### **Move 1: To blur the traditional institutional, spatial and temporal boundaries of education.**

In the heritage educational institutions of our recent past, learners needed to be in the same place at the same time, doing the same subject, and staying on the same page. The classroom was an information architecture, transmitting content, one to many: one textbook writer to how every many thousands of learners; one teacher to thirty something children or one lecturer to one hundred and something university students. The spatial and temporal simultaneity of this information and knowledge system practically made sense.

Today, in the era of cheap recording and transmission of any textual, visual, and audio content anywhere, such classrooms are less needed. Education can happen anywhere, anytime. Long traditions of 'distance education' and 'correspondence schools' mean that these ideas are far from novel. The only difference now is that ubiquitous computing renders anachronistic and needlessly expensive for many educational purposes the old information architecture of the classroom, along with its characteristic forms of discourse and social relationships to knowledge. Even the problem of duty of care for children is surmountable with mobile phones and global positioning devices. Knowing the location of a child in a classroom was never better than the one meter margin of error of GPS devices.

And another problem with the old classroom: the idea was that this was preparation for life, enough to assume whatever one's lot would be, and the rest could be left to experience. Today, everything is changing so rapidly that today's education easily becomes tomorrow's irrelevance. So, there have been moves to make ongoing training and formally accredited education 'lifelong and lifewide'. For people in work and with families, not able to commute to an institution or able to schedule their time easily, ubiquitous computing can be a conduit for education beyond the traditional spatial and institutional boundaries. Coming together in specific times and places will, of course, remain important, but what we will choose to do when we come together may be different from what happens in classrooms today—these may be special times to focus, on face-to-face planning, collaborative work, and community building.

Then there's the new pervasiveness of pedagogy in spaces of informal and semi-formal learning—help menus, 'intuitive interfaces', game-like staged learning, and 'over-the-shoulder-learning' from friends and colleagues. This kind of learning only ever needs to be just in time and just enough. It is now integral to our lifeworlds, a survival skill in a world of constant change.





**Move 2: To shift the balance of agency.**

In the traditional classroom, the teacher and blackboard were at the front of the room. The learners sat in straight rows, listened, answered questions one at a time, or quietly read their textbooks and did their work in their exercise books. Lateral student-student communication was not practicable, or even desirable when it could be construed as cheating. Underlying this arrangement was a certain kind of discipline (listen to the teacher, read authority into the textbook), and a particular relationship to knowledge (here are the facts and theories you will need to know, the literature which will elevate and the history which will inspire). This kind of education made a certain kind of sense for a certain kind of world, a world where supervisors at work shouted orders or passed down memos in the apparent productive interests of the workers, where the news media told the one main story we were meant to hear, and where we all consumed identical mass-produced goods because engineers and entrepreneurs had decided what would be good for us. Authors wrote and the masses read; television companies produced and audiences watched; political leaders led and the masses followed; bosses bossed and the workers did as they were told. We lived in a world of command and compliance.

Today, the balance of agency has shifted in many realms of our lives. Employers try to get workers to form self-managing teams, join the corporate 'culture', and buy into the organization's vision and mission. Now the customer is always right and products and services need to be customized to meet their particular practical needs and aesthetic proclivities. In the new media, ubiquitous computing has brought about enormous transformations. There's no need to listen to the top forty when you can make your own playlist on your iPod. There's no need to take on authority the encyclopedia entry in Wikipedia when you, the reader, can talk back, or at least watch other people's arguments about the status of knowledge. There's no need to take the sports TV producer's camera angles when you can choose your own on interactive television. There's no need to watch what the broadcast media has dished up to you, when you can choose your own interest on YouTube, comment on what you're watching and, for that matter, make and upload your own TV. There's no need to relate vicariously to narratives when you can be a player in a video game. This new order applies equally well to learning. There is no need to be a passive recipient of transmitted knowledge when learners and teachers can be collaborative co-designers of knowledge.

Instead, there are many sources of knowledge, sometimes problematically at variance with each other, and we have to navigate our way around this. There are many sites and modalities of knowledge, and we need to get out there into these to be able to make sense of things for ourselves. There may be widely accepted and thus authoritative bodies of knowledge to which we have to relate, but these are always uniquely applied to specific and local circumstances—only we can do this, in our own place and at our own time. In this environment, teachers will be required to be more knowledgeable, not less. Their power will be in their expertise and not in their control or command routines.

**Move 3: To recognize learner differences and use them as a productive resource.**

Modern societies used to value uniformity: we all read the same handful of newspapers and watched the same television channels; we all consumed the same products; and if we were immigrant, or indigenous, or of an ethnic minority, we needed to assimilate so we could all comfortably march to the same national beat.

And so it was in schools: everyone had to listen to the teacher at the same time, stay on same message on the same the page, and do the same test at the end to see whether they had learnt what the curriculum expected of them. Today there are hundreds of television channels, countless websites, infinite product variations to suit one's own style, and if you are immigrant or indigenous or a minority, your difference is an aspect of our newfound cosmopolitanism.



This is all part of a profound shift in the balance of agency. Give people a chance to be themselves and you will find they are different in a myriad of ways: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona).

In sites of learning today, these differences are more visible and insistent than ever. And what do we do about them? Ubiquitous learning offers a number of possibilities. Not every learner has to be on the same page; they can be on different pages according to their needs. Every learner can connect the general and the authoritative with the specifics and particulars of their own life experiences and interests. Every learner can be a knowledge maker and a cultural creator, and in every moment of that making and creating they remake the world in the timbre of their own voice and in a way which connects with their experiences. Learners can also work in groups, as collaborative knowledge makers, where the strength of the group's knowledge arises from their ability to turn to productive use the complementarities that arise from their differences.

In this context, teacher will need to be engaged members of cosmopolitan learning communities and co-designers, with learners, of their learning pathways.

**Move 4: To broaden the range and mix of representational modes.**

Ubiquitous computing records and transmits meanings multimodally—the oral, the written, the visual and the audio. Unlike previous recording technologies, these representational modes are reduced to the same stuff in the manufacturing process, the stuff of zeros and ones. Also, like never before, there is next to no cost in production and transmission of this stuff.

Now, anyone can be a film-maker, a writer who can reach any audience, an electronic music maker, a radio producer. Traditional educational institutions have not managed to keep up this proliferation of media. But, if educators have not yet made as much as they could of the easy affordances of the new media, the students often have. When educators do catch up, the learning seems more relevant, powerful, and poignant. Educators will need to understand the various grammars of the multiple modes of meaning making that the digital has made possible, in the same depth as traditional alphabetic and symbolic forms.

**Move 5: To develop conceptualizing capacities.**

The world of ubiquitous computing is full of complex technical and social architectures that we need to be able to read in order to be a user or a player. There are the ersatz identifications in the form of file names and thumbnails, and the navigational architectures of menus and directories. There is the semantic tagging of home-made folksonomies, the formal taxonomies that define content domains, and the standards which are used to build websites, drive web feeds, define database fields, and identify document content.

These new media need a peculiar conceptualizing sensibility, sophisticated forms of pattern recognition and schematization. For these reasons (and for other, much older, good educational reasons as well), ubiquitous learning requires higher-order abstraction and metacognitive strategies. This is the only way to make one's way through what would otherwise be the impossibilities of information quantity. Teachers then need to become masterful users of these new meaning making tools, applying the metalanguage they and their learners need alike in order to understand their affordances.

**Move 6: To connect one's own thinking into the social mind of distributed cognition and collective intelligence.**

In the era of ubiquitous computing, you are not what you know already but what you can potentially know, the knowledge that is at hand because you have a device in hand. Even in the recent past, we had libraries on hand, or experts we could consult. Cognition has always been distributed and intelligence collective. The most remarkable technology of distributed cognition is language itself.



However, today there is an immediacy, vastness and navigability of the knowledge that is on hand and accessible to the devices that have become more directly an extension of our minds. Those who used to remember telephone numbers will notice that something happens to their minds when the numbers they need are stored on the mobile phone—the phone remembers for you. It becomes an indispensable extension of your mind. This should spell doom for the closed book exam. Educators will need to create new measures to evaluate learners' capacities to know how to know in this new environment.

**Move 7: To build collaborative knowledge cultures.**

Ubiquitous computing invites forms of social reflexivity which can create 'communities of practice' to support learning. In the ubiquitous learning context, teachers harness the enormous lateral energies of peer-to-peer knowledge making and the power of collective intelligence. This builds on the complementarity of learner differences—experience, knowledge, ways of thinking, and ways of seeing. Learners also involve people who would formerly have been regarded as outsiders or even out-of-bounds in the learning process: parents and other family members, critical friends, or experts.

Digital workspaces built upon social networking technologies are ideal places for this kind of work, at once simple and highly transparent when it comes to auditing differential contributions. Teachers need higher order skills to build learning communities that are genuinely inclusive, such that all learners reach their potential.

Each of these moves explores and exploits the potentials of ubiquitous computing. None, however, is a pedagogical thought or social agenda that is new to the era of ubiquitous computing. The only difference today is that there is now no practical reason not to make any of these moves. The affordances are there, and if we can, perhaps we should. When we do, we may discover that a new educational paradigm begins to emerge. And as this paradigm emerges, we might also find educators take a leading role on technological innovation.

The journey of ubiquitous learning is only just beginning. As we take that journey, we need to develop breakthrough practices and technologies that allow us to reconceive and rebuild the content, processes and human relationships of teaching and learning.

*Reference: Bill Cope and Mary Kalantzis, (eds), editors' introductory chapter to Ubiquitous Learning, University of Illinois Press, 2009.*



## About

The e-Learning & Innovative Pedagogies Research Network is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the e-Learning & Innovative Pedagogies Research Network brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

## Membership Benefits

As an e-Learning & Innovative Pedagogies Research Network member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to *Ubiquitous Learning: An International Journal* for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the network e-newsletter, providing access to news and announcements for and from the Research Network.
- Option to add a video presentation to the research network YouTube channel.
- Free access to the **Scholar** social knowledge platform, including:
  - ◊ Personal profile and publication portfolio page
  - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media
  - ◊ Optional feeds to Facebook and Twitter
  - ◊ Complimentary use of **Scholar** in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.





## Engage through Social Media



[www.facebook.com/UbiquitousLearning](http://www.facebook.com/UbiquitousLearning)



[@ubilearn](https://twitter.com/ubilearn) | [#ICEIP18](https://twitter.com/ICEIP18)

## Present and Participate in the Conference

You have already begun your engagement in the research network by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with research network colleagues that will continue well into the future.

## Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the research network. As a member of the network, you will also be invited to review others' work and contribute to the development of the research network knowledge base as a Reviewer. As part of your active membership in the research network, you also have online access to the complete works (current and previous volumes) of the journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.



The principal role of the Advisory Board is to drive the overall intellectual direction of the e-Learning & Innovative Pedagogies Research Network and to consult on our foundational themes as they evolve along with the currents of the community. Board members are invited to attend the annual conference with a complimentary registration and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to *Ubiquitous Learning: An International Journal* as well as proposals or completed manuscripts to the e-Learning & Innovative Pedagogies Book Imprint.

We are grateful for the continued service and support of these world-class scholars and practitioners.

- **Michel Bauwens**, Peer-to-Peer Alternatives, Bangkok, Thailand
- **Nick Burbules**, University of Illinois, Urbana-Champaign, USA
- **Bill Cope**, University of Illinois, Urbana-Champaign, USA
- **Ricki Goldman**, Steinhardt School, New York University, New York, USA
- **Michael Peters**, University of Waikato, Hamilton, New Zealand
- **Eduardo Santos Junqueira Rodrigues**, Universidade Federal do Ceará, Instituto UFC Virtual, Brazil
- **Reed Stevens**, Northwestern University, Chicago, USA
- **Alfred Weiss**, Pacific University, Portland, USA

## A Social Knowledge Platform

### Create Your Academic Profile and Connect to Peers

Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



### Utilize Your Free Scholar Membership Today through

- Building your *academic profile* and list of published works.
- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new Research Network *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

### Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select **[Sign Up]** below 'Create an Account'.
2. Enter a **"blip"** (a very brief one-sentence description of yourself).
3. Click on the **"Find and join communities"** link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

### Scholar Next Steps – Build Your Academic Profile

- **About:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create searchable information so others with similar interests can locate you.
- **Peers:** Invite others to connect as a peer and keep up with their work.
- **Shares:** Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
- **Image:** Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher:** All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.



## A Digital Learning Platform

Use **Scholar** to Support Your Teaching

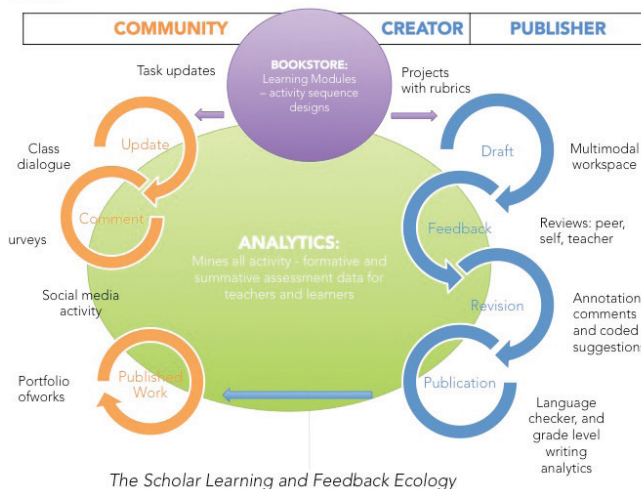
**Scholar** is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

**Scholar** also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a Research Network space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Research Network members as part of their membership. Please email us at [support@cgscholar.com](mailto:support@cgscholar.com) if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



**Scholar** is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit: <http://knowledge.cgscholar.com>.**



# **e-Learning & Innovative Pedagogies Journal**

*Aiming to create an intellectual frame of reference and to support  
an interdisciplinary conversation on the relationships between  
technology, knowledge, and society*



## About

*Ubiquitous Learning: An International Journal* sets out to define an emerging field. Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media.

Ubiquitous Learning is a counterpart to the concept 'ubiquitous computing', but one which seeks to put the needs and dynamics of learning ahead of the technologies that may support learning. The arrival of new technologies does not mean that learning has to change. Learning should only change for learning's sake. The key perspective of the conference and journal is that our changing learning needs can be served by ubiquitous computing. In this spirit, the journal investigates the affordances for learning in the digital media, in school and throughout everyday life.

## Editor



**Bill Cope**, University of Illinois at Urbana-Champaign, USA

## Indexing

Australian Research Council  
(ERA)

Educational Psychology  
& Administration Directory  
(Cabell's)

Education Source (EBSCO)

Scopus

Ulrich's Periodicals Directory

## DOI:

10.18848/1835-9795/CGP

## Founded:

2006

## Publication Frequency:

Quarterly (March, June,  
September, December)

## ISSN:

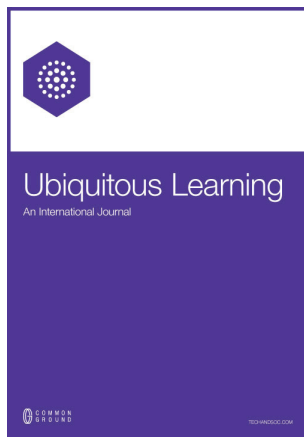
1835-9795

## Network Website:

[ubi-learn.com](http://ubi-learn.com)

## DOI:

[doi.org/10.18848/1835-9795/CGP](https://doi.org/10.18848/1835-9795/CGP)



## Reviewers

Articles published in *Ubiquitous Learning: An International Journal* are peer reviewed by scholars who are active members of the e-Learning & Innovative Pedagogies Research Network. Reviewers may be past or present conference delegates, fellow submitters to the journal, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the Research Network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to the *Ubiquitous Learning: An International Journal's* Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the journal.



## Article Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. **Review the Requirements:** All article submissions must meet the Article Requirements listed on our Author Guidelines page (<http://cgnetworks.org/support/author-guidelines>). Before submitting your article, please thoroughly review these requirements, and revise your article to follow these rules. Initial submissions which do not meet these requirements will be returned to the author(s) for revision.
2. **Upload the Submission:** Once you have revised your initial submission to meet the article requirements, you may then upload your submission in one of two ways:
  - ◇ If you are not attending a CGRN conference and you simply wish to submit your article for consideration to one of the CGRN academic journals, please use the following guide: Submitting an Article to the Journal (<http://cgnetworks.org/support/submitting-an-article-to-the-journal>).
  - ◇ If you are presenting at a conference, your conference registration includes a complimentary Research Network Membership\* (see Step 6). Please upload your article submission using your conference proposal (this will allow you to skip Step 6 of the process). For assistance in uploading, please use the Journal Article Submission for Scholar Event Attendees guide: (<http://cgnetworks.org/support/journal-article-submission-using-the-conference-portal>).
3. **Checking Progress:** Once your article is received, you can view the status of its progress by logging into your CGPublisher account at [www.cgpublisher.com](http://www.cgpublisher.com). In time, CGPublisher will be retired, and our publishing will be managed through our new all-in-one platform, CG Scholar. For now, only Common Ground conferences have been completely integrated into CG Scholar. Publishing is only partially integrated into CG Scholar. After the publication process is complete, published articles appear in the CG Scholar Bookstore under the corresponding journal title. We'll keep you updated as progress continues, and if you ever have questions, you can always reach us at [support.cgnetworks.org](mailto:support.cgnetworks.org).
4. **Initial Submission Accepted for Peer Review:** Submitted articles are then verified against the Article Requirements (listed in the Author Guidelines). If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. Please note, during this time authors are eligible to be selected to as a reviewer for other articles in this same stage. Full details regarding the rules, expectations, and policies on peer review can be found on our Peer Review Policies page.
5. **Peer Review Decision:** When both referee reports are uploaded, and after the referees' identities have been removed, you will be notified by email through cgpublisher. Your message will provide with a link to view the reports, if you have trouble, see our guide (<http://cgnetworks.org/support/how-to-download-your-referee-reports>). Articles which are rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note (<http://cgnetworks.org/support/change-note-journal-article>). If an article is not accepted by peer review after this second opportunity, it must be withdrawn from consideration.
6. **Membership Confirmation:** If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Research Network Membership or Conference registration (<http://cgnetworks.org/support/register-for-a-membership>). Please note, a paid conference registration includes a complimentary Research Network Membership, this will allow you to skip this step.



7. **Publication Agreement:** Next you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access Publication (<http://cgnetworks.org/journals/hybrid-open-access>).
8. **Prepare the Final Submission:** After the publication agreement is final, you will have 30 days to complete any revisions to your final submission and upload your article. Please ensure your final submission meets the Final Submission Requirements before uploading your article (<http://cgnetworks.org/support/final-submission-downloads-and-guides>). This includes such criteria as the correct use of the Chicago Manual of Style (17th edition) and the other listed requirements (<http://cgnetworks.org/support/chicago-manual-of-style-citations-quick-guide>). Articles which have been accepted with revisions will require a change note to be included with the final submission. Articles which do not meet these requirements will be returned for revision until these requirements are satisfied.
9. **Final Inspection / “Ready for Typesetting”:** Once we have received the final submission of your article, our Publishing Department will give your article a final review. During this step, your workflow status will be listed as “Ready for Typesetting,” indicating that the final submission is ready for inspection.
10. **Copyediting and Proof Inspection:** If the final submission meets the Final Submission Requirements, the article will then begin typesetting. At this phase you might be required to assist in correcting minor problems relating to grammar, spelling, citations, or references. You will be contacted when the typeset proof is available for inspection.
11. **Article Publication:** Individual articles are published “Web First” to our CG Scholar Bookstore (<https://cgscholar.com/bookstore>). After web-first publication, complete journal issues follow annually, biannually, or quarterly depending on the journal. Web-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CG Scholar profile up-to-date (<https://cgscholar.com/identity/>) and add your ORCID iD (<https://orcid.org/register>) to maximize your article visibility.

### Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.





## Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is \$250 per article—a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at \$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

## Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at [support@cgnetworks.org](mailto:support@cgnetworks.org).



### Research Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to *Ubiquitous Learning: An International Journal*. This complimentary personal subscription grants access to the current volume as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to <https://cgscholar.com/bookstore> and select the “Sign in” option. An account in CG Scholar has already been made on your behalf; the username/email and password are identical to your CG Publisher account. After logging into your account, you should have free access to download electronic articles in the bookstore. If you need assistance, select the “help” button in the top-right corner, or contact [support@cgscholar.com](mailto:support@cgscholar.com).

### Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to *Ubiquitous Learning: An International Journal* and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:

- <http://ubi-learn.com/journal/hybrid-open-access>
- Or contact us at [subscriptions@cgnetworks.org](mailto:subscriptions@cgnetworks.org)

### Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to *Ubiquitous Learning: An International Journal*: <http://cgnetworks.org/support/recommend-a-subscription-to-your-library>.

# **e-Learning & Innovative Pedagogies Book Imprint**

*Aiming to set new standards in participatory knowledge  
creation and scholarly publication*



## *e-Learning & Innovative Pedagogies Book Imprint*

### **Call for Books**

Common Ground is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we're not interested in the size of potential markets or competition from other books. We're only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

### **Book Proposal Guidelines**

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats and are available through Amazon and as Kindle editions. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Proposals can be submitted by email to [books@cgnetworks.org](mailto:books@cgnetworks.org). Please note the book imprint to which you are submitting in the subject line.





## Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to [books@cgnetworks.org](mailto:books@cgnetworks.org) with:

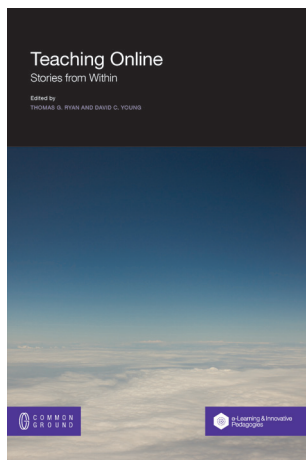
- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.



## Teaching Online: Stories from Within

Dr. Thomas G. Ryan and Dr. David C. Young (eds.)



### ISBN:

978-1-61229-606-7

195 Pages

### Network Website:

[ubi-learn.com](http://ubi-learn.com)

### DOI:

[doi.org/10.18848/978-1-61229-607-4/CGP](https://doi.org/10.18848/978-1-61229-607-4/CGP)

*Teaching Online: Stories from Within* has captured the narratives of fifteen post-secondary instructors who currently teach online. It is a pan-Canadian sample of those who step into the depths of cyber-space and reveal their own personal insights about the world of online education in a manner that enables readers to access answers to some of the current questions concerning e-learning. Admittedly, education is vital to personal growth and understanding the world around us, but this education may simply be economically out of reach for those who live too far from the course and school where they would like to study. Online education is a potential solution, but how does one know if this is the right fit for them? This peer-reviewed book provides some insight into the trials and tribulations of online teaching and learning that may enable those people to make an informed decision. As the medium evolves and innovation drives possibilities, online post-secondary education may begin to meet wider needs.

Technology offers new and different ways to deliver university courses, including online or blended formats, but we need to consider a number of impacts as we develop and innovate in our teaching. This book outlines a variety of perspectives on online teaching—perspectives that will help university instructors think through ways to ensure rigour and integrity in their online course offerings.

—Dr. Ann Sherman, Dean of Education, University of New Brunswick

### Editor Bios:

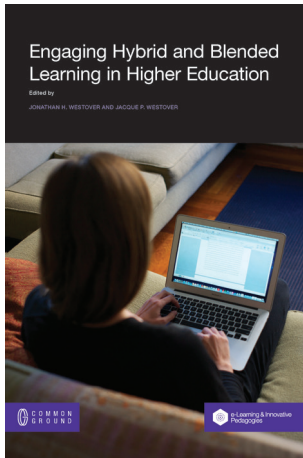
**Dr. Thomas G. Ryan** is a professor in the Schulich School of Education, Nipissing University, in North Bay, Ontario, Canada. He has been teaching since 1985 and began teaching online in 2002 with Campus Alberta. Currently he is teaching graduate students online via Blackboard and looks forward to new innovations in e-learning.

**Dr. David C. Young** is an associate professor in the Faculty of Education at St. Francis Xavier University in Antigonish, Nova Scotia, Canada. He began teaching at the post-secondary level in 2004, and currently offers several online graduate courses.



## Engaging Hybrid and Blended Learning in Higher Education

Jonathan H. Westover and Jacque P. Westover (eds.)



### ISBN:

978-1-61229-538-1

266 Pages

### Network Website:

[ubi-learn.com](http://ubi-learn.com)

### DOI:

[doi.org/10.18848/978-1-61229-539-8/CGP](https://doi.org/10.18848/978-1-61229-539-8/CGP)

Hybrid and blended learning are relatively new approaches to utilizing disruptive technological innovations within educational environments. With increased pressure on higher education institutions to provide greater access to programs as well as reduce costs, a continually increasing number of universities and colleges have been embracing the role of distance education programs and online courses. Within the context of this pedagogical and technology tension, engaging hybrid and blended learning methods have emerged as a balanced approach to addressing a rapidly shifting landscape of higher education.

This edited collection will answer the following questions:

- How can we make hybrid and blended learning models more engaging and student-centered?
- How can we effectively implement, manage, and assess hybrid and blended learning environments?
- What are examples and best practices of hybrid and blended learning across disciplines?

This edited collection provides a comprehensive introduction to hybrid and blended learning and explores the role of emerging disruptive technological innovations within academia, presenting a wide range of cross-disciplinary research in an organized, clear, and accessible manner. It will be informative to higher education scholars and administrators seeking to understand the role and implementation of hybrid and blended learning in response to a shifting higher education landscape.

### Editor Bios:

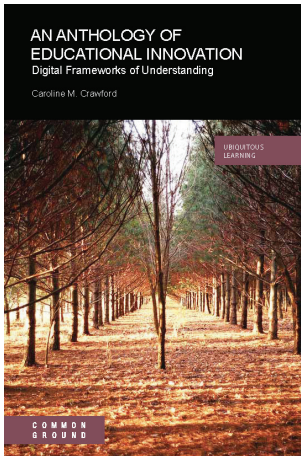
**Dr. Jonathan H. Westover** is an assistant professor of management and director of academic service learning at Utah Valley University, specializing in international human resource management, organizational development, and community-engaged experiential learning. His ongoing research examines issues of globalization, labor transformation, work quality characteristics, the determinants of job satisfaction cross-nationally, and higher-education pedagogy.

**Jacque P. Westover** is a part-time professor of mathematics and developmental math in the College of Science and Health and University College at Utah Valley University. Her research interests include math teaching in public schools, teaching with technology, theory and methods of education, and multicultural and exceptional education.



## An Anthology of Educational Innovation: Digital Frameworks of Understanding

Caroline M. Crawford (ed.)



**ISBN:**

978-1-86335-899-6

484 Pages

**Network Website:**

[ubi-learn.com](http://ubi-learn.com)

**DOI:**

[doi.org/10.18848/978-1-86335-900-9/CGP](https://doi.org/10.18848/978-1-86335-900-9/CGP)

As the digital age embraces the concepts related to online distance education environments, the importance of conceptually grounded and innovative impact upon the success of online education environment and support tools is realized. Dr. Crawford has focused a significant part of her career upon the conception of successful distance education learning environmental instruction and support. This anthology of various intriguing select works suggests the innovative ways through which quality instruction and the development of successful online learning environment communities can be supported.

### Editor Bio:

**Caroline M. Crawford**, Ed.D., is an associate professor of instructional technology at the University of Houston-Clear Lake in Houston, Texas, USA. At this point in Dr. Crawford's professional career, her main areas of interest focus upon communities of learning and the appropriate and successful integration of technologies into the learning environment.



# **e-Learning & Innovative Pedagogies Conference**

*Curating global interdisciplinary spaces, supporting  
professionally rewarding relationships*



### Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

#### **International**

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the e-Learning & Innovative Pedagogies Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 25 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

#### **Interdisciplinary**

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this research network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

#### **Inclusive**

Anyone whose scholarly work is sound and relevant is welcome to participate in this research network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this research network.

#### **Interactive**

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.



### Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.



### Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.



### Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



### Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



### Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



### Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



### Workshop/Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.



### Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



### Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.



### Friday, 2 March

8:00–9:00	Conference Registration Desk Open
9:00–9:20	Welcome from St John's University, Michael Sampson, Dean, College of Education, Professor, St John's University, USA
9:20–10:20	Plenary Panel Discussion—Fran Blumberg, Professor, Counseling Psychology, Graduate School of Education, Fordham University, USA; Tom Liam Lynch, Assistant Professor, Educational Technology, Pace University, USA; Karen Miner-Romanoff, Assistant Dean, Academic Quality, NYU School of Professional Studies, USA
10:20–10:50	Garden Conversation
10:50–11:35	Parallel Sessions
11:35–12:35	Lunch
12:35–13:50	Parallel Sessions
13:50–14:05	Coffee Break
14:05–15:45	Parallel Sessions
15:45–16:30	Talking Circles
16:30–17:30	Conference Welcome Reception & Poster Session

### Saturday, 3 March

8:30–9:00	Conference Registration Desk Open
9:00–9:15	Daily Update
9:15–10:15	Plenary Panel Discussion—Bill Cope, Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, USA Mary Kalantzis, Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, USA
10:15–10:45	Garden Conversation
10:45–12:25	Parallel Sessions
12:25–13:15	Lunch
13:15–14:55	Parallel Sessions
14:55–15:05	Coffee Break
15:05–16:45	Parallel Sessions
16:45–17:15	Conference Closing & Award Ceremony



## Conference Welcome Reception and Poster Session

Common Ground Research Networks and the e-Learning & Innovative Pedagogies Conference will be hosting a welcome reception including the conference poster session at St John's University Manhattan Campus. The reception will be held directly following the last parallel session of the first day, Friday, 2 March 2018. Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse over the conference posters.

We look forward to hosting you!

## Conference Dinner - Palma

**Friday, 2 March | 8:00 PM | Cost: US\$130.00**

Join other conference delegates, plenary speakers, and our local organizing committee at St John's University for a conference dinner at Palma, located just a short 15 minute walk from the conference venue. The conference has organized a set menu, so join us and savor this traditional Italian restaurant. From the restaurant, "Let Palma welcome you into her villetta in città. White stucco walls, beamed ceilings and salvaged chestnut door leads to a beautiful garden with ivy covered walls, fresh herbs and flowers...a place to relax and enjoy life. Palma is a traditional Italian restaurant that stays true to generations of family recipes and techniques."

### Set Menu

Appetizer - Insalati de Stagione / Arancini

Primi - Agnolotti di Spinaci

Secondi - Branzino in Cartoccio or Tagliata di Manzo

Dessert - Chef's selection

See the conference registration desk for booking.



### Fran Blumberg



Fran C. Blumberg is a Professor in the Division of Psychological & Educational Services in Fordham University's Graduate School of Education. She is currently co-chair of the doctoral program in Contemporary Learning and Interdisciplinary Research. She received her PhD in Developmental Psychology from Purdue University (1988). Her research primarily concerns the development of children's attention and problem solving in the context of informal and formal digital learning settings which has been funded through the Spencer Foundation, the National Science Foundation, and the Center for Curriculum Redesign. She is an affiliated faculty member of the Children's Digital Media Center at Georgetown University. She also is editor of *Learning by playing: Video Gaming in Education* (Oxford University Press, 2014) and co-editor with Patricia Brooks of the recently published *Cognitive Development in Digital Contexts* (Academic Press, 2017).

### Bill Cope



Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign. He and Mary Kalantzis are also directors of Common Ground Research Networks, a not-forprofit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment.

### Tom Liam Lynch



Tom Liam Lynch is the Assistant Professor of Educational Technology at Pace University in Manhattan. A former English teacher and school district official for the New York City Department of Education, Dr. Lynch led the implementation of a \$50M online/blended learning program in over 100 schools called iLearnNYC ([ilearnnyc.net](http://ilearnnyc.net)). He also designed and guided the initial implementation of WeTeachNYC ([weteachnyc.org](http://weteachnyc.org)), a digital resource repository and learning environment for the city's 80,000 teachers. Dr. Lynch's research sits at the intersection of software theory and English education. He co-directs a digital humanities pedagogy and research center called Babble Lab at Pace University, where he examines the relationship between K-12 computer science and literacy via his #CS4ELA program. His newest book *Strata and Bones: Selected Essays on Education, Technology, and Teaching English* is available on Amazon. Other publications appear in leading academic journals, including *Berkeley Review of Education*, *Research in the Teaching of English*, *Journal of Adolescent and Adult Literacy*, *English Journal*, and *Changing English*. Connect with Dr. Lynch on his website at [tomliamlynch.com](http://tomliamlynch.com) or via Twitter @tomliamlynch.



### Mary Kalantzis



Mary Kalantzis is Professor in the Department of Education, Policy, Organization and Leadership at the University of Illinois, Urbana-Champaign. She is a world leader in the 'new literacy studies', focusing on multimodality and diversity in contemporary communications. In recent years she worked to conceptualize the nature of communication and learning in the digital age, focusing on the policy, practice and pedagogical design implications of new technologies in education, from early childhood to higher education. With Bill Cope, she is co-author or editor of: *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, 2000; *New Learning: Elements of a Science of Education*, Cambridge University Press, 2008/2nd edition 2012; *Ubiquitous Learning*, University of Illinois Press, 2009; and *Literacies*, Cambridge University Press, 2012. In recent years, her work research and development work has focused on developing and testing a web application supporting teachers in the pedagogical design process (the Learning by Design Project - <http://newlearningonline.com/learning-by-design/>), and Scholar, an online, multimodal student work space, supporting intensive peer-to-peer feedback and multifaceted formative assessment - <http://learning.cgscholar.com/>.

### Karen Miner-Romanoff



Karen Miner-Romanoff is Assistant Dean for Academic Quality at NYU School of Professional Studies and leads the Center for Academic Excellence and Support. She holds a Ph.D. in Public Policy and Administration, with an emphasis in criminology, and a Master's in Public Policy and Administration. An attorney as well, she obtained her Juris Doctorate, with clerkships in the U.S. District Court and U.S. Court of Appeals, worked with a major law firm, and held a position as Special Assistant to the Ohio Attorney General Chief of Staff and Chief Counsel. Prior to joining NYU, Dr. Miner-Romanoff previously served as the Associate Provost for Academic Quality and Executive Director for the International Institute for Innovative Instruction, Dean of the College of Health and Public Administration and Criminal Justice Program Chair for Franklin University. During that time, her program received Outstanding Design Awards for both the program and the innovative Capstone. She is certified as an Academy of Criminal Justice Sciences peer reviewer and served as the Executive Counselor of the Academy of Criminal Justice Sciences section for Teaching and Education. She has received numerous awards and grants in the fields of criminal justice, leadership and teaching and learning, including the 2015 Academy of Criminal Justice Science Outstanding Mentor Award and was selected to serve on the ACE Women's Network Executive Board. She chairs the American Education Research Association SIG for Faculty Development, Teaching and Evaluation and sits on multiple educational advisory, editorial boards, and criminal justice commissions, including the Ohio Consortium of Crime Science and the Franklin County Specialty Courts. She is a Fulbright Scholar having served in South Africa with the Human Science Research Council. She was also selected as a 2016 Learning Champion by E-Learning Magazine and is a National Science Foundation Data Consortium Fellow. She was recently honored for her research with the Franklin County human trafficking court as the 2017 Ohio Council of Criminal Justice Education Professional Practitioner. Her predominant research interests are juvenile transfer to adult court, deterrence as crime control, problem-solving courts and the teaching and learning sciences. Selected presentations include the International E-Learning Conference, International Conference of Social Science Research, the American Society of Criminology Conference, the Midwestern Criminal Justice Association, the American Bar Association Criminal Justice Conference, International Conference on Justice, Police and Law, and the Academy of Criminal Justice Science. Selected publications include articles in her major research interests, such as *The Qualitative Report*, *Justice Policy Journal*, *Criminologists*, *American Journal of Criminal Justice*, *International Journal of Restorative Justice*, *Journal of Correctional Education*, *Journal of Human Trafficking*, *Journal of Criminal Justice Education*, *American Journal of Distance Learning*, and *South African Journal of Higher Education* and was most recently recognized for her work in experiential online innovative curriculum at the 2017 International E-Learning conference receiving the Outstanding E-Learning Award.





### Sandra Schamroth Abrams



Sandra Schamroth Abrams is an Associate Professor in the Department of Curriculum & Instruction at St. John's University in New York. Her examinations of digital literacies and videogaming focus on layered meaning making and agentive learning. Her research suggests that the nuances of digital and related practices can disrupt convention and provide new avenues for pedagogical discovery. Her work appears in *Journal of Adolescent & Adult Literacy*, *The Reading Teacher* and *Journal of Literacy Research*. She is the author of *Integrating Virtual and Traditional Learning in 6-12 Classrooms: A Layered Literacies Approach to Multimodal Meaning Making*, co-author of *Conducting Qualitative Research of Learning in Online Spaces*, and co-editor of *Bridging Literacies with Videogames*.



### **Rebecca Y. Bayeck**



Rebecca Y. Bayeck is a PhD candidate at the Pennsylvania State University, Department of Learning Performances Systems in the College of Education. She is pursuing a dual degree in Learning Design and Technology and Comparative International Education Programs. Her main research interests include games and learning, video games, learning, and representation, learning and teaching in online environments, teaching and learning with technology, Massive open online courses (MOOCs), and gender studies. She also adds a cultural lens to her research as she explores the influence of culture on different environments where learning, collaboration, interaction, and teaching occurring.

### **Dr. Benjamin Teye Kojo Boison**



Dr. Benjamin Teye Kojo Boison is a higher education educator and researcher who is interested in how educational technologies have transformed teaching and learning activities in schools. He has studied postgraduate programs in Information Technology, Teaching and Learning in Higher Education, and Management Information Systems. He has also taught Computer Science and Information Technology courses and supervised undergraduate and postgraduate students in a few Ghanaian universities. He is currently a Teaching and Curriculum doctoral student, a research assistant, and a teaching assistant at Margaret Warner School of Education, University of Rochester, USA.

### **Josh DeSantis, D.Ed**



Josh DeSantis, D.Ed., is an Assistant Professor of Education at York College of Pennsylvania. He also directs the York College of Pennsylvania Master of Education Program. His scholarship interests include augmented reality in education, asynchronous instruction, and pre-service teacher technology self-efficacy.

### **Gabriela Ferreira de Souza**



Gabriela is a master student of Science and Math Education at the University of Campinas, Brazil. Science teacher at Bilingual Education Institution (BEI) in elementary and middle grades. She holds a Science Education degree from the same university. She enrolled Southern Illinois University (SIU) in the USA in 2014 for an exchange program paid by Brazilian federal government. She has a great interest in using technology to enhance the process of science learning.

### **Amor Jebali**



Amor Jebali is currently a PhD candidate at the University of Eastern Finland, Finland. His research investigates the Impact of Social Media and Blended Learning on Students' Self-Regulated and Collaborative Learning. A former EFL teacher and teacher trainer, he has been instrumental in applying social media in teaching and learning for more than a decade teaching undergraduate students at the University of Manouba in Tunisia. His main research interests are deeply rooted in educational research and include educational technology, e-learning, teacher education, language pedagogy, self-regulated and collaborative learning.

### **Alessandra C. Ribota**



Alessandra C. Ribota is a doctoral student, graduate teaching assistant, and Language Program Assistant to the Director of Lower Division Spanish Instruction in the Department of Hispanic Studies at Texas A&M University. She holds an M.Ed. in Curriculum and Instruction, and has experience as a Spanish high school teacher. Her research interests are second language acquisition, pedagogy, Open Educational Resources (OER), and teacher education.



### Janelle Christine Simmons



Janelle Christine Simmons is originally from New York City. She was educated via NYC public schools. In order to pursue psychology and pre-law, she attended Michigan State University where she earned her Bachelor of Arts. Thereafter, she returned to New York to earn a Master of Arts in Forensic Psychology from John Jay College of Criminal Justice while simultaneously working at the Bronx District Attorney's Office. Upon completion, she moved to Korea and studied Korean (Yonsei University) and then theology at TTGST (now TTGU) where she earned a Master of Divinity. Upon a recommendation from her Hebrew and O.T. professor, she attended Liberty University (hybrid program) and earned an Ed.S. in Curriculum and Instruction along with an Ed.D. in Educational Leadership. Currently, she is earning a Ph.D. in Clinical Psychology with a specialization in Forensic Psychology from Walden University. She taught psychology for over ten years at various colleges in universities in New York, New Jersey, online and then taught psychology courses at an international high school in China. She also taught research methods at the undergraduate and graduate level. In addition, she has experience in working in ministry, government, in the law, and the non-profit industry. Her research interests lie in multicultural leadership characteristics, leadership styles, differences in leadership amongst the sexes, as well as prosecutorial styles.

### Keyonda Smith, PhD



Keyonda Smith earned a Ph.D. in Educational Leadership, performing a quantitative study titled, "The Relationship between Institutional Culture and Faculty Perceptions of Online Learning in Chiropractic Higher Education," from Trident University's College of Education, and a Master's in Higher Education. Additionally, she completed a professional Doctorate in Natural Health from Trinity University. Keyonda is a member of Maryland University of Integrative Health (MUIH) Center for Teaching and Learning senior staff as Director of Online Course Design. At MUIH, she leads a team in developing engaging online courses, demonstrating instructional strategies, implementing multimedia in online courses, and supporting evidence-based online learning best practices.

### Gunjali Trikha, MBA



Gunjali Trikha, Assistant Professor of Marketing, earned an MBA in Marketing and Finance from New York University, Leonard N. Stern School of Business, and a Bachelor of Arts in Psychology and Economics from Hollins University. Prior to joining Marymount Manhattan College, Gunjali worked at the NYSE for thirteen years, most recently as Director of Corporate Social Responsibility, where she engaged with the world's largest companies on issues pertaining to women's leadership, financial capability and environmental sustainability. During her career at the Exchange, Gunjali spent a majority of her time in Marketing as a Product Manager, Customer Relationship Manager and Project Manager for a portfolio of digital services. At Marymount Manhattan College, Gunjali teaches Marketing, Introduction to Business, Organizational Behavior, Leadership, and Advertising. She also teaches Introduction to Corporate Social Responsibility and Women in Business Leadership at NYU.

### Xiaoyu Wan



Xiaoyu Wan is a third-year doctoral student at Teaching & Curriculum department, at Warner School of Education, University of Rochester. As an educational practitioner and learning experience designer, who loves to translate the needs of learners into effective and engaging learning opportunities, she has accumulated extensive practical experience designing online and hybrid courses for ABVI-Goodwill, Strong National Museum of Play, and Warner School of Education. Meanwhile, she has been involved in research projects in examining the effectiveness and conducting interventions in MOOC and hybrid learning environment, exploring Web2.0 pedagogy, and using strategies to improve learners' engagement and motivation in digital learning space. Her current research interests focus on digital instructional design and pedagogy in higher education.

Friday, 2 March	
08:00-09:00	Conference Registration Desk Open
09:00-09:20	Welcome from St John's University
	Autumn Cypres, Associate Dean, College of Education, Professor, St John's University, USA
09:20-10:20	Plenary Panel Discussion
	Fran Blumberg, Professor, Counseling Psychology, Graduate School of Education, Fordham University, USA Tom Liam Lynch, Assistant Professor, Educational Technology, Pace University, USA Karen Miner-Romanoff, Assistant Dean, Academic Quality, NYU School of Professional Studies, USA
10:20-10:50	Garden Conversation
10:50-11:35	PARALLEL SESSIONS
Room 1	<p><b>Focused Discussions</b></p> <p><b>Forging Networking Links between and across the Global North and South</b> Wendy Kraglund-Gauthier, St Francis Xavier University, Canada For many facilitators and adult learners in the Global South, gaining access to quality continuing education programming that addresses individual and community needs, fosters transformational change, and is rooted in social justice can be a challenge for reasons including economics, gender, and culture. Faced with this conundrum and an educational imperative of socially-just transformational learning within an increasingly globalized world characterized by almost instantaneous exchanges of information, knowledge, and finances across political boundaries, the presenter has been actively creating an online learning network and supporting graduates to self-organize user-generated content and ongoing learning activities. This interactive session is designed to share the challenges and lessons learned in designing and supporting a learning network for thousands of graduates who range from emerging to senior development practitioners and leaders in civil society, private sector, and government from over 50 countries around the world <i>2018 Special Focus: Digital Pedagogies for Social Justice</i></p> <p><b>Finding the Human Element in the Digital Learning Experience</b> Dan Piedra, Hamilton, McMaster University, Canada In a world where more and more of what we do everywhere is in some way linked to the virtual domain, it should come as no surprise that the learning and development space would be affected in a similar way. While authoring software plays a major role in creating online learning assets it is not the only way to achieve an engaging experience with learners, in fact in many cases, it is far from that. One should not confuse clicking through a series of screens with talking avatars or videos as being the height of engaged learning. While it is true that one must click their way through such modules, often having to make decisions on the fly, it is far from what we humans would call a high level cognitive learning experience. <i>Social Transformations</i></p> <p><b>Innovative Approaches to Learning and Learning Environments</b> John Vail, Florida State College at Jacksonville, USA Interaction is a key element in creating a positive learning experience. Meaningful and reciprocal exchanges within the community of learners, including the instructor, is essential for a positive learning environment, and contributes to the development of a supportive social network that improves the learning experience as well as student completion rates. Ravencroft labels this connectivism and suggests that curriculum be designed so that the learner, their social attributes, and their social connections, are central in the design process. This session is designed to be a reflection of these best practices. After a brief overview and introduction, attendees will access and interact with Amazon Web Services, Microsoft Azure, and Netlab+. As attendees are interacting with these cloud technologies, they will be encouraged to discuss and reflect on their activities. Additionally, a Personal Learning Cloud (PLC) will be created specifically for this session, and the interactions, discussions and reflections will be captured and uploaded to the PLC so that attendees (and others) will have this repository to return to as a way to reflect on the session, see what others have experienced and shared, and add to the discussions. <i>Technologies</i></p>

Please see the announcement board by the conference registration desk for any changes or additions to the above schedule.



Friday, 2 March	
10:50-11:35	<b>PARALLEL SESSIONS</b>
	<p><b>The Applicability of Massive Open Online Courses in Hospitality Education</b>  Liwei Hsu  MOOCs has been claimed as 'the biggest innovation to happen in education for 200 years' (Cadwalladr, 2012) for its unique attribute of being open and free to any individual as long as he/she has internet access; however, high dropout rate cause many people's concern about the effectiveness and applicability of MOOCs. The applicability of MOOCs in hospitality education will need more empirical evidence and the present study tends to extend our current understanding on this issue. The implementation of MOOCs of the present study commenced in October, 2016 and the MOOC which was designed and offered was 'Cross-culture Communication'. This course was designed and orchestrated by National Kaohsiung University of Hospitality and Tourism where also the mainframe is housed. While the course was designed and developed, a panel of five experts from the industry and academia were invited to review the contents of this MOOC. After the course was constructed, a pilot test was administrated to ensure smoothness of the software programming and appropriateness of contents. The design and pilot test ran for 4 months and the course was ready for learners' registration. The course has been in operation since February, 2017. After one month of operation, the focus group was formed and convened to collect qualitative data extracted to address the research questions. The major purpose of this present research is to understand the underlying reasons why the completion rate of MOOCs has been low and hence qualitative research design is the appropriate method to collect the thick data to generate meaningful information and elicit insights. The present study adopted maximum variation sampling technique to document diverse variation and to extract qualitative data which appropriately address research questions. Based on this sampling technique, three focus groups of 5 members were recruited and thus a total of 15 participants joined this study. Results of this research suggested that most participants had positive perception about MOOCs but some of them doubted about the applicability of MOOCs in hospitality education. Reasons include: 1. MOOCs lack of warmth and affection of traditional face-to-face instruction which is the most important and essential ingredient of hospitality; 2. technology may cause hindrance to the natural born ability in learning new things; 3. the worry about learning will be conditioned by technologies. In terms of the question about whether participants will continue to use MOOCs in learning, most of them responded that they will but probably depends on the attribute of the course.  <i>Technologies</i></p> <p><b>Asynchronous Learning Framework for Maximizing Student Retention and Regulating Balance between Work and Study</b>  Walter Rodriguez, Florida Gulf Coast University, USA  An asynchronous learning framework for maximizing retention and regulating the balance between work and study has been developed at the Institute for Technological Innovation at Florida Gulf Coast University. This paper describes the student retention and drop-out problem as well as the rational, strategies and technologies developed for improving the student retention rate and reducing the drop-out rate due to unexpected personal problems, work scheduling issues and financial challenges.  <i>Social Transformations</i></p>
<b>Room 2</b>	<b>Technology Conference Session: Workshop - COILing across the World</b>
<b>Room 3</b>	<p><b>Virtual Lightning Talks</b></p> <p><b>Initial Educator Preparation</b>  C. Neelie Dobbins, Southern Arkansas University, USA  Jennifer Loudon, Southern Arkansas University, USA  In rural south Arkansas there is a teacher shortage and concern for qualified teachers. Currently the local educator preparation program graduates 1/3 of the teachers needed in the service area each year. The University in partnership with local school districts developed an online initial licensure program to help meet the demand for teachers. The online program for undergraduates will begin in fall 2017 while the graduate MAT program is in a matured stated. The University has a traditional licensure program for teaching as well as two non-traditional licensure tracks for teaching all online, one undergraduate and one graduate. Programs candidates and completers are being observed, surveyed, and P-12 student performance is being reviewed for in depth look at the equivalence in programs. With many non-traditional students the University and partnering districts developed an online program to help meet the demands of a teacher shortage epidemic and meet the demands of candidates. Once the program went online there was an initial surge of candidates to help fill local classrooms with qualified teachers. Currently candidates progressing through online programs are as prepared and qualified as those from traditional programs. The local University is helping to meet the need for new teachers.  <i>Institutions</i></p> <p><b>Educational Multimedia Projects</b>  Rab Paterson  The session highlights some of the recent research in cognitive learning, ergonomics and kinesiology and how this is impacting forward-thinking schools in how they design the layouts of their classrooms. Next I will show some innovative classrooms shaped according to real-world research on how learning takes place as designed by my Japanese junior high school students. So viewers of this session can later explore by themselves how teachers and schools can reconfigure their classroom shapes to make them more suitable for 21st century learning with the next generation of students as the video will provide a lot of links as well as exemplars of the students work.  <i>Pedagogies</i></p>

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Friday, 2 March	
10:50-11:35	<b>PARALLEL SESSIONS</b>
	<p><b>EFL Business Writing Course on Text Mining and Social Network Analysis with Silicon Valley Company Data</b>  Debopriyo Roy, The University of Aizu, Japan  The idea behind this specific project is to develop instructional design techniques and the complete layout of the pedagogical structure for an undergraduate English course on business writing and text mining for computer science majors. The major focus of this unique project was to understand the extent to which social networking analysis and basic text mining could be used successfully in an EFL business communication course for computer science students to understand business concepts. This paper explored how social networking software such as Gephi and Social Network Visualizer 2.3, besides other basic text mining tools such as Antconc could be used at a novice level to represent textual and procedural data on the use of technology, agents, agencies, and processes in the Silicon Valley (SV) start-up companies. There has been a prolonged discussion on how to replicate the Silicon Valley (SV) model of entrepreneurial culture in Japan. The Stanford New Japan project identified the challenges to initiate a globally game-changing localized version of the Silicon Valley culture in the Japanese context. The idea for this project was not only to focus on specific start-up companies in the Silicon Valley (SV) but rather understand how to make sense of textual data about some specific examples of SV business models in a logical and structured way.  <i>Pedagogies</i></p> <p><b>Using GeoGebra and Photography to Help Address Math Anxiety in Our Classrooms</b>  Joseph Furner, Florida Atlantic University, USA  Math teachers can insert photographs into GeoGebra software then explore various objectives related to the new Common Core Math Standards, the presenters will motivate students to learn math and minimize math anxiety. While covering the new Common Core Standards, the topics will explore the math that surrounds us in the real world thus creating a connection between the abstract math and the life experiences. When math has a purpose, then students are willing to spend time in exploring and understanding new concepts. Real-life photographs that are inserted into GeoGebra will provide the basis to observe relationships with different and similar shapes. Technology like GeoGebra can help motivate young learners to enjoy learning mathematics while addressing math anxiety and attitudes. The presentation/paper will show educators how by importing photography into the GeoGebra software, teachers can explain math concepts and make the learning of math more real-world and relevant. In an age of STEM, it is critical that we motivate and turn young people onto math through technology. Online websites and resources for addressing math anxiety and attitudes will also be shared.  <i>Pedagogies</i></p> <p><b>Why Are We Doing This?</b>  Jen McConnell, Queen's University, Canada  A frequent concern among any group of teachers is how to enhance learning by increasing student engagement, particularly in the secondary classroom. Although some argue that technology is interfering with student engagement, particularly in schools with a one-to-one device ratio and a "bring your own device" policy, the same technology that may offer individual distraction can be harnessed to address the issue of student engagement. Deliberate use of open-ended weekly reflections using Google Forms offers students an opportunity to interact with the curriculum and take ownership of their own learning. Questions such as "what have you learned this week?" and "what haven't you learned or are still confused by this week?" provide a virtual ticket-out-the-door, while questions such as "is there anything you want me to know?" offer students the opportunity to speak openly about group work, social concerns, and topics of interest to them, and the data collected offer teachers valuable insight for shaping pedagogy and deepening relationships with students. This paper will explore action research into this strategy conducted over two semesters with secondary students in a freshman English course at a Project-Based-Learning high school.  <i>Pedagogies</i></p>
<b>Room 4</b>	<p><b>Workshop</b></p> <p><b>Source Analysis, Credibility, and Fake News</b>  Rebecca Rose, University of North Georgia, USA  A recent Stanford History Education Group (2016) study examined student evaluation skills of online sources. Their findings overwhelmingly revealed that the over 7,000 surveyed students lack the skill sets necessary to distinguish between trustworthy and questionable online sources. As a university librarian with a virtual-only collection, my observations affirm student disconnect with understanding the purpose of various sources discovered in online research. Search results on a computer screen appear similar to one another, enabling the justification to reference a book review instead of the actual book, choose a popular source over one that is peer reviewed, or cite from inappropriately biased sites rather than credible websites. The implications for an informed citizenry require addressing these deficiencies through curriculum that teaches digital information literacy. This workshop will share activities to introduce and develop information literacy skills. Activity examples: Map a fake news story back to its source, then closely analyze the source using an evaluative checklist; Teach the purpose of different source types, locate the same topic on each source for comparison, then evaluate source credibility; Fact-check popular health stories using scholarly research. This session intends to be interactive.  <i>Pedagogies</i></p>
<b>Room 5</b>	<b>Spanish-language Session</b>
11:35-12:35	<b>Lunch</b>

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Friday, 2 March	
12:35-13:50	<b>PARALLEL SESSIONS</b>
<b>Room 1</b>	<b>Technology Conference Session: New Thinking</b>
<b>Room 2</b>	<b>Technology Conference Session: Normalizing, Critiquing, Deconstructing</b>
<b>Room 3</b>	<p><b>Literacies</b></p> <p><b>Exploring World Englishes in Digital Spaces</b>  John Battenburg, California Polytechnic State University, USA  World Englishes is a recent yet important field within linguistics. Basically, the study of World Englishes deals with recording and analyzing varieties of English emerging in various countries. Rather than simply present material on the introduction and spread of World Englishes within his classes, the presenter asked his students to create knowledge about these varieties of Englishes. In the past three years, students have conducted original research on the current status of English in approximately 100 countries. Using the Weebly platform, they have analyzed issues such as the role of English in education, the implementation of English in various sectors, and the use of English in media. These graduate and undergraduate student researchers have interviewed family members and government officials while also illustrating their findings in videos, photos, and charts. While Pannapacker (2009) has described the digital humanities as “the next big thing,” and Kirschenbaum (2010) has emphasized the social component within such collaborative research, much remains to be discovered about how successful classroom-based projects are created. Cordell (2015) suggests four principles: “Start Small, Integrate When Possible, Scaffold Everything, and Think Locally.” The presenter will explain and illustrate these principles with the creation of the World Englishes Digital Projects.  <i>Pedagogies</i></p> <p><b>Second Language Learning in a Multimodal World</b>  Gabriela Zapata, Texas A&amp;M University, USA  Alessandra Ribota, Texas A&amp;M University, USA  ACTFL’s World Languages and 21st Century Skills document states that the main goal of second language (L2) instruction is the “develop[ment] of students’ language proficiency around modes of communicative competence reflecting real life [multimodal and multicultural] communication” (p. 2). Instructionally, this objective can be achieved through research-informed practices, materialized in curricula that enrich students’ learning process by promoting L2 use in “authentic tasks that mirror the real world” (Adair-Hauck et al., 2013, p. 25), and also results in transformative learning that “can act as an agent of personal and cultural transformation” (Kalantzis et al., 2005, p. 47). Instructional activities and assessment tools that rely on the use of technology can facilitate this task. This study examines the instructional benefits of four Web 2.0-based projects grounded in the tenets of Learning by Design (Cope &amp; Kalantzis, 2015) for the development of university students’ performance in L2 Spanish and their personal and cultural growth. This paper will offer a comprehensive analysis of the results of a classroom-based study involving the participation of 800 university students. Recommendations for future research and pedagogical interventions will also be addressed.  <i>Pedagogies, Technologies</i></p>
<b>Room 4</b>	<p><b>Curricular Applications</b></p> <p><b>Online and Offline Blended Teaching Mode in the Course of “Biology Curriculum and Teaching Theory”</b>  Yingzi He, Guangxi University of Education, China  Jiaan Zhu, Guangxi University of Education, China  At present, teaching mode is an important research direction in the teaching reform of colleges and universities. With the rapid development of Internet technology and mobile terminal equipment, online and offline blended teaching mode has developed rapidly. Based on the analysis of the problems existing in the current normal course teaching, this article introduces the exploration and practice of blended teaching mode in the course of Biology Curriculum and Teaching Theory. Tsinghua online school is selected to be the online teaching platform. Teaching content of the four aspects, the design and implementation of Middle school biology teaching, teaching evaluation and assessment of Biology in middle school, are reconstructed. The normal students can learn online and upload their Microteaching video to the online teaching platform, and get the teacher’s comments and suggestions at any time. The online and offline blended teaching mode makes Teaching-Learning-Doing integration be realized in this course. And it also adopts fragmented teaching resources, breaks through the limitation of teaching time and space, improves the normal students’ self-learning ability and teaching skills, and improves the teaching quality of Biology Curriculum and Teaching Theory course.  <i>Pedagogies</i></p>

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Friday, 2 March	
12:35-13:50	<b>PARALLEL SESSIONS</b>
	<p><b>Third Space</b>  Mitch Goodwin, The University of Melbourne, Australia  As technology disrupts the higher education landscape and legacy technologies constrict innovation and curtail flexibility (Morris 2013) how do we manage meaningful change in the Humanities and Social Sciences? What conversations do we need to have to create a stable and supportive environment that is mindful of traditional pedagogies while also being responsive to an increasingly fragmented future? This paper will argue that collaboration through dialogue and knowledge sharing is a key enabler for driving pedagogical change in the Arts. Further to this, for any initiative to be sustainable requires a considered teaching and learning design framework that transcends silos, budgets and disciplines. Enter, the "third space." As universities expand and traditional academic career opportunities contract, third space academics – who serve not only scholarship but institutional priorities – are emergent. Third space academics are neither exclusively teaching-focussed nor research-orientated, yet they participate in intellectual communities and bring an academic skill base to bear on their provision of university services. (MacFarlane 2011) The third space has been defined as a space that exists between academic and professional roles and modulates both. (Whitchurch 2012) Commonly, such definitions refer to professional staff with minimal – if any – teaching experience and who are rarely research active. We argue that, to be effective and cognisant of teaching and learning pedagogies, third space academics need to operate fluidly and constructively across both territories. In this paper, we will unpack the Curriculum Design Lab (CDL) model within the Faculty of Arts, to discuss possible future directions of third space academics working in HaSS programs more broadly. Drawing upon our convergent roles as internal curriculum consultants, hybrid technologists (Bali 2017) and facilitators of professional development, we will also examine the CDL model in the context of its intersection with other professional services and research initiatives that share similar aspirations for meaningful curriculum change.  <i>Institutions</i></p> <p><b>Unpacking Digital Fluency</b>  Thomas Ryan, Nipissing University, Canada  It is important to know that literacy (verb) and digital (adjective) are complimentary terms in that they are quite enmeshed with critical thinking (Mackey &amp; Jacobson, 2011). The human action of literacy is characterized as a type of human action which is digital. Cognitive action was a focus of Calvani, Cartelli, Fini and Ranieri (2009) who concluded that our cognitive dimension of digital literacy involves “being able to read, select, interpret and evaluate data and information taking into account their pertinence and reliability” (p. 187). Digital Literacy is not a new term, indeed as early as 1997 authors defined it as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (Gilster, date, p.1). As technology proliferates (mobile, lap, desk, wearable) and we have a larger typology, the definition must expand to include screens of all sizes (watch to television) and types (passive/interactive). The words digital and literacy are connected by other terms to include more of the background of the 21st century learner. For instance, by adding the word information to digital information literacy we define the new term, . . . as a form of literacy that focuses on electronic information: Digital information literacy involves recognising the need for, and being able to access and evaluate electronic information. The digitally literate can confidently use, manage, create, quote, and share sources of digital information in an effective way that demonstrates an understanding and acknowledgement of the cultural, ethical, economic, legal, and social aspects of information. (Jeffery et al., 2011, p. 385) Digital literacy is about knowing how to use digital technology and what to do with it, in comparison to digital fluency, which is about knowing when and why to use a specific digital tool (Savin-Baden, 2015). We are digitally fluent when we have “attitude and aptitude” (Howell, 2013, p. 6).  <i>Pedagogies, Technologies</i></p>
<b>Room 5</b>	<b>Spanish-language Session</b>
13:50-14:05	<b>Coffee Break</b>
14:05-15:45	<b>PARALLEL SESSIONS</b>
<b>Room 1</b>	<p><b>Creative Learning</b></p> <p><b>Designing of Collaborative Digital Media Stories for Creative Problem Solving</b>  Lucinda M. Juarez, University of Texas at San Antonio, USA  Working collaboratively with one or more participants, a collaborative digital media story will be created which focuses on learning critical literacy themes of engagement, empowerment, and social justice. Participants will be guided through use of creating visual representations with 3 technological tools: YouTube, iMovie, and Thinglink to manifest critical literacy themes within historical, present day, or futuristic settings. Participants in this workshop format will receive a short introduction on the benefits of teaching and learning critical literacy in their K-12 classrooms. Pragmatic and current information will be provided to help participants on creating powerful visual representations using digital media creations such as YouTube videos, iMovies, and Thinglinks, they will then focus on using their schema connections within their classrooms/ environments to create short audio and video clips. Participants will then share their created digital media stories reflecting focus on a problem and probable solution designed to empower students. The session will conclude with a question and answer session on the results of the workshop.  <i>Technologies</i></p>

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Friday, 2 March	
14:05-15:45	<b>PARALLEL SESSIONS</b>
	<p><b>Video Games as Environments for Social Justice Attainment</b>  Rebecca Bayeck, Pennsylvania State University, USA  Social justice has been for decades a topic of interest to researchers and educators around the world, and particularly in the United States. This interest stems from the unique history of the United States. And with political, cultural, demographic, and technological changes, social justice is more than ever at the forefront of the academic discourse. This paper purposes to analyze video game research, to demonstrate that video games create learning spaces that can help attain social justice for all learners. Using the social justice framework, the author will look at the way of seeing and acting in the video game environment that ensure fairness, equity, and enhance freedom and possibility for all. The author will pay primary attention to how people interact, and the practices they engage in around and during the game play, which may be used to inform policies and educational practices that will liberate rather than oppress those least served by our decision making.  <i>Technologies, 2018 Special Focus: Digital Pedagogies for Social Justice</i></p> <p><b>Socialized Learning</b>  Kimberley Lamarche, Athabasca University, Canada  Normalizing Social Media use into everyday life is ubiquitous for students. What is more pressing however to understand is how to integrate this normalized learning into the pedagogy of education. The inevitable social and technological evolution demands a change to the traditional education methods that academics have used to support exemplary learning. This presentation will provide an engaging and dynamic forum to discuss the literature and academic experiences of incorporating Social Media as an adjunct to course participation in graduate education and as a means to encourage the development of professional Social networks. Instructions for academics contemplating using Social Media as a forum as well as student outcomes/satisfaction/data and online analytics will strengthen the presentation. The interactive discussion will describe how health care clinical students are using social media to develop virtual communities that facilitate professional networking, knowledge sharing, and evidence-informed practice.  <i>Social Transformations</i></p> <p><b>On the Road Again</b>  Sheila Bonnard, Montana State University, USA  Mary Anne Hansen, Montana State University, USA  Academic libraries invest heavily in providing access and services across virtual, spatial and temporal lines to provide research support wherever students and faculty are and whenever they need help. However, there is still a divide between on campus users and those at a distance; those who walk into the library are more likely to connect with human help. Two land-grant university librarians are working to blur the lines of that divide by providing both virtual support to health sciences programs as well as taking those services on the road across the expanses of a large rural state. After several years of implementing virtual solutions to meet users' research needs and build relationships, those interactions surfaced a desire among distributed students and faculty for face to face interactions with librarians. To that end, these librarians developed a successfully funded proposal to travel to all four branch campuses and also extend their reach to the seven tribal colleges in the state – while continuing virtual reference services and research consultations. The librarians are measuring how merging educational technology with more traditional interactions in the provision of library instruction and services impacts nursing and dietetics programs statewide.  <i>Pedagogies</i></p>
<b>Room 2</b>	<b>Technology Conference Session: Classroom Networks</b>
<b>Room 3</b>	<p><b>Communities of Learning</b></p> <p><b>Social Media and Collaborative Learning</b>  Amor Jebali, University of Eastern Finland, Finland  Social media is revolutionizing social life, changing social trends and getting people connected together as never before. Without our wills and beyond our expectations, social media has come to change our lifestyles and so to change us. In terms of its educational impact, social media is still in the stage of exploration. However, technology in the broader spectrum is seen as having a positive impact on learning despite its controversial principles: it encourages learner independence and autonomy while at the same time it enhances collaboration. It can transcend distance barriers, provide a learning environment which can be at the same time interactive and creative; and seems to be addictive and inevitable. Facebook, Twitter, Google Applications and Voicethread were used in an online experiment involving 100 undergraduate students majoring in English. They participated in two sample courses in Language Pedagogy and Communication Strategies and had to use social media tools to carry out online tasks, liaise and collaborate with their peers. Despite the setbacks, the experience demonstrated a high level of interaction, motivation and collaboration which in turn resulted in a better students' awareness of the value of social media as effective learning tools.  <i>Technologies</i></p> <p><b>Cognitive Load Perceptions Based on Assignments</b>  Matt Marino, Monmouth College, USA  This paper examines how students can perceive the workload, cognitively, of an undergraduate course based on the number of assignments influencing their overall grade. Data has been collected through open dialogue with students over the past two calendar years. No identifying information will be provided. This paper will examine the influence assigned coursework has on cognitive load, suggested modifications to course constructs to address the issue, and how to find a happy medium that allows students to be successful in the course and understand the purposes of the assigned content. The implications of the presentation are that the more educators are aware that students need to be informed as to why they are doing something, the more they are to get out of them and the better they will likely do. The purpose is to improve practice by making more educators aware of the role cognitive load plays on students' abilities. The method could be suggested as an ethnography.  <i>Pedagogies</i></p>

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Friday, 2 March	
14:05-15:45	<b>PARALLEL SESSIONS</b>
	<p><b>Hispanic Student Online Success</b>          Floralba Arbelo, Albizu University, USA          With the proliferation of e-learning integration among the nation's colleges and universities and their use of diverse course delivery formats including fully online, hybrid, and web assisted courses there is a paucity of research on Hispanic students and online learning. Considering Hispanic student increased enrollment trends and low college completion rates, it is important to understand what works in an online learning environment for this population. This study used mixed methods to survey 106 Hispanic students to understand course delivery preferences, online learning self-efficacy, and engagement preferences and conducted 10 in depth interviews to elucidate course design and faculty-student engagement behaviors that support Hispanic online student success. Understanding Hispanic student experiences and preferences in an online environment will be helpful as online learning continues to evolve. The sampling population included significant amount of first generation students, English language learners, and represent today's Hispanic students. This study is in the data analysis process and will be completed by December 2017.  <i>Institutions</i></p> <p><b>Undergraduate Student Perceptions of Active Learning Technologies in Non-STEM Courses</b>          Karen McGarry, McMaster University, Canada          Many higher education institutions are implementing technology-enhanced active learning classrooms (ALC's) in an effort to keep undergraduate students engaged in the learning process, and to advocate for a more learner-centric form of pedagogy. Such classrooms are often used in conjunction with various forms of e-learning or blended learning pedagogies. Based upon a qualitative study (surveys and focus groups) of non-STEM student experiences with new active learning classrooms at a postsecondary institution in Canada, this paper explores possible reasons for how and why freshman/first year students reported negative feedback of their experiences of these technology-enhanced rooms. While many students complained about glitches in technology, room size, or other tangible concerns, many others objected to active learning as a viable learning philosophy. This, in turn, leads to many questions surrounding the place and use of various technologies within freshman contexts. Throughout this paper, I connect the increasing neoliberal pressures and agendas exerted upon post-secondary institutions with salient shifts in student expectations of the undergraduate learning process, and how this affects their perceptions of university curriculum and relationships to technologies.  <i>Pedagogies</i></p>
Room 4	<p><b>Resources and Demand</b></p> <p><b>Institutional Culture and Faculty Perceptions of Online Learning in Higher Education</b>          Keyonda Smith, Maryland University of Integrative Health, USA          This research is significant as it sought to inform higher education leadership of their institutional culture and its influence on faculty perceptions of online learning during planning and implementation of strategic innovative initiatives. Participating faculty responses were utilized to measure the constructs of interest. Faculty perceptions were measured by use of Totaro et al (2005) Faculty Perceptions of Distance Education Survey. Institutional culture was measured by use of Nauffal's (2004) Institutional Culture validated survey instrument. Nauffal's Institutional Culture instrument was developed based on McNay's (1995) culture model, identifying four institutional cultures typologies of collegium, bureaucracy, enterprise and corporate. McNay purported these institutional culture's mediate faculty actions, influences, attitudes, and beliefs. Data were collected from 131 faculty participants from six higher education institutions. Statistical tests indicated collegium, enterprise, and corporate institutional culture types were not cohesively related to faculty perceptions of online learning. However, bureaucracy and enterprise culture and faculty perceptions of online learning were significant and strongly associated.  <i>Social Transformations</i></p> <p><b>Translating the Principles of Effective Classroom Pedagogy to a Distance Learning Model</b>          Chris Jones, University of Gloucestershire, United Kingdom          Lynda Kay, University of Gloucestershire, United Kingdom          Neil Gilbride, University of Gloucestershire, United Kingdom          Internationalisation is a strategic focus for many Higher Education Institutions around the world (Maringe, 2009). This focus may be directed towards the diversification of curricula and / or attracting students from abroad. This small-scale case study was undertaken in a HEI in the South West of England. It focused upon developing a pilot, distance learning module suitable for students wishing to study off-campus either in the UK or overseas. This was in response to the challenge of translating to distance learning, the effective features of on-campus pedagogy and localised communities of learning. The research opportunity arose from the institution's drive towards internationalisation and e-learning, and from a specific opportunity to offer the Masters in Education course to students in North America through distance learning. The module itself is collaborative yet individualised through multi-method teaching approaches, regular in-session feedback and the use of social platforms. A strategic aim for the team developing this model is to share it, to generate discussion, gather feedback and inform further developments in this area.  <i>Pedagogies</i></p>

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Friday, 2 March	
14:05-15:45	<b>PARALLEL SESSIONS</b>
	<p><b>e-Learning, Redundancy Principle, and Learning Styles</b>  Chang-Ho Ji, La Sierra University, USA  Dwayne Cowles, La Sierra University, USA  E-Learning is an increasingly common delivery method in many schools. Much research has been at adult and higher education levels, but it remains little known as to whether or not what has been evidenced at the college levels also applies to emerging learners, specifically in the middle school age group. An experimental study was conducted, using the Smarter Balanced Assessment Consortium exam, to test if e-learning benefits young students regardless of their learning styles and achievement levels. The study was also designed to revisit the popular redundancy principle that contends learners can learn better just with animation and narration without audio elements. The results showed that e-learning is equally effective for middle age children as compared traditional in-classroom learning and that this effect was independent of the students' learning styles. In particular, the low performing students were found to be most benefited from e-learning with the audio narration. This finding contradicts with the redundancy principle, and the paper will discuss its limited utility when applied to children and young adolescents.  <i>Pedagogies</i></p> <p><b>Between Digital and Non-digital, between Formal and Informal</b>  Simon Collin, Université du Québec à Montréal, Canada  Valerie Amireault, Université du Québec à Montréal, Canada  Technology is a central aspect of migration throughout the migratory process (Mattelart, 2009). When they settle in their host society, migrants can use technology to access a broad range of information and services (Caidi et al., 2012), such as language learning services (Collin et Karsenti, 2012). Based on the assumption that digital pedagogies must take into consideration how students are using technology in their daily life, the objective of this paper is to describe how migrants in Quebec use technology to learn French. More precisely, we aim to better understand how migrant language learners are combining digital and non-digital, as well as formal (e.g., language course) and informal (e.g., media consumption) resources in their learning trajectory. We conducted a research project using an online questionnaire (n=1361) and semi-directed interviews (n=40) with recent migrants learning French in Quebec. The results show that, even though formal settings, like language courses, are important components of language learning for migrants, informal resources are not to be neglected and are predominantly digital. These results have important implications for digital pedagogies related to migrant language learning.  <i>Social Transformations</i></p>
<b>Room 5</b>	<b>Spanish-language Session</b>
15:45-16:30	<b>Talking Circles</b>
	<p><b>Room 1: Pedagogies</b>  <b>Room 2: Institutions</b>  <b>Room 3: Technologies</b>  <b>Room 4: Social Transformations</b>  <b>Room 5: 2018 Special Focus: Digital Pedagogies for Social Justice</b>  <b>Room 6: Spanish-language Talking Circle</b></p>
16:30-17:30	<b>PARALLEL SESSIONS</b>
<b>Foyer</b>	<p><b>Welcome Reception &amp; Poster Session</b></p> <p><b>Effects of Learning Request Strategies through e-Learning Modules</b>  Nina Daskalovska, Goce Delev University of Stip, Macedonia  Pragmatic competence is essential for foreign language learners to be able to use the language appropriately in various situations. Lack of pragmatic knowledge can cause problems in communication and can lead to communication breakdown. The participants in the present study were 52 students of English language and literature at an intermediate level of proficiency. In order to determine their knowledge of request strategies, at the beginning of the study they completed discourse completion tasks (DCTs). After that the participants were given instructions about the e-learning modules which consisted of activities for raising learners' awareness of the meanings conveyed by specific linguistic means which native speakers use, and activities that will enable learners to formulate the speech act of requests with reference to the context, situation, interlocutors, etc. They were expected to study the modules on their own during the semester. At the end of the semester the participants completed DCTs again. The results show that there was a greater range of request strategies and some differences in the use of internal and external modifiers. The participants also completed a questionnaire which reveals that all of them found the modules very useful and expressed satisfaction for taking part in the study.  <i>Pedagogies</i></p>

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## Friday, 2 March

16:30-17:30

### PARALLEL SESSIONS

#### **The Quality of Teacher Training Online Courses:**

Marta Garcia, The University of Campinas, Brazil

The main aim of this article is to present the process of validation and construction of a scale to assess the students' perception about the quality of undergraduate online courses for teachers training. For this purpose, four procedures were undertaken: literature review; theoretical validation; semantic validation and statistical validation, through the Structural Equation Modeling (SEM), with the generation of a second-order construct (Quality) using SmartPLS 2.0 software. The Likert-type Scale was structured based on a request of assignment of a grade between zero and ten and was made available in an online platform. A total of 1,060 valid answers were obtained from students from different undergraduate online courses of teacher training in Brazil. Calculations demonstrated the need of some adjustments in the model. Once these adjustments were made, the scale was validated with 83 items and 8 constructs. Data reliability tests (Cronbach's Alpha and Composite Reliability), discriminant validity of the SEM, predictive validity, effect size and Student's t-test showed very adequate validation indicators. Therefore, the scale is a reliable research instrument and can contribute to the evaluation of the quality of teacher training online courses at a higher education level

*Pedagogies*

#### **Optimism and College Completion**

Aubree Evans, Texas Woman's University, USA

While existing studies focus on academic predictors of college degree completion, this study emphasizes the importance of foundational predictors of academic success on long-term goal achievement. Optimism is a trait in which people imagine future events in a positive light and may help people accomplish long-term tasks such as obtaining a 4-year college degree or higher. I created a theoretical framework to look at foundational predictors of academic success and used logistic regression to determine if optimism as measured by Scheier, Carver, and Bridges' (1994) Revised Life Orientation Test (LOT-R), maternal education, family income at 16, number of siblings, age, gender, and race affect college degree completion. The findings show a positive and highly significant relationship between optimism and college degree completion. Perhaps universities should explore ways to offer students counseling to adopt more optimistic perspectives. Another option is to look specifically at what traits optimists employ to succeed in their long-term academic goals and teach students these strategies through workshops or faculty development. Additionally, faculty can be trained on the importance of optimism and strategies for helping students implement optimistic attitudes. In fact, this study could be extended to faculty, as well, for the purpose of modeling how optimism impacts students. Another application of the LOT-R in higher education could be to test optimism on faculty attainment of goals such as tenure and promotion.

*Institutions*

#### **Student Perceptions of Learner-to-Learner and Learner-to-Instructor Interactions That Build Community in Intensive Online Learning Environments**

Emily Adam, Monash University, Australia

Tony Mowbray, Monash University, Australia

Eloise Perini, Monash University, Australia

Leah Braganza, Monash University, Australia

According to social constructivism, students are motivated by their learning communities and a having a sense of community is important for learning. With rapid changes in technology, many university programs now delivered partially or fully online through synchronous and asynchronous learning networks. Whilst these delivery modes offer learners increased flexibility, a continuing challenge to online learning in higher education is fostering a sense of community. Research shows that feelings of isolation and alienation among online learners contributes to learner dissatisfaction and attrition, but research on sense of community in intensive-mode, online learning environments is scarce. This study uses a mixed-methods survey to examine graduate students' perspectives of the types of learning activities that increase sense of community in an intensive-mode, fully online program. It is expected that the results of the study will inform the instructional design and delivery of intensive mode, online higher education programs that foster a sense of community and increase student engagement and satisfaction

*Pedagogies*

#### **Interactive Compiler Generator Framework for Project-based Hands-on Undergraduate Compilers Course in Computer Science**

Nazmul Kazi, Montana State University, USA

Indika Kahanda, Montana State University, USA

Compilers is typically an upper-level undergraduate course offered to computer science majors at most universities. At this day and age, hand-writing a complete compiler is not recommended; there exists many sophisticated tools that can be used to auto-generate certain components of a compiler such as scanners and parsers. Learning the skills of using such generators in the process of developing a full-fledged compiler should be one of the most important outcomes of a compilers course. However, working with the state-of-the-art generators can be challenging due to various reasons like the tedious nature in installation and setup. In this work, we develop an online interactive compiler generator framework intended for teaching a project-based compilers course. This framework is based on ANTLR, the leading industry standard in parser generation, but it completely relieves the student from the burden of handling its tedious installation and setup. Not only this, this tool accommodates setting major milestones/steps for the project, choosing any programming language and auto-grading of online submissions which significantly reduces the grading time for the instructors. Overall goal of this framework is providing a means for students to focus on learning compiler related concepts using industry standard technology without being distracted by technological hurdles.

*Technologies*

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## Friday, 2 March

16:30-17:30

### PARALLEL SESSIONS

#### **How Collaborating on Hybrid Courses Leads to Program Assessment and Faculty Development**

Sarah Faye, University of California, Davis, USA

Sylvia Morales, University of California, Davis, USA

Our project centers on the creation of three new hybrid classes for our writing program. While the project started because of a perceived need to create a hybrid version for courses that would benefit from this pedagogical approach, it became a much larger project that will result in a guide to programmatic changes and improvement. Four faculty members are collaborating on this project, including an ESL instructor and the Assistant Director for Teaching Writing with Technology. This project aims at giving faculty development a central role in our program as we redesign our curriculum to move towards new technologies for teaching.

*Institutions*

#### **Rethinking Pedagogy 2.0**

Xiaoyu Wan, University of Rochester, USA

Benjamin Teye Kojo Boison, University of Rochester, USA

Web 2.0 social software is actively transforming teaching and learning in higher education. Given that about ten years have passed since the proposal of McLaughlin and Lee (2008)'s pedagogy 2.0 framework for integrating Web 2.0 technologies with pedagogy, coupled with limited exemplar empirical pedagogy 2.0 practices, we adopted pedagogy 2.0 to review the teaching practices and reconceptualize Web 2.0 technology use in higher education. This review explored over hundred empirical articles that involved leveraging Web 2.0 technologies with teaching and learning practices in higher education. We mapped out ten best practices that fit the pedagogy 2.0 framework and subsequently provided an outcome-based analysis of using the framework. The findings revealed that McLoughlin and Lee's pedagogy 2.0 framework has the potential to design the transformative learning environment in higher education. To this, the reliance of empirical-based research added to the framework's credibility. However, the framework has avenues for improvements that involve the definitions, missing components, and the learning outcome-based support to demonstrate the effectiveness of the adoption of pedagogy 2.0 framework.

*Pedagogies*

#### **Bringing the Ivory Tower into Students' Homes:**

Marisa Macy, Northcentral University, USA

Robert Macy, Northcentral University, USA

Melanie Shaw, Northcentral University, USA

With the growth of institutions providing online learning environments, administrators and educators need to develop strategies to support students with disabilities. Researchers have documented a dearth of knowledge among university faculty of the accommodations needed for students with disabilities in online classes. Best practices identified include universal design elements in the online environment to increase access for all students, accommodations for individual students, and authentic assessment. Future research should be conducted to evaluate these strategies and track the longitudinal academic gains of students with disabilities who receive them.

*Pedagogies, 2018 Special Focus: Digital Pedagogies for Social Justice*

#### **Promoting Student Success in Statistics by Investigating Worldwide Global Problems Using Statistical Data**

Larry Musolino, Pennsylvania State University, USA

Many studies and guidelines for teaching of statistics at the high school or college level encourage the use of real world datasets and applications of statistical concepts. See for example, the GAISE College Report located at <http://www.amstat.org/education/gaise/>. Real world examples and applications motivate student interest in statistics and also helps students to be educated consumers of statistical data and claims. However, we can go one step further and encourage students to analyze global data and help to solve global problems using statistical data and statistical analysis methods. Applications which are relevant to student interest also enhances conceptual understanding of statistical concepts and can be used to integrate the use of technology as part of statistical analysis. In addition, by incorporating dataset examples from a cross-section of fields such as biology, engineering, sociology, global health care, global climate change, global population trends, global environmental concerns, etc. students can see the relevance of statistical analysis to a wide variety of fields and professions. This paper will highlight generally accessible datasets of a global nature and also present potential research questions for students to investigation to help analyze global issues and contribute to an improved global environment through statistical analysis.

*Pedagogies*

#### **Sentence-Level EFL Practice Activities on the Apps4EFL Website**

Oliver Rose, Kwansei Gakuin University, Japan

This poster presentation introduces various unique sentence-level practice activities from the Apps4EFL website/LMS for EFL learners.

Affordances of the designs will be discussed, along with feedback from users in Japan. The Apps4EFL Website is an LMS for EFL teachers/learners with a wide range of mobile-ready language practice activities. Various sentence-level activities will be introduced that the presenter has designed in conjunction with the site owner/developer Paul Raine.

*Technologies*

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Friday, 2 March	
16:30-17:30	<b>PARALLEL SESSIONS</b>
	<p><b>Integrating Digital Technologies into School Geography Fieldwork</b></p> <p>Tania Canto</p> <p>The appropriation of digital technologies by teachers in training is an important issue in the development of innovative pedagogies. Practices and meanings experienced in this context provide knowledge that underlies much of the work done by teachers in classroom everyday. Considering this approach, we conceived a topic of study in a course of geography teachers education that introduces the use of digital resources in the planning of a local fieldwork in the city of Campinas, Brazil. The objective of this topic was to integrate and reflect on the use of new technologies in the accomplishment of a powerful and traditional methodology to geographic literacy. Thus, this presentation proposal aims to discuss the meanings involved in the mentioned integration from the analysis of the practices of the teacher trainer and the students of the course. As will be showed, the use of digital resources in the preparation of a school geography fieldwork can have many meanings.</p> <p><i>Pedagogies</i></p>

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Saturday, 3 March	
08:30-09:00	Conference Registration Desk Open
09:00-09:15	Daily Update
09:15-10:15	Plenary Panel Discussion
	<b>Bill Cope, Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, USA</b> <b>Mary Kalantzis, Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, USA</b>
10:15-10:45	Garden Conversation
10:45-12:25	PARALLEL SESSIONS
<b>Room 1</b>	<b>New Frontiers</b>  <b>Positive Solutions</b> Susan Cardillo, University of Hartford, USA With changing styles of media, it is also important to look at story structure. The shift in audience metrics from “exposure” to “engagement” offers important opportunities for makers to think about different ways of communicating a message. Different communication paths containing the message, or story, and the message can be structured in what could be describe as “micro-narratives”—small narrative units that, like Legos, can be disaggregated and reconfigured in various ways (Uricchio 2015). This is where interactive documentary/storytelling come into play. This paper examines the idea that creating positive solutions-based digital stories can enhance the narrative for social awareness through aspects of the social learning theory. Interactive media/documentary/storytelling combined with the use of interactive and social media tools create the stage, audience and actors that are needed to bring about social awareness, engagement and change. In theory, if this is done in a positive way it will create an audience and interaction that is positive as well. <i>2018 Special Focus: Digital Pedagogies for Social Justice</i>  <b>Experiential Learning at a Distance</b> Josh DeSantis, York College of Pennsylvania, USA Experiential learning is an increasingly central component of higher education curriculum. This is particularly true in professional preparation programs like education, human services, sports management, hospitality, and nursing. These programs require students to engage in supervised field experiences, practicums, and internships to enhance students’ professionalism and competence in their fields. Experiential learning is most effective when augmented with expert supervision and robust student reflection. Emerging technologies, like cloud-based video and media-collecting robots, are creating new opportunities to heighten the effectiveness of field-based supervision by college faculty and instruction to enhance the depth and quality of students’ reflections. The demand for cloud-based supervision is further heightened by many programs’ transitions to distance-based pedagogical approaches. This investigation explored the effects the deployment of cloud-based video and media collecting robots had on student learning during a supervised field experience completed by sophomore education students a small professional college in South Central PA. The study employed a quasi-experimental design and a mixed-methods approach. Findings from this study might inform other efforts to utilize cloud-based video and media collecting robots in other higher education settings. The results of this work can also guide the deployment of these technologies in managing experiential learning in blended and online programs. <i>Pedagogies</i>  <b>Promoting Social Transformation in the Communication Industries through Pedagogies of Social Justice and Cultural Democracy</b> Deborah Gabriel, Bournemouth University, United Kingdom In recent years, students have consistently campaigned for a more diverse and inclusive curriculum. In the UK, the National Union of Students has gone further in calling for "liberation," in terms of actively working to challenge and tackle structural inequalities in society, to be embedded into the curriculum alongside equality and diversity. Media higher education provides a wealth of opportunities for meeting student demands, both in terms of delivering a more diverse curriculum and in tackling racial inequalities in the communications industries. Innovation in pedagogical approaches can help transform the communication industries by focusing on the development of cultural competence to improve cultural representations, especially of racialized minorities. The findings of a small-scale survey suggest that students seek more than a good degree when they graduate – they want to be agents of change and contribute to greater equity and justice in society. This paper presents a case study of a final year undergraduate unit called "Media Inequality" which is a component of degrees in advertising, public relations, marketing communications and politics at Bournemouth University. It was developed through pedagogies of social justice and cultural democracy as powerful, complementary forces for social change. In addition to a summary of the development, delivery and evaluation of this unit, this paper also highlights a follow-up project designed to take social justice pedagogy from the classroom to industry. <i>Pedagogies, Social Transformations</i>  <b>Making eMusic with iPhone</b> Mladen Milicevic, Loyola Marymount University, USA We live in a world rich with imaginative expressions that often transcend established musical styles and classifications. Every computer, smart phone, or tablet come today with many pre-installed music-making tools, or apps that can be downloaded for free or a minimal fee. With ever-expanding computer technology, electronic ways of making music have been completely democratized. Just as anyone can use word processing software, anyone can use pretty much with same ease the eMusic creation software, and improvisation is at the heart of this new musical paradigm that uniquely reflects contemporary life. <i>Pedagogies</i>

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Saturday, 3 March	
10:45-12:25	<b>PARALLEL SESSIONS</b>
<b>Room 2</b>	<p><b>Post-secondary e-Learning</b></p> <p><b>Evaluating the Efficacy of a Flipped and Blended Ubiquitous Learning Environment for a Japanese Undergraduate Leadership Course</b>  Nobue Tanaka-Ellis, Tokai University, Japan  Sachiyo Sekiguchi, Tokai University, Japan  This paper reports on the efficacy of a learning environment designed for a Japanese undergraduate leadership-skill course. The course was delivered in a highly complex environment, combining flipped-, blended-, and ubiquitous learning modes, in order to teach authentic content, support student understanding, and create arenas to produce comprehensible output in and out of the classroom. The students used mobile devices to learn leadership skills from a commercially available MOOC course that was reorganised and uploaded to a mobile app called Handbook by the course coordinator to suit the students' English levels. Handbook was used as the hub for accessing course materials for self-study. Student logs collected from Handbook were analysed to see what materials were accessed before, during, and after each class and frequencies of accessing each material. The results indicated that this learning environment supported learners with varying study behaviours and English skills, through both video and text-based study materials anytime and anywhere.  <i>Pedagogies</i></p> <p><b>Fostering Innovation in Online Teaching across the Institution</b>  Jennifer Roth Burnette, The University of Alabama, USA  The University of Alabama Innovation Team was formed in 2016 to revolutionize online learning across the institution. Our major efforts have focused on supporting faculty with funding and expertise as they bring innovation to their online classrooms, fostering conversation around online teaching, and providing opportunities to experiment and play with emerging technologies. These efforts have been realized as a series of programs, including a set of Innovation Scholar awards, a cross-campus Online Learning Innovation Summit, a series of Technology Playground events, the development of Innovation Maker Space, a group of Innovation Mentors featured on our blog and in Online Innovation Workshops, and informal Coffee and Conversation opportunities. This faculty-centered approach has enjoyed considerable success in its first year, with 11 faculty partners and 24 associated courses currently engaged in innovation projects, and over 250 faculty (to date) participating in innovation-centered events on campus. Perhaps most importantly, we are beginning to break down the inherited notion of barriers between online and on-campus teaching, as common themes emerge around the use of technology. The emerging trends at The University of Alabama indicate that the enrichment of online learning is leading to considerably richer teaching and learning on campus as well as the methodologies and materials developed for one are translated to another, inspiring the potential for technologically mediated "flipped" and blended approaches to pedagogy institution-wide.  <i>Institutions</i></p> <p><b>Teaching Global Competencies by Doing International Projects</b>  Regina Brautlacht, Bonn-Rhein-Sieg University of Applied Sciences, Germany  Kristi Julian, East Tennessee State University, USA  This paper aims to provide an overview of the data and analysis of an online project between two universities that focuses on teaching 21st century competencies and offer an applied learning approach for their students in an interdisciplinary setting. The German-American Project (GASP) started in 2016. It promotes the exchange of ideas on sustainable goals and practices aims to encourage communication between both countries to raise awareness on the impact of environmental and social issues. In this project students evaluate, discuss and reflect on their own sustainable practices. Its aim is to offer students the opportunity to work in a global context and to understand global issues from different cultural perspectives; working against misconceptions and generalizations. Students explore sustainable footprints in each country and reflect on the use of resources in a global context. The findings of the two project classes are shared in a final joint co-created project report. Furthermore, we have developed a set of guidelines in designing and implementing virtual collaboration projects for higher education institutions. As communication in business is increasingly digital and global, students need to be competent communicators and get ahead in the workplace; they need these professional 21st century competencies. The major implication of the project is to offer a platform for learning and collaborating with different students around the world to share ideas on sustainable practices while working together on a joint interdisciplinary project that aims to create knowledge and foster global diversity.  <i>Pedagogies</i></p> <p><b>Teach What They Don't Know</b>  Becky Leporati, University of Cincinnati, USA  Using personalized learning, we created a plagiarism tutorial for multiple levels and disciplines. By allowing students to skip familiar concepts improves, we improved both engagement and content development. When librarians at the University of Cincinnati learned about personalized learning, we found a conceptual answer to one of our most daunting struggles: How do we find meaningful ways to engage students from many different backgrounds and in all disciplines? Basically, how do we avoid boring experienced users with also supporting library novices? With its student-centered approach, a personalized learning is about designing online tutorials that identify what users already know and bolster areas of weakness. Our pilot project was a tutorial about plagiarism built in Articulate Storyline. We receive many requests from faculty and librarians for this kind of eLearning, for courses ranging from first-year composition to senior capstone classes. Our tutorial, therefore, allows students to test out of familiar content and focus on unknown areas. Thus, a first-year international student unused to U.S. academic integrity values receives a full lesson while an experienced senior just gets a refresher. Our experiment with personalized learning involved trial and error with the software we had available. The success of this project, however, ended up going far beyond an improved digital experience. By more carefully analyzing content to denote key concepts and how students might demonstrate their knowledge, we were able to develop a more targeted and powerful online lesson.  <i>Technologies</i></p>

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Saturday, 3 March	
10:45-12:25	<b>PARALLEL SESSIONS</b>
<b>Room 3</b>	<p><b>Contemporary Challenges</b></p> <p><b>Using e-Learning to Train Social Workers to Combat Vicarious Trauma in Agencies Serving High-risk Regions</b>  William Jackson Koehler, Edinboro University of Pennsylvania, USA  Christine Rine, Edinboro University of Pennsylvania, USA  As awareness of secondary traumatic stress (STS) that contributes to employee burnout and turnover in agency settings is better understood, the importance of creating cultures of trauma informed care (TIC) in settings that serve highly traumatized populations has grown (Fallot and Harris, 2009). Online learning environments have a unique advantage to contribute to the creation of cultures of TIC in agencies that are under-resourced to meet the level of need among their employees and constituents. Master of Social Work (MSW) students in e-learning environments are able to bring knowledge of TIC into agencies that have low availability of trained social workers (e.g. poorer, rural settings) or high rates of exposure to trauma (e.g. hospital emergency rooms). This study uses the TICOMETER (Bassuk, Unick, Paquette, &amp; Richard, 2016) an instrument designed to measure TIC in human service organizations wherein students and Field Instructors report on their agency's ability to integrate TIC principles into their setting. Pre and posttest data are collected at the beginning and end of students' internship experience. Results compare agency type and location, attempting to assess the influence of MSW programs' TIC curriculum into agencies that are under-resourced and likely to experience higher rates of STS and burnout.  <i>Social Transformations</i></p> <p><b>Digital Badges</b>  Mark Mabrito, Purdue University, USA  Digital badges are "micro-credentials" that potentially can represent student skills/achievements in more context-specific ways than traditional academic credentials, such as degrees, certificates/minors, or even course titles on a transcript. A badge is essentially a digital image that contains embedded metadata describing information about the task performed to earn the badge, criteria for assessment, and often evidence that was submitted by the learner to earn the badge. Furthermore, digital badges can provide an evidence-based approach to some of the skills we claim to teach—for example, critical thinking, communication, among others. They also provide a highly portable and effective digital means for students to represent these skills to prospective employers. A digital badge program was introduced into an undergraduate business communication course. The course is a general education requirement for primarily junior/senior undergraduates in a college of business. Digital badges were framed as a way of helping students use classroom achievements to professionally brand themselves—that is, to connect skills learned in the classroom with skills that might be attractive to future employers. In order to create a parallel experience for the course instructors (part-time and full-time, non-permanent faculty), a second badge program was introduced for their benefit. Badges in this context allowed instructors to professionally brand themselves, similar to students in the course, by highlighting their teaching and curriculum development efforts in the course. This presentation will focus on the role digital badges can play in enhancing a traditional business communication curriculum from both the viewpoint of students in the course as well as the instructors who teach the course.  <i>Pedagogies</i></p> <p><b>Narratives of Choice</b>  David Vampola, State University of New York at Oswego, USA  Information management systems are frequently valuable in terms of the decision making procedures that are represented in them. Effective decision making is, furthermore, crucial for the operation of businesses. In business administration courses that explain decision support systems (DSS), however, more emphasis is often placed on the software packages and technology of DSS than actually giving students (who will provide the decisional procedures and who will be the actual users of these systems) any insight into the way that decisions can be structurally portrayed. Computer games that have both decision-making and narrative components hold promise to help future developers and end-users understand the context and structure of decision making. But, all too often, students are simply end-users of such games, and do not play a role (generally due to a lack of technical expertise) in actually creating them. A tool that is relatively simple for narrative and game development, even for individuals who have minimal coding skills, is Twine. This presentation will present some background in narrative decision structures as they relate to being represented in Twine. An empirical perspective will be presented as well, based upon the experiences of students who have developed decision making scenarios using Twine.  <i>Technologies</i></p> <p><b>The Possibilities of Digital Learning</b>  Heidi Lehtovaara, International Omnia, Finland  The aim of this paper is to present a practical case study from the field of vocational adult education. The vocational education and training reform started in Finland January 2018, when the Parliament approved the new legislation for vocational education and training. Personal study paths, broad-based competence and close cooperation with working life are core issues in the reform. Teachers and working life experts will together be responsible for the assessment of competence. Teacher's have to adapt a new role and be able to use new teaching environments and tools. New technologies can offer successes, but also challenges and face resistance among teachers. Teacher's have also to take a notice learners diversity, for example migrant students and newly arrived migrants without fluent Finnish language skills.  <i>2018 Special Focus: Digital Pedagogies for Social Justice</i></p>

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Saturday, 3 March	
10:45-12:25	<b>PARALLEL SESSIONS</b>
<b>Room 4</b>	<p><b>Workshops</b></p> <p><b>Exploring the Helpfulness of Peer Feedback in an Online Graduate Course</b>  Regina Chanel Rodriguez, West Texas A&amp;M University, USA  Laurie A. Sharp, West Texas A&amp;M University, USA  The rapid expansion of technology has significantly increased the number of online courses and programs offered in higher education, particularly at the graduate level. Since discourse within online learning environments occurs predominantly in the form of writing, faculty must use instructional approaches that seek to improve students' understandings through writing. One promising instructional approach, peer feedback, has been shown to foster positive social interactions and promote deeper levels of cognitive understandings among students. A number of studies conducted among undergraduate students have produced findings that suggested correlations between peer feedback and improved writing. However, a paucity of research was available that explored the use of peer feedback among graduate students in online learning environments. We will begin this workshop by briefly presenting the findings from a mixed methods research study that explored the helpfulness of peer feedback activities utilized in an online graduate course. Next, we will discuss the differences in instructional design in a teacher-based feedback course and a peer-based feedback course. After which, we will view examples of peer feedback participants in the study described as helpful, then work on constructing our own helpful feedback using the describe, evaluate, suggest model. Finally, participants will collaborate to design trait checklists for writing assignments in their own courses where the describe, evaluate, suggest model could be utilized.  <i>Pedagogies</i></p>
<b>Room 5</b>	<b>Spanish-language Session</b>
12:25-13:15	<b>Lunch</b>
13:15-14:55	<b>PARALLEL SESSIONS</b>
<b>Room 1</b>	<p><b>Late Additions</b></p> <p><b>Providing Effective and Efficient Feedback in Online Course Grading</b>  Chunlei Liu, Valdosta State University, USA  Li-Mei Chen, Valdosta State University, USA  An important way to keep students engaged in online courses is to provide constructive feedback with specific and helpful suggestions for improvement. However, heavy teaching load and the lack of face-to-face contact are two main challenges for instructors to effectively communicate their feedback to students. As a result, online instructors often feel buried under high stacks of student assignments and frustrated with students' repetitive errors after the same errors have been communicated with the students multiple times. In this presentation, we will share how to use metacognitive reflection, a process that goes beyond cognitive process, to involve students to oversee their own learning development, as well as many strategies and tips to make online grading effective and efficient.  <i>Pedagogies</i></p> <p><b>Using Critical Pedagogy to Promote Inclusive Teaching Practice in Arts Higher Education</b>  Melodie Holliday, University of the Arts London, UK  In recent years there has been a marked increase in students studying art and design at UK universities, which forms part of a wider pattern of increased participation among students from ethnically and culturally diverse backgrounds. Despite these demographic changes, arts curricula have evolved very little. As Bourdieu argues, the perpetuation of social inequalities exists at the intersection between art, culture and power. This occurs both in the creative industries and in arts higher education. Critical pedagogy, using iPads, laptops, and mobile applications plays a vital role in supporting inclusive teaching practice by ensuring that contextual content and artefacts used as teaching resources are drawn from a variety of sources, beyond the Eurocentric. Critical pedagogical approaches acknowledge that certain types of art are privileged, while others are excluded or dismissed, which can impact on student engagement and attainment.  <i>Pedagogies</i></p> <p><b>Teaching Social Justice and Activism in the F2F and Online Workplace Writing Classroom</b>  Laura Howard, Kennesaw State University, USA  Teaching social justice in the writing studies classroom is as important and as imperative in the current political climate as it has ever been. The extreme bipartisanship we are experiencing in the United States has led to mainstream and widespread discussions of privilege and inequality in both F2F and digital spaces. Within this context, it is imperative we integrate critical pedagogy in the writing studies classroom, specifically by teaching about privilege, social justice, and activism in courses such as workplace writing. This work is essential in courses like workplace or business writing, which may seem to privilege form, genre, and "correctness" over questions of social justice. Today's students are receptive to pedagogy designed to encourage them to think critically about and act out in response to injustice. In addition to integrating more critical pedagogy in the workplace writing classroom, trends in higher education demand that we also consider how to do this interactively and in a way that is effective both Face-to-Face (F2F) and online.  <i>Pedagogies</i></p>

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10:45-12:25	<b>PARALLEL SESSIONS</b>
<b>Room 4</b>	<b>Workshops</b> <b>Exploring the Helpfulness of Peer Feedback in an Online Graduate Course</b> Regina Chanel Rodriguez, West Texas A&M University, USA Laurie A. Sharp, West Texas A&M University, USA The rapid expansion of technology has significantly increased the number of online courses and programs offered in higher education, particularly at the graduate level. Since discourse within online learning environments occurs predominantly in the form of writing, faculty must use instructional approaches that seek to improve students' understandings through writing. One promising instructional approach, peer feedback, has been shown to foster positive social interactions and promote deeper levels of cognitive understandings among students. A number of studies conducted among undergraduate students have produced findings that suggested correlations between peer feedback and improved writing. However, a paucity of research was available that explored the use of peer feedback among graduate students in online learning environments. We will begin this workshop will by briefly presenting the findings from a mixed methods research study that explored the helpfulness of peer feedback activities utilized in an online graduate course. Next, we will discuss the differences in instructional design in a teacher-based feedback course and a peer-based feedback course. After which, we will view examples of peer feedback participants in the study described as helpful, then work on constructing our own helpful feedback using the describe, evaluate, suggest model. Finally, participants will collaborate to design trait checklists for writing assignments in their own courses where the describe, evaluate, suggest model could be utilized. <i>Pedagogies</i>
<b>Room 5</b>	<b>Spanish-language Session</b>
12:25-13:15	<b>Lunch</b>
13:15-14:55	<b>PARALLEL SESSIONS</b>
<b>Room 1</b>	<b>Late Additions</b>
<b>Room 2</b>	<b>Innovation Showcase</b> <b>Building a Digital Classroom to Maximize Student Engagement</b> Lelanie Judeel, Blue Rooster, South Africa Online learning environments are often unexciting and uninspiring as many institutions provide online replicas of instruction delivered in the classroom. During my presentation I will share my experience and research to what those golden elements are that will translate into digital content that will be more than the passing of static information. I will showcase actual examples of digital content redesign through infographics, engaging online activities and unique Moodle front end designs. 360 video provide interactive 3D and virtual reality experiences that feel as real as being there. I will share how this learning experience can be enhanced by tagging certain areas within the virtual reality content through embedding descriptive text, videos, documents and even interactive courses. The golden thread throughout is practical tips and examples on creating a digital classroom that is visually stimulating, interesting and grounded in sound educational principles. E-learning examples presented were developed using an overlay of learning theory, instructional design principles and a visible digital pedagogy. <i>Technologies</i> <b>First Point of Student Engagement</b> Monica Munoz, California State University, East Bay, USA Cheryl Saelee, California State University, East Bay, USA At CSUEB, we identified the first point of engagement as the online orientation. We wanted to create an online version that mirrored the on-ground orientation program to allow our diverse population of students to learn on their own time, at their own pace, and based on their own needs to expand access to orientation. To do this, we researched several different platforms and decided to use Smart Sparrow's platform to develop an online orientation that incorporates adaptive learning pedagogy to create a personalized online orientation experience. In partnering with Student Life & Leadership Team, the platform provides built-in data analytics. This allows CSUEB to review how students are interacting with content and identify any challenges or additional resources that students might need. Fall 2017 enrollment (1,006) for this orientation has the same student demographics as the on ground orientation. To determine the impact on student success, 2016- 2017 transfer student data was used. A one-way between subjects ANOVA was conducted to compare the effect of orientation on transfer students' cumulative GPA in online orientation, on ground orientation, and no orientation conditions. There was a significant effect of orientation on transfer students' cumulative GPA at the p<.01 level for the three conditions [ $F(2,5248)=71.293, p=0.000$ ]. Post hoc comparison indicated that the average cumulative GPA for transfer students taking online orientation ( $M=2.77, SD=0.921$ ) and on ground orientation ( $M=2.89, SD=0.601$ ) were significantly higher than transfer students did not take any orientation ( $M=2.54, SD=1.141$ ). There were no significant differences on transfer students cumulative GPA between online and on ground orientation. <i>Pedagogies</i>

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Saturday, 3 March	
13:15-14:55	<b>PARALLEL SESSIONS</b>
<b>Room 3</b>	<p><b>Workshops</b></p> <p><b>Visual Art and Digital Storytelling as Mediating Tools for Literacy Identity Transformation</b>  Ellen Spitler, Metropolitan State University of Denver, USA  Carly Ibara, Mid-Pacific Institute, USA  The purposes of this workshop are: to guide and engage the participants in writing, creating, and sharing their own visual art and digital storytelling [autobiographical] re-presentations of literacy identity, present an investigation of how an artistic multimodal self-portrait project emerged as influential for secondary preservice teacher literacy identity transformation in a university education course, and to present an exploration of what happens when an inservice English/Language Arts teacher integrates digital storytelling into her 7th grade writing curriculum. To address the research questions for the inquiry of literacy identity transformation, a qualitative phenomenological approach was used to develop a descriptive case study. The constant comparative method was used to analyze data. These methods afforded the opportunity to explore and make apparent particular dimensions of teacher literacy identity transformation. Creating multimodal texts provides a canvas to extend understandings of the topic under study, and becomes a solid base for the development of literate practices. When used in learning spaces organized to support literacy identity transformation, this power of creation can guide an analytical deconstruction of a subject providing critical insight into a view of self. As the learner re-presents her/himself, framed in multimodality, new and subtle understandings and complexities emerge. Participants will write, create, and share two autobiographical re-presentations of literacy identity [one artistic, one digital]. Writing and art materials will be provided; technology will be needed for digital storytelling.  <i>Pedagogies</i></p> <p><b>Capturing Community Voices with Collaboratively Creative Community Podcasts</b>  Regina Chanel Rodriguez, West Texas A&amp;M University, USA  Lucinda M. Juarez, University of Texas at San Antonio, USA  Community mapping research reveals that bringing the outdoor environment and community issues inside the classroom leads to greater student motivation, achievement, and learning (Morrell, 2008). Participants in this workshop will have the opportunity to experience and record community mapping with existing podcasts technology. The first activity will be to introduce the concept of community mapping and discuss the benefits of including community mapping in the classroom. Next, we will demonstrate how to use podcasts apps such as Opinion, including modeling of recording and editing. Participants will then move outdoors to engage in gallery walk around campus grounds to conduct informal interviews with those in the community and/or record thoughts about the layout and prominent features of the community using the podcast app to record thoughts and interactions. Participants will return indoors to share their findings and discuss the next steps in regards to using the recorded interviews and descriptions to design further reading, writing, listening, and speaking activities that relate to community mapping. Finally, participants will discuss how this session's activities can be modified or enhanced to be used in their own classrooms.  <i>Technologies</i></p>
<b>Room 4</b>	<p><b>Implementing Innovations</b></p> <p><b>Re-branding of Education Using Online and e-Learning Resources</b>  Adepeju Modupeolu Oluokun, Cyprus International University, Cyprus  Abiola Abiodun, AferAcademy Nigeria Limited, Nigeria  Education system in African has been through distinct phases, from the core cultural and traditional learning dated back to many centuries until this modern conventional learning and studying era. In recent times, the global education system is changing simultaneously at a significant pace because of the rapid development in internet and technology age. Therefore, there is an urgent need for African education system to undergo a re-branding phase to gradually change from the long lasting conventional classroom learning-teaching tools, resources, curriculum, syllabus, and systems which has lasted for decades to the most recent online and e-Learning education platforms. Re-branding African education will create more enabling environment through which larger population of African youths can access education resources with more accessibility, flexibility, and low cost. The aim of this study, is to discuss about the re-branding of education in Africa using online and e-Learning approach within the framework of information and technology platforms. In this study, re-branding African education system using the multimedia and audiovisual resources is discussed in detail, and its potential advantages and drawbacks are also being discussed. Finally, the overall recommendations were provided about the re-branding of African education for effective and efficient planning, implementation, and execution to achieve the successful results.  <i>Technologies</i></p> <p><b>University of the Future</b>  Claudia Vogeler, Hamburg University of Applied Sciences, Germany  Megatrends such as individualization and new work mark fundamental and long-term changes. Under the heading of digitalization, developments are summarized which aim the consideration of heterogeneity, an easy access to information, the formation of networks and modified work structures/spaces. This also has an impact on learning at universities. Questions that may arise are: Which skills do students and teachers need in the future? Which content is important? How are the physical and/or virtual spaces designed in which learning is taking place? The question of how learning and teaching of the future could look like at Hamburg University of Applied Sciences was the focus of a design thinking workshop. In interdisciplinary teams of students, lecturers and other employees, innovative ideas and future scenarios for learning and teaching have been elaborated in a creative process. The university-wide presented results have been the starting point for an organizational development process with a view to future challenges. On the conference the results of the design thinking workshop are presented and discussed as an initiator of a development process. On the one hand this offers participants connecting points to design their own organizational development processes using design thinking. On the other hand, the presented results are discussion suggestions for (technology-supported) design of future learning places and learning biographies.  <i>Institutions</i></p>

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13:15-14:55	<b>PARALLEL SESSIONS</b>
	<p><b>Innovations in Student Engagement</b>  Matt Glowatz, University College Dublin, Ireland  Orna O'Brien, University College Dublin, Ireland  From a Teaching and Learning (T&amp;L) point of view, the Higher Education (HE) sector disseminates knowing (theoretical knowledge), doing (applying theoretical knowledge in practice) and being (developing professional identity) related skills preparing student cohorts for their professional life after college. However, HE institutions also have the responsibility to provide initial support and guidance helping incoming (new) students to both prepare them for their scholarly pursuits at college and – at the same time – to feel engaged early in their studies. As a direct result, providing support at early stages will improve the retention rate of first year students. This practitioner research case study investigates the advantages of incorporating innovative educational technology (EdTech) as part of designing and delivering agile orientation sessions (one full day, 8 hrs) aiming to guide approximately 1,500 students who commence their undergraduate or postgraduate studies at UCD College of Business' overseas locations biannually.  <i>Pedagogies, Technologies</i></p> <p><b>Interactive Data Visualization and Visual Thinking Strategies</b>  Mark Szymanski, Pacific University Oregon, USA  This paper will explore innovative pedagogies that use interactive data visualization and visual thinking strategies to teach writing. The teaching of writing has a long textual history that predates the development of the World Wide Web. Traditionally, writing pedagogy has relied on text and verbal prompts to support and inspire students' thinking and writing. Recently, new findings in the learning sciences shifted the focus of writing instruction away from teaching students the forms and conventions of writing and toward a model that operationalizes writing as a means to explore and learn across disciplines-Writing Across the Curriculum. From this perspective, writing is viewed as a recursive meaning making process that involves planning, writing, evaluating, and revising. This pedagogical shift coincided with the development of the web which transformed the way information is created and shared across disciplines. It gave teachers new opportunities to integrate visually rich and meaningful information in their writing instruction. One of these newly developed resources, interactive data visualization, can enrich meaning making in the writing process. Interactive data visualization allows people to manipulate variables, explore digital information, and develop deeper understandings of trends, patterns, and meaning. Most interactive data visualizations on the web are designed to follow the visual information seeking pattern of: overview first, zoom and filter, then details on demand. This design framework can be used to enrich writing instruction when combined with Visual Thinking Strategies (VTS). These strategies were designed to support visual literacy, thinking, and communication skills using visual art in museums. The foundation for the strategies rest on three questions: What's going on in this picture? What do you see that makes you say that? What more can we find? This paper presentation will explore newly developed innovative pedagogies to teach writing that rely on interactive data visualization and visual thinking strategies. Strategies for teaching argument writing, which has its basis in the cycle of claims and evidence, and digital writing environments will also be a focus.  <i>Technologies</i></p>
Room 5	<b>Spanish-language Session</b>
14:55-15:05	<b>Coffee Break</b>
15:05-16:45	<b>PARALLEL SESSIONS</b>
Room 1	<p><b>Teaching with Technology</b></p> <p><b>Conceptual and Attitudinal Learning within a Self-Organized Learning Environment Mediated by Technology in Secondary School Education</b>  Cimenna Chao Rebolledo, Universidad Iberoamericana Ciudad de México, México  This research analyzed the construction of knowledge and attitudes within a Self-Organized Learning Environment (SOLE) mediated by digital technologies, where learning takes place in an autonomous and self-organized way, through inquiry, technological mediation and minimal instructional intervention. Among the aspects that were studied was the ability to represent and understand concepts associated with school violence and bullying, and the development of attitudes that may counteract these two social afflictions. The students' ability to understand and represent these two concepts was assessed by analyzing the complexity, the degree of veracity and congruence of the elaborated learning products throughout this pedagogical experience. Students' interactions were recorded and evaluated through direct observation and by means of a questionnaire that examined the students' conceptual knowledge and attitudes acquired during the learning experience. Evidence from this study shows that secondary school students are able to understand and accurately represent knowledge within the expected academic level of complexity by means of self-learning and self-organization, when given the tools to research and analyze information in a consistent way. Furthermore, a change in the students' attitudes and in the overall group behavior was observed as the learning sessions took place. Attitudes towards collaboration, respect and constructive dialogue increased as sessions progressed. This research involved 150 low-income secondary school students, male and female, from a public school in Mexico City.  <i>Institutions</i></p>

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Saturday, 3 March	
15:05-16:45	<b>PARALLEL SESSIONS</b>
	<p><b>Using Video Annotation Applications to Analyze and Critique Film</b>  Elliot Panek, The University of Alabama, USA  Video annotation tools such as VideoAnt allow viewers to comment on specific moments in videos. Temporally indexed commentary is ideally suited for the purposes of film analysis, in which the object of study is both visual and temporal. This method has advantages over existing means of film analysis (e.g., essays) which require students to perform the redundant task of describing moments in a film. The tools also create an opportunity for students to contribute to public knowledge of films, especially in cases in which no close analyses of a film exist. Websites like rapgenius.com demonstrate the power of large-scale collaborative annotation to elucidate meaning of thousands of texts. Proper implementation of video annotation tools for the purposes of film analysis has the potential to increase students' understanding of film while producing knowledge useful to scholars and to the general public. I will present the results of a pilot implementation of video annotation in an introductory film course (N = 50) for the purposes of demonstrating the potential of this tool in the context of teaching film analysis and criticism.  <i>Technologies</i></p> <p><b>Evolution of Online Mathematics Platforms</b>  Haitham Solh, American University in Dubai, United Arab Emirates  There is no shortage of online platforms used to teach Mathematics. Top textbook publishers are now including the platforms in combination with a printed or e-textbooks, and are marketing the platforms as a substantially helpful tool for both students and instructors. Having used many of those platforms over the past 8 years, I give an overview of some of their strengths and weaknesses overall, and use data collected from various platforms that suggests that the benefit of these platforms for students may simply be acquiring procedural competence only. I contend that adding additional features for the platforms would enable students to further enhance their conceptual understanding of the content, and can enable them to become more than procedure mimickers. Suggestions include supplementing the platform with interactive videos, as well as questions that adopt a scaffolding approach.  <i>Pedagogies, Technologies</i></p> <p><b>Role of Snapchat in the Lecture Theatre</b>  Beryl Jones, Kingston University, United Kingdom  Social media is increasingly being used in Higher Education in attempts to increase student engagement and improve performance. Snapchat is an application used to share photos, videos, text, and drawings. It has recently being ranked the third most popular app trailing only Facebook and Instagram. There isn't a lot of room in education for functionality that isn't permanent but in large lecture theaters, snapchat can be used to improve connections between the students and staff. In large groups, the class size means that some students feel far removed, less involved and reluctant to engage in the lecture. In a traditional classroom, the lecturer is the centre of attention and it is the lecturer that often asks the questions to gauge understanding. Our study shows how snapchat can be brought into the classroom to build an environment in which students feel confident to ask questions and to overcome the barriers of engagement. The use of snapchat was conducted to support the teaching of Databases in an undergraduate second year module. The database module has heavy usage of diagrams and snapchat's interface of sharing pictures, videos and words is well suited. The use of snapchat in the classroom is a relatively unresearched topic. This paper will present the outcomes of the study to establish whether the use of snapchat in the classroom can improve communication between the lecturer and student and to improve engagement.  <i>Pedagogies, Technologies</i></p>
<b>Room 2</b>	<p><b>Virtual Learning</b></p> <p><b>Challenges of Interaction in Distance Education</b>  Cathia Papi, TÉLUQ University, Canada  While distance education (DE) has burgeoned over the past twenty years and is permitting greater access to higher education (college and university), student persistence and quality of learning remain problematic. Promoting dialogue or work among peers is sometimes seen as a solution, but the devices for doing so are varied and their impacts poorly understood. This is what motivated this review and analysis of the technopedagogical devices introduced in Canadian colleges and universities to encourage distance interaction. Our systematic review examines 60 studies published between January 2005 and December 2014. It establishes a typology of research problems in the field that identifies four main research questions as well as a typology of devices based on their goals. These studies reveal that interaction and collaborative work are challenging for learners who are more concerned with the restrictive aspect than with the opportunities offered. However, the studies also show that, when students do interact and collaborate, which is the case in authentic learning situations targeting skills development, they derive satisfaction from social linkages with their peers and are likely to achieve deep learning.  <i>Pedagogies, Technologies</i></p>

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## Saturday, 3 March

15:05-16:45

### PARALLEL SESSIONS

#### **Virtual Learning Environments**

Kwaku Nuamah-Gyambrah, Koforidua Technical University, Ghana  
Sefakor Awura Ama Adabunu, Koforidua Technical University, Ghana

The use of learning technologies in education has increased rapidly in recent years. These technologies have been developed among higher educational institutions to support both students and lecturers. An example of such a technology is the Virtual Learning Environments (VLEs) – a way of employing technologies to help students learn. Virtual Learning Environments are extensively used in both on-campus learning and distance learning programs. They serve as supporting tools which allow students easy access to learning materials, assignments, etc. However, the educational benefit of integrating new technologies into course delivery is not well understood due to the rapid acceptance and rate of changes in information technology. This provides the motivation for this study to investigate students' and lecturers' perception on the usefulness of Virtual Learning Environments (VLE) and also determine how the use of VLE's in teaching in higher education impacts students learning. A self-administered questionnaire was used in collecting data for the research. A purposive sampling technique was employed since the research only targeted students and lecturers who have used the VLE for more than two semesters. Data from the research confirms that use of a VLE encourages independent learning with the opportunity to learn informally at a time, place and pace to suit the learner providing flexibility for students to fit course work around busy lives. The research thus affirms that using the VLE in teaching has a positive impact on student learning.

*Technologies*

#### **Teachers and Students Need Support Moving beyond Traditional Literacy to Thrive with Online Assessments in Reading and Writing**

Latasha Holt Bocksnick, Arkansas Tech University, USA

The purpose of this paper is to challenge your thinking about student and future teacher preparation that is being provided in today's classroom as we move beyond traditional literacy and into a digital age. In this session, you will reflect beyond what current practices are being implemented and push your thinking into the new requirements students' need to be successful and how we can help move to meet the needs. A strategic model-based approach must be utilized, alongside purposeful technology integration across the curriculum to afford student success with less stress as they tackle the current technology-based world we live in. Qualitative methods afforded results indicating that teachers and students are stressed with the lack of support given to develop with technology-based classroom learning. Additionally, future teachers need more training before entering the classroom. Last, discussions around computer-based testing, which is mandatory in most states, will be considered alongside the traditional classroom instruction. When little formal support is given to what these new "best practices" look like and how this should be implemented on a daily basis, it is unethical to test and assess teachers and students with such magnitude.

*2018 Special Focus: Digital Pedagogies for Social Justice*

#### **ICT and Intergenerational Learning**

Joanna Leek, University of Lodz, Poland

The paper will focus on presenting research results from a community-based intervention program funded by European Union, conducted in 4 European cities, in Madrid (Spain), Berlin (Germany), Gothenburg (Sweden) and in Sheffield (United Kingdom) that targets two mostly socially excluded groups in Europe: young immigrant pupils (12-16 years of age) and older adults (65+). In the "ICT Guides" program young immigrants plan, develop and conduct the ICT training for older people, living together in the neighborhood. The idea of using ICT skills of young people for the purpose of teaching others (seniors), is based on the intergenerational learning approach. In the program it is assumed that if educational settings can create meaningful structures and content where both students and older adults learn from and with each other, they build meaningful youth-adult partnerships, and are more likely to progress through learning. To collect relevant quality indicators for outputs, results and impact of the project were used qualitative data (questionnaire with a group of 240 participants). It has been also conducted the review on literature, policy and practice how to support education of young immigrant pupils. Through qualitative survey analysis, in the paper will be reconstructed both young immigrants (12-16 years of age) and older adults (65+) perspectives focusing onto how ICT contributes to intergenerational learning, and how ICT and intergenerational learning can be used towards reducing of school drop-out among young immigrant students? The research shows the tendency to understand the intergenerational learning as "learning about each other" rather than "learning with each other." Both groups saw themselves as teachers rather than learner in the youth-senior relationship they created in the course. The results of analyzed data show that using ICT in intergenerational learning, despite lack of good command of language by young immigrants, supports conversation and communication (when needed it has been used google translator), and fosters information exchange regarding culture, traditions, or customs of countries both groups are coming from (example appliance of pictures from internet). Youth benefited in having a voice in decision making, involving in tasks, sharing power and reciprocity with older adults.

*Pedagogies*

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Saturday, 3 March	
15:05-16:45	<b>PARALLEL SESSIONS</b>
<b>Room 3</b>	<p><b>Course Design</b></p> <p><b>Employing the ENHANCE Learning Model to Inform High Impact Course Design</b>  Morris Thomas, University of the District of Columbia, USA  Elgloria Harrison, University of the District of Columbia, USA  This study illustrated principles of self-determined learning in undergraduate capstone courses that embeds community inquiry in a blended learning design. The ENHANCE learning model served as the theoretical framework to measure high-impact course design. This longitudinal study provided a rich context of the events as they evolved using the case study methodology. Understanding the historical perspective is important to understanding what factors enabled the learners to become capable and competent graduates in their chosen field. It was concluded that in order to move the needle from novice to proficient, the learners' experience must include an intentional course design for best results. The ELM is focused on linking the emotional and cognitive aspects needed to positively impact the learning environment and the learners' experience. In course design it is easy for instructors to complicate the course for themselves and for the learners. This study sought to discuss instructional approaches to develop and inform high-impact course design. The authors found that in order to move the learner needle from novice to proficient teaching methods should be discovered, deployed, and frequently revised to elicit learning.  <i>Pedagogies, Social Transformations</i></p> <p><b>Students' Satisfaction Levels with a Hybrid Design Course</b>  John R. Kleinpeter, California State University, Long Beach, USA  This exploratory study describes 31 undergraduate, full-time, Design students' responses to a satisfaction survey regarding a hybrid course in Environmental Communication Design. Students were mostly female (58.1%) and the most frequently reported ethnicity was Hispanic/Latino (38.7%). The students' overall satisfaction rating with the hybrid course was high with 90.3% reporting they were "very satisfied" or "mostly satisfied." Students reported that they were very satisfied with the reduced in-class hours and the access to instructor. They were least satisfied with the use of in-class time and technology. Females reported higher levels of satisfaction with online lectures (100%) as opposed to males (76.9%). Among those students who reported their ethnicity as non-white, nearly all (95.2%) were satisfied with the use of in-class time, compared to only (50.0%) of white students. Students responded to open-ended questions regarding the "least liked" and "most liked" aspects of the course. Students noted the "least liked" aspects of the hybrid course as being: loss of face-to-face time with the professor and difficulty following online assignments due dates. The "most liked" aspects of the course were flexible time schedule and reduced commute. Educational implications are provided. Areas for future research are outlined.  <i>Pedagogies</i></p> <p><b>Where Meta Meets Modality</b>  Brently Johnson, Pacific University Oregon, USA  Multimodal writing, particularly visual and audio modes, helps students situate their work within a broader context, pushing them to consider how and why elements of craft can enrich their narratives. This presentation shares my experiences with multimodal writing instruction at Pacific University. Through visual and audio modes, students are given new ways to consider elements of craft—audience, structure, and research—in their writing that have become unchallenged through traditional print instruction. To this end, I hope to provide innovative techniques for involving technology into the classroom to produce purposefully considered narratives. I will share my syllabus, assignments, and professional as well as student examples in order to describe the course and its aims. Beginning with professional works, I will walk through the development of each assignment—an HTML Essay, a Radio Essay, and multimedia immersion journalism piece—finishing with student examples so that I can discuss the outcomes of the course and future improvements. As one who fears technology's capacity to distract a writer from his/her truest purpose in communication, the implications of this presentation resides in authenticity: how does a writer, or any practitioner of a subject, have technology serve their work rather than the work serving the technology? My paper's aim is to answer this question, showing how it can resolutely be the former, helping students not only learn how to make considered choices in their writing but why they do so.  <i>Pedagogies</i></p> <p><b>The Advent of Business is Online Learning</b>  Janelle C. Simmons, Walden University, USA  This paper will focus on "why" online or distance learning is so effective when it comes to small business owners and how they become more effective managers. While there has not been extensive research in regards to this topic, a literature review reveals that indeed online learning environments are a productive means for training current and future small business owners.  <i>Technologies, Social Transformations</i></p>
<b>Room 4</b>	<p><b>Post-secondary Challenges</b></p> <p><b>How Students and Professors Perceive Web 2.0 Tools to Support Learning</b>  Maria Stover, Washburn University, USA  The purpose of this paper is to contribute to the growing body of social media research by: expanding the scope of study to a broader range of Web 2.0 applications, not just social networking sites, and by breaking down the use of Web 2.0 tools to make a distinction between personal and classroom use. While there is plenty of research about how college students use Web 2.0 applications in their personal lives, we have very limited information about how they perceive their usefulness for educational purposes. Moreover, we have limited data on how their professors perceive the utility of such applications as classroom tools. Studies have shown that the more likely professors are to use Web 2.0 tools for personal use, the more likely they are to integrate them into their college classroom. The present research examines how students (n=294) and faculty (n=70) at a mid-size Midwestern university perceive the utility of Web 2.0 tools for learning. The findings compare the different types of use, and provide insights into the perceived obstacles to the application of such tools in the classroom.  <i>Technologies</i></p>

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Saturday, 3 March	
15:05-16:45	<b>PARALLEL SESSIONS</b>
	<p><b>Using Technology to Enhance Intercultural Learning in Study Abroad</b>  Mary Meares, University of Alabama, USA  Study abroad programs provide opportunities for students to learn more about the world and themselves; however, without appropriate processing of the experience, students will not get the full developmental benefit of the experience. Research shows that helping students to make sense of their study abroad experience makes more difference than other variables in terms of intercultural learning. Yet, study/travel programs often focus on the culture and language being experienced, and not on the role of nationality, gender, socioeconomic status, and other identity factors. This paper describes an approach using technology to preparing students before the leave home and to structure writing and sensemaking during and after their experience. Particular attention will be given to embedding the experience in a social justice framework, where students begin to understand their relationship to citizens of other cultures from a global economic perspective, building empathy and decreasing ethnocentrism. This hybrid pedagogical approach uses models of personal leadership and intercultural sensitivity to structure a number of learning activities, allowing students to actively engage with and take responsibility for their own learning experience abroad.  <i>Pedagogies, 2018 Special Focus: Digital Pedagogies for Social Justice</i></p> <p><b>Standing Our Ground</b>  Jennifer Spitz, SUNY Empire State College, USA  The profession of social work is experiencing great change. Contexts of practice are shifting and require us to adapt accordingly. The emphasis on Evidence-Based Practice (EBP) and distance learning are examples of this. As a result, our educational approach must also adjust. Much of the literature on online social work education examines the student's learning experience. Research focuses on learning outcomes, student satisfaction and the costs and benefits of this modality. Findings are that online and face-to-face education yield comparable academic outcomes. Discussions about faculty broadly address issues related to technological competence, and the "how-tos" of transitioning from classroom to computer. There is an emphasis on the importance of embracing technology as an inevitable and efficacious context for learning. Less attention has been given to the pedagogical, ontological, and epistemological concerns experienced by faculty on the front lines. This discussion will focus on these issues and the questions raised, the answers to which may reflect a new paradigm for social work education.  <i>Pedagogies</i></p> <p><b>The Educational Aspect of an Ambient Intelligent Classroom</b>  Matthew Montebello, University of Illinois, USA  Different aspects within an Ambient Intelligent Classroom need to be taken into consideration amongst which are those that are purely educational. The educational aspects and affordances that essentially and inevitably form an imperative part of an ambient intelligent classroom setup are frequently overlooked and taken for granted. Smart classrooms offer the ability to capitalise and take full advantage of applying technology while amplifying the effects of personalising the learning process. In this paper, we investigate the intrinsic educational characteristics that an ambient intelligent classroom entails as part of additional factors that collectively require meticulous investigation and thorough analysis. We ground the concept of such a smart classroom environment upon conventional and recognised learning theories that bring together a conceptual and pedagogy-neutral framework. The emphasis rotates around the educational aspect of the framework as we shed light on the capacity and promise of this technology-enhanced learning environment that could potentially characterise the way we look at our classrooms.  <i>Technologies</i></p>
<b>Room 5</b>	<b>Spanish-language Session</b>
16:45-17:15	<b>Conference Closing and Award Ceremony</b>

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# Technology, Knowledge & Society Conference

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professionally rewarding relationships*

Friday, 2 March	
08:00-09:00	<b>Conference Registration Desk Open</b>
09:00-09:20	<b>Welcome from St John's University</b>
	<b>Michael Sampson, Dean, College of Education, Professor, St John's University, USA</b>
09:20-10:20	<b>Plenary Panel Discussion</b>
	<b>Fran Blumberg, Professor, Counseling Psychology, Graduate School of Education, Fordham University, USA</b> <b>Tom Liam Lynch, Assistant Professor, Educational Technology, Pace University, USA</b> <b>Karen Miner-Romanoff, Assistant Dean, Academic Quality, NYU School of Professional Studies, USA</b>
10:20-10:50	<b>Garden Conversation</b>
10:50-11:35	<b>Parallel Sessions</b>
<b>Room 1</b>	<b>Focused Discussion</b>  <b>Building Knowledge through Literacy and Technology in Cross-community Interaction</b> Barbara Vokatis, SUNY Oneonta, Oneonta, NY, United States Jianwei Zhang, University at Albany, SUNY, Albany, New York, USA This research intends to provide the description of an example of knowledge building in science contexts to inform implementation of new learning standards and to inform researchers and practitioners about the connections of literacy and building knowledge, within innovative knowledge building designs. We analyzed data from the cross-community interaction of two grade 5/6 classrooms that studied human body systems using a collaborative platform, Knowledge Forum. Participants were two teachers and thirty-nine students. Data sources included videos of classroom discussions, student interviews, and students' research syntheses. We employed grounded theory analysis (Strauss & Corbin, 1998). Reading other students' research synthesis in cross-classroom interaction led students to developing sophisticated literate thinking about the reading, writing, and knowledge building connection. Children built understanding of how knowledge in the world is built over time, discovered connections across their research syntheses, thus learning more about the human body systems, learned about other teams' thinking processes, and found inspirations for further research. This research shows that situating knowledge building as a cross-community endeavor, where students continually advance collective understanding through idea-transforming discourse, can result in developing complex literate and scientific practices and thinking, a goal of new standards, to support knowledge building and children's literacy development. <i>2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy</i>  <b>Mindful Design to Accommodate Mental Health Disability</b> Sharon Rosenblatt, Accessibility Partners, Silver Spring, MD, United States Unplugging from technology is supposed to relax us, but what if you cut off a critical mode of contact? How can you tell someone with a disability to turn off their device when it turns off a critical lifeline? Enter mindful design. Mindfulness is tenet of Eastern philosophies for centuries, now it's a comprehensive inclusion in therapeutic arsenals. Using mindfulness allows for awareness of the present moment through attention and non-judgement. But now, mindfulness technology is used as an accommodation for people with disabilities when fused with conventional accessibility. Our presentation show how people with disabilities fuse with technology and vice versa. This can be done as a great boon for a person's mental health and wellness. This paper will be focused around user empowerment, but also be a call to action for developers. Through case studies with actual data and user feedback, we argue that being aware is crucial for technology, especially accessibility. To find a compromise with potential inaccessibility issues found in technology and business practices, our poster presentation would include the premise of promoting a dialogue with people, their employer, and technology through mindful adoption. <i>Technologies and Human Usability</i>
<b>Room 2</b>	<b>Workshop</b>  <b>COILING across the World</b> Nicole Simon, Nassau Community College, Garden City, New York, United States COIL has developed an approach to fostering cross-cultural student competence through development of multicultural learning environments that link university or college classes in different countries. In the COIL model, students from different cultures enroll in shared courses with faculty members from each country co-teaching and managing coursework. Students will learn the enriching benefits of international education to a broader spectrum of students. Students and faculty will demonstrate, encourage, and support the development of courses incorporating international collaborations, which have a significant online component. Students and faculty will foster the sustainability of online international scholarship, by promoting the "bottom-up" culture of individuality, entrepreneurship and creativity inherent in the academic community. The workshop will teach the fundamental principles of how to create a COIL course and begin a multicultural module. Experienced faculty will assist in the development of a course model to create a multicultural model based on instructional design processes. Interactive demonstrations with attendees will help facilitate learning about the COIL process. At the end of the workshop, attendees will have a basic model to share and begin seeking out new partners for their courses. They will also design a framework for their course with learning outcomes and course expectations. Attendees will additionally begin work on assignments to be used in COIL modules. <i>Technologies in Knowledge Sharing</i>

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	<b>Friday, 2 March</b>
10:50-11:35	<b>Parallel Sessions</b>
<b>Room 3</b>	<b>Virtual Lightning Talks</b>
	<p><b>Technological Childrearing Practices</b>  Angela Cazel-Jahn, Arizona State University, Tempe, AZ, United States  Childrearing requires investments of energy and resources, to develop mature adult members of society. Over time, these inputs have shifted from human-to-human investments in small communities and rural societies, toward the use of technologies that mediate interactions among children and caregivers in contemporary urban environments. The home, the community, and educational settings all contribute to the overall process of developing future generations. This paper brings together seminal works in sustainability literature and child development theory, historical and anthropological examples of technological childrearing practices, and recent literature on socio-technological co-evolution to suggest that technological childrearing practices originate from decisions made by individual and institutional agents, resulting in impacts that are measured on a much broader scale by economic, environmental and social indicators. The relative sustainability and resilience of communities, cities, and nations are defined in part by these indicators, which are in turn subject to changing values and societal norms as generations evolve. Thus technological childrearing practices contradict some definitions of a “sustainable” society, while supporting others. This is an opportunity to explore zones of congruence and zones of mutual oblivion among multiple disciplines.  <i>Technologies and Human Usability</i></p>
<b>Room 4</b>	<b>e-Learning Workshop: Source Analysis, Credibility, and Fake News</b>
<b>Room 5</b>	<b>Spanish-language Session</b>
11:35-12:35	<b>Lunch</b>
12:35-13:50	<b>Parallel Sessions</b>
<b>Room 1</b>	<p><b>New Thinking</b></p> <p><b>Influence of Technological Innovations on Nineteenth-Century European and Western American Constitutions</b>  Silvana R. Siddali, Saint Louis University, St. Louis, MO, United States  In the 1830s and 1840s, democratic revolutions swept across Europe, triggered, in part, by the rapid development of information and transportation technologies. The steam-driven printing press, telegraphic links, and railroads distributed, accelerated, and shaped the process of political revolt. As a result, conceptions of democratic self-governance and rights profoundly influenced the creation of new national constitutions. The relationship between European technological innovations and constitutionalism becomes more salient in contrast to the coeval American context, particularly in the west. During those explosive decades, every western American state ratified or revised its constitution. In contrast to European national constituent assemblies, however, the U.S. conventions were hardly revolutionary. Yet the effort to construct state governments also depended on, and in turn engendered support for new technologies and raised new questions about the expansion of democratic citizenship. Such problems, many of the drafters of both European and American constitutions believed, required rational, modern, and scientific solutions. Accordingly, they emphasized the carefully balanced, even mechanical nature of the constitution-building process; many also enshrined provisions for scientific education and support for transportation and communication infrastructure. My paper examines, in a comparative context, how finely-tuned constitutional mechanisms, which created order from revolutionary or (in the American west) frontier chaos, may also have entrenched existing hierarchies and create fresh inequalities.  <i>Technologies in Society</i></p> <p><b>Emergent Sports Surveillance Apparatus</b>  Adam Rugg, Fairfield University, Bridgeport, CT, United States  The purpose of this paper is to examine how the rise of body and performance monitoring technologies in professional sport has created tension within the conventional discourses and narratives that dominate sport management, analysis, and consumption. Using dialogical discourse analysis on the words of sports executives, commentators, and fans, I show how the implementation of these technologies has upended understandings about sport related to abstract concepts such as "clutchness," "heart," and "chemistry" and has created new conversations about a player or team's ability to perform outside their quantified limits. The results demonstrate that sport's historical value has partially been rooted in the enjoyment of the seemingly unquantifiable and unpredictable. However, the influx of these technologies has reduced sports capacity for the unexplained, the unpredictable, and the "magical." The dissatisfaction many have with this outcome is not only illustrative for better understanding the cultural and societal value of sport, but for also understanding broader concerns with the quantification, measurement, and surveillance of everyday cultural activities.  <i>Technologies in Society</i></p> <p><b>Role of Universities in a Knowledge Economy</b>  Farideh A. Farazmand Frida, Lynn University, Boca Raton, FL, United States  The knowledge economy incorporates intellectual capital and human knowledge into new technology, information processing and decision support systems, machines, automation and digitalization to generate economic value. Human capital and talents are the drivers of innovations, new superior products and sustainable competitive edge. The roles of educational institutions can be summarized in investing in research and development and training the workforce. It is the partnership between government, businesses and educational leaders for a comprehensive approach to local and a regional economic and job growth model that has resulted in the growth of cities such as Albany, Pittsburgh, Akron, Columbus, Buffalo, Phoenix, Allentown, and many more. Knowledge, innovation, and technology are now recognized as the drivers of productivity and economic growth. The tight clusters of knowledge and diverse talented people in dense places drive economic progress, for instance Silicon Valley that brings billions of dollars in venture capital to San Francisco every year. In a knowledge economy, production is based on knowledge-intensive activities and highly skilled workers with a college degree, high productivity, and consequently high wages. Statistics on the economic characteristics of the cities with the significant role of universities in their recent success in transforming their economy to growth and prosperity will be analyzed. Implications of the study will be to enhance the environment for university-public-private partnerships to bring research, innovation, entrepreneurship, jobs and economic growth to big and small cities.  <i>Technologies in Society</i></p>

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Friday, 2 March	
12:35-13:50	<b>Parallel Sessions</b>
<b>Room 2</b>	<p><b>Normalizing, Critiquing, Deconstructing</b></p> <p><b>Heart on Your Sleeve</b>  Jessica Hoare, Cardiff University, Cardiff, Wales  The paper will describe the methods behind a collaboration between Cardiff University, National Museums Wales and the Economic and Social Research Council, UK. The project involved monitoring movement, heart rate, and skin conductive responses via wearable sensors to detect emotional arousal and intensity within a range of museum environments. The paper discusses the challenges of working with bio-data and finishes by looking at some of the implications this technology presents for the social sciences and society. The analysis investigates the implications of technologies that can record, visualize and share some of our most personal and intimate data. Such devices allow one to collect data at every scale of our lives, from the corporeal Quantified Self, the domestic intervention of devices like Amazon's Alexa, through to the level of infrastructure represented by the Smart City. Data collected across each of the spheres described is shared, regurgitated redeployed, and resold between environments as determined by the End User Agreements we all read so dutifully. Whether research grade or commercial, these devices come packaged as part of a technologically glossed future where our quotidian events run like clockwork, efficiency has been achieved to the nth degree and control is algorithmic. The paper explores this and asks: as technologies are normalized, how should they be used, critiqued and deconstructed? The paper warns against viewing measures of affect as a solution and calls instead for an acknowledgment of the potential of these technologies to enable facilitation and discussion rather than instruction and measurement. This approach is intended to route the research towards praxis driven exploration of the relationship between society and technology that goes beyond a commercially driven targeting, tracking and locating rhetoric. It calls for forms of investigation that are necessarily transdisciplinary, that embrace playful experimental approaches and accepting the risk that accompanies working in such a way.  <i>2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy</i></p> <p><b>Addressing the Anthropocene</b>  Robert Daniel, Saint Joseph's University, Philadelphia, PA, United States  A number of recent works in anthropology and history have focused on the particular characteristics of our species, Homo sapiens (or, in some renderings, Homo sapiens sapiens), that have conferred on us significant evolutionary advantages (see, for example, Harari, 2015, Henrik, 2016). Indeed, hominid evolution has allowed our species as a whole to develop in a way that impacts most other life forms on Earth to the point that we must acknowledge ourselves as dominant across the planet. Humans have a significant biomass (via extreme population growth), a distinct and high-stakes biological influence (through habitat destruction, resource depletion, plant and animal domestication, gene manipulation and extensive pollution) and vast, nearly irreversible climate impact (primarily through industrial and agricultural processes that contribute to global warming). We are, as a species, world-changers. Indeed, the impact of human evolution is such that many biologists, climate scientists, geologists, anthropologists, historians and others subscribe to the idea that that have now entered a new age, a new geological epoch, the Anthropocene. In 2016 the Working Group on the Anthropocene (WGA) made a formal proposal to the body that governs geological chronology, the International Commission on Stratigraphy, that it consider acknowledging this shift (Voosen, 2016). Members of the WGA are now gathering and evaluating formal evidence in support of the proposed change. What gives humans a distinct advantage in this time of world-shaping human influence is not just our advanced cognition and our opposable thumbs, but also culture (language, symbolic writing, diverse tools and technologies, large-scale social cooperation and, most of all, the knowledge that we develop, archive and disseminate in systematic ways). I intend to argue that we have reached a critical inflection point that requires radical change. One pathway forward would be for us to more thoughtfully and deliberately control our evolutionary pathways by using our best tools (technology, research, knowledge development, learning systems, cooperation) to guide humankind toward a more sustainable and productive version of human thriving. This idea has important ethical and cultural implications.  <i>Technologies in Knowledge Sharing, 2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy</i></p> <p><b>Language and Identity in Bilingual Networked Communities</b>  Julianne Bryant, Biola University, La Mirada, California, United States  Melissa Moreno, Biola University, La Mirada, California, United States  This paper explores the inter-related phenomena of language and identity in the networked lives of bilingual college students and will present the findings of a social media ethnography that was conducted with ten bilingual Spanish-English Hispanic heritage students from a small Christian liberal arts university in southern California. Data was collected through participant observation on Facebook, Instagram, SnapChat and Twitter as well as through two Skype interviews and analyzed for patterns of bilingual/bicultural identity negotiation in and through these social media platforms. The data analysis is framed by the post-modernist notion that identities are multiple and change through time and space as individuals interact with each other and their social environment. Research questions addressed in this study are: How do these bicultural/bilingual emerging adults utilize the Internet to negotiate their identities?, How do they use language to negotiate these identities?, and How do they incorporate their languages and cultures into a sense of who they are?  <i>Technologies in Knowledge Sharing</i></p>
<b>Room 3</b>	<b>e-Learning Conference Session: Literacies</b>
<b>Room 4</b>	<b>e-Learning Conference Session: Curricular Applications</b>
<b>Room 5</b>	<b>Spanish-language Session</b>
13:50-14:05	<b>Coffee Break</b>

Please see the announcement board by the conference registration desk for any changes or additions to the above schedule.



	Friday, 2 March
14:05-15:45	<b>Parallel Sessions</b>
<b>Room 1</b>	<b>e-Learning Conference Session: Creative Learning</b>
<b>Room 2</b>	<p><b>Classroom Networks</b></p> <p><b>Classroom as a Community</b>  Orit Yeret, Yale University, New Haven, Connecticut, United States  In recent years the use of digital tools in classrooms has become an integral part of teaching in various schools and universities worldwide. And though in many institutes the basic culture of teaching has not changed, many of them still claim that it is difficult to sustain a modern education system today which does not partake in adopting even the basic means of technology (Golonka et al, 2014). The use of digital tools in teaching is not considered as a goal by itself, but as a way to develop the learning process and cultivate other skills (Yunus et al, 2012). Therefore, any integration of a digital tool has to emerge from a deep thought-process, of both the instructors and the educational system. Without such a process the inception of knowledge, its exercise and use might miss their target. The paper will discuss the following questions – What is the added value of the use of technological tools in teaching? How do these tools assist in developing the learning process? Why is it important to guide the learners how to use the specific tools? And, how can we build a community of learners through the use of digital tools? Through a number of digital tools, that I have used in the past and currently use, I will demonstrate how one can create “a community of learners”, within and outside the classroom, in a way that enriches the classroom experience and becomes a vital component of the course curriculum.  <i>Technologies in Knowledge Sharing</i></p> <p><b>World’s Water Story</b>  Bethany Stayer, Ball State University, Muncie, IN, United States  Billi Mac Tighe, Ball State University, Muncie, IN, United States  Emily Thornburg, Ball State University, Muncie, IN, United States  Nitya Venkataraman, Ball State University, Muncie, IN, United States  Technology offers users a unique opportunity to engage in global conversations. Through the use of user-generated storytelling, virtual communities can be created around personalized content and a common interest, engaging an active reader. When it comes to issues of politics and sustainability, the diversity of user-generated storytelling can be utilized to unite and inform. Graduate students at Ball State University have partnered with the organization Circle of Blue to create The World’s Water Story website. This website, focused on educating the public about the water crisis, serves to display over 800 user-generated stories from around the world. These stories share the submitters’ experiences with water. Through this global storytelling, the website informs the public of the fragility of their own water realities, and challenges a wider audience to engage in water issues. The website’s interactive globe displays the stories by location, allowing the user to explore stories from diverse perspectives. Each story consists of media (e.g. photos, videos, art) along with text. Users are encouraged to view stories non-linearly, allowing them to reimagine the stories into personalized narratives about the water crisis. By submitting their own story to the globe, the user is joining a worldwide, virtual conversation.  <i>2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy</i></p> <p><b>Non-Moving Image</b>  Zhanna Yablokova, Borough of Manhattan Community College, New York, NY, United States  Teaching students how to understand and analyze film is the main objective in a film appreciation course. In order to become proficient readers of film imagery and skilled film critics, students in a film appreciation course need to be provided with an ample opportunity to engage in close image analysis. One of the main challenges of analyzing a film, as opposed to, for example, a literary work, a sculpture, or a painting, is that the viewer is bombarded by many thousands of images and rarely has a chance to analyze them closely. My presentation focuses on how learning management systems such as Blackboard and open online sources such as Wordpress, can be used to address this issue. My paper will show how students use Blackboard and Wordpress to link film images of their choice to the discussion board, analyze the selected images, and share their analysis with the class. I will show how my approach allows students to participate in in-depth discussions of individual film images and to extend their knowledge and understanding of cinematic language.  <i>2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy</i></p> <p><b>The ItsLearning Platform at the State University of Sonora</b>  Lilian Salado, Universidad Estatal De Sonora, Hermosillo, Mexico  From 2012, the ItsLearning educational platform is an indispensable educational resource in the academic life of the Sonora State University, since a restructuring of the curricular design is carried out in all educational programs, reducing the number of face to face sessions and assigning "platform hours" instead. Although the use of the platform is mandatory, it has not been used with the same enthusiasm and regularity by all teachers. In this study, focus groups were held in the five academic units of the university with professors from different disciplinary areas to gain in-depth knowledge of what the use of the tool has implied for them and to know what challenges they have had to face and how they overcome. The aim of the research is to go beyond the dichotomies about the use of technology and its benefits, teachers are aware of the need to incorporate digital tools, however, they have expressed that there are no optimal conditions to work in the scheme that the university has proposed and reflect on their teaching practices around the use of the platform as a strategy that they consider mostly administrative than educational.  <i>Technologies in Knowledge Sharing</i></p>
<b>Room 3</b>	<b>e-Learning Conference Session: Communities of Learning</b>
<b>Room 4</b>	<b>e-Learning Conference Session: Resources and Demand</b>
<b>Room 5</b>	<b>Spanish-language Session</b>
15:45-16:15	<b>Conference Closing and Award Ceremony</b>

Please see the announcement board by the conference registration desk for any changes or additions to the above schedule.





Friday, 2 March	
16:15-17:30	<b>Parallel Sessions</b>
<b>Foyer</b>	<p><b>Closing Reception and Poster Session</b></p> <p><b>Privacy Concerns about UAS Missions</b>  Daniel A. Marte, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States  Nathan Walters, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States  Mattie Milner, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States  Emily C. Anania, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States  Stephen Rice, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States  Scott Winter, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States</p> <p>Unmanned aerial systems (UAS), also known casually as drones, have changed the ways in which many industries conduct business. One prevalent example would be their use by police organizations (local patrols, SWAT, etc.) to revolutionize their surveillance capabilities. Many major city police commissioners have stated their interests in welcoming the use of UAS. Past studies have analyzed citizen's emotions in regard to privacy concerns focusing on the amount of time the drones spent patrolling--either twenty-four hours a day or in mission-only conditions. The purpose of this study was to determine what variables predict privacy concerns. In other words, do political affiliations, location, or gender affect a participant's emotions toward their privacy? Two hundred participants were surveyed through Amazon's Mechanical Turk (MTurk). They were presented with hypothetical scenarios involving police issued UAS patrols occurring near their residence. Following the scenario, they were asked to rate statements from a validated UAS privacy scale and then complete a set of demographic questions that served as potential predictors. A linear regression analysis revealed two significant predictors. First, females were more likely to express privacy concerns during the UAS missions compared to their male counterparts (<math>B = .31</math>). Second, people who rated themselves as more conservative also expressed more privacy concerns compared to people who rated themselves as more liberal (<math>B = .30</math>). These two variables accounted for 19% of the variance in the data. When conducting UAS missions in public or near housing residences, it is important to take note of the privacy concerns raised by residents and other citizens in the area. These findings reveal that females and conservative-leaning people tend to have more privacy concerns about UAS missions than male, liberal-leaning people.</p> <p><i>Technologies in Knowledge Sharing</i></p> <p><b>Changes in Pre-service Teachers' Awareness and Perspective toward an Online Mathematics Methods Course</b>  Hsing-Wen Hu, University of Alaska Anchorage, Anchorage, AK, United States</p> <p>This study investigated the phenomena of how the online teaching mode (ASSURE model) impacted 13 pre-service teachers' (PSTs) awareness and perspectives toward mathematics instruction. To examine PSTs experience, this study first conducted a pre-reflection at the very beginning of an online mathematics methods course and then a post-reflection at the end of the course. This study found that a well-designed online curriculum not only changed PSTs' awareness and perspectives toward an online mathematics methods course, but also impacted the PSTs' pedagogical and content knowledge in mathematics teaching. Furthermore, it provides PSTs opportunities to develop their TPACK knowledge for them to transform mathematics teaching in the classroom.</p> <p><i>Ubiquitous Learning</i></p> <p><b>Technology in the Service of the "Health Knowledge Society"</b>  Barbara Arnoldussen, International Technological University, San Jose, CA, United States</p> <p>Exploring concepts from the field of consumer health informatics, a combination of healthcare, communication, and information technology, might point to solid reasons to celebrate advancements in the US becoming a health knowledge society. For some characteristics of the American population, eHealth education rates have significantly improved over time. Responses from over thirty-three thousand adult participants in the 2015 National Health Interview Survey conducted by the Centers for Disease Control and Prevention provided data about Internet search rates of the general US population. Those participants were asked if they looked up Internet health information on a computer in the previous year. That data was compared to a baseline of over one hundred thousand adults asked the same question, surveyed in the years between 2009 and 2013. Improvement in online health-information-seeking was significant for most groups. The characteristics of the groups whose rates improved were women, all ages by decades, those with less than college degrees, those with incomes under \$50,000, the employed, all races and ethnicities, and all levels of self-reported health status. On the other hand, four groups did not experience increased rates. Internet search rates for men, those with college and post-graduate degrees, those earning higher incomes (over \$50,000), and residents geographically located in the Midwest did not significantly grow over those baseline years. This research supports celebrating the successes of professionals in the field of consumer health informatics who have paid attention to helping Internet searchers find answers to their health education questions.</p> <p><i>Technologies in Society</i></p>

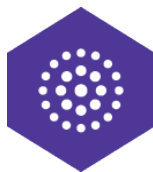
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# XI Congreso Internacional de **Aprendizaje Ubicuo**

*“La intersección de pedagogías digitales y la justicia social”*

2-3 de marzo de 2018 | Universidad de San Juan, Campus Manhattan | Nueva York, Estados Unidos



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**XI Congreso Internacional de Aprendizaje Ubicuo**

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Estimados delegados del Congreso de Aprendizaje Ubicuo,

Bienvenidos a Nueva York al XI Congreso Internacional de Aprendizaje Ubicuo. La Red de Investigación de Aprendizaje Ubicuo fue creada para dar lugar a un foro interdisciplinar para conocer a otros investigadores del campo de estudios, compartir ideas y publicar sus trabajos.

La red se fundó en 2008, y el Congreso Inaugural de Aprendizaje Ubicuo tuvo lugar en University Center, Chicago, EEUU. Las sedes posteriores del congreso fueron: Universidad Northwestern, Boston, EEUU en 2009; Universidad de Columbia Británica, Vancouver, Canadá en 2010; Universidad de California, Berkeley, Berkeley, EEUU en 2011; Universidad de Illinois en Urbana-Champaign, Champaign, EEUU en 2012; Universidad Nacional de Educación a Distancia, Madrid, España en 2013; Pacific University, Portland, EEUU en 2014; Universidad de California, Santa Cruz, Santa Cruz, EEUU en 2015; Universidad de Toronto, Toronto, Canadá en 2017. Tenemos el honor de celebrar el congreso de 2019 del 2 al 3 de mayo en colaboración con la Asociación Australo-Asiática de Escuelas a Distancia (AADES) en el hotel Grand Chancellor Hobart en Hobart, Australia.

Los congresos son espacios de intercambio efímero. Hablamos, aprendemos y nos inspiramos, pero estas conversaciones se desvanecen con el tiempo. Por ello, la Red de Investigación ha establecido diferentes tipos de publicaciones con el fin de reflejar estas conversaciones y traducirlas en objeto de conocimiento. Les invitamos a presentar su investigación en la *Revista Internacional de Aprendizaje Ubicuo*.

Common Ground Research Networks organiza la Red de Investigación de Aprendizaje Ubicuo en colaboración con los editores y los socios de la Red. Fundada en 1984, Common Ground Research Networks está comprometida con la construcción de nuevos tipos de Redes de Investigación, es innovadora en sus medios de comunicación y tiene una visión de futuro en su labor. Common Ground aspira a ser un espacio de encuentro entre personas, ideas y diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde la diferencia tiene lugar —diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional—. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Me gustaría dar las gracias a la presidente del congreso, Sandra Abrams, que ha colaborado en la organización del congreso. Asimismo, también me gustaría agradecerles a mis colegas de la Red de Investigación de Aprendizaje Ubicuo, Rachael Arcario, Kim Kendall, Tatiana Portnova y José Luis Ortega Martín, que han puesto mucho trabajo y esfuerzo en la realización de este congreso.

Le deseamos lo mejor para este congreso y esperamos que le brinde muchas oportunidades para dialogar tanto con colegas cercanos como de todo el mundo.

Atentamente,

Dr. Phillip Kalantzis-Cope

Jefe de Ciencias Sociales, Common Ground Research Networks



## **Nuestra misión**

Common Ground Research Networks tiene como objetivo animar a todas las personas a participar en la creación de conocimiento colaborativo y a compartir ese conocimiento con el mundo entero. A través de nuestros congresos académicos y revistas revisadas por pares, construimos redes de investigación y proporcionamos plataformas para interacciones a través de diversos canales.

## **Nuestro mensaje**

Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales: de disciplina, asociación profesional, institución y país. Common Ground Research Networks toma algunos de los retos fundamentales de nuestro tiempo y construye comunidades de conocimiento que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, la diversidad, el aprendizaje, el futuro de las humanidades, la naturaleza de la interdisciplinariedad, el lugar de las artes en la sociedad, las conexiones de la tecnología con el conocimiento, el papel cambiante de la universidad, todas estas son preguntas profundamente importantes de nuestro tiempo, que requieren un pensamiento interdisciplinario, conversaciones globales y colaboraciones intelectuales interinstitucionales.

Common Ground es un lugar de encuentro para las personas, las ideas y el diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde la diferencias tiene lugar —diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

## **Nuestros medios de comunicación**

Common Ground Research Networks crea redes de investigación que se reúnen personalmente en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante redes de investigación en línea, ya sea a través de procesos formales de publicación académica (revistas arbitradas revisión por pares), o ya sea a través de conversaciones informales en blogs o boletines electrónicos mensuales. Los congresos fomentan el más amplio espectro de discursos posibles, animando a todos y a cada uno de los participantes a aportar sus conocimientos y perspectivas al debate común.

# Red de Investigación de Aprendizaje Ubicuo

*Explorando las potencialidades para formas de aprendizaje  
innovadoras y transformadoras ofrecidas por las nuevas  
tecnologías de información y comunicación.*



Se estudian las microdinámicas del aprendizaje que lleva acabo mediante tecnologías digitales y medios sociales

## Tema 1: Pedagogías

- El aprendizaje basado en las nuevas tecnologías: desafíos y éxitos
- El aprendizaje tradicional basado en las nuevas tecnologías, “para bien o para mal”
- Pedagogías tradicionales (didácticas, miméticas) y nuevas (transformativas, reflexivas), con o sin las nuevas tecnologías
- Del discurso en el aula al diálogo en los nuevos medios de comunicación
- Aprendizaje entre pares: los alumnos como profesores
- De los flujos de conocimiento jerárquico a los flujos de conocimiento horizontal, las relaciones entre enseñanza y aprendizaje
- Comprender la diversidad del alumnado
- Más allá de la alfabetización tradicional: la lectura y la escritura en un entorno de comunicación multimodal
- Lecturas digitales: descubrimiento, navegación, discernimiento y alfabetización crítica
- Metacognición, abstracción y pensamiento arquitectónico: nuevos procesos de aprendizaje en los nuevos entornos tecnológicos
- La evaluación formativa: tecnologías al servicio de las nuevas prácticas evaluativas
- Evaluación de tecnologías en el aprendizaje
- Equilibrar el proceso de aprendizaje: cómo lograr que los alumnos sean participantes activos de su propio aprendizaje
- Reconocer las diferencias entre los alumnos y convertirlas en un recurso productivo
- Aprendizaje colaborativo, cognición distribuida e inteligencia colectiva
- Modos sociales en el aprendizaje basado en tecnologías: el aprendizaje cara a cara, el aprendizaje remoto y el aprendizaje sincrónico y asincrónico
- Enseñanza de nuevas ciencias, matemáticas y tecnologías
- Tecnología al servicio de las ciencias humanas y sociales
- El arte y diseño en un entorno de tecnoaprendizaje

Se analizan los cambios producidos en las formas institucionales de la educación -aulas, escuelas o comunidades de aprendizaje- en el contexto de la informática ubicua

## Tema 2: Instituciones

- Las fronteras entre el aprendizaje formal e informal se desdibujan
- Tiempos y lugares: el aprendizaje para siempre
- El aprendizaje al alcance de todos: cualquier momento es bueno para aprender y fuentes móviles de aprendizaje
- Arquitecturas educativas: modificar el tiempo y el espacio
- Jerarquías educativas: nuevas estructuras organizativas
- El discurso y la relación entre profesor y alumno
- Fuentes de conocimiento: contenidos, programas, normas
- Las escuelas como comunidades de producción de conocimiento
- Planificación y difusión digital del aprendizaje
- Los profesores como facilitadores curriculares
- Los profesores como investigadores activos

Se exploran dispositivos de aprendizaje y herramientas de software

### **Tema 3: Tecnologías**

- Informática ubicua: dispositivos, interfaces y usos educativos
- Las tecnologías de las redes sociales al servicio del aprendizaje
- Herramientas digitales de escritura: wikis, blogs, presentaciones de diapositivas, sitios web, etc
- Comprender la multimodalidad: el diseño de significados que entremezclan lo escrito, lo oral, lo visual, lo auditivo, lo espacial y lo tátil
- El diseño de significados en los nuevos medios de comunicación: podcasts, video digital, imagen digital, etc
- Sistemas de gestión del aprendizaje
- El aprendizaje y los estándares de metadatos
- Dispositivos y aplicaciones diseñados para el aprendizaje
- Usabilidad y diseño participativo: más allá del tecnocentrismo
- Aprender a usar y adaptar las nuevas tecnologías a los entornos de conocimiento
- El aprendizaje basado en las nuevas tecnologías

Las transformaciones sociales de las tecnologías y sus implicaciones en el aprendizaje

### **Tema 4: Transformaciones sociales**

- El aprendizaje de las tecnologías para el trabajo, la ciudadanía y la vida personal
- El aprendizaje ubicuo al servicio de la sociedad y de la economía del conocimiento
- El aprendizaje ubicuo para sociedades en transformación constante
- La diversidad ubicua al servicio de la diversidad y de la globalización constructiva
- La educación inclusiva frente a la diferencia social: material (clase, lugar), corporal (edad, raza, sexualidad, características físicas y mentales) y simbólica (cultura, idioma, género, familia, afinidad e identidad)
- Hacia la democracia y la cultura participativa
- La dirección de los flujos de conocimiento: del “de uno a muchos” al “de muchos a muchos”
- Más allá de los fundamentos de la alfabetización tradicional: los nuevos medios y la fabricación de significados sinestésicos



## Nuestros asuntos y alcance

**A continuación están algunos de los problemas que son la preocupación de este congreso, revista, y comunidad en línea. Cada uno es característico. Cada uno es un emplazamiento crítico en este momento transitorio. Todos están profundamente interconectados tanto de manera nueva como antigua.**

Primero, lo llamamos “computadoras en educación”. Luego fue la World Wide Web. Luego fue la reencarnación del Internet en la forma de la Web 2.0 y las redes sociales. Por mucho tiempo, nosotros, los educadores, hemos vivido con conversaciones entusiastas sobre las implicaciones de la tecnología en el aprendizaje. Algunas veces las ideas han sido plausibles. En otras, los resultados del uso de la tecnología en el aprendizaje han sido decepcionantes.

A pesar de la hipérbole, la educación está en muchos emplazamientos y muchas maneras relativamente inalterados aún-las relaciones de docentes a alumnos entre sí, y de los alumnos con el conocimiento- y en este caso aun cuando se usa la tecnología. Por ejemplo, si el libro de texto impreso se transforma en un libro electrónico ¿cambiarán las relaciones sociales del conocimiento y el aprendizaje en realidad? Si se mecanizan los exámenes de pluma y papel, ¿cambia esto nuestros sistemas de evaluación?

En otras palabras, la tecnología puede reproducir y reforzar (y lo hace con frecuencia) las relaciones tradicionales y didácticas del aprendizaje. Sin embargo, las tecnologías modernas de la información y la comunicación también ofrecen potencialidades que de muchas maneras apenas comenzamos a explorar. A estas posibilidades las llamamos un “nuevo aprendizaje” y “pedagogía transformativa”.

¿Cómo podemos entonces crear y utilizar tecnologías que extienden los límites de la experiencia de aprendizaje, captan más profundamente la atención de los alumnos y producen resultados de aprendizaje que cumplen con las altas expectativas de los ciudadanos, gobiernos y lugares de trabajo en el siglo XXI? Por este motivo en esta comunidad del conocimiento, queremos enfocarnos no solamente sobre el aprendizaje electrónico, sino las innovaciones pedagógicas que esperamos que pudieran apoyar los entornos de aprendizaje electrónico. En esta agenda, las ideas y prácticas del “aprendizaje ubicuo” sugieren una amplia gama de posibilidades.

## Desde computación ubicua hasta aprendizaje ubicuo

A primera vista son las máquinas las que distinguen el aprendizaje ubicuo de los anticuados métodos de enseñanza centrados en el aula y los libros. Sin embargo, estas apariencias quizá engañen. El viejo aprendizaje se puede hacer en las nuevas máquinas. El uso de estas no necesariamente indica que el aprendizaje ubicuo haya llegado. Algunas características del aprendizaje ubicuo no son nuevas: ocupan un lugar a veces orgulloso y a veces lamentable en la historia de la innovación educativa y se remontan hasta mucho antes de la actual ola de las máquinas.

No obstante, hay una relación evidente entre el aprendizaje ubicuo y la computación ubicua. El término “computación ubicua” define la extendida presencia de las computadoras en nuestra vida. Las computadoras personales y las portátiles se han vuelto parte integral de nuestro aprendizaje, trabajo y vida comunitaria, a tal punto que, si un individuo no tiene acceso a una computadora equipada con un ancho de banda razonable, se le considera desfavorecido, de escasos recursos y situado del lado indeseable de la “división digital”. Entre tanto, muchos otros dispositivos se parecen cada vez más a las computadoras (de hecho, un número creciente de ellos son computadoras o tienen integradas capacidades de computadora): teléfonos celulares, televisores, sistemas de posicionamiento global, reproductores de música digitales, asistentes personales digitales, videocámaras, cámaras de imágenes fijas y consolas de juegos, por nombrar unos cuantos. Estos dispositivos se encuentran en todas partes. Están bajando de precio. Son cada vez más chicos y portátiles.



Cada vez se interconectan más. Por eso los encontramos en muchos lugares en nuestras vidas y muchas veces al día. Su difundida presencia es la manifestación más tangible y práctica de que la computación se ha vuelto ubicua.

Es importante para la educación que las máquinas de la computación ubicua puedan hacer muchas de las cosas que en otro tiempo hacían por los estudiantes plumas, lápices, libros de texto y charlas de los maestros. Pueden hacer tales cosas de igual o de distinta manera.

¿La computación ubicua sienta las bases para el aprendizaje ubicuo? ¿Nos exige transformar nuestros paradigmas educativos?

Puede ser, pero el enfoque de esta red de investigación es más condicional que eso. Para reiterar, el “aprendizaje ubicuo” es un nuevo paradigma educativo posibilitado en parte por las aplicaciones de los medios de comunicación digitales. Los matices de esta afirmación son decisivos. “Posibilitado” significa que no hay una relación determinante directa entre la tecnología y el cambio social. Las tecnologías digitales llegan y casi de inmediato en ellas se integran las viejas prácticas pedagógicas de enseñanza didáctica, impartición de contenidos para consumo de los estudiantes y exámenes en busca de respuestas correctas, y se les llama “sistema de administración del aprendizaje”. Cuando esto sucede, algo cambia, pero decepciona porque no es gran cosa.

Y otro matiz: “aplicación” significa que ahora es más fácil hacer ciertas cosas, y que ahora estamos más inclinados que antes a hacer esas cosas solo porque son más fáciles. Se podía realizar un aprendizaje colaborativo e investigativo en un aula tradicional y en estructuras institucionales anticuadas, pero no era fácil. Las computadoras lo facilitaron. Entonces, las cosas nuevas que la computación ubicua facilita quizá no sean del todo nuevas en sí: modos de comunicación, formas de relación social o maneras de aprender. Sin embargo, evidentemente hoy vale más la pena hacerlas que antes, tan solo porque la nueva tecnología las facilita. Prácticas sociales deseables que a veces iban contra la corriente por su impracticabilidad idealista, se vuelven viables. La tecnología se convierte en una invitación a hacer las cosas mejor, a menudo como algunas personas llevan largo tiempo diciendo que deberían hacerse.

A continuación hay sólo algunas de las estrategias características del aprendizaje ubicuo que esta red de investigación aborda en sus varios foros de discusión. Los participantes pueden estar o no de acuerdo con ellas, o, si lo prefieren, añadir otras:

## **Estrategia 1: Borrar las fronteras institucionales, espaciales y temporales tradicionales de la educación.**

En las anticuadas instituciones educativas de nuestro pasado reciente, los estudiantes tenían que estar en el mismo lugar a la vez, trabajar en la misma materia y permanecer en la misma página. El aula era una arquitectura de la información que transmitía contenidos de uno a muchos: un autor del libro de texto, aunque fueran muchos millares de estudiantes; un maestro por cada treinta y tantos niños, o un profesor por cada centenar de estudiantes universitarios. La simultaneidad espacial y temporal de este sistema de información y conocimiento tenía un sentido práctico.

Actualmente, en la era de la grabación y la reproducción baratas de cualquier contenido textual, visual y de audio en cualquier lugar, esas aulas son menos necesarias. La educación puede producirse dondequiera y cuandoquiera. Las largas tradiciones de “educación a distancia” y “cursos por correspondencia” significan que estas ideas tienen muy poco de novedosas. La única diferencia ahora es que la computación ubicua vuelve anacrónica e innecesariamente costosa para muchos fines educativos la vieja arquitectura de la información del aula, junto con sus formas características de discurso y relaciones sociales con el conocimiento. Incluso el problema de la obligación de cuidar a los niños es superable con teléfonos móviles y el sistema de posicionamiento global. Conocer la ubicación de un niño en un aula nunca fue mejor que el margen de tolerancia de un metro de los dispositivos GPS.





Y otro problema del aula antigua: la idea era que en ella se impartía preparación para la vida, suficiente para asumir lo que nos deparase el destino, y lo demás podía dejarse a la experiencia. Ahora, todo cambia con tal rapidez que la educación de hoy fácilmente se convierte en la irrelevancia de mañana.

Por eso ha habido estrategias para hacer “extensas y permanentes” la capacitación continua y la educación formalmente acreditada. Para las personas que trabajan y tienen familia, que no pueden trasladarse a una institución ni programar su tiempo fácilmente, la computación ubicua puede ser un medio para obtener educación más allá de las fronteras espaciales e institucionales tradicionales. Desde luego, seguirá siendo importante reunirse en momentos y lugares específicos, pero lo que decidamos hacer en esas reuniones quizá difiera de lo que ocurre en las aulas hoy en día; quizá sea el momento de centrarse en la planeación cara a cara, el trabajo colaborativo y la formación de redes.

Finalmente está la nueva omnipresencia de la pedagogía en espacios de aprendizaje informal y semiformal: menús de ayuda, “interfaces intuitivas”, aprendizaje organizado a modo de juego y enseñanzas de amigos y colegas frente a una pantalla. La única condición de esta forma de aprendizaje es que sea en el momento oportuno y nunca en exceso. Ahora es parte integral de nuestra experiencia del mundo, una aptitud de sobrevivencia en un mundo en cambio constante.

## **Estrategia 2: Inclinar la balanza del poder.**

En el aula tradicional, el maestro y el pizarrón estaban al frente del salón. Los estudiantes se sentaban en filas rectas, escuchaban, respondían preguntas uno por uno o leían en silencio sus libros de texto y hacían su trabajo en sus cuadernos de ejercicios. La comunicación lateral entre estudiantes no era factible ni deseable cuando podía interpretarse como hacer trampa. En esta disposición subyacía una especie de disciplina (escuchar al maestro, reconocer la autoridad del libro de texto) y una relación peculiar con el conocimiento (aquí están los datos y las teorías que tendrás que saber, la literatura que te elevará y la historia que te inspirará). Esta clase de educación tenía cierto sentido para un mundo determinado, un mundo donde los supervisores en el trabajo daban órdenes a gritos o enviaban memorandos en pro de los aparentes intereses productivos de los trabajadores, donde los medios de noticias elegían el único reportaje especial que escuchábamos, y donde todos consumíamos bienes de producción masiva idénticos porque ingenieros y empresarios habían decidido lo que nos convenía. Los autores escribían y las masas leían; las televisiones producían y las audiencias veían; los líderes políticos guiaban y las masas seguían; los jefes daban órdenes y los trabajadores las acataban. Vivíamos en un mundo de mando y obediencia.

Hoy en día la balanza del poder se ha inclinado en muchos ámbitos de nuestras vidas. Los empleadores buscan que los trabajadores formen equipos que se manejen solos, adopten la “cultura” empresarial y acepten la visión y la misión de la compañía. Ahora el cliente siempre tiene la razón y hay que adaptar los productos y servicios para que satisfagan sus necesidades prácticas y preferencias estéticas. En los medios informativos, la computación ubicua ha traído enormes transformaciones. No hace falta escuchar las cuarenta canciones más populares cuando cada cual puede crear una lista de reproducción propia en su iPhone. No es preciso dar por bueno un artículo de la Wikipedia cuando el propio lector puede expresar su desacuerdo o, al menos, consultar los argumentos de otras personas sobre la situación del conocimiento. Tampoco tenemos que aceptar los ángulos de cámara del productor de un canal televisivo de deportes cuando podemos elegir los propios en la televisión interactiva. No hay necesidad de ver lo que los medios de radiodifusión y teledifusión nos presentan cuando podemos elegir lo que nos interesa en YouTube, comentar lo que vemos y, si queremos, producir y subir nuestra propia televisión. No tenemos que experimentar relatos de aventuras a través de otra persona cuando podemos ser jugadores de un videojuego. Este nuevo orden se aplica de la misma manera al aprendizaje. No hace falta ser un receptor pasivo de conocimientos transmitidos cuando estudiantes y maestros pueden ser creadores de conocimiento en colaboración.



En cambio, hay muchas fuentes de conocimiento, a veces en problemática discrepancia unas de otras, y tenemos que ingeniárnoslas para sortear estos obstáculos. Hay muchos sitios y modalidades de conocimiento, y tenemos que ir en busca de ellos para encontrarles sentido a las cosas. Quizá haya cuerpos de conocimiento ampliamente aceptados y por lo mismo autorizados a los que tengamos que remitirnos, pero éstos siempre se aplican de manera singular a circunstancias específicas y locales; sólo nosotros podemos hacerlo, en un lugar y un momento propios. En este entorno, se exigirá que los maestros estén mejor preparados y sean más cultos, no menos. Su poder radicará en su pericia y no en su control ni en su don de mando.

### **Estrategia 3: Reconocer las diferencias entre los estudiantes y usarlas como un recurso productivo.**

Las sociedades modernas valoraban la uniformidad: todos leíamos el mismo puñado de periódicos y veíamos los mismos canales de televisión; todos consumíamos los mismos productos; y si éramos inmigrantes, indígenas o de una minoría étnica, teníamos que integrarnos a la mayoría para que todos pudiéramos marchar sin problemas al ritmo nacional.

Y lo mismo sucedía en las escuelas: todo el mundo tenía que escuchar al maestro a la vez, abrir el libro en la misma página y hacer el mismo examen al final para ver si habíamos aprendido lo que el plan de estudios esperaba de nosotros. Ahora hay cientos de canales de televisión, incontables sitios web, una variedad infinita de productos para el estilo de cada cual, y tratándose de inmigrantes, indígenas o minorías, su diferencia es un aspecto de nuestro recién hallado cosmopolitismo.

Todo esto es parte de un profundo cambio en la balanza del poder. Basta dar a los individuos la posibilidad de ser ellos mismos y resultará que son diferentes de una miríada de maneras: materiales (clase, localidad), corporales (edad, raza, sexo y sexualidad, y características físicas y mentales) y simbólicas (cultura, idioma, género, familia, afinidades e imagen).

Hoy en día, en las escuelas, estas diferencias son más evidentes y persistentes que nunca. ¿Y qué hacemos al respecto? El aprendizaje ubicuo ofrece varias posibilidades. No todos los estudiantes tienen que estar en la misma página; pueden estar en distintas de acuerdo con sus necesidades. Todos los estudiantes pueden conectar lo general y lo autorizado con los detalles específicos y las particularidades de sus propias experiencias e intereses en la vida. Todo estudiante puede ser un autor de conocimiento y un creador de cultura, y en todo momento de esa autoría y creación rehacen el mundo con el timbre de su voz y de un modo que se relaciona con sus experiencias. Los estudiantes también pueden trabajar en grupo, como creadores colaborativos de conocimiento, y la fuerza del conocimiento conjunto procede de su capacidad para usar productivamente la complementariedad que surge de sus diferencias.

En este contexto, los maestros tendrán que ser miembros participativos de comunidades de aprendizaje cosmopolitas y cocreadores, junto con los estudiantes, de sus caminos de aprendizaje.

### **Estrategia 4: Ampliar el abanico de modos de representación.**

La computación ubicua graba y transmite significados de múltiples maneras: oral, escrita, visual y en audio. A diferencia de las anteriores tecnologías de grabación, en el proceso de fabricación estos modos de representación se reducen a la misma materia prima: ceros y unos. Además, como nunca antes, el costo de producción y transmisión de esta materia es casi nulo.



Hoy en día, cualquier persona puede ser cineasta, un escritor que alcance todas las audiencias, compositor electrónico, productor de radio. Las instituciones educativas tradicionales no han podido seguir el ritmo de esta proliferación de medios de comunicación. Y aunque los educadores no han hecho todavía cuanto podían con las sencillas aplicaciones de los nuevos medios, los estudiantes muchas veces lo han hecho. Cuando los educadores se ponen al día, el aprendizaje parece más pertinente, impactante y fascinante. Los educadores tendrán que entender las diversas gramáticas de los múltiples modos de creación de significados que lo digital ha posibilitado, con la misma profundidad que las formas alfabéticas y simbólicas tradicionales.

## **Estrategia 5: Desarrollar aptitudes de conceptualización.**

El mundo de la computación ubicua está lleno de complejas arquitecturas técnicas y sociales que debemos saber leer para poder ser usuarios o jugadores. Entre ellas se cuentan las identificaciones sustitutivas en forma de nombres de archivo e imágenes en miniatura, y las arquitecturas de navegación de menús y directorios. Se cuenta el uso de etiquetas semánticas de folcsonomías domésticas, las taxonomías formales que definen los dominios de contenido, y las normas que se utilizan para construir sitios web, controlar las fuentes web, definir campos de bases de datos e identificar el contenido de los documentos.

Estos nuevos medios requieren una peculiar sensibilidad de conceptualización y formas sofisticadas de reconocimiento y esquematización de patrones. Por estas razones (y también por otras buenas y mucho más antiguas razones educativas), el aprendizaje ubicuo requiere estrategias de abstracción y metacognitivas de un orden superior. Esta es la única manera de abrirse paso por lo que, en caso contrario, serían las imposibilidades de la cantidad de la información. Los maestros tienen, pues, que volverse usuarios expertos de estas nuevas herramientas de creación de significados, aplicando el metalenguaje que ellos y sus estudiantes necesitan por igual para entender sus posibilidades.

## **Estrategia 6: Conectar el propio pensamiento con la mente social de la cognición trastornada y la inteligencia colectiva.**

En la era de la computación ubicua, uno no es lo que ya sabe sino lo que puede llegar a saber, el conocimiento que tiene a la mano porque empuña un dispositivo. Todavía en el pasado reciente teníamos a la mano bibliotecas o especialistas a quienes podíamos consultar. La cognición siempre ha estado distribuida, y la inteligencia ha sido colectiva. La tecnología más notable de la cognición distribuida es el propio lenguaje.

No obstante, ahora hay tal inmediatez, vastedad y navegabilidad del conocimiento que está a nuestro alcance y es accesible para los dispositivos, que éstos se han convertido de manera cada vez más directa extensiones de nuestras mentes.

Quienes antes memorizaban números de teléfono se darán cuenta de que algo les sucede a sus mentes cuando los números que necesitan quedan almacenados en el teléfono móvil: este los recuerda por ellos. Se vuelve una extensión indispensable de nuestra mente. Esto supone la sentencia de muerte para el examen a libro cerrado. Los educadores tendrán que crear nuevas medidas para evaluar la capacidad de los estudiantes para saber cómo saber en este nuevo entorno.



## **Estrategia 7: Construir culturas del conocimiento colaborativas.**

La computación ubicua promueve formas de reflexividad social que pueden crear “comunidades de práctica” para fomentar el aprendizaje. En el contexto del aprendizaje ubicuo, los maestros aprovechan la enorme energía lateral de la creación de conocimiento de las redes de acceso compartido y el poder de la inteligencia colectiva. Esto desarrolla la complementariedad de las diferencias entre los estudiantes: experiencia, conocimientos, modos de pensar y formas de ver. Los estudiantes también hacen participar a personas que antes se habrían considerado ajenas o incluso no autorizadas a acceder al proceso de aprendizaje: los padres y otros miembros de la familia, amigos críticos o especialistas.

Los espacios de trabajo digitales de las tecnologías de “formación de redes sociales” son sitios ideales para esta clase de trabajo, a la vez simple y muy transparente en lo que respecta a auditar las diferentes contribuciones. Los maestros requieren aptitudes superiores para construir comunidades de aprendizaje que sean genuinamente incluyentes, de modo que todos los estudiantes alcancen su potencial.

Cada una de estas estrategias explora y explota los potenciales de la computación ubicua. Ninguna, sin embargo, es un pensamiento pedagógico ni una agenda social nuevos en la era de la computación ubicua. La única diferencia es que ahora no hay razón práctica alguna para no adoptar alguna de estas estrategias. Las posibilidades están ahí, y si podemos, quizá debamos usarlas. Cuando lo hagamos, podríamos descubrir que empieza a surgir un nuevo paradigma educativo. Y mientras surge este paradigma, quizá también observemos que los educadores toman la iniciativa en la innovación tecnológica.

El viaje del aprendizaje ubicuo apenas comienza. Para emprenderlo tenemos que desarrollar prácticas y tecnologías revolucionarias que nos permitan volver a concebir y reconstruir el contenido, los procesos y las relaciones humanas de la enseñanza y el aprendizaje.

*Referencia: Bill Cope y Mary Kalantzis (eds.), “Introduction: The Beginnings of an Idea”, en Ubiquitous Learning (Urbana, University of Illinois Press, 2008).*

# Revista Internacional de Aprendizaje Ubicuo

*Buscando crear un marco de referencia para el debate  
interdisciplinar sobre el papel de las nuevas tecnologías de  
información y comunicación*



## Revista Internacional de Aprendizaje Ubicuo

La *Revista Internacional de Aprendizaje Ubicuo* intenta definir un campo emergente. El aprendizaje ubicuo es un nuevo paradigma educativo hecho posible en parte por las potencialidades de los medios digitales.



El aprendizaje ubicuo es una contraparte del concepto “computación ubicua”, pero uno que busca poner las necesidades y dinámicas de aprendizaje por delante de las tecnologías que pueden apoyar el aprendizaje. La llegada de nuevas tecnologías no significa que el aprendizaje tenga que cambiar. El aprendizaje solo debería cambiar en aras del aprendizaje. La perspectiva clave del congreso y la revista es que nuestras necesidades cambiantes del aprendizaje se puedan atender por la computación ubicua. Con ese espíritu la revista investiga las potencialidades para aprender en los medios digitales, en la escuela y a través de la vida diaria.

Nota: En el caso de haber sido aceptado tras una revisión por pares, puede traducir su artículo al inglés y publicarlo sin coste extra en la revista correspondiente en inglés y sin la necesidad de una segunda revisión por pares.

### ISSN:

2573-7783 (versión impresa)

2573-7791 (versión electrónica)

### Frecuencia de publicación:

semestral

### Fundada:

2016

### DOI:

10.18848/2573-7783/  
CGP

# Congreso Internacional de Aprendizaje Ubicuo

*Conservando los espacios globales interdisciplinarios, apoyando  
las relaciones profesionalmente satisfactorias*



## Principios y características del congreso

La estructura del congreso se basa en cuatro principios básicos que impregnan todos los aspectos de la Red de Investigación:

### **Internacional**

El congreso recorre diferentes lugares del mundo para proporcionar oportunidades para que los delegados vean y experimenten diferentes países y ubicaciones. Pero, aún más importante, es el hecho de que ofrece una oportunidad tangible y significativa para involucrarse con académicos de una diversidad de culturas y perspectivas. Este año, delegados de más de 20 países asistirán, ofreciendo una oportunidad única y sin igual de involucrarse directamente con colegas de todos los rincones del mundo.

### **Interdisciplinario**

A diferencia de congresos de asociaciones en que asisten delegados con experiencias y especialidades similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que comparten su interés en los temas y las preocupaciones de esta red. Como resultado, los temas se abordan desde una variedad de perspectivas, se elogian los métodos interdisciplinarios y se anima el respeto mutuo y la colaboración.

### **Incluyente**

Se da la bienvenida a cualquiera cuyo trabajo académico sea sólido y competente tanto en las redes como en los congresos, sin importar su disciplina, cultura, institución o carrera. Ya sea un profesor emérito, un estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

### **Interactivo**

Para aprovechar completamente la rica diversidad de culturas, antecedentes y perspectivas representadas en estos congresos, debe haber amplias oportunidades de hablar, escuchar, participar e interactuar. Se ofrece una variedad de formatos de sesión más o menos estructuradas a través de ambos congresos para proporcionar estas oportunidades.





## Ponencias plenarias

Los oradores plenarios, elegidos de entre los más destacados pensadores del mundo, ofrecen ponencias formales sobre temas de amplio interés para la Red de Investigación y los participantes del congreso. Uno o más oradores están programados en una ponencia plenaria, casi siempre la primera del día. Por regla general no hay preguntas ni conversación durante estas sesiones. Los oradores plenarios responden preguntas y participan en charlas informales y prolongadas durante sus conversaciones en el jardín.



## Conversaciones en el jardín

Las conversaciones en el jardín son sesiones informales, no estructuradas que brindan a los delegados la oportunidad de reunirse con oradores plenarios y hablar largamente con ellos acerca de los asuntos que surgen de su ponencia. Cuando el lugar y el clima lo permiten tratamos de acomodar sillas en círculo en el exterior.



## Mesas redondas

Celebradas el primer día del congreso, las Mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se enfrascan en largas conversaciones sobre los asuntos y preocupaciones que les parecen de mayor relevancia para ese segmento de la red de investigación. Quizá guíen la conversación preguntas como “¿Quiénes somos?”, “¿Qué tenemos en común?”, “¿Qué retos enfrenta hoy la sociedad en esta materia?”, “¿Qué desafíos afrontamos para construir conocimiento y operar cambios significativos en este asunto?” Cuando es posible, se lleva a cabo una segunda mesa redonda el último día del congreso, para que el grupo original vuelva a reunirse y discuta sus cambios de puntos de vista y opiniones a raíz de la experiencia del congreso. Los informes de las mesas redondas dan a los participantes un marco para sus últimas conversaciones durante la sesión de clausura.



## Ponencias de artículos por tema

Las ponencias de artículos se agrupan por temas generales en sesiones compuestas por tres o cuatro ponencias, seguidas de una discusión grupal. Cada ponente de la sesión realiza una ponencia formal de su trabajo, que dura 20 minutos; una vez presentados todos, sigue una sesión de preguntas y respuestas, y una de discusión grupal. Los moderadores de la sesión presentan a los ponentes, miden el tiempo de las ponencias y facilitan la discusión. Los participantes recibirán un ejemplar del artículo escrito de cada presentador si éste se acepta en la revista.



## Coloquios

Los coloquios son organizados por un grupo de colegas que desean presentar varias dimensiones de un proyecto o perspectivas sobre un asunto. A cuatro o cinco ponencias formales breves siguen comentarios, discusiones grupales o ambos. Se puede presentar a la revista uno solo o múltiples artículos con base en el contenido de un coloquio.



## Discusiones enfocadas

Para un trabajo que mejor discutir o debatir, más que reportarlo mediante una ponencia formal, estas sesiones proporcionan un foro para una conversación de “mesa redonda” extendida entre un autor y un pequeño grupo de colegas interesados. Varias de dichas discusiones ocurren simultáneamente en un área especificada, con cada mesa de autor designada por un número correspondiente al título y tema enumerando en el programa previsto. Se usan resúmenes de las ideas principales del autor o de puntos de discusión, para estimular y guiar el discurso. Se puede enviar a la revista un solo artículo con base en el trabajo académico e informado por la discusión centrada como corresponda.



## Talleres

Los talleres implican una amplia interacción entre ponentes y participantes en torno a una idea o una experiencia práctica de una disciplina aplicada. Estas sesiones también pueden adoptar formato de panel, conversación, diálogo o debate preparados, todos con una considerable participación del público. En un taller puede someterse a aprobación para la revista un solo artículo (de varios autores, si se considera oportuno).



## Sesiones de pósteres

Las sesiones de pósteres presentan los resultados preliminares en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Estas sesiones permiten participar en discusiones informales con delegados interesados acerca del trabajo.



## Viernes, 2 de marzo

8:00–9:00	Mesa de inscripción abierta
9:00–9:20	Discurso de bienvenida (en inglés) a la Universidad de San Juan, Michael Sampson, Decano, Facultad de Educación, Profesor, Universidad de San Juan, EEUU
9:20–10:20	Sesión plenaria/Discusión (en inglés)—Fran Blumberg, Profesora, Asesoramiento Psicológico, Facultad de Educación, Fordham University, EEUU; Tom Liam Lynch, Profesor adjunto, Tecnología de educación, Pace University, EEUU; Karen Miner-Romanoff, Asistente del decano, Calidad Académica, NYU School of Professional Studies, EEUU
10:20–10:50	Charlas de jardín
10:50–11:35	Sesiones paralelas
11:35–12:35	Almuerzo
12:35–13:50	Sesiones paralelas
13:50–14:05	Pausa para el café
14:05–15:45	Sesiones paralelas
15:45–16:30	Mesas redondas
16:30–17:30	Recepción de bienvenida y sesión de pósteres

## Sábado, 3 de marzo

8:30–9:00	Mesa de inscripción abierta
9:00–9:15	Noticias del día
9:15–10:15	Sesión plenaria/Discusión (en inglés)—Bill Cope, Profesor, Política de Educación, Organización y Liderazgo, Universidad de Illinois en Urbana-Champaign, EEUU; Mary Kalantzis, Profesora, Política de Educación, Organización y Liderazgo, Universidad de Illinois en Urbana-Champaign, EEUU
10:15–10:45	Charlas de jardín
10:45–12:25	Sesiones paralelas
12:25–13:15	Almuerzo
13:15–14:55	Sesiones paralelas
14:55–15:05	Pausa para el café
15:05–16:45	Sesiones paralelas
16:45–17:15	Clausura del congreso



## Recepción de bienvenida y sesión de pósteres

Common Ground Research Networks y el Congreso Internacional de Aprendizaje Ubicuo llevarán a cabo una recepción de bienvenida con la sesión de pósteres en la sede del congreso, Campus Manhattan de la Universidad de San Juan. El acto tendrá lugar justo después de la última sesión del primer día, viernes 2 de marzo de 2018. Se invita a todos los delegados a asistir y disfrutar de bebidas de cortesía y tapas. Esta es una excelente oportunidad de conocer a otros participantes del Congreso y crear nuevos contactos.

¡Le esperamos!

## Cena del Congreso - Palma

**Viernes, 2 de marzo | 8:00 PM | Precio: US\$130.00**

Únase a otros participantes del Congreso, ponentes plenarios y el Comité Organizador en la Universidad de San Juan para la cena en el restaurante Palma situado tan solo a 15 minutos a pie desde la sede del Congreso. Les ofrecemos el menú fijo del que puede disfrutar en este restaurante italiano tradicional. Desde el restaurante: “El restaurante la Palma le da la bienvenida a su villetta in città. Las paredes blancas de estuco, los techos con vigas y la puerta de castaño restaurada conducen a un hermoso jardín con hierbas frescas y flores. Es un lugar para relajarse y disfrutar de la vida. Palma es un restaurante tradicional italiano que se mantiene fiel a generaciones de recetas y técnicas familiares”.

El menú está diseñado para todos los participantes. Si tiene algún problema de alimentación o alergias, contáctenos y haremos nuestro mejor esfuerzo para adaptarlo. Tenga en cuenta que este menú está sujeto a cambios ya que los ingredientes dependen de la temporada. La cena incluye impuestos, propinas, vino y café.

Appetizer - Insalati de Stagione / Arancini

Primi - Agnolotti di Spinaci

Secondi - Branzino in Cartoccio or Tagliata di Manzo

Dessert del Chef

Para reservar la cena, acérquese a la mesa de inscripción.



Viernes, 2 de marzo	
08:00-09:00	Mesa de inscripción abierta
09:00-09:20	Sesión de bienvenida (en inglés) a la Universidad de San Juan
	Michael Sampson, Decano, Facultad de Educación, Profesor, Universidad de San Juan, EEUU
09:20-10:20	Sesión plenaria/Discusión (en inglés)
	Fran Blumberg, Profesora, Asesoramiento Psicológico, Facultad de Educación, Fordham University, EEUU Tom Liam Lynch, Profesor adjunto, Tecnología de educación, Pace University, EEUU Karen Miner-Romanoff, Asistente del decano, Calidad Académica, NYU School of Professional Studies, EEUU
10:20-10:50	Charlas de jardín
10:50-11:35	SESIONES PARALELAS
Room 5	<p><b>Discusión enfocada</b></p> <p><b>Construcción de narrativas ambientales colaborativas a través de redes sociales en comunidades culturales diferentes de Colombia</b>  Emilse Yenith Alarcon Avella, Universidad Pedagógica y Tecnológica de Colombia, Colombia  Shirley Andrea Ovalle, Grupo de Investigación SIMILÉS - Universidad Pedagógica y Tecnológica de Colombia, Colombia  En los últimos años debido al deterioro del medio ambiente se han implementado planes de educación ambiental en las escuelas. Una estrategia es la construcción de narrativas ambientales en dos comunidades diferentes, tomando en cuenta sus experiencias y la riqueza de su región. Se realiza un intercambio cultural a través del uso de tecnologías como la red social Facebook, las conexiones de Skype y los videos. Los estudiantes crean narraciones ambientales en forma de historias, cómics y videos sobre la riqueza del agua, la gestión de desechos sólidos y el cuidado y la protección del medio ambiente. Las comunidades que participan presentan diferentes problemas ambientales; uno es el de Tota Boyacá rico hídricamente, pero con serios problemas de contaminación por el cultivo de cebolla y otro el de Hato Corozal Casanare con problemas de sequía y erosión. El intercambio cultural busca sensibilizar a los niños, amar y cuidar el medio ambiente y las riquezas que son a la vez recursos culturales, hídricos y suelo, todo esto a través de las TIC que nos conectan en tiempo real, llaman su atención y permiten esta interacción.</p> <p><i>Tecnologías en el intercambio de conocimientos</i></p>
Rooms 1-4	Sesiones paralelas en inglés
11:35-12:35	Almuerzo
12:35-13:50	SESIONES PARALELAS
Room 5	<p><b>Redes Sociales e Información</b></p> <p><b>Redes sociales, redes de contactos, redes de colaboración, redes de confianza (Modelo 4R): Una nueva forma de gestionar conocimiento en el ciberespacio</b>  Marcelo Careaga, Universidad Católica de la Santísima Concepción, Chile  Laura Jiménez, Universidad Católica de la Santísima Concepción, Chile  Carolina Fuentes, Universidad Católica de la Santísima Concepción, Chile  Las redes sociales son expresión de una transición cultural que está transformando las relaciones. Las categorías de la modernidad estaban restringidas a los límites de tiempo y espacio. El tiempo cronológico, “Lo que mide el reloj” y el espacio entendido como el largo, ancho y alto de las cosas. Dichas categorías han sido superadas por la nueva dimensión de la virtualidad. Estamos interpelados a ejercer una bidimensionalidad de la identidad y aprendiendo a convivir en “el espacio de los lugares y el espacio de los flujos”, lo cual impacta toda forma de interacción humana. La transición hacia una nueva cultura demanda determinar nuevos patrones de conducta individual, social y cultural. Los ciudadanos digitales utilizan su inteligencia natural asociada a manifestaciones crecientes de inteligencia artificial, la cual opera como un complemento que potencia la eficacia en la acción en las formas en que se resuelven los problemas administrando información y gestionando conocimiento. Estas nuevas formas de interacción están caracterizadas por relaciones virtuales conformadas en torno de redes sociales, redes de contactos, redes de colaboración y redes de confianza. Esta ponencia caracteriza las dinámicas propias de dichas redes a través de un modelo analítico.</p> <p><i>Tecnologías en el intercambio de conocimientos</i></p> <p><b>Actualización del conocimiento: Desafíos en la era de la información</b>  Edgar Javier Garzon Pascagaza, Universidad Católica de Colombia, Colombia  Daniel Leonardo Martínez Rada, Universidad Católica de Colombia, Colombia  La abundancia de la información que circula día a día por cualquier medio digital pone en riesgo al sujeto que aprende, debido a que lo coloca al borde del colapso por saturación de tantas fuentes y lugares de donde se puede adquirir diversidad de propuestas para aprender. Dado lo anterior, la apuesta por la enseñanza y el aprendizaje debe proporcionarle a quien desea aumentar su conocimiento las herramientas necesarias para privilegiar aquello que en verdad le permita fortalecer su campo del saber. Por ello, la actualización permanente se convierte en un camino apropiado para considerar selectivamente los conocimientos que circulan en la red para desafiar, de un lado, la saturación de información y, por otro, para aprender a privilegiar en términos de selectividad los conocimientos que fortalezcan la manera de aprender sobre el mundo y todos sus componentes en plena era de la información.</p> <p><i>Aprendizaje ubicuo</i></p>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Viernes, 2 de marzo	
12:35-13:50	<b>SESIONES PARALELAS</b>
	<p><b>Forma de la información, una gramática que busca facilitar la toma de decisiones: Diseño de información para la eficiencia y eficacia de la comunicación</b>  Mario F. Uribe O., Universidad Autónoma de Occidente - Cali, Colombia  La información estructurada en la vida cotidiana se establece como el punto para la toma de las decisiones, la forma que esta adopta parece ser la referencia para la confianza o no de un usuario al enfrentarse a un servicio. El diseño de información estudia la relación de la forma con la eficiencia y eficacia comunicativa y establece los principios que deben regirla para mejorar la comunicación y el entendimiento de procesos complejos. La movilidad es uno de los frentes en los que su participación puede mejorar la comprensión y la toma de decisiones que contribuya a mitigar el esfuerzo cognitivo de las personas y, en consecuencia, mitigar el tiempo que se emplea para decidir cómo alcanzar un destino.  <i>Tecnologías y uso humano, Tema Destacado 2018: Regeneración, autonomía y sostenibilidad</i></p>
Rooms 1-4	<b>Sesiones paralelas en inglés</b>
13:50-14:05	<b>Pausa para el café</b>
14:05-15:45	<b>SESIONES PARALELAS</b>
Room 5	<p><b>Tecnologías y Educación</b></p> <p><b>Tecnologías digitales en el nuevo marco de educación europeo: Hacia un nuevo paradigma educativo</b>  Juan Pablo Fernández Abuín, Universidad Autónoma de Barcelona, España  En el presente trabajo se muestran los resultados de una investigación longitudinal desarrollada en centros de Educación Secundaria de la Comunidad Autónoma Gallega (España), pertenecientes a la red del Proyecto Abalar. En ella, su objetivo principal es: "Investigar el proceso de integración de las Tecnologías de la Información y Comunicación en las prácticas de enseñanza y aprendizaje en alumnos de Educación Secundaria y cómo contribuyen a la adquisición de la Competencia digital, tan importante e intrínsecamente ligada al resto de competencias clave, en este nuevo ecosistema digital del siglo XXI, siguiendo la propuesta de la UE en el marco del proyecto DIGCOMP" (Ferrari 2013). Y como específicos: a) Analizar cómo se utilizan las Tecnologías de la Información y Comunicación en el contexto educativo, cómo se incorporan, qué variables merman su implantación y uso cotidiano; b) Identificar las innovaciones que el uso de las Tecnologías de la Información y Comunicación producen en: la organización escolar del centro, en la enseñanza del aula, en el ejercicio profesional docente y en el aprendizaje del alumnado.  <i>Tecnologías y uso humano, Tecnologías en la sociedad</i></p> <p><b>Acontecimiento, Shitstorm y anestesia colectiva en redes sociales: El caso de #AylanKurdi y #OmranDaqneesh en Twitter</b>  Ana María Córdoba, Universidad de La Sabana, Colombia  Sergio Roncallo, Universidad de La Sabana, Colombia  María Paula Arbeláez, Universidad de La Sabana, Colombia  El número de migrantes sirios por causa de la guerra ha aumentado considerablemente. Según Naciones Unidas, en 2016, cerca de 362.000 personas llegaron a Europa por el Mediterráneo en precarias e inseguras condiciones. En la primera mitad de 2017, el 50% de los 105.000 refugiados europeos eran sirios. Dentro de esa masa anónima de migrantes y refugiados, la imagen de los niños Aylan Kurdi, yacente en las costas mediterráneas en septiembre de 2015, y la de Omran Daqneesh, cubierto de polvo, en una ambulancia luego de un bombardeo en Aleppo, en agosto de 2016, despertaron una ola de indignación en redes sociales que le dio visibilidad al problema humanitario global. Este trabajo busca comparar el comportamiento de las publicaciones sobre ambas imágenes a través de las cuatro cuentas más influyentes en Twitter con #AylanKurdi y #OmranDaqneesh. El objetivo es demostrar cómo la crisis humanitaria solo generaba ruido y era invisible para la opinión pública, hasta la publicación de las fotografías de los niños, que se convirtieron en acontecimientos de primer y segundo orden, según Mazorra y Roncallo. Aunque, como destaca Han, finalmente, desencadenan una 'shitstorm' temporal en redes sociales, para devolvernos al estado de anestesia colectiva inicial.  <i>Tecnologías en la sociedad</i></p> <p><b>Repensar la problemática del conocimiento humano desde la complejidad: Visión integrada desde la Teoría de la Información, la Teoría de Sistemas y la Teoría Cibernética</b>  Ignacio Salamanca Garay, Universidad Católica de la Santísima Concepción, Chile  Marcelo Careaga, Universidad Católica de la Santísima Concepción, Chile  En la modernidad el conocimiento humano se configuraba en torno a categorías espaciales (largo, ancho y alto) y temporales (tiempo cronológico). El sujeto inteligente moderno, para construir su conocimiento, se vinculaba con la realidad (objetiva e inmanente) obteniendo nociones de verdad que resultaban de una interacción lineal. Con la irrupción de la virtualidad, una dimensión inédita en la historia del hombre, se expone a los sujetos a nuevas dinámicas de construcción y transferencia del conocimiento. La epistemología virtual es la resultante de una modificación recíproca entre el sujeto y la realidad objeto, la que termina modificándolo porque se establece una extensión artificial de la inteligencia humana. Existe la necesidad de delimitar la frontera entre administrar información y gestionar conocimiento. Para repensar la problemática del conocimiento humano es necesario integrar visiones, desde un pensamiento complejo, que lleguen a ser capaces de configurar representaciones paradigmáticas acerca de nuevas epistemologías. La integración de las Teorías de la Información, Sistemática y Cibernética conforman un cluster de conocimiento que puede prefigurar tendencias hacia una nueva comprensión sobre la problemática del conocimiento humano, en la transición cultural hacia la postmodernidad. Este trabajo aporta los referentes analíticos que permiten repensar el conocimiento humano desde nuevas representaciones.  <i>Tecnologías en el intercambio de conocimientos</i></p>
Rooms 1-4	<b>Sesiones paralelas en inglés</b>
15:45-16:15	<b>Clausura del congreso</b>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Viernes, 2 de marzo	
16:15-17:30	SESIONES PARALELAS
Room 5	<p><b>Cóctel de bienvenida y sesión de pósteres</b></p> <p><b>Uso de nuevas tecnologías en la enseñanza de la arquitectura: Procesos análogos vs. Procesos digitales para la generación de envolventes arquitectónicas</b>  Carmen Xiomara Díaz Fuentes, Universidad Francisco de Paula Santander, Colombia  Ramón Eduardo Galvis Centurión, Universidad Francisco de Paula Santander, Colombia  Los resultados obtenidos en la presente investigación han sido parte de un proceso de experimentación desarrollado a partir de la práctica pedagógica "Morfología digital del diseño arquitectónico", dando respuesta a la necesidad permanente de transferir las ideas a un plano material y tangible. Mediante el estudio de la relación entre la arquitectura y las herramientas de fabricación digital, se exponen como referentes las manifestaciones contemporáneas que logran desarrollar formas complejas específicas. Los prototipos obtenidos a través de este proyecto de aula abordaron dos procesos de configuración: formas simples y formas complejas, con el fin de probar criterios técnicos y estructurales asociados a las características de una envolvente arquitectónica, validando así las aportaciones funcionales y estéticas de formas complejas obtenidas por medio de la impresión 3D. Las experimentaciones se desarrollaron fabricando modelos a escala 1:1 y 1:10, respectivamente. Fueron derivados de un proyecto de investigación financiado por la Universidad Francisco de Paula Santander, en la ciudad de Cúcuta en Colombia, evidenciando el fortalecimiento de la capacidad científica y tecnológica del programa académico de Arquitectura y su aporte a la sociedad.</p> <p><i>Tecnologías en la sociedad</i></p> <p><b>Hipertexto: Cambios en los modos de producir y consumir contenido textual</b>  Alejandra Ravettino Destefanis, Universidad de Ciencias Empresariales y Sociales, Argentina  Usualmente cuando se reflexiona sobre los nuevos modos de comunicación virtual y los diferentes soportes tecnológicos, se tiende a concluir que estamos en una "cultura electrónica" en oposición a una "cultura escrita". Sin embargo, el desarrollo del lenguaje debiera pensarse como un proceso de transformación de las herramientas y soportes que posibilitan la expresión, constitución y acumulación de diversos tipos de información. Por tanto, las funciones de almacenamiento y soporte del hipertexto, se entrecruzan con las funciones que la escritura ha desempeñado durante siglos. ¿Qué tipo de transformaciones implantaron las técnicas digitales en la práctica de la lectura, escritura y autoría? Y ¿de qué modo impactará esto en la relación que establecemos con la palabra escrita? Para responder estos interrogantes, en primer lugar, este trabajo parte de la evidencia que sugiere que la ampliación del texto –en su versión hipertextual– y la transformación del acto de leer constituyen dos de las principales consecuencias del nuevo orden de la palabra escrita, determinado a partir de 1) la extensión espacio-temporal de lo escrito; 2) la yuxtaposición de palabras, sonidos e imágenes; y 3) la disolución de la línea divisoria entre el escritor y su lector.</p> <p><i>Tecnologías en la sociedad</i></p> <p><b>Curso de educación física y las nuevas tecnologías: Sistema presencial mediado por tecnología venciendo los límites geográficos amazónicos</b>  Myrian Faber, Universidad del Estado de Amazonas, Brasil  Jefferson Jurema Silva, Universidad del Estado de Amazonas, Brasil  El Estado del Amazonas, Brasil, posee más de 1,500 millones de Km<sup>2</sup> equivalente a los territorios de Francia, España, Suecia y Grecia juntos. Las sedes de sus 62 municipios están separadas por distancias continentales con ligaciones posibles solamente por medios aéreos o fluviales que se cuentan por días de viaje, excepto cuatro que poseen ligaciones por carreteras. Este trabajo presenta cómo el IPTV (Internet Protocol Television) ayuda a la Universidad del Estado del Amazonas a vencer las dificultades de comunicación y acceso. La acción pedagógica desarrollada le ha permitido formar en 2011 setecientos licenciados en Educación Física en catorce municipios. Todos están empleados en sus municipios, en escuelas públicas o privadas o en gimnasios propios. Hoy están en formación seiscientos cincuenta universitarios en dieciocho municipios que reciben clases teóricas y prácticas estructuradas por profesores y transmitidas diariamente desde un estudio de TV en la Capital del Estado al mismo tiempo en que los núcleos y polos de la Universidad suministran profesores asistentes, internet, TV, cámaras, micrófonos y equipamientos necesarios para interactividad. La Universidad está empenada en realizar formación en el interior, venciendo barreras insuperables, proporcionando un nuevo futuro para los residentes que viven en el interior del Estado.</p> <p><i>Aprendizaje ubicuo</i></p>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.



Sábado, 3 de marzo	
08:30-09:00	Mesa de inscripción abierta
09:00-09:15	Noticias del día
09:15-10:15	Sesión plenaria/Discusión (en inglés)
	<b>Bill Cope, Profesor, Política de Educación, Organización y Liderazgo, Universidad de Illinois en Urbana-Champaign, EEUU</b> <b>Mary Kalantzis, Profesora, Política de Educación, Organización y Liderazgo, Universidad de Illinois en Urbana-Champaign, EEUU</b>
10:15-10:45	Charlas de jardín
10:45-12:25	SESIONES PARALELAS
Room 5	<b>Tecnologías y el aprendizaje</b>  <b>Metodologías para el aprendizaje basado en las nuevas tecnologías, en la educación superior en Colombia, tanto a nivel público como privado</b> Maria del Carmen Anacona Sterling, Corporación Unificada Nacional de Educación Superior, Colombia El propósito de la investigación es establecer las metodologías que aplican las instituciones de educación superior en Colombia, tanto a nivel público como privado, para identificar el nivel el aprendizaje y mejoramiento de los desempeños de los estudiantes universitarios en las carreras de ingeniería. Estudio exploratorio secuencial, modalidad derivativa, donde la recolección y análisis de los datos cuantitativos se construyen sobre la base de los resultados cualitativos, buscando correlación entre el aprendizaje y desempeño. El trabajo se constituye en un aporte importante para el sector educativo y entraría a jugar un papel de gran significación en las TIC. El estudio se aplica a estudiantes y docentes de tres universidades públicas y tres privadas, que permita evidenciar las fortalezas y debilidades de las metodologías que aplican cada institución y el nivel de aprendizaje obtenido con cada de ellas. <i>Tecnologías</i>  <b>Uso de la tecnología para motivar el aprendizaje de los estudiantes</b> Sandra Valdez-Hernandez, Universidad de Quintana Roo, México Deymi Collí-Novelo, Universidad de Quintana Roo, México Manuel Becerra-Polanco, Universidad de Quintana Roo, México La tecnología está presente en todas las esferas del mundo, en especial en el ámbito educativo y en la enseñanza-aprendizaje de idiomas. Cuando verdaderamente existe el deseo por enseñar y aprender, los profesores y los estudiantes buscan sus mejores estrategias para alcanzar sus objetivos, y muchas veces las encuentran en la tecnología. Con el empleo de la tecnología se puede extender el conocimiento a un mayor número de estudiantes, y con ello se promueve el conocimiento y el aprendizaje dentro y fuera del aula. En la red el estudiante encuentra una infinidad de recursos que le permiten practicar y desarrollar sus habilidades. Este tipo de aprendizaje, aunque aparenta ser individualista, le permite comunicarse y compartir conocimientos con otros a través de redes de colaboración, lo cual lo hace más incluyente; además, permite reflexionar en la actividad y el conocimiento adquirido. Díaz Barriga menciona que es necesario trabajar con planes de clase y secuencias didácticas para el mejor desarrollo de los estudiantes. En esta ponencia se presentan algunas actividades que permitieron a los estudiantes hacer uso de la tecnología y practicar el inglés, entre ellas, uso y creación de videos de leyendas regionales, cuentos, uso del WhatsApp dentro y fuera del aula, juegos y ejercicios que, además de promover el aprendizaje, promueven la cultura y la integración en clase. <i>Pedagogías, Tecnologías</i>  <b>Educación en Tecnología</b> Shirley Andrea Ovalle, Grupo de Investigación SIMILES - Universidad Pedagógica y Tecnológica de Colombia, Colombia Hilda Lucia Jimenez, Grupo de Investigación GRINDEP - Universidad Pedagógica y Tecnológica de Colombia, Colombia La propuesta se basa en la consolidación de laboratorios de diseño tecnología e innovación campesina donde se potencie el desarrollo endógeno sustentable de cada población desde una cultura de emprendimiento. Se considera que la población a intervenir está compuesta por los actores que rodean el ambiente educativo. Con lo anterior, se busca disminuir la migración de la población rural graduada a grandes ciudades, generando un desarrollo endógeno a partir del emprendimiento y además la reinversión de los conocimientos en tecnología logrados. Pasos: Caracterizar de los actores que intervienen en el proyecto; sensibilizar acerca de laboratorios de diseño, tecnología e innovación campesina como fuentes de desarrollo; apropiación del conocimiento en diseño, tecnología e innovación concernientes de la población; crear programa para la instalación de capacidades de gestión de conocimiento y generación de competencias relacionadas; crear de protocolos para la identificación de las cadenas productivas endógenas y para el desarrollo de laboratorios; instalación de laboratorios; realización de workshops y consolidación de redes de conocimiento. <i>Transformaciones sociales</i>
12:25-13:15	Almuerzo
13:15-14:55	SESIONES PARALELAS
Room 5	<b>Pedagogías y el aprendizaje ubicuo</b>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.





Sábado, 3 de marzo	
13:15-14:55	<b>SESIONES PARALELAS</b>
	<p><b>TIC como cultura tecnológica para la transformación del docente universitario</b>  John Fernando Granados Romero, Universidad de Guayaquil, Ecuador  El tema de investigación aborda la formación continua del docente universitario en la didáctica de los entornos virtuales de aprendizaje (EVA). Se centra en el problema científico ¿Cómo contribuir a la formación continua del docente universitario en la didáctica de los entornos virtuales de aprendizaje? El objetivo de investigación: elaborar una estrategia de formación continua del docente universitario en la didáctica de los entornos virtuales de aprendizaje. Se asumió una metodología de investigación que conjuga los procedimientos y análisis de lo cuantitativo y lo cualitativo, sobre la base del principio de la unidad dialéctica que se establece entre la teoría, el método y la práctica educativa, en la que se otorga igual relevancia a los dos tipos de datos, con la consecuente generación de información valiosa para la toma de posición del autor. La estrategia que se presenta se organizó sobre la base de las siguientes fases: diagnóstico, planeación, implementación y evaluación, validada con la aplicación del método “Cara de Chernoff”, lo que facilitó la comunicación y el debate entre los expertos y también se validó en la práctica, lo que demuestra que constituye un aporte en la formación de los docentes desde lo teórico, didáctico y metodológico, modificando el proceso de formación continua del docente universitario en la didáctica de los EVA.  <i>Pedagogías, Tecnologías</i></p> <p><b>Estrategias de Trabajo colaborativo para promover la Conciencia Histórica en estudiantes de bachillerato</b> Pablo  Pablo Gilberto Torres Gonzalez, Benemérita Universidad Autónoma de Puebla, México  Rosendo Edgar Gómez Bonilla, Benemérita Universidad Autónoma de Puebla, México  En la actualidad, es necesario el análisis de los procesos de enseñanza-aprendizaje, considerando la formación integral del individuo como ser social dentro de un mundo globalizado. Es en este panorama en el que se enmarca la importancia del trabajo colaborativo y las estrategias que propone. En un estudio comparativo realizado en el Nivel Medio Superior de dos Instituciones educativas situadas en contextos sociales distintos y con características específicas respecto a su programa educativo, se detecta cómo influyen elementos pedagógicos en los resultados formativos de los educandos. La investigación arroja una diferencia porcentual del 12.02% entre el Bachillerato General (45.06%) y la Preparatoria de la Universidad Estatal Autónoma (57.08%) en los estudiantes que utilizan las estrategias de trabajo colaborativo para promover, en este caso específico, la Conciencia Histórica. Del estudio anterior, surge la interrogante: Cómo, en un mismo sistema educativo, los resultados de las políticas educativas pueden determinar los resultados en la formación integral de los estudiantes; se resalta además que, en la educación y sus escenarios actuales, es impostergable adquirir un alto compromiso con la investigación-reflexión-acción que derive en la intervención para el fortalecimiento de los procesos educativos.  <i>Pedagogías</i></p>
14:55-15:05	<b>Pausa para el café</b>
15:05-16:45	
<b>Rooms 1-4</b>	<b>Sesiones paralelas en inglés</b>
16:45-17:15	<b>Clausura del congreso</b>

Por favor, mire el tablón de anuncios que se ubica al lado de la mesa de inscripción para consultar los cambios en el programa.





<b>Abiola Abiodun</b>	AferAcademy Nigeria Limited	Nigeria
<b>Sandra Abrams</b>	St John's University	USA
<b>Emily Adam</b>	Monash University	Australia
<b>Samson Aigberaodion Ogoigbe</b>	University of Ibadan	Nigeria
<b>Adebowale Aina</b>	Lagos State University	Nigeria
<b>Sefakor Awura Ama Adabunu</b>		
<b>María del Carmen Anacona Sterling</b>	Corporación Unificada Nacional de Educación Superior	Colombia
<b>Jennifer Anstey</b>	Kentucky Community & Technical College System	USA
<b>Floralba Arbelo</b>	Albizu University	USA
<b>Jacqueline Asselin</b>	Vidéotron	Canada
<b>Adeoye Bamgbose</b>	Lagos State University	Nigeria
<b>Arne Bana</b>	University of the East	Philippines
<b>John Battenburg</b>	California Polytechnic State University	USA
<b>Rebecca Bayeck</b>	Pennsylvania State University	USA
<b>Fran Blumberg</b>	Fordham University	USA
<b>Theodore Bonnah</b>	Kwansei Gakuin University	Japan
<b>Sheila Bonnand</b>	Montana State University	USA
<b>Regina Brautlacht</b>	Bonn-Rhein-Sieg University of Applied Sciences	Germany
<b>Patrice Brown</b>	Kennesaw State University	USA
<b>Tania Canto</b>		
<b>Susan Cardillo</b>	University of Hartford	USA
<b>Raphael Chukwudi Simeon</b>	Apex Educational Institute	Nigeria
<b>Deymi Colli</b>	Universidad de Quintana Roo	México
<b>Simon Collin</b>	Université du Québec à Montréal	Canada
<b>Bill Cope</b>	University of Illinois at Urbana-Champaign	USA
<b>Gregg Cox</b>	Lynn University	USA
<b>Nina Daskalovska</b>	Goce Delev University of Štip	Macedonia
<b>Josh DeSantis</b>	York College of Pennsylvania	USA
<b>C. Neelie Dobbins</b>	Southern Arkansas University	USA
<b>Bridget Doss</b>	Kennesaw State University	USA
<b>Jesper Englund</b>	Municipal Office of Berg	Sweden
<b>Aubree Evans</b>	Texas Woman's University	USA
<b>Nicholas Eze</b>	University of Nigeria, Nsukka	Nigeria
<b>Ahmed Fatima</b>	Government of Punjab	Pakistan
<b>Sarah Faye</b>	University of California, Davis	USA
<b>Gabriela Ferreira De Souza</b>	University of Campinas	Brazil
<b>Joseph Furner</b>	Florida Atlantic University	USA
<b>Deborah Gabriel</b>	Bournemouth University	UK
<b>Marta Garcia</b>	The University of Campinas	Brazil
<b>Mohsen Taraghi Gashti</b>	Tehran University, Kish International Campus	Iran (Islamic Republic of)
<b>Matt Glowatz</b>	University College Dublin	Ireland



<b>Ochulaobari Godwitness Emmanuel</b>	Cyprus International University	Cyprus
<b>Mitch Goodwin</b>	The University of Melbourne	Australia
<b>John Fernando Granados Romero</b>	Universidad de Guayaquil	Ecuador
<b>Mary Anne Hansen</b>	Montana State University	USA
<b>Elgloria Harrison</b>	University of the District of Columbia	USA
<b>Carol Hawthorne</b>	Concordia University Chicago	Canada
<b>Melodie Holliday</b>	University of the Arts London	UK
<b>Aliya Holmes</b>	St John's University	USA
<b>Latasha Holt Bocksnick</b>	Arkansas Tech University	USA
<b>Laura Howard</b>	Kennesaw State University	USA
<b>Liwei Hsu</b>		
<b>Carly Ibara</b>	Mid-Pacific Institute	USA
<b>Amor Jebali</b>	University of Eastern Finland	Finland
<b>Chang-Ho Ji</b>	La Sierra University	USA
<b>Hilda Lucía Jiménez</b>	Universidad Pedagógica y Tecnológica de Colombia	Colombia
<b>Brently Johnson</b>	Pacific University Oregon	USA
<b>Chris Jones</b>	University of Gloucestershire	UK
<b>Beryl Jones</b>	Kingston University	UK
<b>Ann-Kristin Jonsson</b>	Municipal Office of Berg	Sweden
<b>Lucinda M. Juarez</b>	University of Texas at San Antonio	USA
<b>Lelanie Judeel</b>	Blue Rooster	South Africa
<b>Kristi Julian</b>	East Tennessee State University	USA
<b>Mary Kalantzis</b>	University of Illinois at Urbana-Champaign	USA
<b>Phillip Kalantzis-Cope</b>	Common Ground Research Networks	USA
<b>Lynda Kay</b>	University of Gloucestershire	UK
<b>Nazmul Kazi</b>	Montana State University	USA
<b>Toshiko C. Kimura</b>	Yokohama College of Commerce	Japan
<b>John R. Kleinpeter</b>	California State University, Long Beach	USA
<b>Christine Kleinpeter</b>	California State University, Long Beach	USA
<b>William Jackson Koehler</b>	Edinboro University of Pennsylvania	USA
<b>Benjamin Teye Kojo Boison</b>	University of Rochester	USA
<b>Wendy Kraglund-Gauthier</b>	St. Francis Xavier University	Canada
<b>Suzette La Pierre</b>	University of the Arts London	UK
<b>Kimberley Lamarche</b>	Athabasca University	Canada
<b>Joanna Leek</b>	University of Lodz	Poland
<b>Heidi Lehtovaara</b>	International Omnia	Finland
<b>Becky Leporati</b>	University of Cincinnati	USA
<b>Amelia Lewis</b>	Kennesaw State University	USA
<b>Ivan Dario Londoño Alzate</b>		
<b>Abigail Lopez</b>	The Opportunity Network	USA
<b>Jennifer Louden</b>	Southern Arkansas University	USA
<b>Chunlei Liu</b>	Valdosta State University	USA



<b>Tom Liam Lynch</b>	Pace University	USA
<b>Mark Mabrito</b>	Purdue University	USA
<b>Robert A. Mangione</b>	St John's University	USA
<b>Matt Marino</b>	Monmouth College	USA
<b>Jen McConnel</b>	Queen's University	Canada
<b>Debra McCormick</b>	Monash University	Australia
<b>Candace McCutcheon</b>		
<b>Karen McGarry</b>	McMaster University	Canada
<b>Mary Meares</b>	University of Alabama	USA
<b>Mladen Milicevic</b>	Loyola Marymount University	USA
<b>Karen Miner-Romanoff</b>	NYU School of Professional Studies	USA
<b>Adepeju Modupeolu Oluokun</b>	Cyprus International University	Cyprus
<b>Bjørn J. Monstad</b>	University of Agder	Norway
<b>Matthew Montebello</b>	University of Illinois	USA
<b>Oluwasegun A. Mulemora</b>	Association of Non-bank Microfinance	Nigeria
<b>Monica Munoz</b>	California State University, East Bay	USA
<b>Larry Musolino</b>	Pennsylvania State University	USA
<b>Kanu A. Nagra</b>	Borough of Manhattan Community College	USA
<b>Kwaku Nuamah-Gyambrah</b>		
<b>Temitayo Olakunle Ojuolape</b>		
<b>Elliot Panek</b>	The University of Alabama	USA
<b>Cathia Papi</b>	TÉLUQ University	Canada
<b>Dan Piedra</b>	McMaster University	Canada
<b>Cimenna Chao Rebolledo</b>	Universidad Iberoamericana Ciudad de México	Mexico
<b>Alessandra Ribota</b>	Texas A&M University	USA
<b>Christine Rine</b>	Edinboro University of Pennsylvania	USA
<b>David Roberts</b>	Southern Alberta Institute of Technology	Canada
<b>Regina Chanel Rodriguez</b>	West Texas A&M University	USA
<b>Walter Rodriguez</b>	Florida Gulf Coast University	USA
<b>Rebecca Rose</b>	University of North Georgia	USA
<b>Oliver Rose</b>	Kwansei Gakuin University	Japan
<b>Jennifer Roth Burnette</b>	The University of Alabama	USA
<b>Debopriyo Roy</b>	The University of Aizu	Japan
<b>Thomas Ryan</b>	Nipissing University	Canada
<b>Cheryl Saelee</b>	California State University, East Bay	USA
<b>Michael Sampson</b>	St John's University	USA
<b>Sachiyo Sekiguchi</b>	Meiji Gakuin University	Japan
<b>Farrukh Shahzad Farrukh</b>	Read Pakistan Trust	Pakistan
<b>Melanie Shaw</b>	Northcentral University	USA
<b>Samaa Shohieb</b>	Mansoura University	Egypt
<b>Risa Rumentha Simanjuntak</b>	Bina Nusantara University	USA
<b>Janelle C. Simmons</b>	Walden University	USA



<b>Mesut Simsek</b>	Red Deer Catholic Regional Schools	Canada
<b>Keyonda Smith</b>	Maryland University of Integrative	USA
<b>Haitham Solh</b>	American University in Dubai	United Arab Emirates
<b>Ellen Spitler</b>	Metropolitan State University of Denver	USA
<b>Jennifer Spitz</b>	SUNY Empire State College	USA
<b>Paul Spoonley</b>	Massey University of New Zealand	New Zealand
<b>Maria Stover</b>	Washburn University	USA
<b>Wangping Sun</b>	Oregon Institute of Technology	USA
<b>Mark Szymanski</b>	Pacific University Oregon	USA
<b>Nobue Tanaka-Ellis</b>	Tokai University	Japan
<b>Morris Thomas</b>	University of the District of Columbia	USA
<b>Kellie Tilton</b>	University of Cincinnati	USA
<b>Laura J. Todd</b>	George Mason University	USA
<b>Pablo Gilberto Torres González</b>	Benemérita Universidad Autónoma de Puebla	México
<b>Albert Townsend</b>	Helping Community's Grow	United States Virgin Islands
<b>Gunjali Trikha</b>	Marymount Manhattan College	USA
<b>Ebony Utley</b>	California State University, Long Beach	USA
<b>John Vail</b>	Florida State College at Jacksonville	USA
<b>Janet Valdez</b>		
<b>Sandra Valdez-Hernandez</b>	Universidad de Quintana Roo	México
<b>David Vampola</b>	State University of New York at Oswego	USA
<b>Micheal M. Van Wyk</b>	University of South Africa	South Africa
<b>Claudia Vogeler</b>	Hamburg University of Applied Sciences	Germany
<b>Xiaoyu Wan</b>	University of Rochester	USA
<b>Min Wang</b>	St John's University	USA
<b>Alfred Weiss</b>	Pacific University Oregon	USA
<b>Drew Wilkerson</b>	Kentucky Community & Technical College System	USA
<b>Lingjuan Wu</b>	Shanghai Polytechnic University	China
<b>Gabriela Zapata</b>	Texas A&M University	USA
<b>Jiaan Zhu</b>	Guangxi University of Education	China











## Twelfth International Conference on Design Principles & Practices

ELISAVA Barcelona School of Design and Engineering  
Barcelona, Spain | **5–7 March 2018**  
[designprinciplesandpractices.com/2018-conference](http://designprinciplesandpractices.com/2018-conference)



## Eighteenth International Conference on Knowledge, Culture, and Change in Organizations

University of Konstanz  
Konstanz, Germany | **15–16 March 2018**  
[organization-studies.com/2018-conference](http://organization-studies.com/2018-conference)



## XVIII Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

Universidad de Constanza  
Constanza, Alemania | **15–16 de marzo de 2018**  
[la-organizacion.com/congreso-2018](http://la-organizacion.com/congreso-2018)



## Eighth International Conference on Religion & Spirituality in Society

University of California at Berkeley  
Berkeley, USA | **17–18 April 2018**  
[religioninsociety.com/2018-conference](http://religioninsociety.com/2018-conference)



## Tenth International Conference on Climate Change: Impacts & Responses

University of California at Berkeley  
Berkeley, USA | **20–21 April 2018**  
[on-climate.com/2018-conference](http://on-climate.com/2018-conference)



## Third International Conference on Tourism & Leisure Studies

Hotel Princesa Yaiza  
Canary Islands, Spain | **17–18 May 2018**  
[tourismandleisurestudies.com/2018-conference](http://tourismandleisurestudies.com/2018-conference)



## Eighth International Conference on The Constructed Environment

Wayne State University  
Detroit, USA | **24–25 May 2018**  
[constructedenvironment.com/2018-conference](http://constructedenvironment.com/2018-conference)



## Eighteenth International Conference on Diversity in Organizations, Communities & Nations

University of Texas at Austin  
Austin, USA | **6–8 June 2018**  
[ondiversity.com/2018-conference](http://ondiversity.com/2018-conference)



## Twenty-fifth International Conference on Learning

University of Athens  
Athens, Greece | **21–23 June 2018**  
[thelearner.com/2018-conference](http://thelearner.com/2018-conference)



## XXV Congreso Internacional de Aprendizaje

Universidad de Atenas  
Atenas, Grecia | **21–23 de junio de 2018**  
[sobreaprendizaje.com/congreso-2018](http://sobreaprendizaje.com/congreso-2018)



## Thirteenth International Conference on The Arts in Society

Emily Carr University of Art + Design  
Vancouver, Canada | **27–29 June 2018**  
[artsinsociety.com/2018-conference](http://artsinsociety.com/2018-conference)



## Sixteenth International Conference on New Directions in the Humanities

University of Pennsylvania  
Philadelphia, USA | **5–7 July 2018**  
[thehumanities.com/2018-conference](http://thehumanities.com/2018-conference)



## XVI Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad de Pensilvania  
Filadelfia, Estados Unidos | **5–7 de julio de 2018**  
[las-humanidades.com/congreso-2018](http://las-humanidades.com/congreso-2018)



## Sixteenth International Conference on Books, Publishing & Libraries

University of Pennsylvania  
Philadelphia, USA | **7 July 2018**  
[booksandpublishing.com/2018-conference](http://booksandpublishing.com/2018-conference)



## **Ninth International Conference on Sport & Society**

Florida International University  
Miami, USA | **19–20 July 2018**  
[sportandsociety.com/2018-conference](http://sportandsociety.com/2018-conference)



## **Thirteenth International Conference on Interdisciplinary Social Sciences**

University of Granada  
Granada, Spain | **25–27 July 2018**  
[thesocialsciences.com/2018-conference](http://thesocialsciences.com/2018-conference)



## **XIII Congreso Internacional de Ciencias Sociales Interdisciplinarias**

Universidad de Granada  
Granada, España | **25–27 de julio de 2018**  
[interdisciplinasocial.com/congreso-2018](http://interdisciplinasocial.com/congreso-2018)



## **Eleventh Global Studies Conference**

University of Granada  
Granada, Spain | **30–31 July 2018**  
[onglobalization.com/2018-conference](http://onglobalization.com/2018-conference)



## **Eleventh International Conference on The Inclusive Museum**

University of Granada  
Granada, Spain | **6–8 September 2018**  
[onmuseums.com/2018-conference](http://onmuseums.com/2018-conference)



## **Aging & Society: Eighth Interdisciplinary Conference**

Toyo University  
Tokyo, Japan | **18–19 September 2018**  
[agingandsociety.com/2018-conference](http://agingandsociety.com/2018-conference)



## **Eighth International Conference on Health, Wellness & Society**

Imperial College London  
London, UK | **20–21 September 2018**  
[healthandsociety.com/2018-conference](http://healthandsociety.com/2018-conference)



## **VIII Congreso Internacional de Salud, Bienestar y Sociedad**

Imperial College London  
Londres, Reino Unido | **20–21 de septiembre de 2018**  
[saludsociedad.com/congreso-2018](http://saludsociedad.com/congreso-2018)



## **Third International Conference on Communication & Media Studies**

University of California at Berkeley  
Berkeley, USA | **18–19 October 2018**  
[oncommunicationmedia.com/2018-conference](http://oncommunicationmedia.com/2018-conference)



## **Eighth International Conference on Food Studies**

University of British Columbia - Robson Square  
Vancouver, Canada | **25–26 October 2018**  
[food-studies.com/2018-conference](http://food-studies.com/2018-conference)



## **Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies**

Marsilius Kolleg, Heidelberg University  
Heidelberg, Germany | **25–26 October 2018**  
[spacesandflows.com/2018-conference](http://spacesandflows.com/2018-conference)



## **Ninth International Conference on The Image**

Hong Kong Baptist University  
Hong Kong SAR | **3–4 November 2018**  
[ontheimage.com/2018-conference](http://ontheimage.com/2018-conference)



## **IX Congreso Internacional sobre la Imagen**

Universidad Baptista de Hong Kong  
RAE de Hong Kong | **3–4 de noviembre de 2018**  
[sobrelaimagen.com/congreso-2018](http://sobrelaimagen.com/congreso-2018)



## **Fifteenth International Conference on Environmental, Cultural, Economic & Social Sustainability**

UBC Robson Square  
Vancouver, Canada | **17–19 January 2019**  
[onsustainability.com/2019-conference](http://onsustainability.com/2019-conference)



## **Nineteenth International Conference on Knowledge, Culture, and Change in Organizations**

UBC Robson Square  
Vancouver, Canada | **21–22 February 2019**  
[organization-studies.com/2019-conference](http://organization-studies.com/2019-conference)



## **XIX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones**

Universidad de Columbia Británica, Robson Square  
Vancouver, Canadá | **21–22 de febrero de 2019**  
[la-organizacion.com/congreso-2019](http://la-organizacion.com/congreso-2019)



## **Fifteenth International Conference on Technology, Knowledge, and Society**

ELISAVA Barcelona School of Design and Engineering  
Barcelona, Spain | **11–12 March 2019**  
[techandsoc.com/2019-conference](http://techandsoc.com/2019-conference)



## **XV Congreso Internacional de Tecnología, Conocimiento y Sociedad**

Elisava Escuela Universitaria de Diseño e Ingeniería de Barcelona  
Barcelona, España | **11–12 de marzo de 2019**  
[tecno-soc.com/congreso-2019](http://tecno-soc.com/congreso-2019)



## **Fourth International Conference on Tourism & Leisure Studies**

Florida International University  
Miami, USA | **16–17 May 2019**  
[tourismandleisurestudies.com/2019-conference](http://tourismandleisurestudies.com/2019-conference)



## **Ninth International Conference on The Constructed Environment**

Centro Cultural Vila Flor  
Guimarães, Portugal | **23–24 May 2019**  
[constructedenvironment.com/2019-conference](http://constructedenvironment.com/2019-conference)



## **Nineteenth International Conference on Diversity in Organizations, Communities & Nations**

University of Patras  
Patras, Greece | **5–7 June 2019**  
[ondiversity.com/2019-conference](http://ondiversity.com/2019-conference)



## **Tenth International Conference on Sport & Society**

Ryerson University  
Toronto, Canada | **20–21 June 2019**  
[sportandsociety.com/2019-conference](http://sportandsociety.com/2019-conference)



## **Twelfth Global Studies Conference**

Jagiellonian University  
Kraków, Poland | **27–28 June 2019**  
[onglobalization.com/2019-conference](http://onglobalization.com/2019-conference)



## **Fourth International Conference on Communication & Media Studies**

University of Bonn  
Bonn, Germany | **26–28 September 2019**  
[oncommunicationmedia.com/2019-conference](http://oncommunicationmedia.com/2019-conference)

# Twelfth International Conference on **e-Learning & Innovative Pedagogies**

## **Call for Papers**

We invite proposals for paper presentations, workshops/ interactive sessions, posters/ exhibits, colloquia, innovation showcases, virtual posters, or virtual lightning talks.

## **Returning Member Registration**

We are pleased to offer a Returning Member Registration Discount to delegates who have attended the e-Learning & Innovative Pedagogies Conference in the past. Returning research network members receive a discount off the full conference registration rate.

# 2–3 May 2019

## Hotel Grand Chancellor Hobart

In Partnership with Australasian Association  
of Distance Education Schools (AADES)

## Hobart, Australia



[ubi-learn.com/2019-conference](http://ubi-learn.com/2019-conference)

[ubi-learn.com/2019-conference/call-for-papers](http://ubi-learn.com/2019-conference/call-for-papers)

[ubi-learn.com/2019-conference/registration](http://ubi-learn.com/2019-conference/registration)