

AADES and Common Ground Research Networks present:

Twelfth International Conference on e-Learning & Innovative Pedagogies

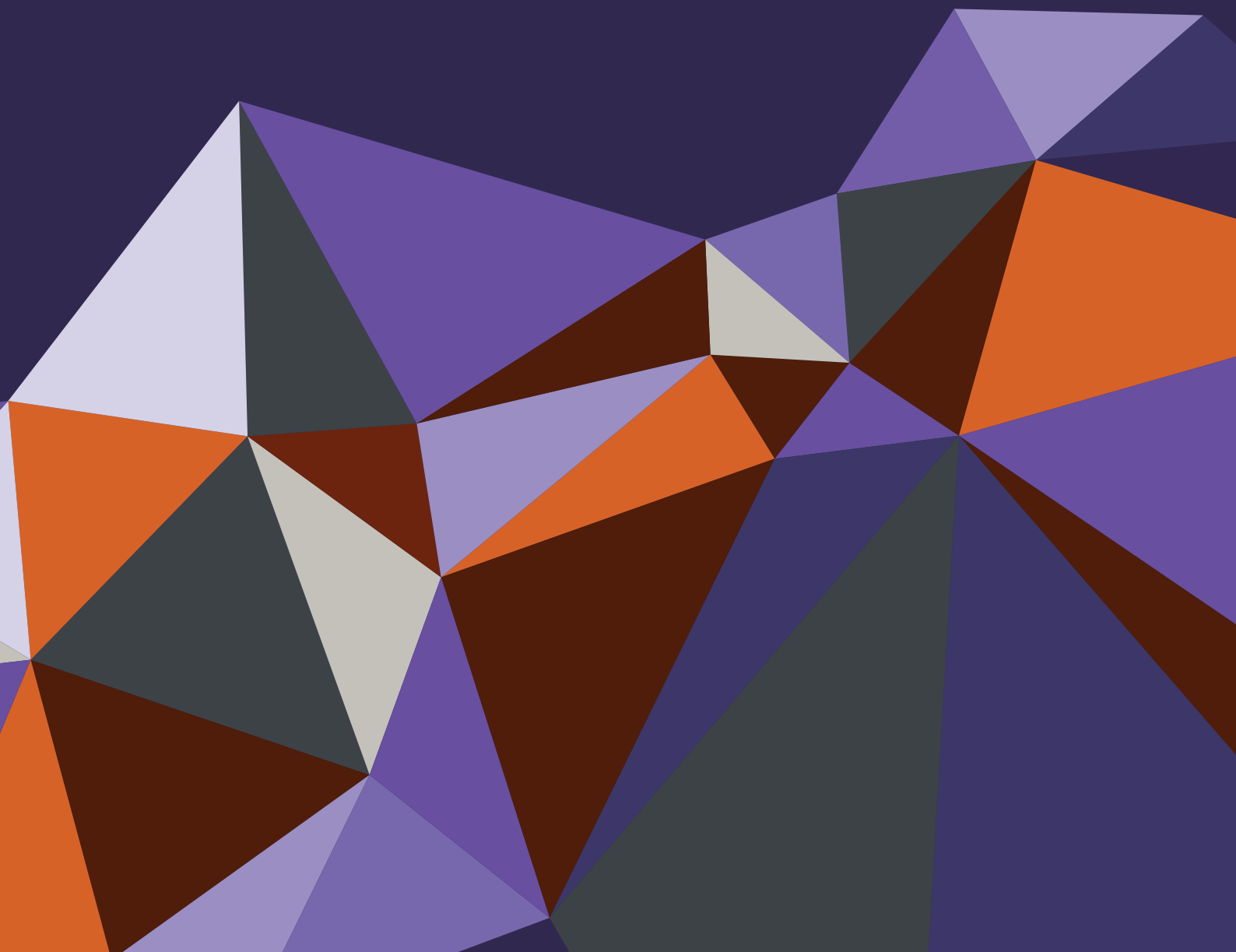
From the Ends of the Earth to Connected Learners

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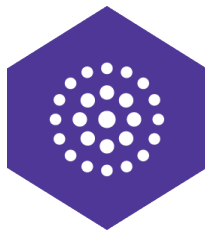


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Twelfth International Conference on
e-Learning & Innovative Pedagogies

“From the Ends of the Earth to Connected Learners”

2–3 May 2019 | Hotel Grand Chancellor Hobart | Hobart, Australia



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#AADES19

Twelfth International Conference on e-Learning & Innovative Pedagogies
www.ubi-learn.com

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Designed by Ebony Jackson and Brittani Musgrove



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Welcome to the 2019 AADES conference where the AADES community has joined with Common Ground Research Networks to bring you international research and practice in providing access to learning to all students regardless of circumstance an educational experience which is innovative, engaging and above builds confident and competent citizens. This conference brings together a wealth of perspectives including researchers, scholars and practitioners providing all participants opportunities to interact, listen, challenge our own and others' ideas and to learn and to grow. We look forward to engaging with you at the conference and learning together.

Your sincerely,

Jeane Schocroft
President
AADES

Welcome to the AADES and Common Ground Twelfth International Conference on e-Learning & Innovative Pedagogies. The themes of this conference resonate deeply with the Tasmanian eSchool motto; connected, engaged, successful global citizens. Our teachers are passionate educators, eager to learn about new digital tools that can increase the potential for our learners to successfully access, participate and achieve their academic and wellbeing goals whilst at our school.

In celebrating our centenary year, it is fortuitous that such a conference is in Tasmania. Our school has two campuses, one located in Launceston and the other based here in Hobart. So as the only state-wide online and distance education provider offering K–12 programs we are excited about the next two days of events, as it is an opportunity to network with others who share the quest to uncover how we can use technology with a generation who demand a different approach to learning and education.

With these thoughts in mind, I am delighted to share with you this exciting program of international keynote speakers and innovative workshops and presentations on e-Learning and Innovative Pedagogies from across Australia, New Zealand and around the world.

Janet Johnson,
Principal
Tasmanian eSchool

Welcome to the 12th International Conference on eLearning and Innovative Pedagogies, bringing together for the first time the Australian Association of Distance Education Schools (AADES) and Common Ground Research Networks (CGRN). Our theme this year is 'From the Ends of the Earth to Connected Learners', and this is exemplified both in the many and varied parts of the world from which you have all travelled to be here for these two days in Hobart, and also in the focus on connectedness and collaboration in the wide range of outstanding workshops and presentations you will see over the next two days.

I would like to thank all those at AADES and Common Ground whose vision, hard work and dedication have contributed to bringing this conference into being. In particular I would like to thank Phillip Kalantzis-Cope of Common Ground Research Networks and Jeane Schocroft and the AADES National Council for their vision and support in bringing the two organisations together for a combined conference in Hobart in 2019. I would also like to thank Conference Director Rachael Arcario for her incredible organisational skills and unflappable manner; Tamsyn Gilbert for the fantastic support she has provided to all our Australian and New Zealand delegates; Kim Kendall for her support in constructing the program; the AADES selection committee who had the unenviable task of shortlisting the amazing array of submissions from AADES delegates; Janet Johnson, Ben Gofton, Alannah Roach and Josh Dean for their organisational support in Tasmania; the Blended Learning Team, eSchool volunteers and Emerging Scholars who are facilitating workshops throughout the conference and Christopher Riley who back in 2017 helped turn the idea of this combined conference into a reality.

I have been truly inspired by the range and quality of the workshops and presentations on offer and am excited to see how delegates from all over the world will connect, learn from and inspire one another over the coming days.

Mark Sivills
Assistant Director Curriculum - Blended Learning
Department of Education Tasmania

Dear e-Learning Conference Delegates,

Welcome to Hobart and to the Twelfth International Conference on e-Learning and Innovative Pedagogies. My colleagues and I from Common Ground Research Networks are honoured to have you join us for this year's conference. We are also honoured to have been able to join forces this year with the Australian Association of Distance Education Schools.

This conference began in Melbourne, hosted in our first year at RMIT University, where Mary Kalantzis and I were at the time based. The program for this year's conference attests to the development of the field of e-learning since then. No longer a marginal interest with a futuristic orientation, digital media are now ubiquitous parts of education processes. However, we are still on a journey which has yet barely begun, as new opportunities present themselves around the phenomena of big data, artificial intelligence, and ambient sensors in the internet of things. It is our responsibility as educators today to scope these opportunities, and most importantly to take control of these tools for pedagogical innovation.

Over the course of three and a half decades, Common Ground has given voice to many thousands of scholars—speakers and authors with things to say about the world and who are saying them in order to change the world. One of our areas of abiding interest has been the impact of technologies, on society in general and learning in particular.

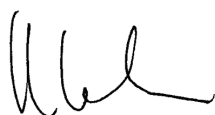
The wider canvas for Common Ground's is to offer opportunities for people like you to meet, share, and learn from each other. Across its range of research networks, Common Ground is deeply concerned with the critical issues of our time including, among other things, the nature of social change, the relationships of the human species to nature, the process of knowledge creation, the changing shape of organizations, and the dynamics of learning. These raise big-picture questions which in turn demand an interdisciplinary perspective, something that is often neglected in discipline-based conference, journal, and institutional structures.

While conference inspiration may fade with time, Common Ground offers a means for keeping inspiration alive through its journal, book series, and CGScholar, an online environment for knowledge working and learning. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination. At the same time, CGScholar is an e-learning environment which we welcome you to use with your students.

I am grateful to all of you for sharing your work at this conference. In Hobart, I want to thank Mark Sivills, Janet Johnson, Joshua Dean, and Alannah Roach for all their hard work to make this conference possible. Additionally, I thank my colleagues Rachael Arcario, Tamsyn Gilbert, Michele Hill, Ebony Jackson, Phillip Kalantzis-Cope, Kim Kendall, and Crystal Lasky Robinson, who have helped organize and produce this meeting with great dedication and expertise.

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 across the globe.

Best wishes,



Dr. Bill Cope
Director, Common Ground Research Networks
Professor of Education, University of Illinois






*Founded in 1984, we are committed to building new kinds of knowledge communities,
innovative in their media and forward thinking in their messages.*



Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates 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 Research Networks are meeting places 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.

Common Ground Research Networks offer integrated programs of action: international conferences, scholarly journals, book imprints, and online dialogue spaces using our path-breaking social knowledge software, *CGScholar.com*

 Aging & Social Change Research Network	 The Arts in Society Research Network	 Books, Publishing & Libraries Research Network	 Climate Change: Impacts & Responses Research Network
 Communication and Media Studies Research Network	 Constructed Environment Research Network	 Design Principles & Practices Research Network	 Diversity in Organizations, Communities & Nations Research Network
 e-Learning & Innovative Pedagogies Research Network	 Food Studies Research Network	 Global Studies Research Network	 Health, Wellness & Society Research Network
 The Image Research Network	 The Inclusive Museum Research Network	 Interdisciplinary Social Sciences Research Network	 The Learner Research Network
 New Directions in the Humanities Research Network	 On Sustainability Research Network	 Organization Studies Research Network	 Religion in Society Research Network
 Spaces & Flows Research Network	 Sports & Society Research Network	 Technology, Knowledge & Society Research Network	 Tourism and Leisure Research Network

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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*



Founded in 2006, 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.

Conference

The annual conference is built upon three key features: Internationalism, Interdisciplinarity, and Inclusiveness. Conference delegates include leaders in the field, as well as emerging artists and 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.

You have already begun your engagement in the e-Learning & Innovative Pedagogies 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.

Publishing

The Research Network enables members to publish through two media. First, 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 our member based peer review process. *Ubiquitous Learning: An International Journal* provides a framework for member based double-blind peer review, enabling authors to publish into an academic journal of the highest standard, but also to participate in the validation of knowledge that is produced by the research network. The second publication medium is through the e-Learning & Innovative Pedagogies Book Imprint, where we publishing cutting edge books in print and electronic formats.

We encourage you to submit an article for review and possible publication in the collection. In this way, you may share the finished outcome of your presentation with other participants and members of the network. As a member, 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 network, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Membership

As an e-Learning & Innovative Pedagogies Research Network member you have access to a broad range of benefits, tools, and resources:

- 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 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.





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.



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.

- Sandra Schamroth Abrams, Associate Professor, Department of Curriculum & Instruction, St. John's University, New York, USA
- Michel Bauwens, Peer-to-Peer Alternatives, Bangkok, Thailand
- Fran Blumberg, Fordham University, New York, USA
- 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, Beijing Normal University, China
- Eduardo Santos Junqueira Rodrigues, Universidade Federal do Ceará, Instituto UFC Virtual, Brazil
- Reed Stevens, Northwestern University, Chicago, USA
- Alfred Weiss, Pacific University, Portland, USA

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4. Search for a research network to join or create your own.

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- **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 research network 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 Research network space.

A Digital Learning Platform

Use Scholar to Support Your Teaching

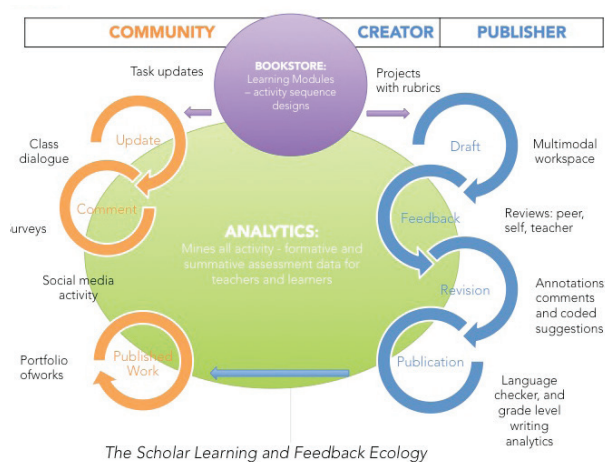
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple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

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Ubiquitous Learning: An International Journal

Aiming to create an intellectual frame of reference and to support an interdisciplinary conversation on learning in and through digital technologies and ubiquitous computing



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.

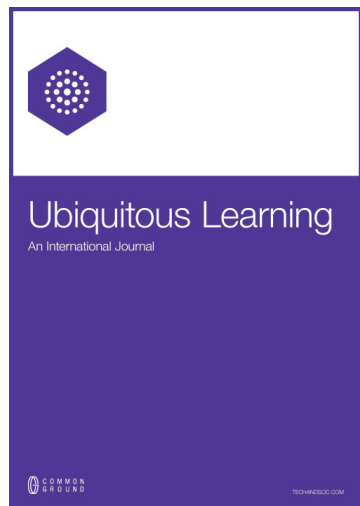
Editor



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

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.



Indexing

Australian Research Council (ERA)
Educational Psychology &
Administration Directory (Cabell's)
Education Source (EBSCO)
Scopus
Ulrich's Periodicals Directory

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2006

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Quarterly (March, June,
September, December)

Acceptance Rate:

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ISSN:

1835-9795

Network Website:

ubi-learn.com



The Publication Process

Our long-time authors are no-doubt familiar with using our CGPublisher system to submit and track the progress of articles for publication. After fifteen years of dependable service, we are making preparations to give CGPublisher a well-deserved retirement. As we preparing for this exciting change, some of the familiar processes will be changing. Authors will still receive messages throughout each phase of the publication process and can contact support@cgnetworks.org with any questions or concerns.

Step 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 that do not meet these requirements will be returned to the author(s) for revision.

Step 2: Upload the Submission

Once you have revised your initial submission to meet the article requirements, please visit our Article Submission page: <http://cgnetworks.org/support/submit>.

Step 3: Checking Progress

Once your article is received, you will receive updates on the status of its progress. During this time, legacy submissions will continue to be managed in CGPublisher while newer submissions will be managed internally by the editorial staff. Authors of both newer and legacy submissions will continue to receive status updates on the progress of their article.

- CGPublisher users can see the status an article by logging into CGPublisher at www.cgpublisher.com and status updates will be sent via email from cgpublisher.com.
- Authors of newer submissions can learn the status an article by contacting articlestatus@cgnetworks.org and status updates will be sent via email from articlestatus@cgnetworks.org.

Step 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 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 Publication Ethics page listed under the Peer Review Policies section and our Publication Ethics and Malpractice Statement section: <http://cgnetworks.org/journals/publication-ethics>.

Step 5: Peer Review Decision

When both referee reports are returned, and after the referees' identities have been removed, you will be notified by email and provided with the reviewer reports. Articles that have been 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 to 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 will be withdrawn from consideration.

Step 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 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, which will allow you to skip this step.

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>.



Step 8: Prepare the Final Submission

After the publication agreement is final, you will have thirty days to complete any revisions to your final submission and return your article. Please ensure your final submission meets the Final Submission Requirements before returning 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 (seventeenth edition) and the other listed requirements: <http://cgnetworks.org/support/chicago-manual-of-style-citations-quick-guide>. Articles that have been accepted with revisions will require a change note to be included with the final submission. Articles that do not meet these requirements will be returned for revision until these requirements are satisfied.

Step 9: Final Checks ("Ready for Typesetting" in CGPublisher)

Once we have received the final submission of your article, our Publishing Department will give your article a final review. During this step, CGPublisher users will see a workflow status listed as "Ready for Typesetting," indicating that the final submission is ready for inspection.

Step 10: Copy Editing and Proof Inspection

If the final submission meets the Final Submission Requirements, the article will enter Copy Editing. During Copy Editing, our editorial staff will note minor problems with citations, references, grammar, spelling, or formatting. The author(s) will be responsible for correcting these noted problems. Careful adherence to the article template and the citation style guide will greatly minimize the need for corrections. After all copy editing notes have been resolved, we will create a typeset proof for the author(s) to inspect.

Step 11: Article Publication

Individual articles are published "Web First" to our CG Scholar DOI: <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 One – 15 January
- Submission Round Two – 15 April
- Submission Round Three – 15 July
- Submission Round Four – 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 will be published with a full citation as soon as it is ready, even if that is before the full issue is published.



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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.

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International Award for Excellence

Ubiquitous Learning: An International Journal presents an annual International Award for Excellence for new research or thinking in the area of religion. All articles submitted for publication in *Ubiquitous Learning: An International Journal* are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for *Ubiquitous Learning: An International Journal* and the annual International Conference on Religion and Spirituality in Society. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winners, Volume 11

Dr. Marisa Macy, University of Central Florida, Orlando, USA

Dr. Robert Macy, Associate Professor, University of Central Florida, Orlando, USA

Dr. Melanie Shaw, Professor, School of Education, Northcentral University, New York, USA

For the Article

"Bringing the Ivory Tower into Students' Homes: Promoting Accessibility in Online Courses," *Ubiquitous Learning: An International Journal*, Volume 11, Issue 1

DOI: 10.18848/1835-9795/CGP/v11i01/13-21

Abstract

With the growth of institutions providing online learning environments, administrators and educators need strategies to support students with disabilities. The purpose of this literature review is to identify optimal accessibility standards for meeting the needs of online students with disabilities. This article will share some helpful practices that could be used to create greater access for students. Some of the 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.



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.

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For more information, please visit:

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- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Use our website to recommend that your institution subscribe to *Ubiquitous Learning: An International Journal*: https://cgscholar.com/cg_support/en/docs/58-institutional-subscriptions.

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- Sample chapters or complete manuscript
- Manuscript submission date

Submit proposals by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.

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We welcome proposals or completed manuscripts between 30,000 words and 150,000 words in length that fall into one of the following categories:



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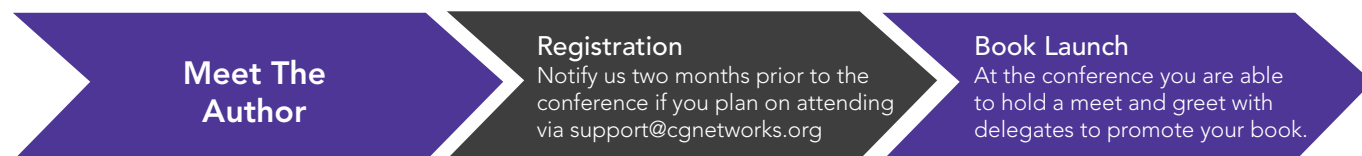


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Newly published authors are encouraged to send in a five minute video about themselves that will allow them to interact with their readers. Once approved, the video will be uploaded to scholar, and shared through Common Ground Research Networks social media.

- What made you write about this subject?
- What is your favorite chapter of the book?
- What is your writing process like?
- What is the message that you would take away from your book?



Scholar Account

Every author is given a Common Ground Scholar Account. This account will allow learners to represent their knowledge multi-modally in the 'cloud' - with text, image, audio, video and dataset, all in the one space. A space to interact with people who have read or who are interested in your book. Scholar acts as your own scholarly social network for you to promote your book and interact with peers in a similar field of study.

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 reviewing 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 essential part of the publication process.

We recognize 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 with:



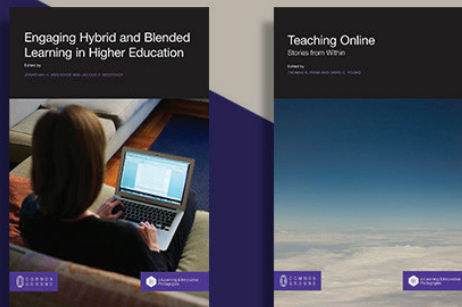
A brief description of your professional credentials



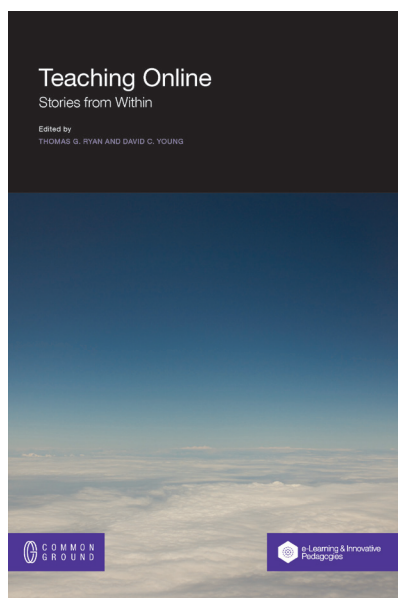
A list of your areas of interest and expertise



A copy of your CV with current contact details



e-Learning & Innovative Pedagogies Book Imprint



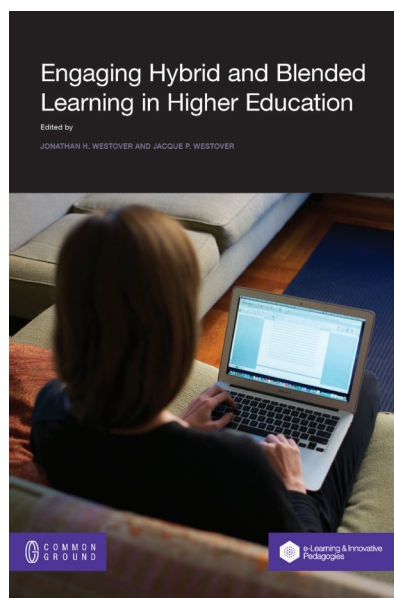
Teaching Online: Stories from Within

Thomas Ryan and David C. Young (eds.)

DOI:

10.18848/978-1-61229-607-4/CGP

This book reveals post-secondary instructors' 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.



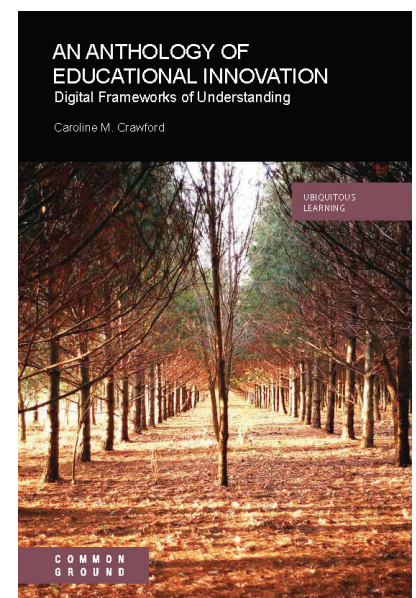
Engaging Hybrid and Blended Learning in Higher Education

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

DOI:

10.18848/978-1-86335-871-2/CGP

This edited collection provides a comprehensive introduction to hybrid and blended learning and explores the role of emerging disruptive technological innovations within academia.



An Anthology of Educational Innovation: Digital Frameworks of Understanding

Caroline M. Crawford

DOI:

10.18848/978-1-86335-900-9/CGP

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.

Find these and more books at <https://cgscholar.com/bookstore>.



International Conference on e-Learning & Innovative Pedagogies

*Curating global interdisciplinary spaces, supporting
professionally rewarding relationships*



Conference History

Founded in 2006, the International Conference on e-Learning & Innovative Pedagogies brings together scholars, teachers, and practitioners together to discuss new technologies in learning and to explore possibilities for innovative pedagogies. The conference aims to provide a space for careful, scholarly reflection, and open dialogue.

The International Conference on e-Learning & Innovative Pedagogies 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.

Past Conferences

- 2008 - Chicago, USA
- 2009 - Northwestern University, Boston, USA
- 2010 - University of British Columbia, Vancouver, Canada
- 2011 - University of California, Berkeley, USA
- 2012 - University of Illinois, Urbana-Champaign, USA
- 2013 - Universidad Nacional de Educación a Distancia, Madrid, Spain
- 2014 - Pacific University in Forest Grove, Oregon, USA
- 2015 - University of California, Santa Cruz, USA
- 2017 - University of Toronto, Toronto, Canada
- 2018 - St John's University, Manhattan Campus, New York, USA

Plenary Speaker Highlights:

The International Conference on e-Learning & Innovative Pedagogies has a rich history of featuring leading and emerging voices from the field, including:

- Nicholas C. Burbules, Professor, University of Illinois at Urbana-Champaign, Urbana-Champaign, USA (2009)
- Chris Dede, Professor, Harvard University, Cambridge, USA (2009)
- Caroline Haythornthwaite, Professor, Syracuse University, Syracuse, USA (2010)
- Satya V. Nitta, Program Leader, IBM's T.J. Watson Research Center, USA (2015)
- James C. Spohrer, Director, Cognitive OpenTech IBM, USA (2015)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Contact us at support@ubi-learn.com to become a partner.





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 International Conference on e-Learning & Innovative Pedagogies offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 15 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 research network 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 Conversation.



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 research network. 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 a moderator. 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.



Virtual Lightning Talk

Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the network YouTube channel. Full papers can based in the virtual poster can also be submitted for consideration in the journal.



Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template and Virtual Posters are submitted as a PDF. Final posters must be submitted at least one month prior to the conference start date. Full papers based on the virtual poster can also be submitted for consideration in the journal.



Thursday, 2 May

8:00–9:00	Conference Registration Desk Open
9:00–9:20	Welcome to Country—Kartanya Maynard, Member of the Tasmanian Aboriginal Community, Tasmania
9:20–9:50	Conference Opening—Rt Hon Jeremy Rockliff MP, Deputy Premier Tasmania, Minister for Education and Training, Minister for Infrastructure, Minister for Advanced Manufacturing and Defense Industries, Tasmania Tim Bullard, Secretary, Department of Education, Tasmania Dr. Bill Cope, Common Ground Research Networks, University of Illinois at Urbana-Champaign, United States Jeane Schocroft, President, AADES, Australia and New Zealand
9:50–10:00	NSW Distance Education Choir Project
10:00–10:30	Plenary Session—Dr. Bill Cope, College of Education, University of Illinois, Urbana-Champaign, United States <i>Assessment for Learning: How Artificial Intelligence Changes the Paradigm</i>
10:30–11:00	Garden Conversation
11:00–11:45	Talking Circles Room 1 –2019 Special Focus: From the Ends of the Earth to Connected Learners Room 2 – Pedagogies Room 3 – Institutions Room 4 – Technologies Room 5 – Social Transformations
11:45–13:25	Parallel Sessions
13:25–14:25	Lunch
14:25–16:05	Parallel Sessions
16:05–16:20	Coffee Break
16:20–18:00	Parallel Sessions

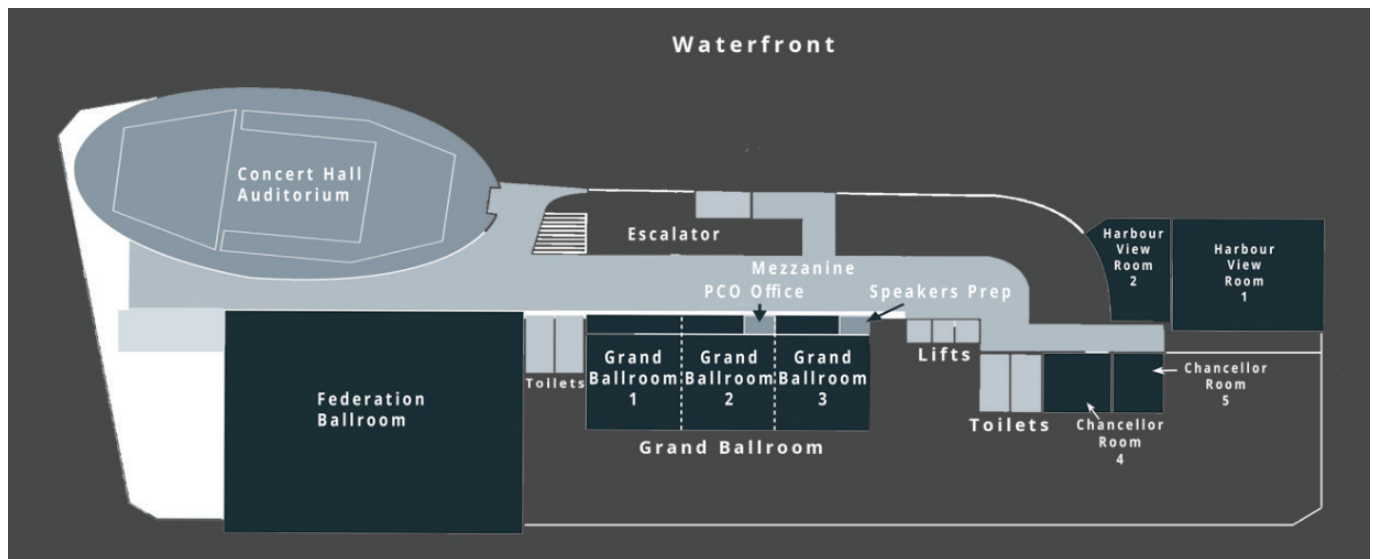
Friday, 3 May

8:30–9:00	Conference Registration Desk Open
9:00–9:15	Daily Update—Dr. Bill Cope, Common Ground Research Networks, University of Illinois at Urbana-Champaign, Champaign, United States
9:15–10:00	Plenary Session—Claire Madden, Hello Clarity, Strategy + Communication, Australia <i>Educating Screenagers: Gen Z as Learners + Pedagogical Implications for Educational Sector</i>
10:00–10:30	Garden Conversation
10:30–12:10	Parallel Sessions
12:10–12:50	Lunch
12:50–13:35	Parallel Sessions
13:35–13:50	Break
13:50–15:30	Parallel Sessions





Grand Chancellor Hobart Conference Center



Registration Desk – Outside Grand Ballroom

Room 1 – Grand Ballroom 1

Room 2 – Grand Ballroom 2

Room 3 – Grand Ballroom 3

Room 4 – Harbor View Room 1

Room 5 – Harbor View Room



Special Events

Pre-Conference Tour: A-Lab

Wednesday, 1 May | Cost: Complimentary to all participants

Participants of this tour are to meet at the A-Lab at their designated time, either 10am or 2pm. The A-Lab is a Digital Technologies and STEM space which is housed at the Peter Underwood Centre; a partnership between the University of Tasmania and the Tasmanian State Government (DoE) in conjunction with the Office of the Governor of Tasmania.

The A-Lab supports schools and teachers to;

- further develop an understanding of the DoE's STEM framework how to use it to develop STEM approaches for their students
- develop an understanding of digital literacy in their implementation of the Digital Technologies Curriculum by assisting them to explore some pedagogical techniques for fostering digital literacy in various learning areas
- develop an understanding of the use of ICT in improving learning outcomes for students
- embrace the opportunities of blended learning and the use of digital tools for learning.

through:

- comprehensive professional learning sessions of the various digital tools available in the A-Lab and how these can be used to promote/implement Digital Technologies Curriculum as well as the use ICT to enhance student learning in the different subjects and STEM learning inquiries
- targeted digital literacy and ICT support for clusters of teachers/schools
- providing a non-threatening space for teachers and students to experiment with various tools to develop their skills and interest in STEM.

Pre-Conference Tour: Tasmanian eSchool

Wednesday, 1 May | Cost: Complimentary to all participants

The Tasmanian eSchool was established 100 years ago and delivers educational programs for students from Kindergarten to Year 12 for all public education students in Tasmania. The school is the only one of its kind in the state delivering to students state-wide, inter-state and overseas. Our programs are supported by face to face learning opportunities, to achieve curriculum diversity and to promote student engagement.

The school has two campuses, one in the northern part of Tasmania and another in the south. Access to programs is by either enrolment (isolation) or registration (travel, medical, psychological, pregnancy, school initiated). We provide three additional services to support the Tasmanian community. These include: the Hospital Schools Program for all major hospitals in the state; and the STARS Program, which develops the social skills of students with a diagnosis of High Functioning Autism. The school also delivers local community based outreach programs to students who require specialised intervention services.

Our mission to "provide a safe and supportive learning environment that is personalised, engaging and relevant to enable all students to realise their individual potential" is evident in all that we offer.





Pre-Conference Tour: kunanyi / Mt. Wellington

Wednesday, 1 May | Time: 9:00am–11:00am | Cost: US\$40.00

Join other conference delegates on this pre-conference tour to kunanyi / Mt. Wellington. The tour provides pick up and drop off to the conference hotel.

From our tour company: "Crowned by alpine vegetation and dusted by snow in winter, kunanyi / Mt Wellington enables the visitor to glimpse the unfolding panorama of river, fields and the aquatic setting of Hobart town. It's one of those jaw dropping moments in life, where you reach the top of a mountain and spread out before you is a magnificent sight. kunanyi/ Mt Wellington is definitely the place to be in awe. Once you step out of the coach, the view that surrounds you is amazing! You can see Hobart, the Derwent River and beyond. On a clear day you can also see out to Bruny Island. After taking in the views we then make a stop at the Female Factory, once a convict prison for women and children."

Pre-Conference Welcome Reception

Wednesday, 1 May | Time: 6:30pm | Location: Atrium of the Grand Chancellor Hotel Hobart

Cost: Cash bar, complimentary appetizers for all conference participants

Common Ground Research Networks, AADES, and the e-Learning & Innovative Pedagogies Conference will be hosting a welcome reception the evening before the conference begins, Wednesday, 1 May in the Mezzanine of the Hotel Grand Chancellor Hobart. The reception will begin at 18:30 and will serve light hors d'oeuvres with a cash bar. Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse before the conference begins. We look forward to hosting you!

Conference Dinner – MONA

Thursday, 2 May | Time: 6:30pm | Location: Departs from the Brooke Street Pier

Cost for dinner + ferry: US\$95.00 | Cost for dinner only: US\$70.00

The Museum of Old and New Art (MONA)

Join other conference delegates, plenary speakers, and our local organizing committee for a conference dinner at the largest privately funded museum in the Southern Hemisphere, MONA. MONA was designed, by Fender Katsalidis Architects, to be explored—as, a space of wonder and experiment.

Opt to take the high speed ferry from Brooke Street Pier (a 7 minute walk from the Hotel Grand Chancellor Hobart) and enjoy a beverage on board throughout your journey.

Upon arrival at MONA, you'll be greeted by staff and escorted into the museum for an exclusive viewing of the galleries before dinner. If you've included the ferry in your booking, it will take under 25 minutes for it to bring you back to the Brooke Street Pier.



Bill Cope

"Assessment for Learning: How Artificial Intelligence Changes the Paradigm"



Dr Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor at Charles Darwin University, Australia. He is also a director of Common Ground Research Networks, a not-for-profit publisher and developer of "social knowledge" technologies. He is a former First Assistant Secretary in the Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His 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. Among his recent publications are edited volumes on *The Future of the Book in the Digital Age* and *The Future of the Academic Journal*, and with Kalantzis and Magee, *Towards a Semantic Web: Connecting Knowledge in Academic Research*.

Claire Madden

"Educating Screenagers: Gen Z as Learners + Pedagogical Implications for Educational Sector"



Claire Madden (www.clairemadden.com) is a leading voice internationally on Generation Z. As an author, social researcher, keynote speaker, and media commentator, Claire is in high demand as an expert in interpreting social trends, demographics, and implications of generational change. Claire is the author of *Hello Gen Z: Engaging the Generation of PostMillennials*. Claire is highly regarded for her dynamic and engaging presentations where she translates robust, research-based content into strategic applications for educators, managers, and business leaders. Claire is commissioned by some of the nation's largest companies and leading brands to interpret the changing landscape and communicate the implications for business and society. As a media commentator, Claire is regularly interviewed on prominent television programs including *The Drum*, *The Project*, *The Today Show*, *SkyNews*, *Sunrise*, and *The Morning Show*, as well as on the radio and in print media. Claire is on the board of a financial services company and is also a PhD candidate, studying the impact of Gen Z and work.

Kartanya Maynard

"Welcome to Country"



Kartanya Maynard is a proud member of the Tasmanian Aboriginal Community and has been a musician since she was 10 years old. She has been actively involved in community by attending marches and rallies, performing at public and sacred community events and is the youngest person to ever be voted onto the Tasmanian Aboriginal State Committee. She won the Tasmanian Aboriginal Artist of the Year in 2011 and the Tasmanian Aboriginal Youth of the Year in 2013. She is also one of the very few musicians that sings in the Tasmanian Aboriginal language palawa kani. She is a singer/songwriter who graduated with a Bachelor of Music from the Conservatorium of Music in 2017 and has performed at such events as the Putalina Festival, the Winter Feast & numerous rallies for the Bob Brown Foundation.



Jenny Wong



Jenny's passion is to educate the young minds and to drive changes to the education ecosystem. Jenny has more than 20 years of experiences and currently is the Head of the School of Business & Social Sciences and School of Pre-University Studies in a higher learning institution in Malaysia. Her research interest is in the area of emotional intelligence (EQ) which focuses on striking the balance between a range of actors including learners and educators; especially to better engage the minds in the vigorous learning environment which subsequently humanize and improve the education ecosystem. Her research on EQ is not limited to education spectrum but to different areas/specialization which promotes trans-disciplinary research that in turn, promotes new concepts, methodologies, and creativity that move beyond the boundaries of each area/specialization to provide solutions to common problems.

Patience Kelebogile Nkalane



Patience Kelebogile Nkalane, is a Lecturer in the College of Education, Department of Curriculum and Instructional Studies at the University of South Africa. She is a PhD candidate focusing on alternative e-assessment in higher education. Her research interests include teacher development in teaching Economic and Management Sciences, distance education, and technology enhanced learning.

Kimberley Williams



Kimberley Williams is the undergraduate course instructor for Business Communication at the University of Alabama in Tuscaloosa. Kimberley has eight years of experience in higher education as a part-time and full-time undergraduate instructor. She has the responsibility and pleasure of teaching her favorite courses which are Inter-Personal Professional Communication, Inter-Cultural Communication, and Business Communication. Her passion for teaching began in 2010 in her Master of Arts Graduate Program as a Teaching Assistant for a public speaking course. It is in this role that she realized that she had a desire for teaching and wanted to pursue it as a career. Throughout her teaching career she has had the opportunity to develop and re-design two main courses in Business Communication and Inter-cultural Communication. Both developments have allowed her to tailor the content to include elements that offer students greater interaction and engagement. With these developments Kimberley was able to create a learning environment that prompted students to think more critically and analyze the content provided at a higher level of application. As a course instructor, Kimberley has three core principles that she expresses to her students on the first day of class. These principles are communication, collaboration, and reciprocity, and they all work in tandem. She wants students to feel that we are working with each other, not that she is working for them, nor them working for her. The principle of reciprocity, as a by-product respect, is developed from this notion of collaboration. As a current full time doctoral student in the Higher Education Administration program at The University of Alabama her research interests are in the areas of online teaching and learning, online course development, and online pedagogy. It is through this research that she hopes to foster greater communication and creation of course content in both the online and face to face environment.

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09:50-10:00	NSW Distance Education Choir Project
10:00-10:30	Plenary Session - Dr. Bill Cope, College of Education, University of Illinois, Urbana-Champaign, United States
	<p>Assessment for Learning: How Artificial Intelligence Changes the Paradigm</p> <p>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-for-profit 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.</p>
10:30-11:00	Garden Conversation and Coffee Break
	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.
11:00-11:45	Talking Circles
	<p>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 introduce themselves and their research or teaching interests to one another.</p> <p>Room 1: 2019 Special Focus: From the Ends of the Earth to Connected Learners Room 2: Pedagogies Room 3: Institutions Room 4: Technologies Room 5: Social Transformations</p>
11:45-13:25	PARALLEL SESSIONS

Themed Paper Presentations: Dynamic Assessment

Authentic Assessment with Robust e-Exams

Mathew Hillier, Senior Lecturer, Education Academy, Monash University, Melbourne, Australia

Andrew Fluck, Senior Lecturer, University of Tasmania, Australia

The development online e-Exam technologies that focus on "authentic assessment" in Australia (Fluck & Hillier, 2016), Austria (Frankl, Schartner, & Jost, 2017), Finland via their Matriculation Examination Board (Vikberg, 2018) presents an opportunity to unlock the last bastion on pen-on-paper - the exam room - for reform to include twenty first century skills and capabilities. These technology approaches enables rich, constructed assessment tasks by providing authentic "e-tools of the trade" software applications and a secure, consistent operating system on each student's BYO laptop. The technology works alongside a learning management system or quiz module to provide an electronic workflow for assessments. The Australian implementation (Hillier, Grant & Coleman, 2018; Fluck, Pullen, & Harper, 2009, transformexams.com) is also capable of working without a network for most (or all) of the exam session and that ensures exam continuity. In this paper we will examine the Australian "Robust e-Exams" approach that will include hands-on with a selection of authentic task examples and discussion of the practicalities associated with running e-exams in-class and in exam halls. Findings from an Australian case will be presented following live trials in 2018 of robust online exams in units (subjects) where students undertook a sequence of practice, mid term and a final examinations using the platform. In this case a Moodle quiz, additional software applications and audio files were utilised as part of the exams. Student feedback on their experience was collected using pre and post surveys covering a range of issues related to technology acceptance.

CG - Technologies

Use of Ubiquitous, Web-based Evaluations of School Cultural Climates to Transform the Educational Architectures of Public Schools: A Proposed Model for Insuring Culture-fair and Safe Public Schools

Dr. Susan Miller, Assistant Professor, Educational Psychology, Miami University

Dr. Kenneth Miller, Professor, Department of Counseling, School Psychology, and Educational Leadership, Youngstown State University, Youngstown, Ohio, United States

Despite decades of legal and other regulatory efforts to create culture-fair and safe public schools, structural problems impede progress. Cultural bias and discrimination permeate public school policies, procedures, practices, and programs. Major roadblocks to resolving these problems are: absence of a procedure for systematically evaluating school climates to determine unique sources and types of cultural bias and discrimination, and, subsequent inability to target interventions for particular individuals, groups, and institutional entities. Authors propose use of systematic, web-based evaluations of school cultural climates using the Survey of Cultural Attitudes and Behaviors (SCAB), which is designed to collect ongoing quantitative and qualitative data from students, teachers, administrators, and staff via a school-specific, internet link in order to identify strengths and limitations of the school's cultural climate. At three-month intervals, researchers analyze data in order to determine specific problem areas and targets for intervention. Based upon the data trends, researchers create unique remediation plans for presentation to school boards and administrators for individuals and/or groups, with specific recommendations for modifications of school policies. Through this process of ubiquitous, web-based evaluation, school administrators, teachers, students, and staff collaboratively identify cultural dynamics that hamper student learning and safety, hold individuals and groups accountable for their actions, reduce the incidence of cultural bias and discrimination, provide empirical evidence to modify school policies, and promote the development of a culture-fair and safe institutional climate. Authors illuminate use of the proposed evaluation model by describing elements of previous research using the SCAB.

CG - Institutions

First Stage Assessment in Online Higher Education

Jay Cohen, Associate Professor - Online Learning Design, Department of Learning and Teaching, Charles Sturt University, Melbourne, Australia

Assessment is a central feature of any higher education curriculum. Assessment broadens student learning, permits judgement about the standard of student work, and provides the means for certification. Yet not all assessment is, nor should be considered through the same lens. Well-designed first year assessment should facilitate first year students in the transition to higher education among other things. First-year assessment in higher education should be considered and managed discretely. With this said the distinctions between good first stage assessment, and good first stage assessment in an online environment are somewhat, but not entirely, analogous. In this way first stage assessment in an online higher education environment might be considered as – same, same but different. This paper draws on Nicol's (2009) seminal work on first year assessment and Carless' (2015) learning-orientated assessment, augmenting this for application in online higher education. This paper is firmly based on the literature, as well as informed by practice and is intended to provide academics and learning designers with a reference point so that the design and implementation of first year online assessment in higher education, can, as it should, influence student success.

CG - Pedagogies

e-Portfolio as Alternative Assessment Approach in an Open Distance e-Learning University

Patience Kelebogile Nkalane, Lecturer, Curriculum and Instructional Studies, University of South Africa, Pretoria, Gauteng, South Africa

Alternative assessment in the 21st century illustrate the importance of assessment practices that promote constructivist perception, allowing students to create their own learning as active participants through authentic assessment unlike traditional assessment. The purpose of this paper was to explore the functionality of e-portfolios as alternative assessment strategy in an Open distance e-Learning university, drawing on the case of a South African Open Distance e-learning (ODEL) university. Interviews were used to collect data for this qualitative study, were audio recorded, transcribed and analysed for themes. The findings revealed that e-portfolio use, its purpose and functionality is not employed to its full potential. Based on the findings the study recommends that an e-portfolio assessment framework on how to use e-portfolio as alternative assessment should be facilitated for the successful implementation of this alternative assessment in higher education.

CG - Pedagogies

Themed Paper Presentations: Agency and New Learning

Using the "Tech Start-Up" Concept to Train, Engage, and Inform Students

Stephanie Coopman, Professor, Communication Studies, San Jose State University

Ted Coopman, Lecturer, Communication Studies, San Jose State University, San Jose, United States

Research suggests that incorporating social media into the college classroom can promote student collaboration and connections with the larger community. Integrating an experiential learning approach creates a space for student engagement, expertise development, application, and reflection. Students become their own agents of learning as they assume the role of informed and critical social media producers. Undergraduate and graduate students were enrolled in an upper-division online activity course organized as a technology company start up at a public university in the U.S. Students participated in an academic department's social media team, publishing a weekly newsletter and producing and curating content for multiple social media outlets designed for public and university audiences, a website for the department's students, and a career portal. Students found the entrepreneurial approach to the team both liberating and challenging as they engaged with each other and the communities in which they were embedded. Students came to recognize and embrace the multifaceted nature and ubiquity of learning opportunities. In addition, they developed key transferable skills, including effective writing, social media literacy, critical thinking, teamwork, problem solving, decision making, self-management, and leadership. Future steps include applying the model to additional outreach projects, as with developing stronger ties with alumni, and developing a toolkit for other university units interested in creating similar course structures that bring a start-up experiential learning framework to social media production.

CG - Pedagogies

Student Characteristics, Design Features and Outcomes in Blended Learning at The Maldives National University

Niuma Mohamed, Lecturer, Faculty of Education, The Maldives National University, Maldives

This paper investigates the effectiveness of a blended learning environment through analyzing the relationship between student characteristics/background, design features and learning outcomes, followed by identifying the factors (among the learner characteristics and blended learning design features) of blended learning effectiveness leading to quality blended learning in higher education environment. A survey was administered to purposively selected 75 students (who will be taking blended classes during the academic year 2018) from 12 outreach centres located in different atolls in the Maldives to gather data on student characteristics/background, design features and learning outcomes. The final semester evaluation results were used as a measure for performance as an outcome. The online self-regulatory learning questionnaire for data on learner self-regulation, the intrinsic motivation inventory for data on intrinsic motivation and other self-developed instruments for measuring the other constructs were used. Pearson correlation was used to identify the factors of blended learning effectiveness. The results showed that blended learning design features (technology quality, Moodle & resources, and face-to-face support) and learner characteristics/backgrounds (attitudes and self-regulation) predicted student satisfaction as an outcome. The results indicate that some of the learner characteristics/backgrounds and design features are significant predictors for student learning outcomes in blended learning.

CG - Technologies

The Capstone Experience: Five Principles for a Connected Curriculum

Dr. Mitch Goodwin, Curriculum Design, Arts Teaching Innovation, University of Melbourne

This paper's focus is the redesign and re-imagining of a selection of final-year capstone units in the Bachelor of Arts program at the University of Melbourne. We describe the five principles that were our blueprint for reinterpreting the capstone as a sequence of authentic, reflective, creative, celebratory and networked experiences. Further, we view connectedness as having broader social and industrial implications beyond just purely disciplinary knowledge. Therefore, we see a need for capstone subjects to incorporate authentic experiences that emphasise creativity, social mindedness and critical awareness. We designed the Arts Capstone Experience Project through a reflective practice over time rather than in advance as a prescriptive roadmap. Our priorities are also informed by the Faculty's strategic emphasis on active learning, critical thinking and leadership, and, more recently, student wellbeing. Capstone experiences can be the most challenging yet satisfying experiences in a degree because performance is tested not only before teaching staff and peers but also in public spheres, both familiar and newly acquired. Students reaching the capstone are expected to have a solid theoretical grasp of their chosen discipline and, ideally, to be capable of using their learning critically and creatively as they move into new realms. Sharing insights into the challenges and successes of the curriculum (re)design process, we hope to embolden other teachers and learning designers to pursue change in their own programs. We believe strongly that connected, productive and meaningful capstone experiences are vital for all students emerging into an increasingly complex and rapidly changing world.

CG - 2019 Special Focus: From the Ends of the Earth to Connected Learners

Pedagogies for Sustainability: How Should Educators Respond to Environmental Degradation?

David Humphreys, Professor, Environmental Policy, The Open University, Milton Keynes, United Kingdom

Global environmental degradation is the greatest public welfare problem of our age. It calls for a public education endeavour in its broadest sense, one involving not just the academy and students but the global public. Ecopedagogy offers the prospect of a new curriculum, a radical approach to education that resists those political and economic structures that generate environmental problems while working with social movements to generate an alternative politics. It challenges those engaged in environmental education to rethink how they teach agency to students and what the role of the educator should be in teaching citizens to think through how they should respond to environmental degradation. This paper explores the relevance of the concept of ecopedagogy as a teaching model. It presents some examples of teaching on agency and environmental issues from Open University environment modules that encourage students to evaluate what their role should be in responding to global environmental degradation.

CG - 2019 Special Focus: From the Ends of the Earth to Connected Learners

Workshops: Technology Innovations in Languages

Robots Moving into Classes: Exploring Telepresence Possibilities for the Future

Kym Nelson, Primary Teacher, Education Queensland, The School of Distance Education Charters Towers

Mr. Akira Goto, Japanese Teacher, Languages, The School of Distance Education Charters Towers

Stacey Johnson, Teacher, Education Queensland, The School of Distance Education - Charters Towers

Living in and contributing to a diverse and dynamic world of ever evolving technologies must bring forth a change in the face of education. The reality is, that we, as educators must embrace these emerging changes and adjust our pedagogical practises accordingly. This workshop will provide a unique opportunity for educators to interact with a world-class robotic device. The two-wheeled robot, designed and produced by the Nomura Research Institute in Tokyo, has the potential to support multimodality to manage productivity, understanding and build interpersonal relationships between student, teacher and tutor. Join three teachers from The School of Distance Education – Charters Towers as they share their experiences in the Primary, Languages and Learning Support sectors and engage in meaningful discussions on the ever-changing face of education. Throughout this workshop, participants will take part in discussions about maximising pre-existing learning systems with the robot to help overcome barriers experienced in distance education settings.

AADES - Technologies

Creating an Interactive and Motivating Environment for Online LOTE Lessons Using Technology

Kylie Huff, Teacher, Japanese, Capricornia School, United States

Stacey Stewart, Capricornia School of Distance Education

This workshop will showcase how LOTE teachers can make their lessons interactive and engaging for students using a variety of technologies. The purpose of this workshop is to provide examples of active learning and to highlight different programs that can be used to assist active learning in a language classroom. This workshop will also aim to offer strategies to teachers in order to promote student engagement in language lessons. This workshop will cover a variety of topic areas that include modelling an IMPACT lesson using Blackboard Collaborate, using tools such as emoji's, the chat box feature and break out rooms. The presenters will model how to use an online program called "Elluminate Plan" in order to create interactive resources, games and assessment tasks. This will extend to providing ideas on a range of engaging learning activities for lessons such as hidden hiragana, matching card games, songs, online board games, links to useful online games and more. In addition to this, another online feature called 'Seesaw' will also be highlighted. This effective program allows students to share and comment on each other's work and provides students with access to resources including videos, etc. This workshop will be presented with the use of a laptop and data projector/ interactive whiteboard and will provide participants with handouts based on the information and strategies provided to allow the opportunity for participants to review and consider implementation into their own language classrooms.

AADES - Technologies

Thursday, 2 May	
11:45-13:25	PARALLEL SESSIONS
Room 4	<p>Workshops: Wellbeing and Social Inclusion</p> <p>Inclusion/Agency/Edge on the Mexican/American Border: An Asset-based Approach to Underserved Populations in a Higher Education Context</p> <p>David Ruiter, Associate Provost for Strategic Initiatives, Office of the Provost, University of Texas at El Paso, El Paso , TX, United States Cristina Goletti, Chair of Theater and Dance, University of Texas El Paso, United States</p> <p>Through an asset-based approach, we know that our students come to us as talented individuals with the skills and experiences necessary for success in higher education and career; this is just as true for the under-served, as it is for students who come from greater privilege. These assets, when identified, articulated, and optimized through classroom learning and high impact practices, lead to a competitive edge as students progress into graduate school, career, and civic leadership as well-rounded individuals. This workshop will first provide examples of how an asset-based pedagogy develops both disciplinary knowledge and professional skills. Then, attendees will engage, as individuals and teams, to discover generative assets within themselves, their institutions, and communities. The first activity: a strengths-finding exercise done as individuals and pairs to discover the range of expertise within the room. The second activity: the creation/implementation of spontaneous teams—maximizing the diversity of talent within each group—to work on a creative task (e.g. a photographic/Instagram essay, a short video, a story composed via twitter). These activities will focus on three outcomes: To highlight the learning mindset of contemporary students; To activate participants’ assets in a project-based context; To understand how diversity of expertise within any learning environment can be optimized to create a holistic, empowering approach to learning and life.</p> <p><i>CG - Social Transformations</i></p>

Thursday, 2 May	
11:45-13:25	PARALLEL SESSIONS
Room 5	<p>Innovation Showcase</p> <p>Implementing New Pedagogical Approaches in Distance Learning to Improve Student Outcomes: How Spaced Revision and Gamification Improved Student Outcomes at Brisbane School of Distance Learning</p> <p>Adam Christie, Acting Head of Department , Science, Wynnum State High School, Coorparoo, Australia</p> <p>The purpose of our research was to determine if spaced revision and gamification of coursework improved student outcomes as measured by A to E data. Based on the findings of Pashler and Wiseheart (2008) on spaced revision, we strategically placed short revision of key ideas, repetitively over a unit of work producing significant improvements (0.75 A to E marks average improvement per student per class vs 0.15 in controls).</p> <p>Implementation with all teachers (7 classes vs 3 control) the results were also significantly better (0.35 A to E marks average improvement per student per class vs 0.09 in controls). This work has implications for all subject areas, particularly the new senior areas with external exams. Our research on gamification had 3 classes gamified vs 6 following standard pedagogy. Based on game mechanics the focus was controlled progression, mastery and autonomy, continuous and instant feedback, positive reinforcement and reward. Students earned marks, never lost them. All coursework was completed in blackboard and was split into heroic quests which included short skills videos (emailed quiz results), practice quests, bronze/silver/gold achievement quests and epic team quests. Students earned experience points by completing quests and earned achievement points which could be spent in the item shop. The leaderboard was updated daily and achievements publicly announced. The students response was overwhelmingly positive. The average improvement per student per class in problem solving in gamified classes was 0.65 of a full A to E mark vs -0.2 in non gamified classes. Disengaged students were now engaged.</p> <p><i>AADES - Pedagogies</i></p>
13:25-14:25	Lunch
14:25-16:05	PARALLEL SESSIONS



Workshops: First Peoples of Australia

Come and Discover The Orb: An Online Resource Celebrating Tasmanian Aboriginal Histories and Cultures

Dr. Christopher Riley, Manager, Aboriginal Education Services, Department of Education, Tasmania, Hobart, Australia

The Orb is a highly visual online resource designed to provide teachers with a wide range of materials to assist in the teaching of Tasmanian Aboriginal Histories and Cultures. It is suited to a wide range of learning styles and ages, and is aligned to the Australian Curriculum. Tasmanian Aboriginal people are the primary voice in this resource. They share their stories covering three major themes: Living Cultures, Layers of Time and Connection to Place. The Orb reflects the holistic nature of Tasmanian Aboriginal culture and the interconnections between people, Country, culture, identity and community.

AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners

Creating Connections between First Australians and Senior School Students through Online Learning

Dianna Bennett, Teacher, Department of Education, Education Queensland, Keperra, Australia

Brisbane School of Distance Education (Brisbane SDE) is currently developing the Queensland Curriculum and Assessment Authority (QCAA) subject, Aboriginal & Torres Strait Islander Studies. This will be implemented for the first cohort of year 11 students in 2020. The subject syllabus uses a holistic approach to highlight worldviews of Aboriginal societies and Torres Strait Islander societies. Students use inquiry learning skills to understand significant concepts such as how connectedness is fundamental to the identity and wellbeing of Aboriginal societies and Torres Strait Islander societies. The online learning environment creates unique opportunities and challenges. Delivering online gives students in multiple locations the opportunity to study together. The vast differences in student base locations adds complexity as connections to community need to be established for multiple areas. Students will be mentored and supported to connect with an established network of Aboriginal Elders, Traditional Custodians and prominent community members. The two year subject will include trips to significant cultural destinations and exploration of cultural heritage stories of Australia's First Nations through materials such as documentaries and works of art created by First Nations people. It is anticipated that emersion in culture will facilitate and enhance student's understanding of and connection with First Australians. The purpose of this focus discussion is to share ideas and hear other people's insights and perspectives.

AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners

Thursday, 2 May	
14:25-16:05	PARALLEL SESSIONS
Room 2	<p>Workshops: Learning and Creativity</p> <p>How Does Voluntary Extra-curricular Creative Writing Improve the Wellbeing of Distance Education Students?: An Action Research Project Helen Crampton, Educator, Cairns School of Distance Education This workshop will provide information and a starter pack to help set up a new creative writing group or enhance an existing writing class. The effect of creative writing on adolescent wellbeing was explored in this 2017-2018 Queensland master teacher project. Year 7 – 12 students were invited by English teachers to join a weekly voluntary extra-curricular writing class on Collaborate and to complete writing exercises. Lessons were recorded for students with a class clash and full-time dancers. Course content included: sentence and editing exercises, philosophical and intellectual discussion, sharing writing, reading other students' writing, reading to an audience, giving and receiving feedback, workshop and sharing the company of other writers. Students were also offered individual feedback and tutoring via Collaborate, phone or in person. Participants completed surveys prior to entry and on exit from the program, the results of which form the basis of this research paper. The duration of the project prevented quantitative data such as NAPLAN and A – E results being meaningfully analysed. Qualitative data examined included: 1. Likert Surveys including student feedback 2. EPOCH Surveys (Engagement, Perseverance, Optimism, Connectedness, Happiness) 3. PANAS-C (Positive Affect and Negative Affect Scale for Children) 4. Satisfaction with Life Surveys 5. Children's Hope Scale 6. The Gratitude Questionnaire 7. Growth Mindset The writing created from this course was published in Cairns School of Distance Education termly newsletters and students were encouraged to enter external writing competitions. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p> <p>Creative Thinkers and Connected Learners : Linked Learning in Multiage Classrooms Kate Haddow, Senior Teacher, Katherine School of the Air, Department of Education Northern Territory, Katherine, Australia Imagine a home classroom in remote NT where students can be curious about and explore Oceans, Zoos, and Ancient Egypt, be Earth Watchers and create their own App all in one year. Imagine the curriculum is linked and connected with students investigating the Arts, Technologies, HASS and Science alongside English. Imagine students in multi-age classrooms with one Home Tutor and the support from teachers at school investigating, discussing, inquiring and exploring together on the same rich topic. This was the challenge for Katherine School of the Air (KSA) as the school community looked towards a more manageable home classroom which connected their students both in the classroom and beyond. Research has consistently shown that students in programs which connect the curriculum, demonstrate academic performance equal to, or better than, students in subject specific programs. These students are more engaged in school and their learning. KSA is a DE school 300kms south of Darwin with a student population of approximately 180 students. Students have opportunities to work both independently and collaboratively in their own schoolrooms and other locations. Within the Projects, students can connect with the wider world. Hear what the students have to say about working on Projects, watch teachers working with students and explore and participate in Project tasks. Discover how the whole school is involved in the planning of new projects. Listen to how the Home Tutors and Parents love this style of learning and engagement. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p>



Thursday, 2 May	
14:25-16:05	PARALLEL SESSIONS
Room 3	<p>Workshops: Literacy in Primary Years</p> <p>Multilingual Literacy in the Primary Classroom: How to Strengthen Student's Literacy Levels through Second Language Learning Courtney Miels, Pedagogy Coordinator - Languages, Languages, Open Access College, Adelaide, Australia Past trials of the Multilingual Literacy Approach have demonstrated that knowledge acquired through the learning of one language is a valuable resource in the learning of a second language. This is a reciprocal relationship that can improve the learning of both languages through carefully selected pedagogical practices and collaborative programs. Working with this understanding, language and classroom teachers can design a range of teaching and learning sequences that build learner agency and improve language and literacy outcomes. This year teachers at Open Access College are collaboratively designing and implementing Multilingual Literacy with their partnership schools. Through these partnerships teachers are positioned as learners, modelling how to learn languages and become literate shoulder to shoulder with kids and learn how to embed languages across learning areas. This workshop will present a background into the MLL Approach and the research that supports it. Demonstrations of the pedagogical practices and examples of student learning will provide insight into how you can design and implement an MLL program. AADES - Pedagogies</p> <p>Building Students' Literacy in Middle and Upper Primary while Making Meaning Anna Clough, Capricornia School of Distance Education Developing essential literacy skills is vital to ensure our students have the best chance to succeed in their education and everyday life. The explicit teaching of literacy is crucial for all students to be able to completely comprehend and apply their knowledge and understanding. Weekly Writing Focus (WWF) is innovative pedagogy that promotes collaborative learning, peer to peer learning and mixed modes of communication while explicitly teaching literacy capabilities. Workshop topics include: Making meaning in literacy by reading and viewing, writing and representing and talking and listening, sharing innovating online pedagogy to implement a literacy program that students can not only engage with, but interact with, allowing all students to have success through targeted focus areas, student led and collaborative learning to check for understanding and reinforce concept, providing students quick, sustainable and quality feedback. Ways of presenting: Discussion and demonstration of pedagogy using platforms such as Blackboard Collaborate and Seesaw, showcasing and sharing parts of explicitly modeled lessons, group activities to model collaborative, student led learning. Participants in this workshop will be placed into groups and provided with the technology to connect to a real online learning environment. The purpose of this is to truly demonstrate the benefits of collaborative learning in an interactive classroom environment while making meaning through developing core literacy skills. AADES - Pedagogies</p>

Thursday, 2 May	
14:25-16:05	PARALLEL SESSIONS
Room 4	<p>Workshops: Engagement and Authenticity in Distance Education</p> <p>The Power of Laughter and Lunacy in Student Engagement: How the World's Greatest Action Hero Helped Save My English Students Lachlan Scheuber, Department of Education & Training Queensland, Rockhampton, Queensland, Australia Distance Educators are tasked with finding educational innovations to prevent students falling further behind, or worse still, into a world of disengagement with life beyond their homes and families. Only by losing our inhibitions as teachers, by showing ourselves as humans - warts and all, and by being prepared to laugh with and learn from our students, can we hope to truly engage kids in a love of lifelong learning. Take education too seriously, at the cost of student interest. This speech aims to demonstrate how the use of drama, humour, teaching alter egos (like Arnold Schwarzenegger), and immense enthusiasm can be key tools in the engagement of students. <i>AADES - Social Transformations</i></p> <p>Bringing our Real Teaching Selves Online : Supporting Colleagues in Finding Pathways to Teach across the Distance Mary St George, Learning Advisor, Central North Region, Te Aho o Te Kura Pounamu, Hamilton, New Zealand Te Kura teachers coming from face-to-face environment often grieve for aspects of their professional self they feel they only know how to express in a face-to-face teaching environment. When tasked with supporting teachers in using a wider range of online teaching tools, my starting point was asking teachers which part of their face-to-face teaching selves they missed the most. This was explored as a probable strength, from a strength-based coaching perspective. We then proceeded to find ways to use digital tools to bring these teaching selves online. Selected digital tools and examples of practice will be shared. Workshop participants will be invited to identify personal areas of strength or professional interest which they would find it difficult to use in online teaching situations. Barriers to applying these strengths will be explored in the context of the realities of teachers' current teaching situations. Participants will then explore their own realised strengths in online teaching, along with methods and strategies used successfully by other attendees, and the range of tools available to them. This process will be used to identify a range of possibilities to apply teachers' target skills and interests, and therefore to bring their own best teaching selves to online teaching situations. <i>CG - Institutions</i></p>



Thursday, 2 May	
14:25-16:05	PARALLEL SESSIONS
Room 5	<p>Themed Paper Presentations: Critical Thinking in Design and Technology</p> <p>Developing Course Design Tools and Activities for the Promotion of Student Engagement and Interactivity Kimberley Williams, Instructor, Department of Management, University of Alabama With the continued enrollment of students in distance education, institutions must provide a course experience that fosters student engagement and interactivity. Since this is often left to the online instructor, understanding what course design tools to utilize in the Learning Management System (LMS) is paramount to creating an experience that reduces the feeling of isolation and lack of participation often faced by many online students. The inclusion of online course tools and activities that promote a student-centered and student-created online experience is paramount to increasing the proficiency of learning within an online course. However, what specific tools and activities to use and the combination of those tools and activities are often a challenge for online instructors to decipher. This paper will investigate the course design tools that are needed within the LMS to promote student engagement and interactivity in order to provide a framework for online instructors when designing their courses. <i>CG - Technologies</i></p> <p>Transiting into the Technology-enhanced Learning Spaces: A Snapshot of a Polytechnic Scene in Singapore Shirley Tan, Educational Developer, Learning Academy, Temasek Polytechnic More and more educational institutions across the world are looking towards Information Technology (IT) to enhance learning. In Malaysia, the call to incorporate IT into Education was initiated by the local authorities and traditional teaching has been transformed to include new technology and constructivist approach (Neo & Neo, 2010). In Taiwan, the race to speed up IT comes in the form of mobile learning (Lan & Sie, 2010). In Singapore, institutions are looking towards telepresence technology which embodies new learning approaches such as virtual lessons and virtual consultations to enhance learning. This proposed study looks at how such ubiquitous technologies have encroached into our learning spaces and how we can better support stakeholders in transiting from the old learning spaces to such new entities. <i>CG - Technologies</i></p> <p>Mastering Critical Thinking Competencies in Online Graduate Courses: None Dr. Douglas Hermond, Professor, Educational Leadership, Prairie View A&M University Dr. Tyrone Tanner, Graduate programs are expeditiously reverting to new technologies to deliver traditional courses, with a preponderance of those “new” technologies being online course delivery. Many ongoing investigations are exploring whether these courses are being delivered with quality and yield the same cognitive outcomes as traditional face-to-face courses. Implicit in the mission or strategic intention of most programs is the expectation that their students enhance their critical thinking skills. Consequently, our investigation is to determine the degree to which participants in online graduate courses value critical thinking and the degree to which they are developing these skills. In this context, given the absence of a universally accepted definition, we adopt Ennis’ explanation of critical thinking as “reasonable, reflective thinking that is focused on deciding what to believe or do” (1987, p. 10). More specifically, we coalesce the seven definitions of critical thinking that Moore (2013) refined, into five domains: understanding, judgment, caution/skepticism, originality, and reflection/action. We are administering a 16-item instrument designed around these five domains, to graduate students taking online classes from a university in southeast Texas. The information gleaned from this investigation will advance our knowledge of the emphasis that graduate students in an online program place on critical thinking, and the degree to which this medium accommodates the acquisition of this skill. The impact is that, if necessary, we will be better able to adjust or design our pedagogical strategies to ensure that online graduate students can consume and generate information using a critical thinking framework. <i>CG - Pedagogies</i></p>
16:05-16:20	Coffee Break
16:20-18:00	PARALLEL SESSIONS

Themed Paper Presentations: Online Pedagogies and Lessons for Learning

TBLT to Improve Interpersonal Communication Skills of Beginning Chinese

Fan Zeng, Teacher, Languages, Charters Towers School of Distance Education, Charters Towers, Australia

The development of beginning learners' interpersonal communication skills in Modern Standard Chinese/Hanyu may face different opportunities and challenges in a synchronous online learning environment. To define key terms, first, as a mode of distance education, synchronous online classes are delivered via audio-graphic platforms, which often carry functions of speaking, video cameras, pre-loaded images, texts, and various tools and indicators. Second, the phrase "interpersonal communication" in this review refers to two-way communication taking place in a synchronous online learning environment, that includes not only oral communication in the second language (L2), but also other forms of spontaneous responses to exchange meaning or construct interpersonal relationships, such as using body language, texts and pictures. This aspect of language skill has been specifically addressed by task-based language teaching (TBLT), a language teaching approach that emphasizes the design of tasks in order to enhance learners' communication skills in second language acquisition (SLA). Last, beginning learners of the target language, are defined according to the Common European Framework of Reference (CEFR), and the NCSSFL-ACTFL Can Do Statements. This literature review will present and analyse existing literatures on four focusing areas and synthesise findings to offer suggestions on teaching practices.

CG - Pedagogies

Spanish on Your Time: The Asynchronous Online Language Classroom

Matthew Barrile, Online Curricular Designer and Lecturer of Spanish, Modern Languages, Ohio University, Athens, United States

When it comes to teaching world languages, conventional wisdom says we should provide as many contact hours as possible. After all, how will students produce output in the target language if they do not have a chance to congregate with their peers and practice it? With e-learning we face additional challenges: student schedules (especially if our students are adult distance learners) and the lack of a physical space both inhibit the traditional notion of "contact hour" and put into question the success of building classroom community. However, these should be viewed as assets; I argue that an asynchronous format for the online language course has numerous benefits to effectuate a complete shift in learning agency: the asynchronous online language course makes for a student-centered format in which the learners are in charge of their own knowledge. I discuss design tips and best practices for an asynchronous online language course, ways to ensure that students are aware of self-regulated learning, and what tools and activities can be implemented so that students build community as well as excel in the development of their oral skills and listening comprehension in the target language. The asynchronous online classroom is always available and extremely flexible; it enables, in effect, students to study Spanish on their time while still being able to interact and engage with their peers on a daily basis.

CG - Pedagogies

Lessons from Graduate Study of Complexity Performance of Industrial Problem Domain Algorithm

Dr. Emanuel Grant, Associate Professor, School of Electrical Engineering and Computer Science, University of North Dakota, Grand Forks, United States

Graduate studies have outcomes that bridge the gap between the directed learning at the undergraduate level and the world of professional research. At the graduate-level of education two outcomes are desirable; the students acquire depth of knowledge in the academic topics covered and connection between the academic topic and real world applications of those academic topics. One such topic is that of the analysis of algorithms to address efficiency of their application in specific problem domains. In a recent graduate course on the analysis of algorithms, teams of students were assigned a project to research an industrial problem application. The project required an analysis of the algorithms and tools used in the problem domain. This report documents one team's effort with this project. The purpose of this report is to identify the benefit of assigning project of this nature and predict evolving strategies in graduate pedagogy. The open source Hadoop is the implementation of the paradigm Map-Reduce for large-scale data processing. In this paper, the algorithm's word count, the number of words in a document or passage of text, were chosen since Map-Reduce is considered the most common platform to run this type of algorithms. The experiments showed interesting results and encourage more comparisons and improvement to enhance the algorithm performance.

CG - Pedagogies

Students' Perceptions of the Usefulness of the Flipped Classroom Pedagogy in an Open Distance e-Learning University

Prof. Micheal M Van Wyk, Professor, Curriculum and Instructional Studies, University of South Africa, Pretoria, Gauteng, South Africa

In recent decades, the student-centered learning approach has shown significant learning gains and has reformed teaching styles in many higher education institutions globally. In moving away from the lecture model, many educators are paying attention to the Flipped Classroom Pedagogy. The flipped classroom promotes an environment that increases the interaction between the students and teachers and engages the students in learning through application and practice. This study explores to what extent does a Flipped Classroom Pedagogy as an approach support and enhance Economics student teachers' information literacy competency and critical thinking skills in learning to teach a teacher education course at an open distance learning university. This study used an explanatory quantitative research design. A closed structured questionnaire, Flipped Classroom Pedagogy Questionnaire was used to collect data. A purposive sampling of Post Graduate Certificate of Education and Baccalaureus Education student teachers, who were learning to teach economics education in open distance elearning (ODEL) environments were selected and participated in this study. Data was collected consisting of student teachers' views of FCP to enhance their self-directed learning. Findings indicated that the FCP as an e-learning tool is a student-centered approach, which needs careful planning and preparation of activities for students to take responsibility for their own learning and that the teacher played a crucial role in decision making to out-of-class and in-class activities to enhance self-directed learning. To accomplish self-directed learning teachers must ensure to support and motivate students to come prepared for the class

CG - Pedagogies

Thursday, 2 May	
16:20-18:00	PARALLEL SESSIONS
Room 2	<p>Workshops: Platforms for Learning</p> <p>The Front Door to the Classroom: Implementing Course Design Principles to Improve Student Experience of the LMS Lyndal Studdert, Teacher, Secondary, BrisbaneSDE, Coorparoo, QLD, Australia Janelle Ambrose, BrisbaneSDE, Australia The workshop will explore the BrisbaneSDE adoption of research and best practice based online course design principles by implementing the Quality Matters K-12 rubric. This workshop explains the online course design process undertaken by BrisbaneSDE to deliver a cohesive experience for student use of the LMS (Blackboard). Workshop participants will have the opportunity to see the development of school specific standards for course design. The workshop will then guide participants through the ongoing course design process undertaken by BrisbaneSDE, including the creation of a Blackboard template used across the school and plans for implementing an internal peer to peer course review process. This workshop will be conducted as an interview between the two presenters and participants will be encouraged to ask questions and explore the Blackboard template used by BrisbaneSDE <i>AADES - Institutions</i></p> <p>Leveraging the Advantages of OneNote: Making Learners More Connected at the Tasmanian eSchool Bridgette Bye, Teacher, Tasmanian eSchool, Department of Education (Tasmania), Launceston, Australia Ann Barnes, Tasmanian eSchool, Australia In 2018 the Strive team at the Tasmanian eSchool started working in OneNote as part of the online learning environment. OneNote enables teachers to give students instant feedback and monitor student progress in real time. For students in the Strive program immediate feedback is crucial in order to maintain confidence and engagement due to the various learning difficulties and setbacks they face. The introduction of Canvas as our LMS has facilitated easy integration with OneNote through the Class Notebook feature providing a powerful tool for assisting students with their work in a shared workspace using synchronous communication. Students can work collaboratively with peers on shared tasks and connect instantly with teachers regardless of geographic location. Since integrating OneNote as a tool to enhance synchronous delivery, student work, participation and confidence in learning have improved significantly. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p>

Workshops: Technology Innovation in Virtual Reality

Virtual Reality: How Will It Change How We Learn and Teach?

Vickie Krikowa, Teacher, Finigan School of Distance Education, Queanbeyan NSW, Queanbeyan, Australia

Vivian Lightfoot, Teacher, Finigan School of Distance Education, Queanbeyan NSW, Queanbeyan, Australia

Virtual Reality (VR) gives us the power to make learning more dynamic and engaging. So why is VR so powerful for education. It can give students the feeling of presence, they can learn by doing, they can develop creativity and it's a great tool for visual learners. So how do we embrace this technology in a distance education space? VR technology can be used to engage students in topics related to geography, history, or literature by offering a deeply immersive senses of place and time. This presentation will give a hands on experience relevant to an educational setting that can be created with VR. Available technologies will be demonstrated around the VR experience. There are various aspects to this presentation to show how we can start using this technology with our students: from exploring to the Oculus Go to the full blown HTC Vive, fully immersive VR experience. Attendees will also have the opportunity to experience Oculus Go during the presentation. The HTC vive demonstration will show how VR can bridge the gap between educators and learners where educators and students can be together in the same room with digital representations of themselves — teachers can teleport into the VR world and guide students through their experiences. An example will be given from a creative arts teacher and how she has used the app Tilt Brush to create art examples for students.

AADES - Technologies

Virtual Reality and Language Learning: Transporting Students around the World

Simone Genovese, Teacher, Education Queensland, Cairns School of Distance Education, Cairns, Australia

Technology plays an increasingly important role in the teaching of languages. In a Distance Education context, it is imperative to ensure that the content students receive is engaging and current. Virtual tours, images, and reality can aid the learning of languages as it allows students to view the culture virtually rather than simply with pictures on a PowerPoint. As Lamb and Johnson (2010) argue, technologies such as Google Earth or Street View allow students to enrich their cultural and linguistic knowledge of a particular topic. Similarly, Godwin-Jones (2016) considers the different ways in which augmented reality can be used for language learning and acquisition. This presentation will focus on the use of Google Expeditions and Google Tours to create virtual tours for students to undertake in a Distance Education context. It will also address the usefulness of Virtual Reality tours in inquiry-based language learning. Peltekova and Stefanova (2016) discuss the effectiveness of Virtual Reality in inquiry-based learning, for example, by describing landscapes. Giving students the opportunity to complete tasks like this is particularly important in a Distance Education context as not all students will have travelled to and visited these areas.

AADES - Technologies

Thursday, 2 May	
16:20-18:00	PARALLEL SESSIONS
Room 4	<p>Workshops: Pedagogies for Student-led Learning</p> <p>Student-led Differentiation within a Blended Learning Context: Using Student Choice within Asynchronous Learning Materials to Inform Teaching Practice James Watt, Virtual School Victoria (VSV), Melbourne, Australia This workshop will focus on sharing approaches to differentiation within asynchronous learning materials that incorporate student choice. Firstly, I will give an overview of how I use branching scenarios and interactives within my asynchronous learning materials, which require students to make choices that shape their learning experience. This encourages discovery, requires students to be active participants within asynchronous learning materials, and allows differentiation to begin before synchronous learning activities take place. The second half of the workshop will focus on participants sharing strategies for incorporating student choice within a blended learning context, as well as exploring how similar approaches could be adapted within different educational contexts. AADES - Pedagogies</p> <p>An Updated and Improved Toolkit for Student Led Leadership: Improving Student Wellbeing and Student-led Leadership in Distance Education Leah Greenaway, Teacher, Education, Queensland Government, Cairns, Australia Learning intentions: Breakdown key strategies for student led leadership in Prep to Year 12 school Success criteria; Three tools to develop and equip students with leadership skills and mindset The workshop will explore: Ways to connect students in distance education to build school community; Practical tools to develop a leadership mindset in students; Cairns School of Distance Education's student led leadership journey; what works, what does not work and where to next Teachers will: Examine ways to teach a leadership mindset and promote students connected-ness; Engage in guided discussion about student led leadership using key questions AADES - Pedagogies</p>

Thursday, 2 May	
16:20-18:00	PARALLEL SESSIONS
Room 5	<p>Workshops: The Changing Classroom</p> <p>The Changing Classroom: A Professional Learning Journey Benjamin Gofton, Assistant Principal, Department of Education Tasmania, Launceston, Australia Janet Johnson, Principal, Tasmanian eSchool, Australia As an online learning provider how can we deliver a holistic educational program using evidenced based, high leverage practices that work in any classroom at any school through a new learning management system? The presentation will focus on how the school leadership team has used the research of John Hattie to challenge and inspire the teaching and learning program. It will describe how we utilised these pedagogies as a lens to increase student feedback and engage with our learners more interactively online. We will share our journey of how the school has moved from paper to digital to interactive and unpack the professional learning journey of the staff in our commitment to improve outcomes for learners at the Tasmanian eSchool. <i>AADES - Pedagogies</i></p> <p>Teaching for Thinking in an Online World: Nurturing the Values of Inquiry through Questioning and Feedback Kirsti Ellerton, Head of Department - Senior Implementation , English and Philosophy, Education Queensland - Brisbane School of Distance Education, Brisbane, Australia Traditional paper-based research for the secondary school student was pre-curated, either by the editors of Encyclopaedia Britannica, or by the school librarian who selected the books and resources that were included in the library's collection. News articles were written by journalists, and the quality of the journalism generally correlated to the physical size of the newspaper itself. The school student of today is living in the midst of an information overload, or as Mark Andrejevic (2013) terms it, an "infoglut." Whilst it sounds clichéd, the era of fake news is very real. Never has the need for critical thinking skills been greater. The need is particularly pressing for students whose education takes place exclusively online. By nurturing a respect for the values of inquiry such as clarity, significance and relevance (Kuhn, 1970; Lipman, 2003; Ellerton, 2017) in the online classroom through both questioning and feedback, students become curators and critical consumers of information. <i>AADES - Pedagogies</i></p>



Friday, 3 May	
08:30-09:00	Conference Registration Desk Open
09:00-09:15	Daily Update - Dr. Bill Cope, Common Ground Research Networks, University of Illinois at Urbana-Champaign, United States
09:15-10:00	Plenary Session - Claire Madden, Hello Clarity, Strategy + Communication, Australia
	<p>Educating Screenagers: Gen Z as Learners + Pedagogical Implications for Educational Sector</p> <p>Claire Madden (www.clairemadden.com) is a leading voice internationally on Generation Z. As an author, social researcher, keynote speaker, and media commentator, Claire is in high demand as an expert in interpreting social trends, demographics, and implications of generational change. Claire is the author of Hello Gen Z: Engaging the Generation of Post Millennials. Claire is highly regarded for her dynamic and engaging presentations where she translates robust, research-based content into strategic applications for educators, managers, and business leaders. Claire is commissioned by some of the nation's largest companies and leading brands to interpret the changing landscape and communicate the implications for business and society. As a media commentator, Claire is regularly interviewed on prominent television programs including The Drum, The Project, The Today Show, SkyNews, Sunrise, and The Morning Show, as well as on the radio and in print media. Claire is on the board of a financial services company and is also a PhD candidate, studying the impact of Gen Z and work.</p>
10:00-10:30	Garden Conversation and Coffee Break
10:30-12:10	PARALLEL SESSIONS
Room 1	Claire Madden - Workshop GenZ and Digital Technology

Friday, 3 May	
10:30-12:10	PARALLEL SESSIONS
Room 3	<p>Themed Paper Presentations: Health, Emotional and Medical Applications</p> <p>Feedback and Feed-forward in Capability-based Assessment Using an ePortfolio Dr. Panos Vlachopoulos, Associate Dean Quality and Standards, Macquarie University, North Ryde, Australia Medical Schools across Australia but also globally are looking into designing, developing and implementing a programmatic assessment approach to their medical curricula. The use of an electronic portfolio (e-portfolio) tool, the provision of longitudinal tutorial support and credible feedback are often the key design challenges for programmatic assessment. At Macquarie University the Faculty of Medicine and Health Sciences designed, developed, and implemented a pedagogically sound and technologically workable and sustainable solution to programmatic assessment using an e-portfolio tool for its newly established Bachelor of Clinical Science. The Bachelor of Clinical Science is a 2 year accelerated undergraduate program. The curriculum includes a professional practice stream integrated across the entire program. It was in this stream that the students were introduced to the concept and pedagogy of an ePortfolio as way to help them join the dots between learning and professional capabilities across all the modules of study in their program but also from other aspects of their lives (work or volunteering experiences). The paper will discuss the results of the first two years of implementation. Data was drawn from focus groups (n=62 students). Qualitative thematic analysis was used and three themes were identified as important to student learning using an ePortfolio: the need for pedagogical training related to reflective practice; the relevance and connection of the ePortfolio to the capability framework and possible future careers; and the importance of longitudinal support, feedback and feed-forward. Implications for practice related to sustainability and scalability of ePortfolios will be discussed. <i>CG - Pedagogies</i></p> <p>A Web Application to Support Entry-to-practice Competencies in Health Professions Education Dr. Ruth Chen, Associate Professor, Assistant Dean, Education and Nursing, McMaster University Simulation-based learning and technology-supported learning is being used more and more frequently in health professions education programs. Therefore, we saw an opportunity to develop and test a proof-of-concept web application which would provide a technology-supported learning experience to help students achieve the required ETP competencies in pediatric nursing. The purpose of this presentation will be to describe the key components required to develop and implement a web application to develop learners' practice competencies in a health professions education program and evaluate the web application for content delivery, knowledge development, and learner performance on desired competency domains. Results will be presented of learner feedback regarding the web application user interface as well as the learning modules and self-testing features incorporated into the web application. Additionally, key outcome variables demonstrating small to moderate effect sizes for learner benefits of the web application will be presented. Study implications and future directions of technology-supported learning for competency-based education will be explored. <i>CG - Technologies</i></p> <p>Examining Emotional Intelligence for Learner Diversity: Promoting Social Transformations Sook Khuan Wong, Head of School, School of Pre-University Studies; School of Business & Social Sciences, KDU University College, Malaysia, Petaling Jaya, Malaysia The diversity of learning among the millennial has changed the higher education scene continuously over the years. While the changes piqued and posed questions on the sustainability of learning, the lack of evaluation to examine the connection between learners' diversity and emotional intelligence remain questionable. This study is set against Malaysian higher education background to comprehend the role of emotional intelligence and learner diversity based on the socioeconomic factors. Questionnaires were gathered from 300 undergraduate students ranging from Year 1 to 3 in Business and Engineering programmes from two colleges in Malaysia. Results revealed that there was no statistically significant difference between a) emotional intelligence and gender ($T=-1.01$, $df=298$ $p=0.31$), and b) emotional intelligence and choice of programmes studied ($T=-0.28$, $df=298$ $p=0.78$). However, the significant difference was apparent between a) emotional intelligence and Malaysian or International students ($T=-4.81$, $df=298$ $p=0.00$), as well as b) emotional intelligence ($p < 0.05$) and race groups ($F 4, 295 = 9.31$, $p = 0.00$). Hence these aspects of learners' diversity with the connection to emotional intelligence require different teaching and learning methods to reach the pinnacle of sustainability in learning and adaptability to the diversity itself. This study underlined the need for socio-intervention programmes to facilitate learners' diversity. <i>CG - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p> <p>Assessing Student Engagement in Virtual Learning, Tasmania Jane Fricker, Department of Education - Tasmania, Hobart, Australia Jeffrey Thomas, Lecturer in Behaviour Management, University of Tasmania, Australia High student engagement has been consistently correlated with strong school retention and high achievement. Conversely, disengagement has been associated with absences, poor conduct, underachievement and non-completion. Online Learning has traditionally struggled with both measuring and maintaining, student engagement. This is largely due to the physical separation between the student, their teacher and their peers, making interpersonal relationships challenging. In a physical classroom teachers can judge how a student is feeling about their schooling by interacting with them verbally and by reading non-verbal signals. In the online space, a different feedback mechanism is required. Virtual Learning Tasmania (VLT) is an innovation of the Tasmanian Department of Education which aims to provide curriculum to senior secondary students who cannot access subjects important to their pathway plan in their local schools. Aware of the challenges facing online engagement, VLT courses have the collection of regular and systematic feedback on student engagement embedded in their design. Analysis of this data enables teachers to understand, and react to, the affective, cognitive and behavioural dimensions of engagement of their students in real time. It also directs qualitative improvements to the online experience students have. This paper reports on the first three months of VLT, explaining the data collection methods and results, in each of the dimensions. It discusses how student engagement can be understood in the online space, and the impact of both administrators and teachers being able to react to how students are feeling about, thinking about, and acting towards school in the online space. <i>AADES - Institutions</i></p>

Friday, 3 May	
10:30-12:10	PARALLEL SESSIONS
Room 4	<p>Workshops: STEAM and Creative Writing in Distance Education</p> <p>STEAM Far and Wide: Technologies Curriculum in a Distance Education Setting Kelly Mc Meeken, Capricornia School of Distance Education, Australia Emma Kirk, Capricornia School of Distance Education, Australia Zara Coghill, Teacher, Capricornia School of Distance Education, Australia Daena Scheuber, Capricornia School of Distance Education, Australia</p> <p>With the rapid evolution of Technology into the Modern World, it is vital that we prepare our students for the technological future. Distance Education students are currently effective "drivers" of digital systems, but do your students have the skills, knowledge and understanding to be "mechanics" of these digital systems? In this session you will learn how to effectively implement Australian Curriculum subject content and general capabilities relating to STEM disciplines. You will leave the session with: An understanding of how to implement a STEAM Curriculum Plan into a Distance Education Setting; A model Curriculum Plan; A practical guide of how to implement a Code Club and STEM Studio into a Distance Education Setting; Supporting resources to extend your knowledge and understanding at your own pace; A list of useful apps to use with your students; Useful hands on activities you can immediately apply with your students.</p> <p><i>AADES - Technologies</i></p> <p>Our Students Write Novels: NaNoWriMo in the Tasmanian eSchool Teresa Meader, Teacher - Tasmanian eSchool, Department of Education - Tasmanian eSchool, Tasmanian Government, Launceston, Australia Carol Boyd, Literacy Coach and Teacher Years 10-12, Department of Education, Tasmania, Australia, Tasmanian eSchool, Australia</p> <p>For several years, Year 9 and 10 students have had the opportunity to participate in state, national and international youth writing competitions – narrative, persuasive and expository. Learning Intentions include fostering student agency through providing choice in determining the focus of their investigations and writing; building a sense of connection and identity as members of a global community of learner/writers; and increasing engagement through exploring themes and topics of high relevance to themselves. It is our experience that many of the secondary students in our school are enthusiastic readers and writers themselves, but can feel disconnected from their peer group. Being involved in world-wide forums like the writing competitions can work to normalise our students' experience of education outside the mainstream, providing them with a 'tribe' and a sense of belonging. We observe a high level of excitement and engagement in students who have previously engaged reluctantly in their classwork through the international NaNoWriMo project, Whitlam Institute's What Matters Tasmania, ABC's Heywire multimodal storytelling competition, University of New South Wales Bragg Student Prize for Science Writing. Students develop self-confidence in their ability to complete a challenging, real-life task. In this workshop, we will showcase examples of student work, as well as case studies highlighting the journey of specific students.</p> <p><i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p>

Friday, 3 May	
10:30-12:10	PARALLEL SESSIONS
Room 5	<p>Workshops: Complex Learning Needs</p> <p>Pedagogies of Engagement in Distance Learning: The Inextricability of Feedback, Engagement and Inclusion Ryan Bishop, Head of Department - Pedagogy and Professional Learning, Brisbane School of Distance Education, Brisbane, Australia As a school of choice for students with diverse and complex learning needs, the Brisbane School of Distance Education faces challenges relating to student engagement, social and geographical isolation, and high levels of student anxiety. Through teacher-led action research and a school-wide focus on pedagogies of engagement, our school community has come to learn that feedback between teachers and students is significant to well-being, active participation and improved learning outcomes. This workshop presents insights and strategies to engage students in active online learning in the context of a large and complex Queensland State School offering education to students aged 5-18. <i>AADES - Pedagogies</i></p> <p>Identifying and Tracking Students at Risk of Failing: Using Information Systems and Automation to Improve Student Success Tristan Baskerville, Head of Department, Performance, Brisbane School of Distance Education, Brisbane, Australia A data-informed decision-making culture doesn't necessarily occur naturally within schools. It takes time, consultation, education and the right tools. Using the right tools in developing your school culture is vital, as procedures and initiatives need to scale up to work for all students to ensure that each one is succeeding. This paper outlines the journey that The Brisbane School of Distance Education (Brisbane SDE) has taken for the last four years to improve the engagement and success of students; and looks at the role that information systems and automation have in the future of distance education. Brisbane SDE has a large number of enrollments occurring after the first day of school. These students frequently come to Brisbane SDE because they are disengaging from their face-to-face school for a number of reasons. Often these students continue to disengage from educational instruction when they start at Brisbane SDE, and it is the duty of Brisbane SDE staff to identify, re-engage and track these students to ensure their success. This problem was evident in the school's data, with numerous assessment items not being submitted. To address this problem of practice and begin a cultural change, one of the steps Brisbane SDE took was to create a whole school student information system to track academic performance. This system enables the school to quickly and efficiently identify students who are at risk of failing in their education program, and informs intervention programs. <i>AADES - Social Transformations</i></p>
12:10-12:50	Lunch
12:50-13:35	PARALLEL SESSIONS



Friday, 3 May	
12:50-13:35	PARALLEL SESSIONS
Room 1	<p>Focused Discussions</p> <p>Maximizing Participants' Learning, Involvement and Success in the Online Environment and in Their Workplaces Paul D. Deering, Professor, College of Education, University of Hawaii at Manoa, Honolulu, United States Dr. Deborah K. Zuercher, Professor, Teacher Education, University of Hawaii at Manoa Great pedagogy is learner-centered, active, supportive and personal. All of these principles can be transferred from a live setting to a digital environment. Dr. Deering, a former middle school teacher, runs the University of Hawai'i at Manoa's PACMED Program -- the Master of Education Degree in Curriculum Studies with a focus on Pacific, culturally-responsive, place-based teaching of science, technology, engineering, arts, math and social sciences (STEAMS). PACMED (and an earlier iteration with a focus on adolescent learners) has been run as a synchronous, online program for working teachers since 2009. Students come from all the Hawaiian Islands, the US Mainland, American Samoa and the Republic of the Marshall Islands. All but two of the 107 students admitted to the online program graduated, with another 80 currently involved. Graduates have been key innovators and leaders, winning numerous awards such as the Hawai'i Teacher of the Year, Hawai'i Middle Level Educator of the Year, American Samoa Territorial Teacher of the Year, Fulbright Fellowships, and others. The working-adult-friendly delivery, plus a highly supportive two-year cohort structure of about twenty-five students and smaller home bases with faculty advisors are keys to the high graduation rate. Carefully planned, active class sessions via Zoom technology (and previously Blackboard Collaborate), keep students engaged at a high level. A formative/summative e-Portfolio in Google Docs assures that all students successfully apply all program standards in their workplaces. Workshop participants will learn how to maximize participants' learning, involvement and success in the online environment and in their workplaces. <i>CG - Pedagogies</i></p> <p>Education for Excellence, Diversity, and Respect : Transformative 21st Century Educational Innovations Craig Schieber, Associate Faculty, School of Applied Leadership, City University of Seattle, Seattle, United States Schools in the industrial era brought educational opportunity to the entire population. In the 21st Century, we are evolving to understand that education can be individualized for each learner. This evolutionary step is an historic paradigm shift. As with any major paradigm shift, new ways of thinking about systems are needed. To move out of the 20th century paradigm into the information age requires an ability to surface hidden assumptions that guide our thinking about how a system should work. Thomas Kuhn's, "Structure of Scientific Revolutions" and E.O. Wilson's, "Consilience" provide the framework for this discussion. <i>CG - Social Transformations</i></p> <p>Mobile Devices in TBLT Scenarios: Added Value for Learners? Dr. Simon Falk, Research Assistant, Information Centre for Foreign Language Research, Philipps University Marburg, Marburg, Germany More than 20 years ago, task-based language teaching and learning was designed as an approach for adult foreign language learners to strongly relate instructional with actual personal environments. Almost at the same time, mobile devices started to become popular in ways of communication. Today, smartphones or tablet PCs as further developments are used for various purposes even in the field of education. Using mobile devices in the foreign language classroom basically means using authentic materials in authentic interaction, continuous (meta-)reflection of the learning process, self and peer evaluation, connecting 'school knowledge' to the outside world (mobile learning), a differentiating process which again leads towards learner autonomy. In this discussion the presenter would like to show innovative scenarios for the implementation of mobile devices in foreign language teaching settings following a German model of task-based language teaching. This instructional model allows for authentic language use and competence-oriented teaching and learning in varying stages of experience both for the learner and the teacher. However, it will also be illustrated and discussed with the audience what pitfalls might occur and how to avoid them in order to provide an effective use of modern media. The participants will be engaged in discussing and sharing their personal experiences using mobile devices in their language classrooms and hopefully leave the roundtable with new ideas, methods and incentives and a structured model for an easy-to-use implementation of mobile devices in foreign language teaching and learning. <i>CG - Pedagogies</i></p> <p>Innovations in Digitally Enabled Global Learning: What You Need to Know Rodney Beach, Managing Director, Liberate Learning, Melbourne, Australia Digital disruption has propelled digital learning forward at an exponential rate. We need to rethink our perception of the student, staff and organisational learning curve, and how we're enabling capability, delivering and measuring learning. The nature and delivery of learning is changing radically. Artificial intelligence, virtual reality, social learning, wearables, self-curation — the changes in how people communicate, connect and learn are occurring at a phenomenal rate. Our challenge is to constantly reimagine how people learn and how institutions deliver learning. This presentation will focus on the future trends that will leverage the benefits of the digital age to reshape the face of learning and education. It will touch on the themes of pedagogies (on the microdynamics of learning in and through digital technologies), technologies (on new learning devices and software tools) and social transformations (and their implications for learning). This presentation will be highly engaging and informative, drawing upon real-world case studies. <i>CG - Technologies</i></p>

Using Internet Capacity to Promote Cultural and Clinical Competence among Students in Behavioral Healthcare Training Programs: Accessing World Resources to Promote the Development of World-class Practitioners

Dr. Susan Miller, Assistant Professor, Educational Psychology, Miami University

Kenneth Miller, Professor, Youngstown State University, Youngstown, United States

Behavioral Healthcare Training Programs prepare students to work as clinical and counseling psychologists, clinical social workers, and professional clinical counselors, among other professional titles. Such programs offer rigorous curricula that require students to demonstrate a wide range of knowledge, skill, and diversity competencies in preparation for the unique challenges of clinical practice. These competencies are evaluated as students complete clinical coursework in the forms of practica, internships, and/or residencies during which they provide clinical services to patients under the direction of licensed clinical supervisors. Although behavioral healthcare training programs are generally successful in promoting development of students' knowledge and skills competence, they often fall short of producing culturally competent practitioners. Responding to a press for global cultural competence, presenters will propose use of a "Virtual World Supervision Model," which is designed to promote both cultural and clinical competence in the delivery of services to culturally-diverse patients. Harnessing the power of distributed learning, the model enables a minimum of two clinical supervisors from different countries/cultures to offer evaluations of students' clinical work samples (i.e., counseling session recordings) both synchronously (via live supervision) and asynchronously (email, text) from their unique cultural and clinical perspectives. With the goal of respecting learner differences as a valuable resource, the model further requires students to respond to supervisors' feedback both synchronously (videoconference) and asynchronously in order to promote deeper learning, a collective intelligence, and global competence regarding best practices for treating people with mental disorders.

CG - Pedagogies

e-Learning Practices in the Hawaiian Islands: Methodologies to Reach Diverse and Remote Populations

Christine Hansen, Lecturer, Political Science, Hawaii Pacific University, Honolulu, United States

Dr. Donna Duellberg, Voluntary Education Program Manager, Force Readiness Command, United States Coast Guard

This research concerns the assessment of a learning app used by prospective students on the Hawaiian islands. Since Coast Guard populations and Hawaiian populations share some of the same challenges-- such as geographical isolation and non-traditional student populations-- we are researching a possible solution for Hawai'i based on the design of a Coast Guard app. Hawai'i has a diverse geography, seven climatic regions, two official languages, and populations that can be isolated due to geography or other factors. Thus, distance education emerged early in Hawai'i. The University of Hawai'i system, for example, utilizes two different distance learning delivery systems: The online open-source Sakai LMS; and an Interactive Television System (ITV). The latter system might, for example, broadcast from O'ahu (population 1,360,300) to Lāna'i (population about 3,102). Still in the proposal stage, the "My Education Channel" Coast Guard app serves as a solution to reach its geographically dispersed workforce in the Voluntary Education Program. To date, dispersed Coast Guard personnel have lacked a mechanism for virtually consolidating and centralizing training and education opportunities that are now individually stovepiped. It is hoped that the app design, if adapted to Hawaiian populations, would simplify the understanding of educational options regardless of geographical location within the islands and regardless of potential language or other barriers. Research data for ascertaining the success of this app would include comparing pre- and post-education related decisions via survey of its users. A complete list of questions on this instrument will be available and shared at the conference.

CG - 2019 Special Focus: From the Ends of the Earth to Connected Learners

Film Media as a Learning Device from Creation to Presentation: The Development of Created Content by Definition Educates Creator and Audience

Carrie Specht, Assistant Professor of Film and Television, La Sierra University, Riverside, California, United States

How does one create any message using media (through written word on a blog, auditory stimulation through a podcast, visually through video)?

The answer presents itself through a series of questions that must be answered in order to produce the desired outcome. What is the message?

Who is the target audience? What is the best mode of communication for the message? What is the best platform to reach the desired audience?

Can the message be recycled through multiple platforms (social media networking) and how can that action be encouraged? The answers change

depending on the learning management system, let alone the impact of constantly changing demographics, fads, and innovations in technology.

The key is to keep on top of trends by engaging with the trendsetters, and to innovate and integrate constantly while expanding proven methods.

The message producer must strive to communicate while not only being open to, but desirous of results that in nature educate, inform and empower the producer. The result will then be reciprocal education that continues to feed itself.

CG - Technologies

Friday, 3 May	
12:50-13:35	PARALLEL SESSIONS
Room 2	<p>Poster Session</p> <p>Digital (De)colonization : A Dialogue between a White Settler-Colonial Researcher and Indigenous Students in an Online Master's Degree Program in Social Work Jamie Jensen, Director of Distributed Learning, Social Work, Humboldt University A study that addressed possibilities that an online program in social work for American Indian students at Humboldt State University may continue the phenomenon of colonization. This study asks the question, "What are the experiences of Indigenous students in an online master's degree program in social work that reveal issues related to the continued colonization of Native persons through higher education systems?" I describe the study that combines auto-ethnography with phenomenologically- oriented interviews of Native students with the end goal of encouraging future research on behalf of "decolonizing" a distributed learning degree program in ways that support the rise of more Native scholars. <i>CG - Social Transformations</i></p> <p>Online Music Ensemble: Improving Participation in Performance Activities in Stage 5 Anna Brown, Teacher, Finigan School of Distance Education, Queanbeyan NSW, Queanbeyan, Australia The purpose of this presentation is to give the preliminary results of a project I have been working on to provide students with the opportunity to participate in group performances without needing to be present in real time or at the same location. The project was inspired by the AMEB Online Orchestra. By providing a secure and explicit framework in the form of a flexible musical arrangement supported by a guide backing track, I am giving students to opportunity to practise, perform and record their own part in a musical ensemble. Method: The arrangement is produced using the free program "Muscore" and the backing track is recorded using the free program "Audacity." There is also potential for including a video or photo collage. The implications could be far reaching in terms of building a sense of community among the students and enhancing confidence and motivation. For teachers this should provide a springboard for creating customised performance projects for their own students. Through this process students may also acquire the skills and inspiration to create their own online group performances. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p> <p>Principals' Perspectives on the Performance of Pre-service English Teachers at Qassim, Saudi Arabia Waleed Al Abiky, Associate Professor, Curriculum and Instruction, Qassim University, Onaizah- Qassim, Saudi Arabia With the increased concerns about Saudi students' results in multiple ESL/EFL standardized tests, educational districts in Saudi Arabia are now, more than ever, working hard to ensure that students are receiving the best education and teaching practices possible. While research has well documented the importance of effective teachers for students' learning, it states that it is now essential for schools to identify them (Herrera, 2010). Schools' principals are by large considered important predictive individuals to identify the effective teachers, novice and veterans, from those who are not. The current study investigates the principals' assessment of the performance of pre-service English teachers in Saudi Arabia based on Danielson's first dimension of FFT framework, planning and preparation. Mixed- methods approached, namely classroom observations and semi-structure interviews, were used to collect the data. Twenty three pre-service English teachers who were observed, and three schools principals who had been as the school principal for three years or more were interviewed. The finding of the study indicates that the pre service English teachers obtained a relatively high scores on the performance with the mean score was 84.09 (sd = 11.71); the highest mastery in the component E, Designing Students Assessment, with a mean 19.6 and sd = 2.44; all the principals interviewed stressed the importance of self-efficacy for the pre service teachers, and, all principals shared a common thought by gradually emerging them in schools' responsibilities is the key to pave the teaching road for them. <i>CG - Pedagogies</i></p> <p>Embracing Diversity in the Online Classroom: The Importance of Inclusion in Online Learner Motivation Jessie Mundo, Instructional Designer, Learning Design, Everspring Partners, Chicago, United States Too many online courses follow a cookie-cutter approach. This session will take you out of the box, and present multiple alternatives to encourage learner motivation when building online courses or activities by embracing diversity. The showcase will focus around the importance of inclusion for learner motivation in the virtual classroom, while following a structured curriculum. The showcase follows research done at the University of Puerto Rico which measured the importance of sociocultural context on learner motivation. Attendees will learn how to personalize online learning and how to create engaging and inclusive e-learning scenarios. <i>CG - Pedagogies</i></p> <p>Cognitive and Social Antecedents of Academic Success Damian Rivers, Professor, Future University Hakodate, Hakodate, Japan It is now accepted that having the predictive ability to understand and explain the academic successes and failures of students is of the utmost importance in higher education (Fenollar, 2008; Ruban and McCoach, 2005) and the renewed interest in constructivist and social cognitive approaches to meta-learning, meta-cognition and meta-awareness (e.g., learner autonomy) reflect this importance across various domains. Why do certain students achieve a higher level of academic achievement than others? What factors can be sighted as reliable causal predictors of academic success, and conversely, what factors can then be sighted as causal predictors of academic failure across various classes, subjects and programs? Are the antecedents of academic success in one class or subject also observable within another class or subject? What factors are primarily responsible for observed variations in academic success across different classes and subjects? Taking into consideration a plethora of cognitive and social antecedents, this poster draws from educational psychology and provides answers to the aforementioned questions while further providing scholarly insight and data-backed understanding into the diverse learning experiences and variable outcomes of 256 Japanese university students. <i>CG - Institutions</i></p>

Friday, 3 May	
12:50-13:35	PARALLEL SESSIONS
Room 3	<p>Workshop: Design Technology in Distance Education</p> <p>Design Technology in Distance Education : Preparing the Junior Phase of Secondary for General ATAR Subjects</p> <p>Victoria Muller, Capricornia School of Distance Education, Australia</p> <p>I propose to showcase how Design Technologies, traditionally a cooking and/or manual arts subject, is implemented into the distance education curriculum using programs like Seesaw, Tinkercad and Trace sketch CAD. In Years 11 and 12 this is a General (formally OP) Subject. This year I attended PD on the implementation of the senior secondary level of Design Technologies by QCAA and learned there is a major push for students to design items rather than build. Working collaboratively, suggesting improvements and giving constructive feedback are a key focus in this subject area. Students in these grades (unlike years, 7, 8, 9 and 10) are constructing no physical items - only the design phase is integral. I propose to include a hands on session where participants will be added to my (specially created ADDES) Seesaw and Tinkercad classrooms. Participants will be taken through the assessment and shown how adjustments have been made to accommodate distance education setting. For example, a grade is applied to safe use of tools. In the distance education setting, this section is altered to include the safe use of computers including; ergonomics, eye strain etc. Much like work place health and safety in an office setting in a real world application. During the session, participants will engage in Tinkercad, learning how to create a simple 3D item. Participants will then post designs to Seesaw and provide feedback to each other based on the two positives and one improvement model.</p> <p><i>AADES - Technologies</i></p>



Friday, 3 May	
12:50-13:35	PARALLEL SESSIONS
Room 4	<p>Workshop: Leadership and Mentoring</p> <p>Practice Focused Mentoring to Improve Teaching: Maximising Collaborative Learning Opportunities through Lesson Observation</p> <p>Miriam Parsons, Assistant Principal, R-12, Open Access College, Adelaide, Australia Anna Werner, Assistant Principal, R-12, Open Access College, Adelaide, Australia</p> <p>Practice focused mentoring was initially developed four years ago at Open Access College (OAC) to support Early Career Teachers to successfully transition into the teaching profession and make the shift from Graduate to Proficient. Professional learning in mentoring and coaching was offered to allocated teacher leaders to build staff capacity in the development of skills required by a mentor to support improved teacher efficacy. The model has been recognised professionally by the Teachers' Registration Board of SA and was praised in the OAC 2018 External School Review. The model to foster effective collaborative practice can be used in all teaching contexts. The workshop will briefly review some of the current research and examples of OAC school structures that have supported the implementation of practice focused mentoring. Participants will then use lesson observation tools to practice giving targeted feedback and consider how various strategies and tools can be used at different stages and in different contexts to support improved teaching.</p> <p><i>AADES - Pedagogies</i></p>

Friday, 3 May	
12:50-13:35	PARALLEL SESSIONS
Room 5	Virtual Lightning Talks Creating Effective Digital Ecosystems in the 21st Foreign Language Classroom Mariam Manzur, Spanish Instructor & TA Program Supervisor, Humanities , New College of Florida, Sarasota , United States This presentation explores how language instructors can create effective Digital Ecosystems in order to re-shape foreign language classrooms elements and enhance the teaching and learning processes. Some innovative digital tools will be explored in order to show their impact on the most relevant steps of a successful Foreign Language Lesson: lesson planning, presentation of content, practice, assessment and retention & transfer of knowledge. Learning outcomes: The audience will be able to demonstrate understanding of the concept of Digital Ecosystems and Pedagogical Ecologies of Learning Technologies. -The audience will be able to demonstrate understanding of the main characteristics and needs of the Digital Learners. -The audience will be able to demonstrate understanding of innovative digital tools to enhance foreign language teaching. -The audience will be able to incorporate new concepts and strategies for effectively class design and practice. <i>CG - Pedagogies</i> The Importance of Collaboration Members when Evaluating a Learning Management System William Carpenter, University of South Florida, Tampa, United States Liliana Rodríguez-Campos, Learning Management Systems (LMS) are becoming a core element to academic institutions. Academic programs are utilizing the benefits of an LMS to offer curriculum online and reach students outside of the region. This poster will cover the Model of Collaborative Evaluation how it can be critical to the success of a Learning Management System Evaluation. <i>CG - Technologies</i> Can Machine Learning Enhance Human Learning? Prof. Walter Rodríguez, Professor and Director, Insititute for Technological Innovation, Lutgert College of Business This paper explores how Artificial Intelligence, Machine Learning, Natural Language Processing could enhance asynchronous human learning; particularly, mobile, mass-customized, individualized, career certification training. The paper states the research questions and addresses the relevant problems, issues, challenges, opportunities, strategies, and technologies crucial to enable machines to assess the learners' current abilities and competencies. And to prescribe a unique certification training plan for the learner with supervised assistance of a human in a human-machine collaboration. <i>CG - Technologies</i> Development of an Holistic Model to Support Creation of Online Activities Jessica Chakowa, Lecturer in French Studies, School of Langauges, Literatures, Cultures and Linguistics, Monash University, Melbourne, Australia Web 2.0 tools are used increasingly in many academic institutions but there has been insufficient guidance about how to implement online activities. This paper is based on an interactive platform aimed at enhancing students' learning of French beyond the classroom. This paper will focus on a model that has been developed to facilitate the creation of online activities. This model accounts for the role of the teacher, the learner and the technology, as part of a holistic approach to ensure the effectiveness of learning. Finally, the paper concludes on the challenges and recommendations related to applying technology in language learning and the implications for 2.0 teachers with regards to their capacity as designers, facilitators and action-researchers. <i>CG - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i>
13:35-13:50	Break
13:50-15:30	PARALLEL SESSIONS



Friday, 3 May	
13:50-15:30	PARALLEL SESSIONS
Room 1	<p>Themed Paper Presentations: Technology and Systems of Learning</p> <p>VisiLearn: Using the Analytics in a Web-based Visualization Tool to Support Mastery Learning Rita van Haren, Private Consultant, ACT , Education Consultant, Champaign, United States With continuing inequalities in education and low student engagement and motivation, educators are moving away from competition through standardized testing to more personalized approaches to learning such as mastery learning (Bloom, 1971). While personalized learning approaches can increase teacher workloads significantly, modern digital tools are at last making these approaches more efficient and logistically feasible. The paper will report on a case study involving grade 7 and 8 students in a middle school in the USA. This study investigated the effectiveness of web-based visualization tool, "VisiLearn," to support mastery learning through formative assessment, peer collaboration, and adaptive and personalized instruction. <i>CG - Technologies</i></p> <p>Pre-school to Year 9 - Pedagogy that Works: A Look at the Link Between Technology Systems and Human Practices William Newman, head - Middle Years, Northern Territory Education Department, Alice Springs School of the Air Vicki Skoss, Northern Territory Education Department, Alice Springs School of the Air How does the oldest School of the Air in the world deliver pedagogical practices across all stages of schooling from Preschool to Year 9? The presenters will walk participants through the similarities and differences in pedagogy as it relates to the engagement of students. The presentation will focus on the pedagogy of real-time two-way delivery. It will explore the necessity of connecting technical systems with human practices. The presenters will showcase their pursuit of excellence and the building and maintaining of relationships with practical examples and a number of useful, and healthy, takeaways. <i>AADES - Pedagogies</i></p> <p>Technology-based Learning in Teacher Education: From Input to Output Dr. Eunice Tang, The Chinese University of Hong Kong, Hong Kong Technology has been widely adopted in teaching and learning. The theories underpinning technology-based learning have been discussed extensively in literature. However, the pedagogical use of technology in learning is scarcely explored. This paper exemplifies the development of an online platform for teacher education in Hong Kong for pedagogical use in undergraduate pre-service teacher education programmes. The online Platform for Teacher Education (PLaTE) was launched in 2007 and has undergone continuous expansion in the last 10 years. Now, PLaTE is made up of 3 network sites EdHub, Teaching Portfolios, and Literacy Corner. They serve different functions and purposes in the learning process. EdHub consists of a collection of micro-modules, a resource bank and a self-learning package. They provide input to nurture professional craft knowledge, academic study skills and teaching resources. Teaching Portfolios emphasizes the process of the development. It consists of students' Personalised Teaching Portfolios (PTPs) which document the growth and development of pre-service teachers throughout the 5-year study. Literacy Corner is a student-managed writing space in which student teachers share their writing output with peers and students in the high schools on different social and educational issues. The 3 network sites provide a versatile technology-based learning environment from focus on input to focus on process and focus on output to nurture professional, reflective and effective teachers in initial teacher education.. <i>CG - Pedagogies</i></p> <p>Algorithmic Logics and K-12 Pedagogies: Technological Transformations and Their Implications for Learning Janine Arantes, PhD Candidate, Education and Arts, The University of Newcastle, Callaghan, Australia In the last decade there has been a significant increase of technologies that claim to personalize learning in K-12 classrooms. Dependent on the algorithmic analysis of big data, there are myriads of apps or platforms offering predictions of learner behaviour, insights on student activity and offering teacher recommendations. This brings new forms of learning, such as apps utilising gamification techniques to predict when engagement will be lost. Apps that use predictive technologies are also arguably shaping the pedagogy for both the better and the worse. In the context of K-12 education, new technologies can predict the risk of a student dropping out of school, however such predictive analytics has also been shown to perpetuate discrimination and bias, even in the absence of conscious prejudice. Therefore, understanding how teachers are negotiating apps underscored by algorithmic logics as part of their educational practice is both timely and significant. This presentation aims to engage teachers to evaluate the use of predictive technologies in their learning environments by illuminating some of the 'black boxed' risks, such as algorithmic bias, a shift in teacher agency and the notion of platform capitalism. The theoretical presentation will be supported by empirical evidence gathered from an Australian mini-survey and interviews with Victorian teachers completed by the researcher from October 2018 – March 2019 as part of her PhD studies with the University of Newcastle. <i>AADES - Pedagogies</i></p>

Friday, 3 May	
13:50-15:30	PARALLEL SESSIONS
Room 2	<p>Workshops: Online Early Education</p> <p>Innovative Practices for the Delivery of Online Early Childhood Education: eKindy and Therapy Connect Partnership Model Cathy O'Connor, Director, Department of Education, eKindy Queensland, Brisbane, Australia Ms. Cath Priaulx, Experienced Senior Teacher, Department of Education, eKindy Queensland, Australia Mrs. Sue Cameron, Speech Pathologist/Director, Therapy Connect This workshop will focus on innovative practices for the delivery of online early childhood education for rural, remote and families located across the globe. The first part of the workshop will showcase the pedagogical practice of eKindy Queensland in providing interactive online sessions and an "at home" program for preschool children ranging between 3.5 to 5.5 years. The online sessions encourage children to have agency over their learning and connect them to the wider community. The program enables the educator to offer inclusive education and caters for diversity, distance and social differences. The second part of the workshop will outline a successful partnership model between eKindy Queensland and Therapy Connect. Therapy Connect delivers high quality, evidence based speech and occupational therapy services online to children and families anywhere, anytime. This partnership enables equitable outcomes for rural, remote and isolated children and families so they are set up for future success. <i>AADES - Social Transformations</i></p> <p>Challenges and Celebrations: Introducing a New LMS Statewide Bobby Pedersen, Blended learning leader, Department of Education Tasmania, Australia Linda Powell, Blended learning leader, Department of Education Tasmania, Australia Rachael Donaldson, Blended learning Leader, Department of Education Tasmania, Australia Kate Spencer, Blended Learning Leader, Department of Education Tasmania, Australia The Learning management System year that was in Tasmania – 2018. With so many learners in mind we accomplished so much as individuals, as a blended learning team and as a statewide department. Come and find out what went well, what we are grateful for and what we are still aiming for. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p>



Friday, 3 May	
13:50-15:30	PARALLEL SESSIONS
Room 3	<p>Workshops: Creating Connections</p> <p>Connecting Learners through Virtual Excursions and Live Collaborations Melissa Ellis, Teacher, Education, DET NSW, Ballina, Australia Rikki Commens, Southern Cross School of Distance Education, Australia David Foley, Officer, DET NSW, Dubbo, NSW, Australia Patricia Lemos, teacher, History, Department of Education NSW, East Ballina, Australia Since 2016 Southern Cross School of Distance Education (SCSoDE), in collaboration with Distance and Rural Technologies (DART), have been creating innovative cross-curricular virtual excursions. These enable our students, who are prevented from attending a conventional excursion due to a number of isolating circumstances, to be immersed in different worlds and explore relevant curriculum outcomes in a more authentic way. Our presentation will showcase three cross-curricular virtual excursions and associated learning materials created by SCSoDE: Lake Mungo Snowy Hydro Scheme Save our Catchment. The presentation will also explore the pre-production stages of a fourth virtual excursion--Norfolk Island--to highlight the process involved in planning and creating these immersive resources. A key focus of this showcase is our trial exploration of 360 video resource development allowing the capability for distance education students to explore local environments via virtual reality. A demonstration of our current development of 360 videos resources of Lighthouse Beach Ballina, Yarrangobilly Caves and the Snowy Mountains Hydro Scheme Power Station Tumut 1. The presentation will further explore our theme of connecting students with experts in the field via Live Collaborations--a project run by David Foley at DART. Bringing together a number of experts/people of interest across a live Youtube feed to students in their homes and schools across NSW, Australia and the world. This will illustrate the capability of SCSoDE and DART to collaborate not only with each other but also with other schools both locally and internationally. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p> <p>Fostering Meaningful Connections in a Digital Classroom James Dickman, Relieving Head Teacher Teaching and Learning, Sydney Distance Education High School, Australia Mrs. Pippa Jokhan, Social Science Teacher, Sydney Distance Education High School , Australia Technology certainly allows us to reach to the ends of the earth, but how can we make these connections meaningful? As distance education teachers it can be difficult to build rapport with students and bring personality to your teaching. When creating an online course, it can be difficult to source video content that covers exactly what you want to teach. SDEHS have spent the last 18 months in developing the skills to allow teachers to create their own video content for their lessons. This workshop will explore tips and strategies that we have found effective in creating engaging and meaningful videos that can be embedded in elearning content. Participants will come away with creative ideas and practical steps on how to go about bringing the curriculum to life using a range of techniques such as green screen, learning boards, demonstrations, filming experiments and even live excursions. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p>

Friday, 3 May	
13:50-15:30	PARALLEL SESSIONS
Room 4	<p>Workshops: Well-being and Inclusion</p> <p>Vulnerable Students in the Virtual Space Rob Mason, Virtual School Victoria, Melbourne, Victoria, Australia Sarah Seymour, Virtual School Victoria, Australia Analysis of student engagement and participation data at DECV / VSV during 2018 has exposed high levels of vulnerability for students across enrolment categories within the school community. Complex and long running vulnerability concerns in families relate to learning difficulties, mental and physical health conditions, social and geographic isolation and chronic school refusal. These circumstances create major challenges to building effective engagement, participation and strong learning outcomes for students. The scope of the circumstances for our student cohort requires a collaborative integration of engagement, wellbeing and pedagogy to ensure Virtual School Victoria offers a safe and inclusive learning environment. This presentation will: • explore the nature, prevalence and impact of vulnerability on student learning at VSV; • identify how VSV is proposing to tackle the impact of vulnerability in the online learning space and; • invite participants to help shape engagement, teaching and wellbeing strategies in response to these challenges. <i>AADES - Social Transformations</i></p> <p>Distance Education and Students on the Autism Spectrum Danielle Latinovic, Learning and Support Teacher, NSW Department of Education, Ballina, Australia Judith Watts, Social Advocate, Andante Place, Australia Students on the autism spectrum often enrol in distance education after all other educational settings have been exhausted. Distance education can provide these students with a viable opportunity to experience success in education. The case study presented demonstrates one such inspiring success story. It examines how a chronically disengaged student on the autism spectrum, at risk of school failure, re-engaged with learning via distance education. The student has completed a Life Skills Higher School Certificate and is currently on track to attend university on-campus. The benefits of distance education for students on the autism spectrum are numerous. Many barriers to learning that occur in traditional classrooms settings, such as sensory discomfort, social confusion, anxiety, fatigue and transition difficulties, can be partially or completely eliminated by enrolment in distance education. To maximise learning, adjustments to the curriculum can be highly individualised by teachers, and schoolwork can be organised by parents/carers around necessary appointments and therapy. Distance education, however, can be a double-edged sword: students on the autism spectrum can become isolated from peer social interaction, parents/carers may feel overwhelmed by the demands of distance education, and families can experience economic disadvantage if a parent/carer is required to stay home to supervise their child. A secondary Learning and Support Teacher and the student's parent working together in close collaboration contributed to the success achieved by the student in this case study. In partnership, the teacher and parent capitalised on the benefits of distance education, while mitigating the potential drawbacks. <i>AADES - Institutions</i></p>



Friday, 3 May	
13:50-15:30	PARALLEL SESSIONS
Room 5	<p>Workshops: Leadership and the Changing Classroom</p> <p>Planning for Online Learning : Guidelines for Blended Learning Isobel Williams, Blended Learning Leader, Curriculum Services, Department of Education Tasmania, Hobart, Australia Tameika Munday, Blended Learning Leader, Curriculum Services, Australia Enhance the quality of outcomes for your students through planning for engaging and meaningful online experiences. We have been working with teachers across the Tasmanian Department of Education schools in co-planning online units, including blended learning, and have developed a set of guidelines to assist. This session will workshop some of the important considerations of planning to meet the outcomes and engage students. Each participant will develop a blueprint to guide online or blended learning planning to suit his or her circumstances. <i>AADES - Pedagogies</i></p> <p>Digital Tools for Learning: Encouraging Students to Be Digital Producers Rather Than Just Consumers Rose Anderson, Principal Education Officer , Curriculum Services, Department of Education, Tasmania, Hobart, Tasmania, Australia In this workshop, we will explore contemporary digital tools that enhance student learning in all learning areas and encourage students to be digital producers rather than just consumers. This will be an interactive workshop where participants will interact with some of the tools and learn how these can be used to maximise students learning – thus developing higher order skills of problem solving, creativity, critical thinking and analysis. <i>AADES - Technologies</i></p>
15:30-15:45	Coffee Break
15:45-17:25	PARALLEL SESSIONS

Friday, 3 May	
15:45-17:25	PARALLEL SESSIONS
Room 1	<p>Workshops: Technology Innovations and Project Based Learning</p> <p>Using a Cloud Based Platform for Student Learning Gail Tucker, Capricornia School of Distance Education, Rockhampton, Australia Emma Kirk, Capricornia School of Distance Education, Australia With increasingly diverse enrolments, we have implemented a new cloud based file platform of Class Notebook. This has allowed us to cater for all student backgrounds and personal circumstances. Why use a Class Notebook? To engage students and increase capturing evidence of learning and work returns. This free program includes three types of sub notebooks: a personal OneNote for every student, a Content Library for class materials and resources, as well as a Collaboration Space for group work, sharing and peer feedback. Why are we excited? Class Notebook organises content information, lesson materials and resources for students to access in one file. Materials can be differentiated in groupings and/or individually. Up to 100 people can work in the same Class Notebook at the same time. Students can complete any lesson activities, note taking, homework and assessment. Students do not need to download and save their work in multiple files. Work can be completed in real-time or anywhere 24/7. Students work is saved and submitted automatically! Teacher permissions allow access to student work for live and offline feedback. Participants in this workshop will be given access to a Class Notebook, so they can connect with the presenters in a real life scenario. We will run the session with real time activities within this platform. Demonstrations will also include how pedagogical frameworks and student learning outcomes can be achieved with greater simplicity. Discussions will allow for participants to reflect on how this platform applies in their individual contexts and experiences. <i>AADES - Technologies</i></p> <p>Evaluation of Web 2.0 : The future of technology in the classroom Troy Wasson, Finigan School of Distance Education, Queanbeyan NSW Web 2.0 technologies incorporate a diverse range of software and hardware tools many of which have been tried and tested over the last decade as well as more current, cutting edge innovations. These technologies can help facilitate current student centred pedagogy but like all educational tools are only as good as the teacher using them. It is the way that we are able integrate these tools into the student's learning that engages them, facilitates authentic learning and creates knowledge and meaning for the students. As these technologies continue to evolve and interact in new ways with their users, Web 2.0 evolves to 3.0 and onwards. This presentation starts with a brief history of Web 2.0 in education over the last decade, citing examples of best practice. It then workshops some current technology that can be used to build collaborative learning among distance education students. On return to their schools, teachers will be able to integrate these applications seamlessly into online classrooms to achieve quality learning outcomes for students. Participants should bring a smart phone or device. <i>CG - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p>



Friday, 3 May	
15:45-17:25	PARALLEL SESSIONS
Room 2	<p>Workshops: Technology Innovations: Virtual Reality and Gamification</p> <p>Virtual Presence: Exploring Virtual Participation in School Activities Martin Jorgensen, Virtual School, Victoria, Australia Catherine Mayer, Virtual School, Victoria, Australia In 2017, we launched Drama as a subject for year 7 and 8 students, and began to explore new ways of involving students who exclusively attend subjects online and how they might better collaborate with students able to attend events in person. The result was Virtual Presence, an approach we have now launched in a range of subjects that allows remote students more significant levels of participation in their learning programs, and more meaningful collaboration with peers. This initiative has led to a new professional learning program for staff and new understandings about the ways in which students – often those who are challenged by significant health concerns – can continue their education. In this presentation, Martin Jorgensen and Catherine Mayer will step their audience through the origins of the approach, the hurdles and how we have applied our new knowledge and skills. <i>AADES - 2019 Special Focus: From the Ends of the Earth to Connected Learners</i></p> <p>Gamification in eLearning: An Unconvincing Buzzword or an Innovative Pedagogical Strategy?: The Effects of a Gamified eLearning Module on Two Learners with Divergent Profiles Alannah Roach, Principal Education Officer Blended Learning, Curriculum Services, Department of Education, West Hobart, Australia Most studies focusing on the effects of gamification on user experience are quantitative, but this methodology only scratches the surface of what actually happens in the minds of participants. In order to study learners' experience of a gamified e-learning module on Italian wines a qualitative approach with the think-aloud method was chosen, requiring participants to complete the gamified module while explaining aloud what they do, think and feel. Two participants volunteered and, in the course of the experiment, follow-up interviews were deemed necessary. This methodology allowed the collection of rich data on the thoughts and reactions of a learner when experiencing gamification, which turn out to be complex and sometimes even contradictory. The methodology also enabled us to refine and nuance seemingly similar results in the two case studies and to determine that a major factor probably undermining gamification effects lies in the teaching/learning cultures of the actors involved. <i>AADES - Pedagogies</i></p>

Friday, 3 May	
15:45-17:25	PARALLEL SESSIONS
Room 3	<p>Colloquium: Project Based Learning in Distance Education</p> <p>Project Based Learning in Distance Education: Implementing PBL in a Distance Education Setting Kelly Pfeiffer, Dubbo School of Distance education, Australia Melissa Mc Nair, Classroom Teacher, Dubbo School of Distance Education, Dubbo, NSW, Australia Michelle Sullivan, Classroom Teacher, Dubbo School of Distance Education, Australia Deborah (Debbie) Murray, Principal, NSW Department of Education, Dubbo School of Distance Education, Dubbo, Australia</p> <p>What? Can this be done? YES of course it can! Come along and see how Dubbo School of Distance Education has made it a successful way of getting distance education students and teachers to plan, collaborate and discover the importance of authentic audiences and real-world experiences. Come and sample how to write an effective driving question and see the amazing final student products. Be prepared to have some fun while you engage in PBL processes; learn how to incorporate learning dispositions and the 4 C's (Creativity, Critical Reflection, Communication & Collaboration) into planning engaging student opportunities. Walk away with some great takeaway strategies & resources. Hear about some key Stage 3 – 5 projects: “the Happiness Project”, “Save Our Stripes,” “Unless,” “Dark Sky” and how to implement PBL camps/ workshops with students. Learn what collaborative ICT tools best support PBL; find out what works well, and even what doesn't. Walk away with prizes and shared resources that will send you on your journey to becoming a true PBL professional in your school. Key outcomes for this workshop include: selecting and using appropriate teaching strategies to develop student's knowledge, skills, problem-solving, critical thinking and creativity; Integrating ICT into learning and teaching programs, and for chosen content to be relevant and meaningful for students; Contributing to collegial discussion and networks to improve professional knowledge and practice.</p> <p><i>AADES - Pedagogies</i></p>



Friday, 3 May	
15:45-17:25	PARALLEL SESSIONS
Room 4	<p>Workshops: Literacy, Leadership, and Motivation</p> <p>A Whole School Literacy Approach in a Distance Education Setting Renai Mclean, Education Queensland, Rockhampton, Australia In 2018, Capricornia School of Distance Education rolled out a whole school literacy approach that has seen all stakeholders, including home tutors (parents and governesses), teacher aides and teachers upskilled in the teaching of reading, identifying expected literacy behaviours shown at each stage of the learning, and monitoring student literacy behaviours to determine individual learning goals. Teachers are embedding literacy in every subject, every lesson, and every day. They can collaboratively discuss learning goals for individual students with home tutors across a range of literacy aspects, including reading, comprehension, writing, vocabulary, phonics and speaking. Programs support and extend students, to build on their literacy skills in all year levels. This is the start of a long journey that is aligned perfectly with the school's Annual Implementation Plan and intention to equip all stakeholders with the ability to comprehend and communicate understanding of their learning effectively. During this workshop you will have opportunities to hear what we have been up to at CSDE and ask questions that might relate the process to your own unique distance learning setting. <i>AADES - Pedagogies</i></p> <p>Motivating Learners through Award Scheme Development Accreditation Network: Engaging Disengaged Learners with Disabilities Amy Jo Hamilton, Department of Education, Perth, Australia Susan Taylor, School of Isolated and Distance Education, Perth, Australia ASDAN offers a wide range of curriculum award programs for students who are disengaged, have an intellectual disability or are at educational risk. ASDAN programs blend activity-based curriculum development, assessment and accreditation of key skills and other personal and social skills, with emphasis on rewarding achievement. At SIDE (School of Isolated and Distance Education) we use two online platforms- Moodle and Webex we make learning relevant and transferable. The students enrolled in the ASDAN courses have a one on one lesson with their SIDE teacher and then with support and encouragement work through their Moodle course to complete the challenges or tasks. Students are encouraged to contact their teachers through email to receive assistance and ideas of how they can best complete the challenges. The SIDE teacher can arrange for students to attend excursions and visits to workplaces to further enhance their skills and understanding to complete the courses. ASDAN rewards a range of learning styles and contexts celebrating the diversity of multi-talented young people. These courses encourage, engage and motivate learning enabling our students to develop skills for further learning, employment and their lives in the community. It promotes active and experiential learning that suits the individual and where they are living. Through SIDE we can reach the students in the remote communities and we can deliver these courses. <i>AADES - Pedagogies</i></p>

Friday, 3 May	
15:45-17:25	PARALLEL SESSIONS
Room 5	<p>Themed Paper Presentations: Technology and Inclusion</p> <p>The Future is Inclusive: Teaching the Process of Inclusive Design in College Design Courses Chin-juz Yeh, Educator, Creative Technology and Design, FIT Prof. Christie Shin, Professor, Creative Technology & Design, Fashion Institute of Technology Inclusive design is the practice of creating design works that are accessible and usable by as many people as possible. While all audiences benefit from inclusive design, most importantly, inclusive design helps the underserved populations such as seniors and people with disabilities. FIT's CT&D subject area offers digital product design, user experience design, and digital typography courses all of which share a common core of an iterative design process which was designed to maximize the design considerations for inclusiveness, at the same time, stimulate design innovations that produce transformative work that fosters positive social changes. This paper introduces the theoretical framework of teaching inclusive design, the implementation of it in FIT's Creative Technology & Design (CT&D) program area, and demonstrating the learning outcomes through case study of student projects, assignments, and in-class exercises. Prof. C.J. Yeh and Prof. Christie Shin will also discuss the challenges and opportunities of teaching inclusive design in college-level design courses. <i>CG - Social Transformations</i></p> <p>Understanding Students' Personal Construction of Technology Use: Unpacking Mental Models and Decision-making Processes in Technology Adoption Lyn Hay, Online Learning Innovation Leader, uImagine, Division of Learning & Teaching, Charles Sturt University, Canberra, Australia This paper is based on doctoral research that explores how Web 2.0 technologies can be used to support students' completion of an inquiry project, and how student, teacher, and teacher librarian experiences with Web 2.0 technologies can influence their views on using these in the future to support learning. The study identified seven broad functions that Web 2.0 technologies can provide students, teachers and TLs while undertaking inquiry projects, and presents a Technology Functionality Matrix as a scaffold to identify the features and functionality of the Web 2.0 tools to assist those interested in trialling a range of Web 2.0 tools. The study also identified a set of seven criteria for determining technology use which students apply when critically evaluating technologies that are available to them to support their learning, as well as three mental models of technologies which can influence the way individuals' approach the use of technologies. The paper presents a new theory called the 'Personal Construction of Technology Use' (PCTU) Theory. This theory provides an explanation of how students' experiences with Web 2.0 technologies influence their views on using these technologies to support learning, including domains, dimensions, processes and principles of the PCTU Theory, providing a set of propositions for further investigation, and provides educators with a practical model that articulates one way of interpreting students' information, technology and inquiry learning experiences in a blended classroom environment. <i>CG - Pedagogies</i></p>
17:25-17:55	Conference Closing





Amelia Ahern	Queensland Government	Australia
Waleed Al Abiky	Qassim University	Saudi Arabia
Janelle Ambrose	BrisbaneSDE	Australia
Teresa Anderson	Education Queensland	Australia
Rose Anderson	Department of Education Tasmania	Australia
Janine Arantes	The University of Newcastle	Australia
Rebecca Aveyard	Australian Nursing and Midwifery Federation	Australia
Jessica Bai	Education Queensland	Australia
Greg Bannister	Education Queensland	Australia
Geoff Barbaro	Skills Impact	Australia
Ann Barnes	Tasmanian eSchool	Australia
Matthew Barrile	Ohio University	United States
Tristan Baskerville	Brisbane Schol of Distance Education	Australia
Rodney Beach	Liberate Learning	Australia
Dianna Bennett	Education Queensland	Australia
Pooja Beotra	Education Queensland	Australia
Ian Bielenberg	Education Queensland	Australia
Marie Bielenberg	Education Queensland	Australia
Nicky Bigham	Tasmanian eSchool	Australia
Naima Bilal	Balochistan University of IT and Management Sciences	Pakistan
Ryan Bishop	Brisbane School of Distance Education	Australia
Robert Blucher	Te Aho o Te Kura Pounamu	New Zealand
Deirde Bolland	Tasmanian eSchool	Australia
Brendan Boniface	Monash University	Australia
Janine Bowes	Department of Education Tasmania	Australia
Carol Boyd	Tasmanian eSchool	Australia
Leanne Brandis	Charters Towers School of Distance Education	Australia
Belinda Brannam	Department of Education Tasmania	Australia
William Briginshaw	Department of Education Tasmania	Australia
Anna Brown	Finigan School of Distance Education	Australia
Elizabeth Brown	Department of Education NSW	Australia
Bronny Burger	Department of Education	Australia
Bridgette Bye	Department of Education (Tasmania)	Australia
Sue Cameron	Therapy Connect	Australia
Sally Campbell	Tasmanian eSchool	Australia
Gill Canell	Tasmanian eSchool	Australia
William Carpenter	University of South Florida	United States
Matthew Cartwright	Department of Education NSW	Australia
Monica Cavarzan	Capricornia School of Distance Education	Australia
Jessica Chakowa	Monash University	Australia
Matthew Cheesman	Griffith University	Australia
Ruth Chen	McMaster University	Canada
Gawai Cheng	Charters Towers School of Distance Education	Australia
Adam Christie	Wynnum State High School	Australia
Inga Clark	Education Department Tasmania	Australia
Amanda Clark	Charters Towers School of Distance Education P & C	Australia
John Clark	Education Queensland	Australia
Anna Clough	Capricornia School of Distance Education	Australia
Jay Cohen	Charles Sturt University	Australia
Rikki Commens	Southern Cross School of Distance Education	Australia
Anthony Considine	Northern Territory Government	Australia



Steve Cooke	Tasmanian eSchool	Australia
Sue Cooksley	Sydney Distance Education High School	Australia
Russell Cooper	Department of Education Tasmania	Australia
Stephanie Coopman	San Jose State University	United States
Ted Coopman	San Jose State University	United States
Bill Cope	Common Ground Research Networks	United States
Rebekah Cowie	Sydney Distance Education High School	Australia
Tiffany Cox	Department of Education NSW	Australia
Melanie Craig	Education Queensland	Australia
Helen Crampton	Cairns School of Distance Education	Australia
Geoffrey Gavin Crosswell	Education Queensland	Australia
Jacci Cruse	Tasmanian eSchool	Australia
Gay Cumming	Department of Education Tasmania	Australia
Karen D'Aietti	Education Queensland	Australia
Jodie Davis	Australian Nursing and Midwifery Federation	Australia
Josh Dean	Tasmanian Government	Australia
Paul D. Deering	University of Hawaii at Manoa	United States
Colin Devitt	NSW Department of Education	Australia
Martin Dickens	NSW Department of Education	Australia
James Dickman	Sydney Distance Education High School	Australia
Emma Dobson	Department of Education Tasmania	Australia
Maggie Dodd	Open Access College	Australia
Sarah Dohl	Katherine School of the Air	Australia
Rachael Donaldson	Department of Education Tasmania	Australia
Donna Duellberg	Hawaii Pacific University	United States
Stephanie Dunn-Blazer	Education Queensland	Australia
Gaye Dunshea	NSW Department of Education	Australia
Simon Eade	St Aloysius Catholic College	Australia
Corey Edwards	Cairns School of Distance Education	Australia
Alexander Edwards	Department of Education Tasmania	Australia
Kirsti Ellerton	Education Queensland - Brisbane School of Distance Education	Australia
Bob Elliott	Inclusion and Diversity Team Department of Education	Australia
Melissa Ellis	Department of Education NSW	Australia
Sally Ellis	Tasmanian eSchool	Australia
Simon Falk	Philipps University Marburg	Germany
Anthony Fara	Education Queensland	Australia
Kirk Findlay	Cairns School of Distance Education	Australia
Wendy Fletcher	Education Department Tasmania	Australia
David Foley	NSW Department of Education	Australia
Kerrin Forsythe	Queensland Government	Australia
Jane Fricker	Department of Education Tasmania	Australia
Anthea Frossinakis	Alice Springs School of the Air	Australia
Liton Furukawa	Royal Roads University	Canada
Linda Fyfe	Department of Education Tasmania	Australia
Katrina Gale	Queensland Government	Australia
Mary Garland	Department of Education Tasmania	Australia
James Gatenby	Austins Ferry Primary	Australia
Simone Genovese	Cairns School of Distance Education	Australia
Andrew Gentle	Education Queensland	Australia
Jasmine Gilligan	Charters Towers School of Distance Education	Australia
Benjamin Gofton	Department of Education Tasmania	Australia





Cristina Goletti	University of Texas El Paso	United States
Mitch Goodwin	University of Melbourne	Australia
Akira Goto	The School of Distance Education Charters Towers	Australia
Dick Graham	Blackboard	Australia
Emanuel Grant	University of North Dakota	United States
Leah Greenaway	Queensland Government	Australia
Miki Saiki Greene	Education Queensland	Australia
Megan Gunn	Education Queensland	Australia
Yeongmin Gwon	Charters Towers School of Distance Education	Australia
Kate Haddow	Department of Education Northern Territory	Australia
Robert Hadland	Department of Education NSW	Australia
Amy Jo Hamilton	Department of Education	Australia
Christine Hansen	Hawaii Pacific University	United States
Lyn Hay	Charles Sturt University	Australia
Naomi Haynes	Meekatharra School of the Air	Australia
Joshua Healing	Department of Education	Australia
Douglas Hermond	Prairie View A&M University	United States
Sarah Higginbotham	Monash University	Australia
Kimberley Hill	NSW Department of Education	Australia
Cindy Hill	Tasmanian eSchool	Australia
Mathew Hillier	Monash University	Australia
Rebecca Hodgkinson	Department of Education Tasmania	Australia
Sharon Hodgson	Department of Education NSW	Australia
Mike Hollings	Te Aho o Te Kura Pounamu	New Zealand
Kim Holm	Tasmanian eSchool	Australia
Fiona Horan	Tasmanian eSchool	Australia
Leigh Howser	Education QLD - Cairns School of Distance Education	Australia
Kylie Huff	Capricornia School of Distance Education	Australia
Hilary Hughes	NSW Department of Education	Australia
Kieren Hume	Tasmanian eSchool	Australia
David Humphreys	The Open University	United Kingdom
David Jackson	Education Queensland	Australia
David Jeffs	Riverside Christian College	Australia
Jamie Jensen	Humboldt University	Berlin
Stacey Johnson	The School of Distance Education Charters Towers	Australia
Janet Johnson	Tasmanian eSchool	Australia
Paula Johnson	University of Tasmania, Australia	Australia
Pippa Jokhan	Sydney Distance Education High School	Australia
Tundie Jones	Department of Education WA	Australia
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Martin Jorgensen	Virtual School, Victoria	Australia
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Lisa Keating	Department of Education NSW	Australia
Gabby Keenan	Department of Education Queensland	Australia
Marcel Kerrison	Department of Education Tasmania	Australia
Patrick Kerrison	Tasmanian eSchool	Australia
Emma Kirk	Capricornia School of Distance Education	Australia
Rachel Kirkwood	Department of Education Tasmania	Australia
Rene Kling	University of Tasmania, Australia	Australia
Heidi Komzak	Tasmanian eSchool	Australia



Vickie Krikowa	Finigan School of Distance Education	Australia
Yiu Chi Lai	The Education University of Hong Kong	Hong Kong
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Danielle Latinovic	NSW Department of Education	Australia
Lorraine Lawson	Education Queensland	Australia
Mee Ok Lee	Finigan School of Distance Education	Australia
Rhiannon Lehman	Katherine School of the Air	Australia
Patricia Lemos	Department of Education NSW	Australia
Te Rina Leonard	Te Aho o Te Kura Pounamu	New Zealand
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Jo Long	Education Queensland	Australia
Leanne Longden	Tasmanian eSchool	Australia
Vicki Lovell	Department of Education Tasmania	Australia
Melinda Lynch	Department of Education Tasmania	Australia
Leanna Macfarlane	Tasmanian eSchool	Australia
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Katie Magriplis	Department of Education NSW	Australia
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Mariam Manzur	New College of Florida	United States
Sandra Marshall	Education Queensland	Australia
Rob Mason	Distance Education Centre Victoria	Australia
Kylee Matthews	Queensland Government	Australia
Catherine Mayer	Virtual School, Victoria	Australia
Simon Mbugua	Queensland Government	Austria
Chris Mc Intosh	Queensland State Government	Australia
Malcolm Mc Iver	Virtual School Victoria	Australia
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Ainsley McArthur	McArthur Holdings	Australia
Karen Mcdiarmid	Department of Education Tasmania	Australia
Dimity McKinlay	Department of Education NSW	Australia
Renai Mclean	Education Queensland	Australia
Teresa Meader	Tasmanian Government	Australia
Dianne Meikle		Australia
Daniel Memmott	Queensland Government	Australia
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Judy Menary	Department of Education	Australia
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Susan Miller	Miami University	United States
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Susan Newman	Department of Education NSW	Australia
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Patience Kelebogile Nkalane	University of South Africa	South Africa
Mark Nutting	Education Queensland	Australia
Cathy O'connor	eKindy Queensland	Australia
Miriam Parsons	Open Access College	Australia
Joseph Pearson	Catholic Education Tasmania	Australia
Bobby Pedersen	Department of Education Tasmania	Australia
Darren Perry	Department of Education Tasmania	Australia
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Linda Powell	Department of Education Tasmania	Australia
Ari Powell	Tasmanian eSchool	Australia
Cath Priaux	eKindy Queensland	Australia
Sarah Prior	Department of Education Tasmania	Australia
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Colleen Purdie	Charters Towers School of Distance Education	Australia
Emilee Ralph	Charters Towers School of Distance Education	Australia
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Christopher Riley	Department of Education, Tasmania	Australia
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Alannah Roach	Department of Education	Australia
Walter Rodriguez	Florida Gulf Coast University	United States
David Ruiter	University of Texas at El Paso	United States
Natalie Rule	Department of Education	Australia
Kerrie Russell	Alice Springs School of the Air	Australia
Margaret Russell	Education Queensland	Australia
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Helen Sachlikidis	Cairns School of Distance Education	Australia
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Karen Smith	Department of Education Queensland	Australia
Nathan Smith	Department of Education	Australia
Carrie Specht	La Sierra University	United States
Kate Spencer	Department of Education Tasmania	Australia
Rom Springall	Tasmanian eSchool	Australia
Sonia Spurdle	Charters Towers School of Distance Education P & C	Australia
Mary St George	Te Aho o Te Kura Pounamu	New Zealand
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Michelle Sullivan	Dubbo School of Distance Education	Australia
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Nicole Taylor		Australia
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Sandy Walsh	Tasmanian eSchool	Australia
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Erin Watherston	Charters Towers School of Distance Education	Australia
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Kimberley Williams	University of Alabama	United States
Isobel Williams	Department of Education Tasmania	Australia
Melinda Williams	Education Queensland	Australia
Michael Wilson	M&S Consultants Pty Ltd	Australia
Jessica Wilson	Tasmanian eSchool	Australia
Stuart Withington	Kings Meadows High School	Australia
Sook Khuan Wong	KDU University College	Malaysia
Anthony James Woodward	Department of Education Tasmania	Australia
Peter Wright	Department of Education Tasmania	Australia
Jingjing Xu	University of Arizona	United States
Norihiro Yamada	Charters Towers School of Distance Education	Australia
Ruiqian Yang	The Education University of Hong Kong	Hong Kong
Chin-juz Yeh	Fashion Institute of Technology	United States
Pak Yoong	Victoria University of Wellington	Australia
Saad Zafar	Riphah International University	Pakistan
Fan Zeng	Charters Towers School of Distance Education	Australia
Zesheng Zhang	Cairns School of Distance Education	Australia







Fourth International Conference on Tourism & Leisure Studies

Florida International University
Miami, USA | 16–17 May 2019
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



Nineteenth International Conference on Diversity in Organizations, Communities & Nations

University of Patras
Patras, Greece | 5–7 June 2019
ondiversity.com/2019-conference



Fourteenth International Conference on the Arts in Society

Polytechnic Institute of Lisbon
Lisbon, Portugal | 19–21 June 2019
artsinsociety.com/2019-conference



Tenth International Conference on Sport & Society

Ryerson University
Toronto, Canada | 20–21 June 2019
sportandsociety.com/2019-conference



Twelfth Global Studies Conference

Jagiellonian University
Kraków, Poland | 27–28 June 2019
onglobalization.com/2019-conference



Seventeenth International Conference on New Directions in the Humanities

University of Granada
Granada, Spain | 3–5 July 2019
thehumanities.com/2019-conference



XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad de Granada
Granada, España | 3–5 de julio de 2019
las-humanidades.com/congreso-2019



Seventeenth International Conference on Books, Publishing & Libraries

University of Granada
Granada, Spain | 5 July 2019
booksandpublishing.com/2019-conference



Fourteenth International Conference on Interdisciplinary Social Sciences

Universidad Autónoma Metropolitana
Mexico City, Mexico | 10–12 July 2019
thesocialsciences.com/2019-conference



XIV Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad Autónoma Metropolitana Unidad Xochimilco
Ciudad de México, México | 10–12 de julio de 2019
interdisciplinasocial.com/congreso-2019



Twenty-sixth International Conference on Learning

Queen's University Belfast
Belfast, UK | 24–26 July 2019
thelerner.com/2019-conference



XXVI Congreso Internacional sobre Aprendizaje

Universidad de Queen
Belfast, Reino Unido | 24–26 de julio de 2019
sobreaprendizaje.com/congreso-2019



Aging & Social Change: Ninth Interdisciplinary Conference

University of Vienna
Vienna, Austria | 16–17 September 2019
agingandsociety.com/2019-conference



Ninth International Conference on Health, Wellness & Society

University of California at Berkeley
Berkeley, USA | 19–20 September 2019
healthandsociety.com/2019-conference



IX Congreso Internacional de Salud, Bienestar y Sociedad

Universidad de California, Berkeley
Estados Unidos | 19–20 de septiembre de 2019
saludsociedad.com/congreso-2019



Fourth International Conference on Communication & Media Studies

University of Bonn
Bonn, Germany | 26–28 September 2019
oncommunicationmedia.com/2019-conference



IV Congreso Internacional de Estudios sobre Medios de Comunicación

Universidad de Bonn
Bonn, Alemania | 26–28 de septiembre de 2019
medios-comunicacion.com/congreso-2019



Ninth International Conference on Food Studies

National Kaohsiung University of Hospitality and Tourism
Kaohsiung City, Taiwan | 24–25 October 2019
food-studies.com/2019-conference



Twelfth International Conference on the Inclusive Museum

Muntref, Museum of Immigration
Buenos Aires, Argentina | 7–9 November 2019
onmuseums.com/2019-conference



Sixteenth International Conference on Environmental, Cultural, Economic & Social Sustainability

Pontifical Catholic University of Chile
Santiago, Chile | 29–31 January 2020
onsustainability.com/2020-conference



XVI Congreso Internacional sobre Sostenibilidad Medioambiental, Cultural, Económica y Social

Pontificia Universidad Católica de Chile
Santiago, Chile | 29–31 de enero de 2020
lasostenibilidad.com/congreso-2020



Fourteenth International Conference on Design Principles & Practices

Pratt Institute, Brooklyn Campus
New York, USA | 16–18 March 2020
designprinciplesandpractices.com/2020-conference



XIV Congreso Internacional sobre Principios y Prácticas del Diseño

Pratt Institute, Brooklyn Campus
Nueva York, Estados Unidos | 16–18 de marzo de 2019
el-diseno.com/congreso-2020



Sixteenth International Conference on Technology, Knowledge, and Society

Illinois Conference Center at University of Illinois
Research Park
Champaign, USA | 26–27 March 2020
techandsoc.com/2020-conference



Thirteenth International Conference on e-Learning & Innovative Pedagogies

University of the Aegean - Rhodes Campus
Rhodes, Greece | 23–24 April 2020
ubi-learn.com/2020-conference



XVI Congreso Internacional de Tecnología, Conocimiento y Sociedades

Universidad del Egeo - Campus Rodas
Rodas, Grecia | 23–24 de abril de 2020
tecno-soc.com/congreso-2020



Tenth International Conference on Religion & Spirituality in Society

UBC Robson Square
Vancouver, Canada | 30 April - 1 May 2020
religioninsociety.com/2020-conference



X Congreso Internacional sobre Religión y Espiritualidad en la Sociedad

UBC Robson Square
Vancouver, Canadá | 30 de abril–1 de mayo de 2020
la-religion.com/congreso-2020



Tenth International Conference on The Constructed Environment

University of California Berkeley, Clark Kerr Campus
Berkeley, USA | 13–14 May 2020
constructedenvironment.com/2020-conference



Twentieth International Conference on Knowledge, Culture, and Change in Organizations

University of Illinois at Chicago,
Student Center East
Chicago, USA | 27–28 May 2020
organization-studies.com/2020-conference



XX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones

Universidad de Illinois en Chicago,
Student Center East
Chicago, Estados Unidos | 27–28 de mayo de 2020
la-organizacion.com/congreso-2020



Twentieth International Conference on Diversity in Organizations, Communities & Nations

University of Milan
Milan, Italy | 10–12 June 2020
ondiversity.com/2020-conference



XX Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones

Universidad de Milán
Milán, Italia | 10–12 de junio de 2020
ladiversidad.com/congreso-2020



Fifteenth International Conference on The Arts in Society

NUI Galway
Galway, Ireland | 24–26 June 2020
artsinsociety.com/2020-conference



Eighteenth International Conference on New Directions in the Humanities

Ca' Foscari University of Venice
Venice, Italy | 1–3 July 2020
thehumanities.com/2020-conference



XVIII Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad Ca' Foscari de Venecia
Venecia, Italia | 1–3 de julio de 2020
las-humanidades.com/congreso-2020



Twenty-seventh International Conference on Learning

University of Valencia
Valencia, Spain | 13–15 July 2020
thelearner.com/2020-conference



XXVII Congreso Internacional de Aprendizaje

Universidad de Valencia
Valencia, España | 13–15 de julio de 2020
sobreaprendizaje.com/congreso-2020



Fifteenth International Conference on Interdisciplinary Social Sciences

National and Kapodistrian University of Athens,
Athens, Greece | 20–22 July 2020
thesocialsciences.com/2020-conference



XV Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad de Atenas
Atenas, Grecia | 20–22 de julio de 2020
interdisciplinasocial.com/congreso-2020



Tenth International Conference on Health, Wellness & Society

Université de la Sorbonne Nouvelle Paris 3
Paris, France | 3–4 September 2020
healthandsociety.com/2020-conference



Tenth International Conference on Health, Wellness & Society

Université de la Sorbonne Nouvelle Paris 3
Paris, France | 3–4 September 2020
healthandsociety.com/2020-conference

Thirteenth International Conference on e-Learning & Innovative Pedagogies

*There is No Scale: Distance and Access in the Era of
Distributed Learning*

23–24 April 2020

University of the Aegean,
Rhodes Campus
Rhodes, Greece

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showcases, virtual posters, or virtual lightning talks.

Returning Member Registration

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