

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

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

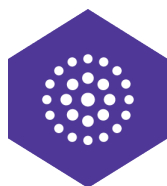
University of the Aegean - Rhodes Campus
Rhodes, Greece
23–24 April 2020

XVI Congreso Internacional de
**Tecnología, Conocimiento
y Sociedad**

No hay escala:
Distancia y acceso en la
era del aprendizaje distribuido

Universidad del Egeo - Campus Rodas
Rodas, Grecia
23–24 de abril de 2020





Thirteenth International Conference on e-Learning & Innovative Pedagogies

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

Virtual Conference | 23–24 April 2020

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International Conference on e-Learning & Innovative Pedagogies

*Curating global interdisciplinary spaces, supporting
professionally rewarding relationships*



About the Conference

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
- 2019 - Hotel Grand Chancellor Hobart, Hobart, Australia

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

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About the Conference

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.



Chryssi Vitsilaki, Rector University of the Aegean, Mytilene, Greece



Chryssi Vitsilaki is elected rector of the University of the Aegean. Since 1990, Chryssi has been a professor in the Department of Pre-School Education and Educational Design and does research, among others, in educational technology, higher education, and adult education. Their most recent publication is E-qualified: An In-depth Investigation of an Innovative Graduate Programme at a Greek University.



Plenary Speakers

Matthew Montebello, Professor, Department of Artificial Intelligence, Faculty of ICT, University of Malta, Msida, Malta

"The Ambient Intelligent Classroom"



Matthew Montebello is an associate professor in the Department of Artificial Intelligence at the Faculty of ICT, University of Malta. He heads the Agent Technology Research Group at the departmental level and coordinates a number of Interest Groups within the same faculty. Before joining the university in 1999 with a PhD in computer science, Matthew Montebello was already heavily involved in education in secondary schools after graduating in 1990 from the University of Malta with a bachelor's of education (honors) degree. Having obtained an extensive teaching experience and having been involved with the introduction of computer labs through the Ministry of Education, he proceeded to follow the computer science domain by obtaining a master's degree and a doctorate from the Cardiff University in Wales in 1996 and 1998, respectively. Furthermore, in 2009 and 2016 he also completed an MA and an Ed.D (Higher Education) specializing in the application of artificial intelligence to e-learning. In 2017 he published a Springer monograph titled *AI-injected e-Learning* and was offered a visiting academic status at the University of Illinois in Urbana-Champaign where he collaborated with the Computer Science Department and College of Education on numerous projects and research initiatives. In May 2018 he was appointed Adjunct Professor at the University of Illinois, Urbana-Champaign, and published his second Springer monograph titled *Ambient Intelligent Classrooms*. In 2019 he was re-appointed head of department and edited an IGI-Global handbook of research on digital learning while also in the process of authoring his third Springer monograph on digital learners.

Pierpaolo Limone, Full Professor of Experimental Pedagogy, Department of Humanities, University of Foggia, Foggia, Italy

"COVID and After"



Pierpaolo Limone is full professor of experimental pedagogy in the Department of Humanities at the University of Foggia. His scientific activity mainly concerns applied research in the field of digital media for education. In over a decade of studies he has coordinated numerous international research projects and collaborated with institutions and companies to develop educational innovation policies and practices. Founder and director of the Educational Research and Interaction Design laboratory (ERID Lab), he coordinates a team of young researchers working on projects and services related to digital environments for training and education. He founded the master's in new media and education, which for 8 years trained specialists in media education in Puglia, and coordinated a master's in education and psychopedagogy for specific learning disorders.

Dr. Marcelo Careaga Butter, Docente Universitario e Investigador, Universidad Católica de la Santísima Concepción, Concepción, Chile (in Spanish)



Docente universitario e investigador. Trabaja en la Universidad Católica de la Santísima Concepción (UCSC), Chile. Dicta la cátedra de Epistemología de la Educación y es Tutor y Director de Tesis en el Doctorado en Educación UCSC en Consorcio. Su línea principal de investigación se relaciona con integración curricular de Tecnologías de Información y Comunicación (TIC) en contextos educativos e interculturales, sustentadas en Gestión del Conocimiento. Ha realizado docencia de pregrado y postgrado y asesorías en universidades chilenas y ha dictado conferencias en variados congresos y eventos académicos nacionales e internacionales, exponiendo en países tales como: Canadá, USA, Rusia, México, República Dominicana, Cuba, Honduras, Costa Rica, Panamá, Colombia, Brasil, Portugal, España. Ha publicado variados artículos científicos, escrito libros y capítulos de libros relacionados con Epistemología para universitarios, Currículum Cibernético, Tutoría Virtual, Modelos de Gestión del Conocimiento y Gestión del Talento en contextos interculturales, Competencias TIC en formación de profesores, Epistemología Virtual, entre otras temáticas. Actualmente es Investigador Asociado del Centro de Investigación en Educación y Desarrollo (CIEDE) e integrante del equipo de Informática Educativa y Gestión del Conocimiento de la UCSC.



Plenary Speakers

Mary Kalantzis, Professor, College of Education, University of Illinois at Urbana-Champaign, USA

"After the COVID-19 Crisis: Why Higher Education May (and Perhaps Should) Never be the Same"



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

Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, President, Common Ground Research Networks, Champaign, United States

"After the COVID-19 Crisis: Why Higher Education May (and Perhaps Should) Never be the Same"



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*.

Catalina Cheng-Lin

Doctoranda en Ciencias Sociales de la Universidad de Granada y miembro del grupo de investigación HUM-358 “Innovación curricular en contextos multiculturales”. Entre sus intereses de investigación destacan los temas relacionados con la ‘neurociencia afectiva aplicada a la enseñanza/aprendizaje de lenguas extranjeras’, el ‘uso de las TICs para mejorar el rendimiento cognitivo-afectivo del aprendizaje’, el ‘multilingüismo’, el ‘papel de la Paz en la Educación’, la ‘innovación curricular en contextos multiculturales’ y los ‘estudios socio-culturales interdisciplinarios’.

María Jesús Flores Campos

Actualmente es doctoranda en Educación en la Universidad Autónoma de Madrid con el título de la investigación “Desarrollo de habilidades comunicativas mediante la creación de redes para la libertad del pensamiento y de la acción e Educación Primaria. Posee el Diploma de Estudios avanzados otorgado por la Universidad Complutense de Madrid; Máster en Dirección de centros educativos otorgado por el Centro Universitario Villanueva, adscrito a la Universidad Complutense de Madrid; Máster en Docencia Universitaria por la Universidad Nacional Federico Villarreal, Lima-Perú. Docente formadora en Institutos Pedagógicos de Educación Superior, Lima-Perú. Sus líneas de investigación son las siguientes: Tecnología educativa, redes de aprendizaje, comunicación, interculturalidad, infancia mediática, formación docente.

Harwati Hashim

Harwati Hashim is an assistant professor at the Centre for Teaching and Learning Innovations, Faculty of Education, National University of Malaysia (UKM). She holds a doctorate of philosophy in Education (Teaching English as a Second Language). She is an educational technology enthusiast and an eLearning practitioner. Specialising in Technology-enhanced Language Learning (TELL), she has published numerous articles in indexed journals and proceedings. She is also an active presenter at the local and international conferences as well as at innovation competitions. Her areas of concentration are mobile learning, Mobile-assisted Language Learning (MALL), technology acceptance as well as language pedagogy and the use of technology in Teaching English as a Second Language (TESL).

Felipe Parada Hernández

Kinesiólogo, Licenciado en Kinesiología. Magister (c) en Educación Médica para las Ciencias de la Salud. Profesor en el Departamento de Kinesiología y Subdirector de la Unidad de Telemedicina de la Universidad de Concepción. Miembro del Colegio de Kinesiólogos de Chile. Miembro del Centro Nacional en Sistemas de información en Salud (CENS). Autor de libros y publicaciones asociadas al desarrollo de la telemedicina y la telesalud en Chile. Gestor de Proyectos en Telemedicina desarrolladas en la Universidad de Concepción, atendiendo a más de 70 mil pacientes de todo Chile y formando profesionales en competencias asociadas al uso de TIC en salud. Expositor en congresos del área, a nivel nacional e internacional.

Yanqui Liu

Yanqiu Liu is a graduate student in the Department of Educational Technology at Shanghai Normal University. She has been a teaching assistant in a STEM volunteer summer camp, a student assistant in innovative blended teaching practice, and an online teaching assistant in a MOOC for STEM teacher education. Her research interests include educational technology, MOOC intervention, and learning analysis.



Emerging Scholars

Diana Maddah

Diana Maddah is pursuing her PhD in Public Health in a joint program between the Lebanese University and American University of Beirut. She got many awards such as the Delta Omega Award for excellence in public health. She co-lead many projects related to virtual exchange programs, women empowerment, youth engagement and democracy & citizenship programs. She worked at Haigazian University as a Project Coordinator and as a Head of Recruitment and Impact Measurement at Teach For Lebanon NGO. She presents and attends many local and international leadership workshops in London, Peru, Spain, India, Bulgaria, Thailand, etc. Diana joined the Modern University for Business & Science in 2016 as a Public Health Instructor and a Research Director in 2018. She published many academic papers.

Siphamandla Mncube

Siphamandla is a lecturer in the Department of Information Science at University of South Africa (UNISA) where he has been working for the past eight years. Currently, he is registered for PHD in Information Systems at the University of Cape Town. He holds a masters in information science (UNISA), bachelor of arts (honors) in library and information science as well as a bachelor of information science (University of Zululand). Previously Siphamandla worked as an IT Technician at University of Zululand, supporting the faculty of education. He is also involved in community engagement: facilitation of computer literacy in rural communities of Kwa-Zulu Natal in South Africa.

Ángela Marcela Rueda Hernández

Licenciada en Lenguas Modernas (Español e Inglés), Master in Online Education y actualmente Doctoranda en Educación, con Tesis Doctoral en desarrollo sobre el tema "El Impacto del uso de la Tecnología en la Investigación Educativa". Sus intereses científicos están enmarcados dentro de las líneas de investigación relacionadas con el uso de la Tecnología Digital en la Educación Superior e igualmente con la Innovación e Investigación Educativa. Ha participado como ponente en diferentes congresos internacionales, presentando los resultados de las investigaciones enfocadas en las diferentes aspectos del aprendizaje online.

Jessica Thompson

Dr. Jessica Thompson is a lecturer in clinical and professional practice in the School of Pharmacy and Bioengineering at Keele University. In 2018 she was awarded her PhD, which focused on the utilization of interactive clinical avatars in pharmacist pre-registration training. Jessica is a pharmacist and continues to locum in community pharmacy alongside her academic role. Her research interests center on undergraduate and postgraduate pharmacy education, including learning and assessment, integration of innovation and technology as well as students' preparedness to practice. Jessica is a Fellow of the Higher Education Academy and is currently working towards her PG Diploma in Higher Education Practice.



Virtual Presentations (English)

Being Mindful in the Online Classroom: The Impact of an Online Mindfulness Curriculum on Student Well-Being

Lori Gray, Associate Director and Assistant Professor, School of Interdisciplinary Health Programs, Western Michigan University, United States

This poster provides an overview of an online mindfulness skills curriculum and presents student data related to self-reported impacts of mindfulness skills on stress levels, sleep quality, self-compassion, and general well-being. Data analyses comparing several student cohorts provide empirical support for the positive impact of this online mindfulness curriculum (which is offered as an academic course in a university program in Integrative Holistic Health and Wellness at a mid-sized university in the US). Mindfulness skills provide an opportunity for students to deepen their self-awareness, reflective thought, and a "taming of the mind." Contemplative mindfulness practices, such as sitting and walking meditation, body scan, and mindful movement allow students to self-reflect while engaging in the curriculum and the learning process. Further, mindfulness skills provide students the capacity to strengthen somatic awareness and self-regulation, which has associated impacts on wellness and a sense of well-being. Offering an online university curriculum in mindfulness skills has the potential to positively impact not only students' academic skills, but teaches a lifelong mindfulness practice that supports health and well-being in emerging adult populations. Implications, precautions, future directions, and recommendations for successful online implementation will be recommended.

Designing Effective Teaching and Significant Learning: A Blueprint for Student Success

Zala Fashant, Faculty Director, Metropolitan State University, Minneapolis, USA

Faculty and instructional designers realize the importance they have in delivering quality courses. However, many faculty have had little formal education in the art of designing courses to deliver significant learning. In a time where the need for student success and retention through course and program completion is greater than ever, we examine how course design helps to achieve this goal. Session participants will actively learn how to apply the elements of designing quality courses. Participants will use hands-on materials to plan for integrating course design by identifying the situational factors and pedagogical challenges. Deeper discussions of developing and aligning course outcomes, assessments and learning activities will take place as participants will analyze one of their own courses to see how it can deliver significant learning. Faculty worldwide have told us how valuable this process is in designing the kind of courses they have always wanted to teach as they see their students succeed. Our hope is that, by the end of the session, participants will be able to reflect on the effect integrated designed course has on the ability to improve teaching and significant learning by: 1) planning for course situational factors and pedagogical challenges; 2) aligning course outcomes, assessments and learning activities; and 3) developing means for greater faculty "buy-in" as they participate in applications of design theory. Participants will apply the elements of designing quality courses, and use materials to plan for integrating course design as they analyze their own courses to deliver significant learning.

Designing For Impact: Creating Functional Change in Online Information Literacy Programs to Ensure Transfer of Learning

Marta Samokishyn, Collection Development Librarian, Information Literacy Instructor, Saint Paul University, Ottawa, Ontario

Academic librarians, as partners in the educational process, strive to provide support to faculty and students with a wide range of skills, from bibliographic support and research data management to information literacy and digital literacy skills. However, as higher education institutions increasingly adopt online learning models, academic librarians are struggling to find established processes to meet the needs of online students to ensure that they are making a difference in students' learning. This lightning talk addresses the issue of instructional design in academic libraries, and specifically discusses the design process of online Information Literacy programs for transferable students' skills and mechanisms to measure the impact of these instructions on online students to ensure their success and transfer of learning. It addresses such strategies as problem-based student-centred learning, collaboration with the faculty, follow-up opportunities for librarians, and the issue of human connection in digital learning environments.



Virtual Presentations (English)

Fostering Teaching Development through Teaching Observations: A Framework Proposal

Leonardo Caporarello, PhD, Director of BUILT – Bocconi University Innovations in Learning and Teaching, Director of Learning Lab at SDA Bocconi School of Management, and SDA Professor of Practice of Team and Negotiation. , Bocconi University, Italy

Manuela Milani, Academic developer at BUILT – Bocconi University Innovations in Learning and Teaching., Bocconi University, Italy

Federica Cirulli

Teaching improvement is essential to guarantee the continuous alignment with students, while their habits and styles as learners evolve over time. With this regard, we ran a study aiming at proposing a framework for teaching observation so to complement the teacher development process. Based on these premises, this paper focuses on the exploration of current teaching observations practices and the proposal of a preliminary framework to be adopted in the University domain. In the effort to support the quality of teaching and learning in higher education, and to sustain teaching development, the aim of our teaching observation framework is twofold. On one side, the aim is to provide structured feedback to instructors about their teaching from a point of view of an expert. For this reason, instructors agree with the criteria of the non-evaluative observation and will receive feedback and suggestions. The latter could support them to become reflective instructors improving as a consequence, the entire learning process. On the other side, the aim of our teaching observations is to collect data and evidences useful to design effective Faculty Development proposals as part of our institutional training project. At the level of the instructor, the desired result should consist in a personal improvement thanks to the received feedback. At an institutional level, observations should facilitate the (re)design of courses and activities that are part of the instructors' training offer. Our study is innovative because it enlarges the concepts of teaching evaluation, going beyond the evaluations provided by students.

Greek MOOCs (Mathesis) Design and Quality: An Empirical Research

Spyridon Kappas, PhD Candidate, University of Patras, Greece

Dimitrios Tsolis, Assistant Professor, History and Archaeology Department, University of Patras, Greece

The first Greek organized MOOC platform called Mathesis has now been in operation for four years constituting a model for the creation of Greek University MOOCs which have not yet come to life. In our paper, we present some complete empirical research conducted over the last two years via our enrolling in all of the courses with the aim to investigate their most fundamental features. We categorize the courses according to their subject and investigate characteristics such as their level and the time required to complete each course, the types and features of teaching material and wider issues related to the design and quality of courses. Emphasis is placed on collaborative learning issues as they arise during the research into the various course forums, the attempts at volunteering but also into the expenditure required to run the platform. Based on our research, as well as on the conclusions drawn from participants' answers to Output Questionnaires, we intend to look into the advantages and drawbacks of the corresponding courses, and suggest ways this MOOCs platform can improve, having in mind the considerable amount of completion in comparison to what applies on a broader scale to MOOCs. Particular attention is given to investigating the potential for using such courses for SE Teacher Training, and methods are suggested to this end.



Virtual Presentations (English)

Information Literacy Gamification on Campus and in the Virtual Classroom: Creating Electronic Gaming Tools that Engage Students while Assessing Learning Outcomes

Kristen Cinar, Instructor of Library Services, Library, Suffolk County Community College, United States

Gamification of online educational content has several benefits that lectures and text-based content often lack. Adding puzzles, a point system, and individual or group competition can prime the brain for improved learning outcomes thanks to an increase in focus, engagement, and active problem-solving using newly acquired research skills. These benefits often lead to higher memory retention, an extremely valuable perk in bibliographic instruction sessions that are often just one-shot opportunities, whether in the classroom or in an embedded environment with subject-specific courses. While on-campus students are often presented with opportunities to partake in enjoyable and informative programming, online students are seldom provided with activities that capture this same spirit of playful learning. Apart from these benefits, this poster will highlight a coding-free way to create a gamified activity that provides immediate assessment results to determine if students have achieved the intended learning outcomes. This visual presentation will complement information I've detailed in a number of book chapters about library gamification in academic libraries. Seeing these puzzles and playing with them in person will hopefully give those interested in this growing trend more confidence in creating similar activities in their libraries and virtual classrooms.

KIVAKO – Developing and Diversifying National Language Reserve in Higher Education Institutions: Case Finland: KiVAKO - Developing and Diversifying National Language Reserve in Higher Education Institutions

Anne Siltala, Senior Lecturer, Oulu University of Applied Sciences, Finland

Anne Poutiainen, Senior Lecturer, Business, Oulu University of Applied Sciences, Finland

English language skills and cultural competence are essential and necessary prerequisites in expert level positions. From a global viewpoint, English alone is insufficient, and the proficiency of other foreign languages is becoming increasingly important. In Finland, however, as the students proceed with their studies, studying other foreign languages decreases, thus reducing the national language reserve. With 26 universities and universities of applied sciences participating, the main objective of the KiVAKO (2018-2020) project is to develop the offerings of foreign language study paths in higher education institutions by combining and developing new ones both nationally and regionally. These study paths are constructed according to the Common European Framework of Reference for Languages from A1 to C1/2 with a strong focus on digital approach and digital pedagogy. In addition, a student self-assessment tool and networks for collaboration at the national level to support teacher pedagogical training and expertise will be developed. In order to ensure the permanence of the study paths created in the project, a rotation model will be established. KiVAKO is a higher education development project funded by the Ministry of Education and Culture.



Virtual Presentations (English)

Metabolism in Motion: Engaging Biochemistry Students with Storytelling and Gaming

Stavroula Andreopoulos, Associate Professor, Teaching Stream Biochemistry, University of Toronto, Canada

Derek Ng, Assistant Professor, University of Toronto, Canada

Our project focuses on generating alternative biochemistry learning modalities using technologically enhanced tools, while motivating active learning and student understanding of the glycolytic and tricarboxylic acid cyclic (TCA) pathways in metabolism. Metabolism, including cellular respiration, encompasses a large lecture component of foundational biochemistry life science undergraduate courses. The difficulty in instruction lies in the conceptualization of the numerous enzymatic reactions involving various substrates and products. An understanding of the mechanisms at play can be overwhelming for students with respect to the volume of information, competing pathways involved, and regulation points within both metabolic systems. We created a 3D animation and a game that permit students to learn the fundamental concepts of glucose consumption, competing pathways involved in glycolysis and TCA, and the major points of regulation for both systems. Through survey feedback, we anticipate higher levels of student engagement and increased student confidence in the material, enabling students to access different entry points in this linear and cyclic pathway, while examining the production of essential energy producing molecules. The 3D animation and a video demonstrating the game are currently available at bit.ly/2oPMQvZ and bit.ly/2mX9r8W, respectively.

Successes and Limitations of Stealth Learning in a Minecraft Game World

Liam McCashin, Facilitator, Presenter, Resource Development, Secondary Education, CMASTE

Digital game use is on the rise in the classroom. Across all grade and subject areas, games are increasingly being used as a teaching tool and classroom motivator; usually, they are used to increase classroom engagement and participation. Research has previously identified theoretical evidence for classroom digital games but fails to deliver a concrete methodology for practical adaptation of game-based learning. In this project, we explored elementary-aged camp participants as they played the sandbox game Minecraft. We examined their digital game artifacts to try and pinpoint their use of spatial geometry math concepts that they had not yet learned in school. We found that practical math competency was gained while playing Minecraft but also that this knowledge transferred poorly to evaluation items we deliver to try and measure that understanding. Participants that were using spatial geometry concepts effectively in camp activities were unable to demonstrate those same skills on a pen and paper post-test. We argue that in-game, stealth learning is a valuable teaching tool but that it requires a more sensitive, perhaps more game-like, assessment tool to properly evaluate learning.

Technological Instructional Material Used by Trainee Teachers in Their Lesson Plans in Science and Mathematics

Dr. Konstantinos Karampelas

Research and Teaching Associate, Department of Elementary Education, University of the Aegean, Rhodes, Greece

Technological instructional material has an important role in the learning process. However, research that focuses on the types of technological instructional material that are used in teaching is rather limited. In addition, there seem to be a few projects that examine what types of student teachers decide to use in their teaching sessions. This project investigates this topic. It focuses on the types of technological instructional material that trainee elementary school teachers include in the lesson plans that they prepare for the subjects of Mathematics and Science. For the scope of the research, a total of 190 lesson plans in Mathematics and 235 lesson plans in Science have been collected and analyzed. These lesson plans were submitted by students who attend the fourth year of their course at the Pedagogic Department of Elementary Education, at the University of the Aegean, as part of their teacher training. The lesson plans were expected to be implemented in classes of the fifth or sixth grade of Elementary schools in Greece, where the two subjects are taught. Within this research the types of technological instructional materials that student teachers decide to use were identified and recorded. It was identified that certain types of technological instructional material were preferred to others. Moreover, it was concluded that in some types of technological instructional material there was a differentiation between the two subjects.



Virtual Presentations (English)

The Perceived Impact of E-Portfolio on Undergraduate Student Success

Misty LaCour, Professor, School of Education, Purdue University Global, United States

Dena Aucoin, Department Chair, Purdue University Global, United States

Elizabeth Fitzgerald, Faculty Developer, Purdue University Global, United States

Joni Boone, Faculty Developer, Purdue University Global, United States

Laura Dees, Professor, University of West Florida, United States

This poster presentation shares the details of a collaborative research study that explores the perceptions of undergraduate students and faculty regarding the effectiveness of ePortfolio in the online classroom. The research determines at what point in the program students begin using ePortfolio and the usefulness of ePortfolio in successfully completing their undergraduate degree. Further, faculty perceptions related to the impact of ePortfolio on student success are explored. The results of the study are used to develop training, professional development opportunities, and tools at the university level to better meet the needs of students and faculty in the use of ePortfolio in the online classroom.

Using Virtual Modules to Enhance Students' Learning of Management Research Methods

Fatima Ponce, Associate Professor, Academic Department Management Sciences, Pontifical Catholic University of Peru, Lima, Peru

Mario Pasco, Department of Management Sciences, Pontifical Catholic University of Peru, Lima, Peru

Research methods courses are often difficult to teach, for they deal with abstract topics with no precise application to students' professional careers. This creates a significant problem for undergraduate students that start to work on their dissertations. A recent survey at the management program at the Pontifical Catholic University of Peru revealed that students of the Dissertation Seminar course had a scarce interest in these matters and barely remembered their previous courses of methods. As a result, they face great difficulties for delimiting methodologically viable research projects. Pedagogical strategies based on blended, active, and problem-based learning have become increasingly attractive for the millennial generation. The use of virtual modules on management research methods emerged as a suitable alternative to face the problems previously mentioned. These modules emphasized a dynamic multimedia language, incorporated multiple examples of former successful dissertations, and included several self-assessment mechanisms with immediate performance feedback. This pedagogical innovation was assessed through an experimental quantitative design that revealed a significant increase in research methods learning in most students, including topics such as problem identification, analytical framework construction, and methodological design. Post-hoc measurements of the professors' and students' experiences showed high levels of satisfaction with the knowledge acquired, learning experience, content and format, self-assessment mechanisms, and modules' usefulness. Interestingly, professors and students suggested that these modules should not replace classroom orientation because it allows the clarification of doubts about the virtual contents as well as their specific application to the dissertation research process.



Adicción al teléfono móvil

Dulce María Guillen Cadena

Vianey Reyes García

Las adicciones tecnológicas se reconocen como parte de las adicciones comportamentales, generando procesos de dependencia que pueden aparecer por el uso excesivo e inapropiado del celular. Este, debido a sus características, permite tener al alcance de nuestras manos una conexión con el mundo entero, diversificando su uso entre llamadas, mensajes, redes sociales, herramientas de uso cotidiano como cámara, agenda o alarma entre otros. Dichas características lo hacen interesante, accesible y, por lo tanto, potencialmente adictivo. El objetivo del presente trabajo es interpretar conductas adictivas relacionadas con el teléfono móvil. La metodología aplicada es cualitativa, fenomenológica interpretativa, la recolección de datos fue a través de la entrevista a profundidad a cinco participantes que aceptaron bajo consentimiento informado. El análisis se realizó con la propuesta de Kruegger: transcripción, lectura, codificación, construcción de temas y subtemas. Se detectó que la adicción al celular fue una expresión natural que mencionó cada uno de los entrevistados, partiendo de sus conductas excesivas y de dependencia. Se concluye que el teléfono celular por sí solo no representa nada para el individuo, sin embargo, sus múltiples aplicaciones han hecho de él un bien y un mal necesario dependiendo del uso que cada persona le da, generando conductas adictivas que ponen en peligro la salud psicoemocional de la persona, así como modificando las relaciones personales, familiares y sociales.

Aeronaves pilotadas a distancia: Cuestiones que resolver: Cuestiones que resolver

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En el ámbito internacional, el Convenio de Chicago y la OACI, con sus normas y métodos recomendados, marcan la pauta y establecen las bases para su desarrollo seguro y ordenado de la aviación civil. Por lo que respecta a la aviación no tripulada, al margen del contenido normativo del artículo 8 del Convenio de Chicago, la OACI ha elaborado dos importantes documentos de coordinación regulatoria mundial. El primero, la Circular 328 AN/190 (Sistemas de Aeronaves No Tripuladas), de diciembre de 2011, con el fin de informar a los Estados firmantes del Convenio de Chicago de la perspectiva de la OACI en relación con la integración de las RPA en el espacio aéreo no segregado y en los aeródromos, considerar las diferencias fundamentales respecto de la aviación tripulada que dicha integración entrañará, y alentar a los Estados a que contribuyan a la elaboración de una política de la OACI sobre RPA. Y el segundo, el Manual sobre Sistemas de Aeronaves Pilotadas a Distancia (RPAS), de 2015, con el propósito de proporcionar orientación sobre aspectos técnicos y operacionales aplicables a la integración de las RPA en el espacio aéreo no segregado y en los aeródromos.



Virtual Presentations (Spanish)

Análisis de aplicaciones móviles utilizadas para trabajar la teoría de la mente en alumnos con trastorno del espectro del autismo

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Uno de los aspectos afectados en las personas con Trastorno del Espectro del Autismo (en adelante TEA) es la teoría de la mente, definida como la habilidad para comprender y predecir la conducta de otras personas, sus intenciones, creencias, etc. Este estudio pretende analizar algunas de las aplicaciones utilizadas en tablets que posibiliten la intervención en este ámbito. Para la realización del análisis se ha seguido el esquema sugerido por Marqués, teniendo en cuenta aspectos técnicos y estéticos, funcionales y pedagógicos. Tras la obtención de resultados se ha llegado a una serie de conclusiones. En relación al ámbito técnico y estético, cuentan con una gran calidad tanto sus entornos virtuales como los elementos multimedia. Con respecto a los aspectos funcionales destaca la facilidad de uso, la ausencia de publicidad y la variabilidad presente respecto a su libre acceso. Asimismo, el sistema operativo IOS de Apple tiene un número mayor de aplicaciones compatibles que Android. Profundizando en el área pedagógica, las aplicaciones analizadas trabajan los estados emocionales, los sentidos y sensaciones, las diferentes perspectivas y la percepción global. El contenido es de mucha calidad, los recursos son motivadores y gran cantidad de ellos permiten una flexibilización del aprendizaje. Por último, es necesario subrayar que la mayoría refuerzan de una manera positiva al alumnado y que solo unas pocas han sido creadas específicamente para intervenir en personas con TEA.

Ciudadanía Digital y Tercer Sector: Escalera de participación online en los recursos de internet de la sociedad civil organizada

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Las entidades del tercer sector se sostienen en gran medida por la participación social en sus distintas formas de la sociedad civil con voluntad de organizarse e implicarse. A su vez, el advenimiento de la sociedad de la información ha transformado en parte la participación en activismo online o ciberactivismo y la sociedad civil en ciudadanía digital. En esta breve ponencia se pretende analizar el impacto de sociedad de la información en los recursos para la participación en internet del tercer sector, elaborar una propuesta de escalera de la participación online o medida de las posibilidades para la ciudadanía digital que ofrecen las páginas web de estas entidades y aplicarla al caso de las organizaciones del tercer sector de acción social más importante en España.



Colaboración y formación en investigación universitaria online y blended: el observatorio OINVESNET

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La constitución del Observatorio Iberoamericano para la Investigación de la Educación Superior en Red (OINVES.NET) implica la proyección y desarrollo de diversas herramientas Web para cumplir con sus objetivos, resumibles en la construcción, ajuste y validación de las herramientas de investigación necesarias para el análisis del discurso multimedia, a fin de que la comunidad científica y universitaria ibero/latinoamericana disponga de un cuerpo de conocimiento con el cual afrontar con fiabilidad la innovación y el desarrollo en las dos líneas enunciadas, de mejora e investigación de la formación en Red. En este marco, la formación en investigación, específicamente la formación para la Investigación en Internet (e-research), resulta tanto una exigencia para hacer avanzar el conocimiento sobre la Ciberdidáctica como una ocasión excepcional que brinda el OINVES.NET al concentrar, articular y dinamizar sinérgicamente datos, herramientas, métodos, recursos bibliográficos y documentos multimedia, y una red social de investigadores interesados y aplicados en la Investigación en Internet.

Cultura, sociedad y técnica: La pregunta por la megamáquina

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Frente a las sociedades de conocimientos y a la sociedad tecnificada en la que estamos insertos, se hace imprescindible abordar la relación que tiene el ser humano con las tecnologías y sus posibilidades en todos los ámbitos de la vida. Dentro del marco de la investigación se hace necesaria la pregunta por la técnica en su sentido más profundo; es decir, la tecnología no sólo es un instrumento, sino que ha convertido en una forma de ver, entender y tratar con el mundo, siempre humano. En este sentido podemos hablar de una cultura científica y tecnológica que se extiende a partir de su propia epistemología. De este modo atraviesa y transforma sustancialmente la vida humana en todos sus ámbitos. A partir de aquí se propone un estudio crítico y desde una perspectiva filosófica, para repensar las conexiones entre tecnología, conocimiento y sociedad, a partir del concepto de la megamáquina elaborado por Mumford. Se trata de la crítica a la disuasión entre el desarrollo de la ciencia y la tecnología con lo humano, con cualquier modo significativo de expresión simbólica; de aquí la necesidad de retomar como objetivo el estudio de una antropología de la tecnología, ya que con ello se ofrecen herramientas conceptuales que nos permiten ver, comprender y tratar con las tecnologías vinculadas a la generación de conocimiento, con objetivos educativos; tecnologías acordes a las necesidades de la vida humana y no separadas de ella.

Didáctica de la enseñanza y el aprendizaje virtual de ruso como lengua extranjera: Metodología basada en la creatividad

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La importancia del papel de la creatividad en la educación ha sido destacada por varios investigadores a partir de la segunda mitad del siglo XX. La dimensión creativa está adquiriendo cada vez más relevancia en las aulas de enseñanza-aprendizaje de lenguas extranjeras. En el ámbito de la enseñanza-aprendizaje virtual, la creatividad se convierte en una herramienta esencial de motivación del alumnado, una herramienta asociada con el bienestar, capaz de despertar el interés por la adquisición del idioma, igual que en las clases presenciales. En el presente trabajo se plantea indagar algunas estrategias didácticas basadas en la creatividad que se usan ampliamente en las clases de ruso como lengua extranjera en el Centro Ruso de la Universidad de Granada, Granada (España). La metodología por la que se ha optado en el presente estudio es cualitativa de carácter descriptivo. Por lo tanto, el foco de atención cae sobre la descripción de las estrategias didácticas creativas y su aplicación práctica en las clases virtuales de ruso.



Virtual Presentations (Spanish)

Entornos Virtuales de Aprendizaje (EVAs) en el proceso de aprendizaje superior

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La tecnología y el aprendizaje son procesos inherentes de la formación del ser humano; sin embargo, la asimilación de los contenidos que permiten al estudiante un desempeño óptimo se ve menoscabada por el constante avance de recursos digitales, afectando no solamente el rendimiento escolar sino la adquisición de habilidades y destrezas de los futuros bachilleres. En septiembre de 2019, la Dirección Nacional de Investigación Educativa del Ministerio de Educación del Ecuador reconoció que existen falencias en la formación digital de los estudiantes de bachillerato, problemática que es señalada por el Instituto Nacional de estadísticas y censos, el cual reveló que existe el 8.9% de hombres y el 12% de mujeres que presentan analfabetismo digital. Por ello se busca mejorar el proceso del aprendizaje digital de los estudiantes del colegio de bachillerato Kléber Franco Cruz perteneciente a la parroquia Machala, de la ciudad de Machala, provincia de El Oro.



Espacios colaborativos virtuales y trabajo de co-enseñanza para la inclusión de estudiantes con Necesidades Educativas Especiales: Propuesta de estrategias para desarrollar la inclusión en aulas regulares de escuelas en Chile

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El trabajo colaborativo de co-enseñanza es una estrategia recomendada para la integración de estudiantes con Necesidades Educativas Especiales en el aula. Las representaciones sociales que tienen los profesores tienden a conformar una disposición crítica que dificulta la implementación de la estrategia de inclusión. La literatura demuestra que los profesionales de la educación, tanto regulares como especialistas en el área de Educación Diferencial, no manifiestan la misma percepción del rol en la gestión del trabajo colaborativo. La gestión del tiempo es clave en los procesos de coordinación y ejecución de la codocencia, la carencia de tiempo es el principal obstáculo para la planificación y desarrollo de la co-enseñanza docente. El propósito de este trabajo es indagar en los niveles de utilización de gestión de tiempos virtuales de los profesores que ejercen labores codocentes, para proponer una optimización del trabajo colaborativo mediante la interacción en espacios presenciales y virtuales. La estrategia de co-enseñanza, apoyada por ambientes virtuales, puede dinamizarse aplicando principios del Modelo 5R, que establece orientaciones para las interacciones entre los ambientes que se generan en redes sociales y la construcción de espacios de contactos, de colaboración y de confianzas que se proyectan hacia la expansión de las redes virtuales. En la ponencia se incluyen propuestas de nuevas estrategias de trabajo colaborativo virtual para la co-enseñanza, con la finalidad de favorecer los procesos de inclusión de estudiantes con Necesidades Educativas Especiales.

Habilidades TIC para el aprendizaje en estudiantes de educación primaria de Chile: Nuevas formas de enseñar y aprender

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Las Tecnologías de Información y Comunicación (TIC) constituyen herramientas que impactan los paradigmas educativos. Las estrategias de enseñanza, cuando integran TIC, potencian en los estudiantes las habilidades necesarias para desenvolverse de manera más eficaz en la sociedad. Para impulsar nuevas formas de enseñar y aprender, apoyados por tecnologías, es fundamental poseer conocimientos sobre el nivel y las Habilidades TIC para el Aprendizaje (HTPA) que poseen los estudiantes, con el fin de orientar las diversas instancias educativas para una correcta adquisición de éstas, en donde los contextos de aprendizaje son mixtos: situados y distribuidos. El objetivo principal fue conocer las HTPA que poseen los estudiantes de primaria, de la región del Bío-Bío (Chile) con la finalidad de diseñar una matriz de actividades y recursos digitales que permitieran potenciar dichas habilidades del siglo XXI. Los objetivos específicos fueron: i) identificar las HTPA que poseen los estudiantes de primaria; ii) diferenciar estadísticamente las HTPA; iii) diseñar una matriz de actividades y recursos didácticos digitales para los estudiantes de primaria, que les permitan potenciar sus HTPA. Esta investigación se abordó desde un diseño descriptivo a través de una metodología cuantitativa. Los resultados más relevantes son: i) las percepciones de los estudiantes, respecto a sus HTPA, indican que un 13,8% se encuentran en un nivel inicial; ii) un 80% en nivel intermedio; y iii) un 6,2% en nivel avanzado. La matriz diseñada incluyó una batería de actividades y recursos didácticos con uso de TIC, para promover el desarrollo de HTPA.



Virtual Presentations (Spanish)

Impresiones del alumnado universitario sobre Flipped Classroom para el desarrollo de competencias del Siglo XXI

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Flipped Classroom se instaura como una herramienta que puede contribuir a la mejora de los resultados académicos y facilita la autorregulación del aprendizaje. En un intento por vincular la relación del uso de esta metodología con la adquisición de competencias para el Siglo XXI, se llevó un estudio cuantitativo dentro de un programa de innovación, utilizando un cuestionario administrado a 169 estudiantes universitarios. Los contrastes de medias con la prueba de ANOVA han evidenciado diferencias estadísticamente significativas entre el alumnado a favor de implementar la innovación en los procesos de enseñanza-aprendizaje en ciertas ocasiones y aquellos otros estudiantes que consideran imprescindible desarrollar este tipo de procesos de mejora del aprendizaje en las aulas universitarias. La visión de este último grupo de alumnado sobre Flipped Classroom resulta más positiva para el desarrollo del pensamiento crítico y la mejora de su aprendizaje.



Virtual Presentations (Spanish)

Innovando con TIC desde la academia al paciente: disminuyendo brechas digitales en Salud

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Resumen: La experiencia de más de una década de Unidad de Telemedicina en la Facultad de Medicina de la Universidad de Concepción (Chile) apunta al desarrollo del aprendizaje distribuido, con uso de TIC y basado en redes de comunicación. En pregrado diseñamos y ofertamos durante 10 años la asignatura b-learning "Introducción a la Telemedicina", dictada a estudiantes de las carreras de Medicina, Tecnología Médica, Obstetricia, Kinesiología, Enfermería e Ingeniería Civil Biomédica. Nos hemos vinculado con la comunidad resolviendo problemas de salud a través de Telemedicina, educando además a los equipos de salud de atención primaria y los pacientes, utilizando las TIC y reduciendo las brechas de desigualdad en el acceso y oportunidad a la salud especializada. Hemos desarrollado el Diplomado en Telemedicina y Tecnologías de Información en Salud para mejorar las competencias de los profesionales vinculados a la atención sanitaria, en cuanto a uso de tecnologías y manejo de nuevos escenarios telemédicos.

Jugando en el e-Marketing

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En materia de "e-marketing" hemos estado generando, desde los cursos de marketing en la Universidad Nacional de Costa Rica, procesos cada vez mayores y mejores de aprendizaje para que nuestros estudiantes aprendan, una vez que sean profesionales, como conquistar a los clientes; dado que la globalización, los avances asombrosos en las comunicaciones y la tecnología de la información, obligan a aplicar las más versátiles técnicas gerenciales para adaptarse a la evolución del entorno y a los gustos de los consumidores. Una de las estrategias de enseñanza en los cursos de mercadeo es la "Gamification" (entendido en español como "Gamificación"), siendo una estrategia de juego mercadológico en las redes sociales para incentivar a los clientes a participar activamente en el rol que desempeña la empresa en la sociedad. Al mostrarles a los clientes contenidos adecuados en donde puedan jugar, compartir, dar "likes", apropiarse —entre otras cosas— de las imágenes del producto, se fideliza a los clientes y estos muestran más interés en las empresas. Esto se mezcla con la estrategia de "inbound marketing" para darle un seguimiento o acompañamiento oportuno a los clientes. De esta forma, los estudiantes comprenden la importancia de las diferentes estrategias "online" que pueden utilizar una vez que salgan de la universidad, o bien dar asesorías a las microempresas locales que más lo necesitan. Esto resulta ser una ventana propicia para el aprendizaje, con actitudes y decisiones que encaminan las acciones que, de una u otra manera, impactan sobre el aprendizaje.



Virtual Presentations (Spanish)

La influencia de las redes sociales en el alumnado universitario: Diferencias según edad

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La sociedad actual se ha visto inmersa en una reciente revolución digital. La aparición de las redes sociales ha propiciado grandes cambios en la vida de las personas en todos los ámbitos: personal, social y laboral y/o académico. El objetivo de este estudio se centra en valorar el uso que hacen los alumnos universitarios de las redes sociales y su grado de adicción. Para ello, se ha llevado a cabo un estudio de corte descriptivo, utilizando como instrumento el cuestionario. La muestra se compone de alumnado universitario procedente de la Universidad de Zaragoza. Los resultados han evidenciado que existe un alto grado de adicción a las redes sociales entre el alumnado universitario más joven. Por este motivo, se considera necesaria una adecuada formación en la competencia digital que les permita hacer un uso saludable de las redes sociales sin afectar de forma negativa a su desarrollo integral.

La prevalencia de ciberacoso en Europa

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El ciberacoso es uno de los mayores retos a los que se enfrenta la escuela. Actualmente, la prevalencia en Europa cambia según el país, el sexo y la edad, si bien oscila del 6.5% al 72%. La violencia entre iguales a partir de las redes sociales genera unas consecuencias dramáticas en las víctimas si bien son los adolescentes y menores que ejercen el rol de cibervictimiza- acosador quienes padecen mayores repercusiones psicológicas. Mediante meta-regresiones se ha podido determinar cómo el sexo y el estilo de crianza explican en buena parte esta situación.



La Realidad Virtual y sus posibilidades significativo-afectivas; el sujeto frente a la Instalación y el environment de luz contemporáneo: La interacción como medio de coproducción de la experiencia estético-cognitiva

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La Realidad Virtual como metáfora permite al sujeto experimentar ciertas narrativas estético-artísticas con gran carga emocional y visual, las cuales requieren de una presencia in situ. La comunicación interactiva, inmersiva y participativa de esta tecnología ofrece una metáfora casi mimética de la Instalación o el environment lumínico que aquí tratamos. La hibridez que caracteriza este medio ayudan a cocrear y producir acontecimientos estético-cognitivos donde la presencia se hace esencia y el sujeto modela corporal y mentalmente el espacio como un lugar propio de vivencia psíquica y física completando un significado abierto. La Realidad Virtual y la pedagogía estética, como medios de aprendizaje cognitivo y emocional, ayudan a crear conocimiento y a valorar este tipo de obras de manera intersubjetiva, ofreciendo novedosas formas de sentir, experimentar y comunicar el arte. La virtualidad aquí, como acto de pensamiento, se involucra en la apreciación estética y nos aproxima la manifestación artística, volviendo parte intrínseca de ella al sujeto-espectador, así como desarrollando sus potenciales particulares en constante feed-back comunicativo con la obra mediante la interfaz como prótesis conductual en un ambiente ubicuo de aprendizaje experimental, cognitivo y perceptivo.

La relevancia de los factores afectivos en el aprendizaje del español como L2 de los inmigrantes en España: Idoneidad de aplicar las NTIC para optimizar un aprendizaje inclusivo e íntegro

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El objetivo del presente trabajo de investigación es, por un lado, hacer una exposición general de las causas principales de la demanda del español como segunda lengua (L2) en España y explorar algunos de los factores afectivos de entre los cuales se destacan principalmente tres: la 'ansiedad', la 'autoestima' y la 'motivación'; ya que, independientemente de los efectos positivos o negativos que impliquen, ejercen influencias indirectas en el proceso de aprendizaje de los estudiantes inmigrantes, lo cual condiciona su logro eficiente y satisfactorio de la lengua meta, el español. Por el otro lado, se hará una exposición acerca de las NTIC por su idoneidad para optimizar el 'filtro afectivo' y propiciar a los alumnos una nueva variedad de aprendizaje integrando ejercicios prácticos realizables tanto en el aula como fuera de la misma.

Principales manifestaciones de la Administración tributaria electrónica

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Rafael Oliver Cuello, ESERP Business & Law School

En el ámbito tributario, la Administración española ha sido pionera en la introducción de las tecnologías de la información y la comunicación en los procedimientos de aplicación de los tributos y en sus relaciones con los contribuyentes. El fundamento de la aplicación de las TIC en el seno de la Administración tributaria en sus relaciones con los obligados tributarios se encuentra en el principio de eficacia en el servicio a los intereses generales, consagrado en el art. 103 de la Constitución Española, según el cual, los principios básicos que deben presidir la actividad de la Administración pública son los de servicio, objetividad, generalidad, eficacia, jerarquía, descentralización, desconcentración y coordinación. Así, al amparo del art. 96 de la Ley 58/2003, de 17 de diciembre, General Tributaria, que habilita la incorporación de las técnicas electrónicas en la relación entre la Administración y el obligado tributario, se han ido implementado a lo largo de estos últimos años numerosas actuaciones con trascendencia tributaria que, de forma voluntaria u obligatoria, se tramitan de forma electrónica. De forma paralela, la Administración Tributaria puede o debe comunicarse con los ciudadanos también electrónicamente. Las principales manifestaciones de dicha Administración electrónica en el ámbito tributario son: las actuaciones de información y asistencia, las declaraciones tributarias, las notificaciones tributarias, la facturación, el suministro inmediato de información y la presentación de recursos. En todas estas actuaciones la Administración está obligada a respetar los derechos y garantías de los ciudadanos, entre los que destaca la protección de datos de carácter personal.



Virtual Presentations (Spanish)

Prospectivas sobre cultura, ocio y entretenimiento en la sociedad global virtualizada: Aproximación cualitativa a las percepciones de los jóvenes españoles

Coral Hernández Fernández, Profesor, Universidad Complutense de Madrid, España

Presentamos la segunda fase de la investigación "Los Usos del tiempo relacionados con la virtualización. Transformaciones Generacionales (CSO2015-63983-P MINECO/FEDER)". Esta fase, de corte cualitativo, exploró a través de 10 grupos de discusión con jóvenes de 20 a 29 años, las visiones prospectivas sobre el impacto de la virtualización en la vida cotidiana de la juventud española. La ponencia se centra en el ámbito de la cultura, el ocio y el entretenimiento. Los resultados muestran un imaginario colectivo de los jóvenes millennials y centennials, en el que la sociabilidad es el eje central del ocio y cultura, y la tecnología es y será insustituible como facilitadora de las relaciones sociales en un mundo cada vez más globalizado y con mayor movilidad geográfica. Lo presencial seguirá siendo el paradigma del ocio, pero la virtualización será crucial para gestionar actividades y para ampliar horizontes culturales, eliminando las barreras del idioma. Las relaciones virtuales serán una necesidad para crear y mantener círculos de pertenencia que funcionen también en la distancia, haciéndonos más multiculturales y globales y evitando la sensación de aislamiento. El ocio líquido, desarrollado en los espacios intersticiales entre actividades (transporte, tiempos de espera, etc.), será también socializante y, mediante el contacto virtual con otras personas, evitará la sensación de aislamiento. La mala gestión producirá dependencia tecnológica, aislamiento y deshumanización, lo que constituiría nuestro fracaso como sociedad, a la hora de crear tecnologías capaces de mejorar la vida de las personas.

Repensar la investigación en educación: Visiones epistemológicas y metodológicas para abordar los desafíos de la disrupción tecnológica en la transición cultural

José Luis Carrasco Sáez, Universidad Católica de la Santísima Concepción, Chile

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Vivimos en una época de cambios profundos hacia una transición cultural postmoderna. El hombre occidental ha transitado desde una sociedad primitiva, de tipo adaptativa, a una sociedad de la soberanía, donde los hombres construyeron máquinas mecánicas; pasando por una sociedad disciplinaria, de máquinas que funcionaban con energía; hasta llegar a una sociedad del control, donde la virtualidad conformó una nueva dimensión. La disrupción tecnológica está configurando un nuevo tipo de inteligencia que permite nuevas formas de resolver los problemas; el uso de tecnologías impacta en la mayoría de las actividades humanas. Esto demanda repensar la educación y prefigurar paradigmas educativos para el futuro. Esta ponencia propone un marco de referencia epistemológico y metodológico, basado en la ecología de sistemas ambiente, la gestión del conocimiento y el modelamiento complejo, para concebir una investigación educativa según racionalidades postmodernas. Se requieren modelos emergentes de comportamiento social y cultural, más flexibles, eclécticos y holísticos, para conducir la educación hacia sistemas formativos más humanizados y menos funcionales a los sistemas de producción, promoviendo comunidades ecológicas, la superación de la frontera existente entre la administración de información y la gestión del conocimiento, el reconocimiento de la naturaleza compleja de los problemas del hombre; transitando hacia un pensamiento ecológico y complejo, donde las tecnologías de información y comunicación estén al servicio del desarrollo humano, según un consenso social que cautele desempeños eficaces y éticos, en el mundo real y virtual.



Virtual Presentations (Spanish)

Tecnologías y conocimiento para el desarrollo económico y social: Estandarización de métodos y parámetros de control de calidad en la pesca artesanal en el Océano Pacífico

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La pesca artesanal en el Perú (Lima, Chorrillos) ubicado en el océano pacífico, es un sector importante (7% del PIB) y de alto impacto social a nivel nacional (10% de la PEA). Enfrenta muchos desafíos: debe ser sostenible, rentable y satisfacer las expectativas de los clientes al mismo tiempo. En este contexto se desarrolló un estudio exploratorio, correlacional y transversal con el objetivo de identificar los factores críticos que tienen mayor impacto en la cadena de valor de las fases de extracción, desembarque, comercialización y consumo en la pesca artesanal. Se encontró que se deben estandarizar los métodos y parámetros de control de calidad del producto. Para ello se utilizaron métodos cualitativos (criterios organolépticos como: apariencia general y branquias) y cuantitativos (pH, % retención de agua, Distell) logrando demostrar la efectividad del pH como parámetro de medición de la frescura del pescado y, además, proponer una estrategia que comunique de manera efectiva al consumidor final y logre un incremento de los ingresos de los pescadores dedicados en la pesca artesanal. Se sugiere extender este estudio a otros muelles artesanales, ríos y lagunas, así como complementar este estudio con otro problema, que es el tipo de pescado que se vende.

Trashware por y para la comunidad: Despejando el camino para las TIC en el Rincón Cultural el Caracol

Alexei Ochoa-Duarte

Las diferentes clases socioeconómicas y la segregación que se da en el marco del capitalismo generan un nivel de acceso diferenciado a las tecnologías en la sociedad, que se ve reducido en las comunidades vulnerables. Esta brecha tecnológica genera un desarrollo de habilidades diferenciadas para el manejo de artefactos. El trashware, como técnica basada en el reciclaje de equipos de cómputo, facilita la apertura de la informática, y mediante el uso de software libre, busca reducir la brecha digital. Este proceso, junto con la educación popular, permite el desarrollo de talleres en pro del empoderamiento de la comunidad. Este documento sistematiza la experiencia de trashware llevada a cabo por estudiantes de la Universidad Nacional de Colombia, Sede Bogotá, en la asignatura Cátedra Ingenio, Ciencia, Tecnología y Sociedad, junto con la comunidad del Rincón Cultural el Caracol, y reflexiona sobre el empoderamiento de la comunidad a través de la cocreación y el diálogo de saberes, mientras se reduce la brecha digital.



Virtual Presentations (Spanish)

Uso de la red social Facebook como medio para motivar el interés por la historia en el estudiante y desarrollar el aprendizaje por competencias

Mayra Leonard, Pontificia Universidad Católica Madre y Maestra, República Dominicana

La Era Digital ha cambiado la forma en la que el alumno aprende. La enseñanza se ha convertido en un reto para el docente, quien debe incorporar nuevas estrategias que motiven a los estudiantes. En este sentido, las redes sociales se han convertido en una herramienta útil en la educación. Por esta razón, esta investigación tuvo como objetivos: crear un Grupo de Facebook para motivar el interés del estudiante por la historia y favorecer un aprendizaje por competencias. Se realizó un trabajo de campo con un enfoque metodológico mixto, exploratorio y descriptivo durante 2015-2018 bajo un estudio de caso. Se aplicó una encuesta acerca de la utilidad del grupo y una rúbrica evaluativa del desempeño. La muestra fueron los estudiantes de la asignatura "Historia de la Cultura Occidental", impartida en la Pontificia Universidad Católica Madre y Maestra, República Dominicana. Los resultados constataron que el Grupo de Facebook se convirtió en una extensión del trabajo en el aula. Los estudiantes desarrollaron competencias de investigación y trabajo colaborativo. Interesados por la historia, comentaron temas, noticias, expresaban dudas, o solicitaban apuntes. Publicaron tráiler de películas y juegos con trasfondo histórico, igual acerca de cuadros y adornos de sus casas, cuyo significado supieron a través de la asignatura. El Grupo de Facebook se convirtió así en un recurso para la enseñanza de la historia: el alumno aprendió, en un entorno virtual, que la historia es mucho más que nombres y fechas y que influye en nuestras costumbres y en nuestra identidad.

xMOOC: Tendencia en Educación a Distancia

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Los Massive Open Online Courses (MOOC) se consideran como un fenómeno de globalización, democratización y apertura del conocimiento, insertos en el amplio campo de la educación abierta y a distancia. De ahí que para una mejor comprensión de esta forma de aprendizaje en línea, este trabajo tuvo como propósito el desarrollo de una reseña de la literatura de los MOOC, particularizado en la conceptualización, caracterización y aplicaciones de los xMOOC como una de las principales tendencias en la educación a distancia. Considerando su ascendente popularidad debido a que contienen una colección de recursos en línea de libre acceso o la participación activa de un gran número de estudiantes quienes tienen la oportunidad de acceder a cursos de profesores de universidades de prestigio como Harvard, Stanford y el Instituto Tecnológico de Massachusetts (MIT), por mencionar algunas. Para alcanzar el propósito de este trabajo se llevó a cabo una investigación con un enfoque exploratorio, basada en una revisión de la literatura, con la recogida de datos directamente de fuentes primarias y secundarias para la obtención de información. Se elaboró un corpus bibliográfico y documental integrando artículos de revistas indexadas, blogs, noticias de periódicos digitales y revistas de divulgación, además de documentos audiovisuales y otros recursos web, desde 2011 a la fecha. Mediante un análisis de dichas publicaciones y documentos se sintetizaron los principales conceptos, características y aplicaciones de los xMOOC. Finalmente se esbozaron las conclusiones a este trabajo.



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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*



About the Research Network

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.

Present

The annual International Conference on e-Learning & Innovative Pedagogies is built upon three key features: Internationalism, Interdisciplinarity, and Inclusiveness. Delegates include leaders in the field, as well as emerging scholars and practitioners, 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.

Publish

The Research Network enables members to publish through two media. First, network members can enter a world of journal publication. *Ubiquitous Learning: An International Journal* provides a framework for member based double-blind peer review, enabling authors to publish into academic journals 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 Design Principles & Practices Book Imprint, where we publish cutting edge books in print and electronic formats.

Build Community

When you join the e-Learning & Innovative Pedagogies Research Network, you become part of an international network of scholars, researchers, and practitioners. Membership makes our independent organization possible. As a 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 e-Learning & Innovative Pedagogies 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 CGScholar social knowledge platform, including:
 - ◊ Personal profile and publication portfolio page;
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Themes and Tensions

Theme 1: Considering Digital Pedagogies

On the dynamics of learning in and through digital technologies.

Living Tensions:

- 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

Theme 2: New Digital Institutions and Spaces

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

Living Tensions

- 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



Themes and Tensions

Theme 3: Technologies of Mediation

On new learning devices and software tools.

Living Tensions

- 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

Theme 4: Designing Social Transformations

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

Living Tensions

- 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
-



Scope and Concerns

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.



Scope and Concerns

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.



Scope and Concerns

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.



Scope and Concerns

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, and 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.



Scope and Concerns

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.



2020 Special Focus

Thirteenth International Conference on

e-Learning & Innovative Pedagogies

23–24 April 2020

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Ubiquitous Learning
Research Network



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

We have over the past decade experienced unprecedented growth in online learning. In a number of ways, these defy traditional resistances of scale. It makes no difference whether MOOCs have thousands, tens of thousands or hundreds of thousands of students in the one course because they do not require instructor interaction. And universities can easily expand their geographical reach and incomes via e-learning because this only requires them to hire new instructors, often cheaply and without tenure. On the one hand, these changes come hand-in-hand with the increasing commodification of education. But on the other hand, when scaling up is friction-free or low cost, new opportunities for access present themselves—students accessing high-prestige university courses for small MOOC fees, for instance, and online students taking regular degrees who would never have been able to afford the time out required by face-to-face learning. These are old objectives for distance learning that are, in the era of digital learning, now scaled up. These changes are also creating pedagogical effects for traditional teaching, as in-person courses adopt the “flipped classroom,” digital content delivery, auto-assessment, online discussion, and peer assessment—to name a few pedagogical innovations that also reduce the frictions of scale. In this year’s special theme, we will address these and other questions of access and pedagogy in this era of distributed learning.



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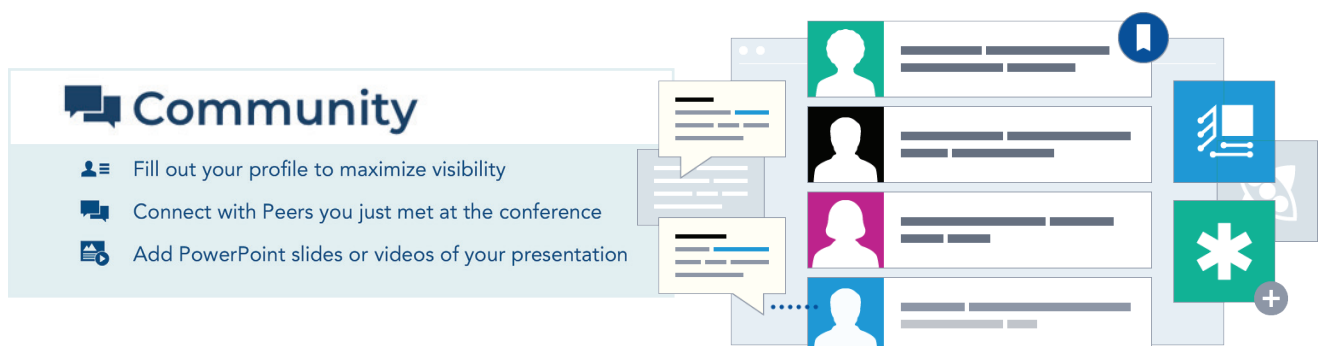
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The **CGScholar** platform is today being used by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that **CGScholar** serves, while also opening spaces for new and emerging voices in the world of scholarly communication.

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As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces.

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Ubiquitous Learning: An International Journal

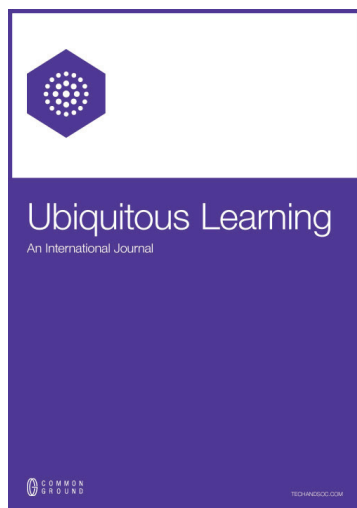
Aiming to create an intellectual frame of reference and to support an interdisciplinary conversation on learning in and through digital technologies and ubiquitous computing



Ubiquitous Learning: An International Journal

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

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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.

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Submission and Publication Process

The Publication Process

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All article submissions must meet the requirements listed: https://cgscholar.com/cg_support/en/docs/38. 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.

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Submission and Publication Process

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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

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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.

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We accept proposals that are individually or jointly authored books.



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Edited collections addressing a clear theme or collections of articles previously published in Common Ground Research Networks journals.



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Re-issued or out-of-copyright classics with new introductions.

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We're not focused solely on the size of potential markets or competition from other books. We're only interested in the quality of the work.



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Submissions from across national origins, experiences, and disciplinary perspectives.



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Our process pairs authors with reviewers specialized in the area topic.



About the Book Imprint

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Five Minute Q&A Video

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?

Registration

Notify us two months prior to the conference if you plan on attending via support@cgnetworks.org

Book Launch

At the conference you are able to hold a meet and greet with delegates to promote 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



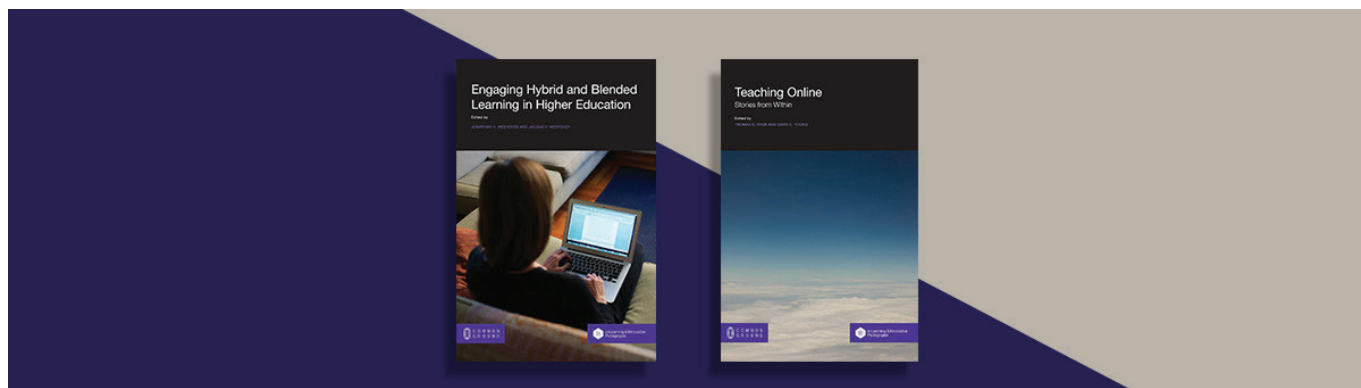
A list of your areas of interest and expertise



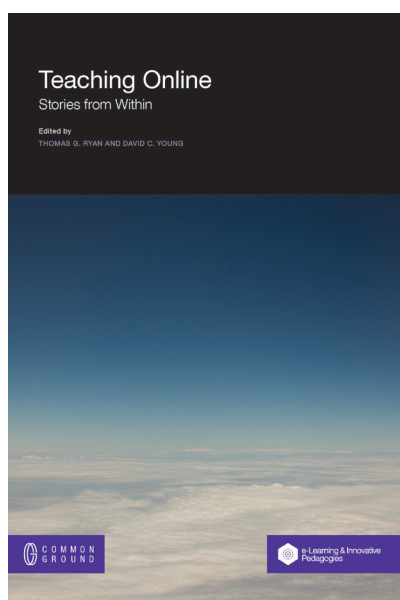
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Previously Published Books



e-Learning & Innovative Pedagogies Book Imprint



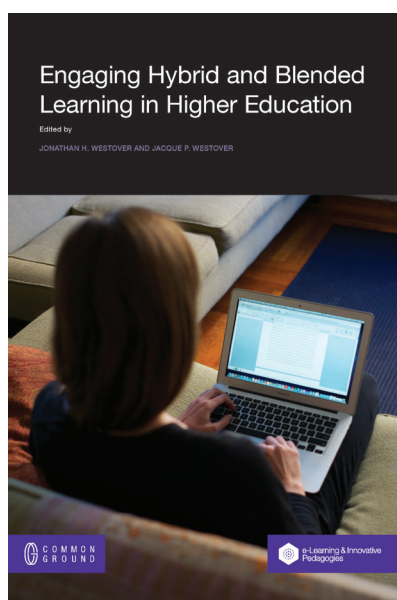
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