Fourteenth International Conference on

Technology, Knowledge & Society

Regeneration, Autonomy, and Sustainability—Productive Technologies and the Green Economy

1–2 MARCH 2018 | ST JOHN'S UNIVERSITY, MANHATTAN CAMPUS | NEW YORK, USA | TECHANDSOC.COM

ST. JOHN'S UNIVERSITY

COMMON GROUND

Technology, Knowledge & Society

Fourteenth International Conference on

Technology, Knowledge & Society

"Regeneration, Autonomy, and Sustainability—Productive Technologies and the Green Economy"

1–2 March 2018 | St John's University, Manhattan Campus | New York, USA

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Fourteenth International Conference on Technology, Knowledge, and Society
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www.cgnetworks.org

Designed by Ebony Jackson
Cover image by Phillip Kalantzis-Cope

Dear Technology, Knowledge & Society Delegates,

Welcome to New York City and to the Fourteenth International Conference on Technology, Knowledge & Society. The Technology, Knowledge & Society Research Network—its conference, journal, and book imprint—was created to provide a forum to meet others in the field, share ideas, and publish your work.

Founded in 2005, The Inaugural Technology, Knowledge & Society Conference was held at the University of California, Berkeley, USA. The conference has since been hosted at McGill University, Montreal, Canada in 2006; Cambridge University, Cambridge, UK in 2007; Northeastern University, Boston, USA in 2008; Von Braun Center, Huntsville, USA in 2009; Free University, Berlin, Germany in 2010; Universidad del País Vasco – Euskal Herriko Unibertsitatea, Bilbao, Spain in 2011; the University of California, Los Angeles, Los Angeles, USA in 2012; UBC Robson Square, Vancouver, Canada in 2013, Facultad de Ciencias de la Información, Universidad Complutense, Madrid, Spain in 2014; the University of California, Berkeley, Berkeley, USA in 2015; the Universidad de Buenos Aires, Buenos Aires, Argentina in 2016; and the University of Toronto, Toronto, Canada in 2017. Next year, we are honored to hold the conference in partnership with ELISAVA Barcelona School of Design and Engineering in Barcelona, Spain from 11-12 March 2019.

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

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

I want to thank our Conference Chairs, Sandra Abrams and Daniel Araya, who have poured such a phenomenal amount of work into this conference. I'd also like to thank my Technology, Knowledge & Society colleagues, Rachael Arcario, Kim Kendall, Tatiana Portnova, and José Luis Ortega Martin, who have put such a significant amount of work into this conference.

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

Yours sincerely,

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

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Our Mission

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

Our Message

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

Our Media

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

Technology, Knowledge & Society Research Network

Exploring innovative theories and practices that relate technology to society

Technology, Knowledge & Society | Research Network

This research network is brought together by a shared interest in the complex and subtle relationships between technology, knowledge, and society. The research network interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book imprint–exploring the affordances of the new digital media.

Conference

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

Publishing

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

Research Network

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

On human uses of technologies, human uses, and the social impacts of technologies

Theme 1: Technologies and Human Usability

- Technology, knowledge, and society: re-examining the connections
- Human-technology interaction, interfaces, and usability
- Cybernetics, informatics, systemics, and distributed networks
- New media, new communications channels: broadcasting, to narrowcasting, to pointcasting
- Open computing: the theory and practice of open source and free software
- Creative Commons
- Copyright and digital rights management
- Proprietary software and its human influences
- Data and metadata: meanings, boundaries, functions
- Open standards and the logistics of communicability and interoperability
- Structure and semantics in information
- The semantic web
- Markup languages, new markup practices, new literacies
- Wireless and mobile information and communications technologies
- Multilingualism, Unicode, and machine translation
- Artificial intelligence, intelligent systems, intelligent agents
- Human-machine interfaces

On the roles of technologies in community formation, maintenance and change

Theme 2: Technologies in Knowledge Sharing

- Communities of practice and knowledge-creating communities
- Virtual communities
- Technologies for participatory citizenship
- Technology in capacity development
- Digital development: bridging the digital divide
- E-government, e-democracy, and cyber-civics
- Participatory systems
- The politics of information, globalization, and technology
- Multilingualism and cultural diversity in the digital age
- Technological meets social transformation
- Technical and social systems of sustainability
- The wild world of the Web: regulation and its discontents
- Communities as publishers
- Communities as networks: the dynamics of collaboration and community building
- Information architectures: scaffolds for autonomy or restrictive straight-jackets?
- Multi-channel publishing
- Digital repositories, archives, and libraries
- Disability and access
- Differences of sensibility and access: gender, language, culture
- Cyber-identities, cyber-ethics, and cyber-law
- Creative sources: the technologies of art and the arts of technology

On learning through and about technologies

Theme 3: Ubiquitous Learning

- Learning by design: curriculum and instruction in the era of networked computing
- Edutainment: gaming as pedagogy
- Perception, cognition, and interactivity
- Children of the digital era: learning styles and the challenges of engagement
- Interactive and collaborative learning
- Digital meanings, multimodal communications, and multiliteracies
- Lifelong and lifewide learning
- E-learning on the job and in work-related training
- E-learning in the professions
- Organizational learning and the learning organization
- Formal and informal learning
- Help menus and user-guides: website and software-integrated learning
- The virtual university

On the use of technologies in knowledge creation and access

Theme 4: Technologies in Society

- Technology in the service of the 'knowledge society'
- Data, information, knowledge, wisdom: re-examining core concepts
- Knowledge management: nurturing personal and common knowledge
- Information systems and people in organizations
- Research infrastructures
- Participatory design
- Intellectual property: approaches digital rights management
- Creative Commons and commercial realities: what are the economic conditions for knowledge and innovation?
- E-commerce, open markets, and open knowledge: contradictions or complementarities?
- Collaborations: from personal to interpersonal computing
- Technologies for development
- Information and communications technologies and development
- ICTs: how the poor benefit or does not benefit
- Situating ICTs in development policies and strategies
- Global interactions: technologies, development, and globalization

Regeneration, Autonomy, and Sustainability—Productive Technologies and the Green Economy

Where the nineteenth century was powered by coal and steam and the twentieth century powered by oil and gas, the twenty-first century will be powered by renewables—solar, wind, hydro, geothermal, biomass, and ocean tide. Global demand for clean energy technologies is significant, and increasing, with companies like Tesla leading a new generation of green economy technologies and entrepreneurs. What will we consider to be productive technologies, where technologies themselves are generative of broader change? In what ways do we need to imagine social, political and economic infrastructural systems to support a reconstituted notion productivity, based in principles of regeneration, autonomy, and sustainability?

Technologies

How do we understand and evaluate the workings of these technologies?

Over the past quarter century, digital technologies have become signature change agents in all aspects of our domestic, working, and public lives. Whether it is our awareness of the world through the media, formal or informal learning, shopping, banking, traveling, or communicating, digital technologies are everywhere. The hardware is getting less expensive relative to the power of the technology. Meanwhile, a battle is being fought in the domain of intellectual property between software that is proprietary and sometimes closed, and software that is open and sometimes free.

How do we understand and evaluate the workings of these technologies? To answer this question we need to recruit the disciplines of computer science, software engineering, communications systems, and applied linguistics. We need to develop and apply the conceptual tools of cybernetics, informatics, systemics, and the theory of distributed networks. And how do we understand their effects? Here we may consider the impact of the new media, intelligent systems, or human-machine interfaces.

Communities

How do communities form?

In earlier modern times, information and communications technologies centralized power, knowledge, and culture. They were built with heavy plant and physical infrastructure—the printing presses, the transmission stations, the transport and distribution systems that only the larger corporation or the state could afford. They were centralized, driven by economies of (large) scale and dominated on a day-to-day basis by those with economic resources, political power, and elite cultural networks.

The new digital technologies are free or cheap. They are instantaneous and global. They are decentralized and distributed. And so, it is argued that they open out and provide broader access to the means of production and communication of meaning. They are the bases for an electronic democracy, participatory design, and communities of practice. They allow a myriad of cultures, interests, and knowledge communities to flourish.

Or, at least, this is one interpretation. In bleaker views, they add a digital divide to older historical cleavages of inequality. They daze us into passivity, They place our every movement under surveillance. They enforce a sedentary compliance.

Learners

How do technologies transform learning relationships?

There is little doubt that ‘e-learning’ is destined to become a larger part of the experience of learning at school, in universities, on the job, at home—indeed, lifelong, and lifewide learning. Technology is now a central concern of education, not only from the point of view of preparing students for a world of work where networked computers are pervasive, but also from the point of view of community participation and citizenship. Learners who are excluded from the new information spaces, will clearly be economically, socially, and culturally disadvantaged.

At its best, e-learning is a refreshingly new medium with a pedagogically new message. However, as the critics of e-learning rightly point out, much of what passes for e-learning is lock-step, mechanical, and individualized (one user/one screen), reflecting and reproducing pedagogies that are best dubious and at worst regressive.

On the other hand, a more optimistic view notes the capacity of the new information and communication technologies to transform learning relationships. Instead of being the recipients of transmitted knowledge (syllabuses, textbooks, 'information' resources), institutions of learning might become places where teachers and learners develop knowledge banks, and where traditional classrooms, dominated by teacher talk, are replaced by open learning in which groups of students work autonomously and collaboratively on knowledge projects within a structured 'content management' environment. By these means, the role of the learner is transformed from knowledge consumer to knowledge producer.

Knowledge

How is knowledge shared and transformed?

The world is moving into a phase that is widely, and perhaps too glibly at times, referred to as a 'knowledge economy' or 'knowledge society'. Information and communications technologies, and their human effects, play a central part in this development.

These digital technologies allow new, bottom-up structures of knowledge to emerge, building from the collaborative endeavors of knowledge creating communities—in, for instance, workplaces, schools, and associations of common interest. In each case, they provide the means by which personal knowledge may be shared and transformed into common knowledge. From being receptors of knowledge, persons, organizations, and communities become makers and publishers of knowledge, reversing at least in part the fundamental epistemic flows of modernity and replacing this with a new 'dialogics' of knowledge.

This conference, journal, book imprint, and online media provide a forum for discussion of the connections between technology and society. The perspectives presented range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. Conference presentations and publications traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action.

Technology, Knowledge & Society | Network Membership

About

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

Membership Benefits

As a Technology, Knowledge & Society Research Network member you have access to a broad range of tools and resources to use in your own work:

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

Engage through Social Media

www.facebook.com/TechnologyKnowledgeandSociety	@ontechsociety | #ICTKS18

Present and Participate in the Conference

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

Publish Journal Articles or Books

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

Technology, Knowledge & Society | Advisory Board

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

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

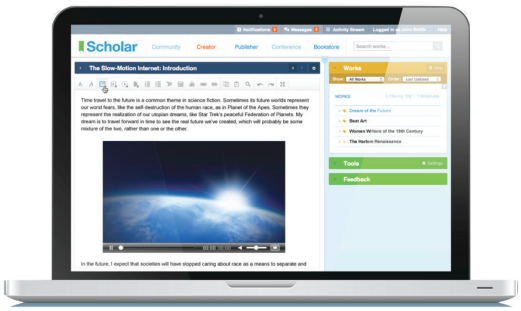
- **Payal Arora**, Erasmus University Rotterdam, Rotterdam, The Netherlands
- **Marcus Breen**, Boston College, Boston, USA
- **Simon Cooper**, Monash University, Melbourne, Australia
- **Bill Cope**, University of Illinois, Urbana-Champaign, USA
- **William Dutton**, Michigan State University, East Lansing, USA
- **David Hakken**, Indiana University, Bloomington, USA
- **Nigel Jacob**, Mayor's Office of New Urban Mechanics, Boston, USA
- **David Karpf**, George Washington University, Washington, DC, USA
- **Michele Knobel**, Montclair State University, Montclair, USA
- **Anand Kumar**, MS Engineering College, Bangalore, India
- **Christiane Paul**, The New School, New York City, USA
- **Alfonso Unceta**, Universidad del País Vasco, Bilbao, Spain
- **Telle Whitney**, Anita Borg Institute for Women and Technology, Palo Alto, USA
- **Nicola Yelland**, Victoria University, Melbourne, Australia

Scholar

A Social Knowledge Platform

Create Your Academic Profile and Connect to Peers

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



Utilize Your Free Scholar Membership Today through

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

Scholar Quick Start Guide

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

Scholar Next Steps – Build Your Academic Profile

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

Scholar

A Digital Learning Platform

Use **Scholar** to Support Your Teaching

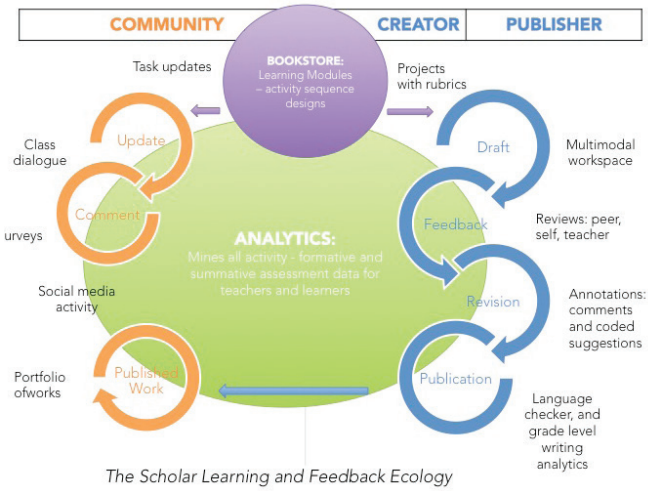
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first,* positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple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

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

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

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

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

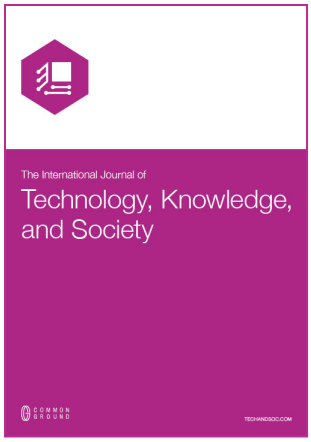


The Scholar Learning and Feedback Ecology

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

Technology, Knowledge & Society Journal

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



Indexing
Academic Search Alumni Edition (EBSCO)
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About

The International Journal of Technology, Knowledge, and Society explores innovative theories and practices relating technology to society. The journal is cross-disciplinary in its scope, offering a meeting point for technologists with a concern for the social and social scientists with a concern for the technological. The focus is primarily, but not exclusively, on information and communications technologies.

Equally interested in the mechanics of social technologies and the social impact of technologies, the journal is guided by the ideals of an open society, where technology is used to address human needs and serve community interests. These concerns are grounded in the values of creativity, innovation, access, equity, and personal and community autonomy. In this space, commercial and community interests at times complement each other; at other times they appear to be at odds. The journal examines the nature of new technologies, their connection with communities, their use as tools for learning, and their place in a "knowledge society".

The perspectives presented in the journal range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized social applications of technology. The papers traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis whilst at other times suggesting interested strategies for action.

The journal covers the fields of informatics, computer science, history and philosophy of science, sociology of knowledge, sociology of technology, education, management and the humanities. Its contributors include research students, technology developers and trainers, and industry consultants.

Collection Editor

Marcus Breen, Department of Communication, Boston College, Boston, USA

Reviewers

Articles published in *The International Journal of Technology, Knowledge, and Society* are peer reviewed by scholars who are active members of the Technology, Knowledge & Society 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 International Journal of Technology, Knowledge, and Society* Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the journal.

Article Submission Process and Timeline

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

1. **Review the Requirements:** All article submissions must meet the Article Requirements listed on our Author Guidelines page (http://cgnetworks.org/support/author-guidelines). Before submitting your article, please thoroughly review these requirements, and revise your article to follow these rules. Initial submissions which do not meet these requirements will be returned to the author(s) for revision.

2. **Upload the Submission:** Once you have revised your initial submission to meet the article requirements, you may then upload your submission in one of two ways:

   - If you are not attending a CGRN conference and you simply wish to submit your article for consideration to one of the CGRN academic journals, please use the following guide: Submitting an Article to the Journal (http://cgnetworks.org/support/submitting-an-article-to-the-journal).
   - If you are presenting at a conference, your conference registration includes a complimentary Research Network Membership* (see Step 6). Please upload your article submission using your conference proposal (this will allow you to skip Step 6 of the process). For assistance in uploading, please use the Journal Article Submission for Scholar Event Attendees guide: (http://cgnetworks.org/support/journal-article-submission-using-the-conference-portal).

3. **Checking Progress:** Once your article is received, you can view the status of its progress by logging into your CGPublisher account at www.cgpublisher.com. In time, CGPublisher will be retired, and our publishing will be managed through our new all-in-one platform, CG Scholar. For now, only Common Ground conferences have been completely integrated into CG Scholar. Publishing is only partially integrated into CG Scholar. After the publication process is complete, published articles appear in the CG Scholar Bookstore under the corresponding journal title. We'll keep you updated as progress continues, and if you ever have questions, you can always reach us at support.cgnetworks.org.

4. **Initial Submission Accepted for Peer Review:** Submitted articles are then verified against the Article Requirements (listed in the Author Guidelines). If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. Please note, during this time authors are eligible to be selected to as a reviewer for other articles in this same stage. Full details regarding the rules, expectations, and policies on peer review can be found on our Peer Review Policies page.

5. **Peer Review Decision:** When both referee reports are uploaded, and after the referees' identities have been removed, you will be notified by email through cgpublisher. Your message will provide with a link to view the reports, if you have trouble, see our guide (http://cgnetworks.org/support/how-to-download-your-referee-reports). Articles which are rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note (http://cgnetworks.org/support/change-note-journal-article). If an article is not accepted by peer review after this second opportunity, it must be withdrawn from consideration.

6. **Membership Confirmation:** If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Research Network Membership or Conference registration (http://cgnetworks.org/support/register-for-a-membership). Please note, a paid conference registration includes a complimentary Research Network Membership, this will allow you to skip this step.

7. **Publication Agreement:** Next you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access Publication (http://cgnetworks.org/journals/hybrid-open-access).

8. **Prepare the Final Submission:** After the publication agreement is final, you will have 30 days to complete any revisions to your final submission and upload your article. Please ensure your final submission meets the Final Submission Requirements before uploading your article (http://cgnetworks.org/support/final-submission-downloads-and-guides). This includes such criteria as the correct the use of the Chicago Manual of Style (17th edition) and the other listed requirements (http://cgnetworks.org/support/chicago-manual-of-style-citations-quick-guide). Articles which have been accepted with revisions will require a change note to be included with the final submission. Articles which do not meet these requirements will be returned for revision until these requirements are satisfied.

9. **Final Inspection / "Ready for Typesetting":** Once we have received the final submission of your article, our Publishing Department will give your article a final review. During this step, your workflow status will be listed as "Ready for Typesetting," indicating that the final submission is ready for inspection.

10. **Copyediting and Proof Inspection:** If the final submission meets the Final Submission Requirements, the article will then begin typesetting. At this phase you might be required to assist in correcting minor problems relating to grammar, spelling, citations, or references. You will be contacted when the typeset proof is available for inspection.

11. **Article Publication:** Individual articles are published "Web First" to our CG Scholar Bookstore (https://cgscholar.com/bookstore). After web-first publication, complete journal issues follow annually, biannually, or quarterly depending on the journal. Web-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CG Scholar profile up-to-date (https://cgscholar.com/identity/) and add your ORCID iD (https://orcid.org/register) to maximize your article visibility.

Submission Timeline

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

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

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

Hybrid Open Access

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

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

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

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

Institutional Open Access

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

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

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

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at support@cgnetworks.org.

International Award for Excellence

The Technology, Knowledge & Society Research Network presents an annual International Award for Excellence for new research or thinking in the area of images and image making. All articles submitted for publication in *The International Journal of Technology, Knowledge, and Society* are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the journal and the annual Technology, Knowledge & Society Conference. The committee selects the winning article from the highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winners for Volume 13

Shannon Jackson, Associate Professor, University of Missouri, Kansas City, USA

For the Article

"Cyber-infrastructure and the Right to the City," *The International Journal of Technology, Knowledge, and Society*, Volume 13, Issue 1

Abstract

When Google rolled out Google Fiber, its new fiber optic network, in Kansas City, Missouri for the first time in 2012, it revealed deep racial and economic divides in the city. This undermined Google's claim that Google Fiber would help solve the nation's digital divide, but it helps us understand some of the ways infrastructure and inequality intertwine. My interest here is to explore the connection between cyberinfrastructure and inequality with regard to the situated play of visibilities enacted when the boundaries of citizenship are advanced or hindered by infrastructure. I will examine the ways public interest features in legal, discursive, and material shifts that relate to changes in broadband technology. Through interviews with public officials and brokers in Kansas City and a discursive analysis of policy, I will address the impact of Google's experimental model of infrastructure on the city. This case study will demonstrate that the cultural realities of under-served sectors of cities have the potential to become less visible when privatized, demand-driven infrastructural models are implemented.

Research Network Membership and Personal Subscriptions

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

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

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to *The International Journal of Technology, Knowledge, and Society*, individual journals within the collection, and to custom suites based on a given institution's unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:

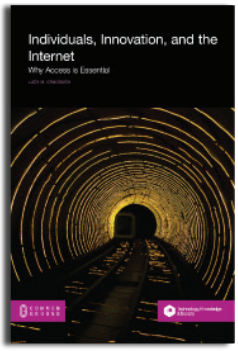
- http://techandsoc.com/journal/hybrid-open-access
- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to *The International Journal of Technology, Knowledge, and Society*: http://cgnetworks.org/support/recommend-a-subscription-to-your-library.

Technology, Knowledge & Society Book Imprint

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



Technology, Knowledge & Society Book Imprint

Call for Books

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

We welcome proposals or completed manuscript submissions of:

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

Book Proposal Guidelines

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

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

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

Call for Book Reviewers

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

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

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

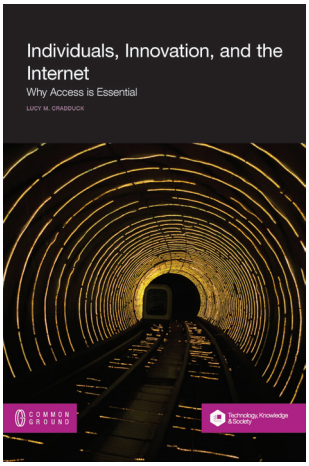
If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

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

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

Individuals, Innovation, and the Internet: Why Access is Essential

Lucy M. Cradduck



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As each day passes, and as new and better devices and services are developed, more and more government and private services are being moved to an online format. This movement makes access to the internet essential for twenty-first century life. The internet has become so integrated in our lives that many of us cannot imagine how we could operate without it. This omnipresent 'being' affects all forms of 'normal' social and economic activity and does so in ways that we do not realize.

Those with access are able to engage with government, business, family, and friends more easily, which can lead to an improved standard of living. For the disadvantaged, however—those with the desire but without the capacity—a lack of access can be socially isolating.

Between the idea
And the reality
Between the motion
And the act
Falls the Shadow

Engagement in the internet economy requires both physical access and the individual to have the necessary finances and skills to make and sustain their use. If governments and the international community want a fully functioning internet economy this requires that *all* individuals must be operating in it. That not all individuals do so means, very simply, that the internet economy is *not* fully functioning.

The text contextualizes for policy makers and legislatures *why* it is essential to ensure that individuals have appropriate access to the internet and what can be done to achieve it. The interrelationship/overlap between why access is essential, how it can be achieved, and the central role of the individual to the internet economy is explored and translated into the concept of *connectedness*. From this, solutions for ensuring *connectedness* for all individuals are developed.

It is Dr Cradduck's hope that in the not too distant future readers will puzzle over why texts such as this needed to be written.

Author Bio:

Dr Cradduck is a member of the Australian Smart Communities Association and her primary research interest is in the development of appropriate broadband/internet access policies. Lucy's research also includes the impacts to property use and users arising from access to internet. She was appointed in 2012 as part of QUT's Early Career Academic Recruitment and Development (ECARD) Program. Her SJD Thesis entitled *The future of the Internet Economy: Addressing challenges facing the implementation of the Australian National Broadband Network* examined issues pertinent to the challenges facing ubiquitous high speed broadband in Australia.

Technology, Knowledge & Society Conference

Curating global interdisciplinary spaces, supporting professionally rewarding relationships

Conference History

Founded in 2005, the International Conference on Technology, Knowledge & Society provides a forum for addressing a range of critically important themes in the various fields that address the complex and subtle relationships between technology, knowledge, and society.

The International Conference on Technology, Knowledge & Society 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

- 2005 - University of California, Berkeley, USA
- 2006 - Hyderabad, India
- 2006 - McGill University, Montreal, Canada
- 2007 - Cambridge University, Cambridge, UK
- 2008 - Northeastern University, Boston, USA
- 2009 - Von Braun Center, Huntsville, Alabama, USA
- 2010 - Free University, Berlin, Germany
- 2011 - Universidad del País Vasco – Euskal Herriko Unibertsitatea Bilbao, Spain
- 2012 - University of California, Los Angeles, USA
- 2013 – UBC Robeson Square, Vancouver, Canada
- 2014 - Facultad de Ciencias de la Información, Universidad Complutense, Madrid, Spain
- 2015 - University of California, Berkeley, USA
- 2016 - Universidad de Buenos Aires, Buenos Aires, Argentina
- 2017 - University of Toronto, Toronto, Canada

Plenary Speaker Highlights

The International Conference on Technology, Knowledge & Society has a rich history of featuring leading voices from the field, including:

- William Dutton, Founding Director, Oxford Internet Institute, University of Oxford, Oxford, UK (2005)
- Henry Jenkins, Provost Professor, University of Southern California, Los Angeles, USA (2012)
- Tim Luke, University Distinguished Professor, Virginia Polytechnic Institute & State University, Blacksburg, USA (2005)
- David Lyon, Professor, Queen's University, Kingston, Canada (2006)
- Robin Mansell, Professor, London School of Economics and Political Science, London, UK (2007)
- Christiane Paul, Associate Professor, The New School, New York, USA (2012)
- Saskia Sassen, Professor, Columbia University, New York, USA (2006)
- McKenzie Wark, Professor, The New School, New York, USA (2008)

Past Partners

Over the years the International Conference on Technology, Knowledge and Society has had the pleasure of working with the following organizations:

University of Buenos Aires
Buenos Aires, Argentina (2016)

Become a Partner

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

Conference Principles and Features

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

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on the Image offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 20 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 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 community 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 network.

Interactive

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

Plenary

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

Garden Conversation

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

Talking Circles

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

Themed Paper Presentations

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

Colloquium

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

Focused Discussion

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

Workshop/Interactive Session

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

Poster Sessions

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

Innovation Showcase

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

Virtual Lightning Talk

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

Virtual Poster

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

Thursday, 1 March

7:45–8:45	Conference Registration Desk Open
8:45–9:15	Conference Opening—Daniel Araya, Conference Chair, USA
9:15–9:45	Plenary Session—Hamza Choudhry, Co-Founder, Team Lead, XiWATT, USA
9:45–10:15	Plenary Session—Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, USA
10:15–10:45	Garden Conversation
10:45–11:30	Talking Circles
11:30–12:45	Parallel Sessions
12:45–13:25	Lunch
13:25–15:05	Parallel Sessions
15:05–15:15	Coffee Break
15:15–16:30	Parallel Sessions

Friday, 2 March

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

Special Events

Conference Closing Reception and Poster Session

Common Ground Research Networks and the Technology, Knowledge & Society Conference will be hosting a closing reception including the conference poster session at St John's University Manhattan Campus. The reception will be held directly following the Conference Closing & Award Ceremony on **Friday, 2 March 2018**. Join other conference delegates and plenary speakers for drinks, light hor d'oeuvres, and a chance to converse over the conference posters.

We look forward to hosting you!

Conference Dinner - Palma

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

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

Set Menu
Appetizer - Insalati de Stagione / Arancini
Primi - Agnolotti di Spinaci
Secondi - Branzino in Cartoccio or Tagliata di Manzo
Dessert - Chef's selction

See the conference registration desk for booking.

Fran Blumberg

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

Hamza Choudhry

Hamza is an Electrical Engineer with a passion for combining his experience across various fields of engineering to produce innovative solutions. In the past 5 years he has worked for industry leaders such as BlackBerry, Daifuku, and ODVA. His interest in Green Energy started at the age of 10 while building solar powered RC cars. He is now the founder of XiWATT, a start-up that plans to revolutionize the energy market. XiWATT is developing blockchain based solutions that reshape how individuals and communities produce and access energy.

Phillip Kalantzis-Cope

Phillip Kalantzis-Cope is Chief Social Scientist at Common Ground Research Networks. In this role, he works with local host committees, journal editors, and advisory boards to craft themes, select speakers, and lead the overall program and strategic development of Common Ground Research Networks. He is an active member of the American Association of Publishers, currently serving on the Committee for Digital Innovation, and is the Co-Founder of NewCritcals.com. He serves on the Board of the Modern Greek Studies Program at the University of Illinois at Urbana-Champaign. Phillip completed his PhD (Politics) The New School for Social Research in New York City. A published author, his research areas include: the political economies of 'big-data'; the nature of immaterial labor within digital networks; and the conceptual boundaries of the 'material' and 'immaterial' as a politics of intellectual property within critical social theory. He currently holds the position of University Fellow, Facility of Business, Law, and Education at Charles Darwin University, Darwin, Australia. Phillip is also an internationally exhibited, and published, photographer.

Tom Liam Lynch

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

Karen Miner-Romanoff

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

Daniel Araya

Daniel Araya is a researcher and advisor to government with a special interest in technological innovation, public policy, and education. He has wide experience as an editor, policy writer, and author, working both with government and the private sector. His newest books include: *Augmented Intelligence* (2016), *Evolution of the Liberal Arts in the Global Age* (with Peter Marber) (2016), and *Smart Cities as Democratic Ecologies* (2015). He is a Sharing Cities Policy Fellow and a regular contributor to media outlets such as Futurism, The Brookings Institution, Forbes, and Medium. He has a doctorate from the University of Illinois at Urbana-Champaign and is an alumnus of Singularity University's graduate program at the NASA Research Park in Silicon Valley. Follow Daniel on Twitter @danielarayaXY

Sandra Schamroth Abrams

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

Anastasia Biggs

Anastasia Biggs is a PhD Candidate at the School of Business and Technology at Capella University, where she is a Flex Path Tutor for Master of Science student's in Global Network Policy, Regulation, and Governance, and Electronic Health Records classes. She completed her Bachelor of Science majoring in Information Systems from the University of Colorado in 1999, followed by her Masters of Science in Information Technology from the University of Phoenix in 2012. Anastasia's doctoral work focuses on mobile technology as an employee training tool with an emphasis on corporate training. She presented her research on "The lack of Adoption of Mobile Technology as an Employee Training Tool" at the Social Sciences Conference and Research Network 2017 as a virtual lightning presenter. She is an Adjunct Associate Professor at Bentley University in Waltham, MA, and additionally, Adjunct Faculty at Embry Riddle Aeronautical University since 2016 focusing on Skype, Bring Your Own Device and Online Information Technology classes.

Gabriela Ferreira de Souza

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

Cassandra Rivais

Cassandra Rivais, JD, MS, is a Senior Clinical Ethics Fellow at the Alden March Bioethics Institute (AMBI) at Albany Medical College. She is also an Adjunct faculty member of Maria College where she teaches healthcare ethics and health law. She also works Of-Counsel for Sholes & Miller, LLP doing medical malpractice defense. She earned her J.D. at Albany Law School and M.S. in Bioethics from AMBI, and prior to that she received her B.A.in English with honors and minors in Political Science and Biology from University at Buffalo.

Renalyn J. Valdez

Renalyn J. Valdez is an associate professor at Lyceum of the Philippines University, Intramuros and was Chair of the Mass Communication, Journalism, and Multimedia Arts Department from 2005–2015. She is completing her dissertation for a Ph.D. in Communication at the University of the Philippines, Diliman. She was a member of the Board of Trustees of the Philippine Association of Communication Educators (PACE) from 2009–2011 and of Asian Congress for Media and Communication (ACMC) from 2011- 2013. Some of her published works include, "The Integration of Mac Laboratory in the AB Mass Communication and AB Journalism Programs at the Lyceum of the Philippines University," "A Television Portrait of Overseas Filipino Workers," and "The Study of Mining as Negotiated by Selected Baguio Residents through Culture and Media Exposure".

Thursday, 1 March	
07:45-08:45	**Conference Registration Desk Open**
08:45-09:15	**Conference Opening, Daniel Araya, CG Blockchain, 2018 Technology, Knowledge & Society Conference Chair, USA**
09:15-09:45	**Plenary Session - Hamza Choudhry, Co-Founder, Team Lead, XiWATT**
	"The Future of Renewable Energy Ownership"
09:45-10:15	**Plenary Session - Phillip Kalantzis-Cope, Common Ground Research Networks, USA**
	"Regeneration, Autonomy, and Sustainability: Whose Property?"
10:15-10:45	**Garden Conversation**
10:45-11:30	**Talking Circles**
	Room 1 - 2018 Special Focus: Regeneration, Autonomy, and Sustainability—Productive Technologies and the Green Economy; Technologies in Society **Room 2 - Technologies and Human Usability** **Room 3 - Technologies in Knowledge Sharing** **Room 4 - Ubiquitous Learning** **Room 5 - Spanish-language Talking Circle**
11:30-12:45	**Parallel Sessions**
Room 1	**Design Implications**

Machines and Minds

Creighton Rosental, Mercer University, Macon, GA, United States

Alan Turing's famous imitation game, proposed in 1950, both provided a clear test for evaluating machine intelligence and inspired theories of computer intelligence that are still prominent today. Lesser known is Descartes' test proposed in 1637, which was also designed to provide a clear test for distinguishing between true (i.e. human) thinking and those mere imitations of automata (man-made machines designed to emulate living beings in particular ways). There is a long tradition in philosophy of mind of understanding thinking by comparing and contrasting the thinking that humans do with that of machines. This paper examines four cases in which machines helped develop theories of thinking: Descartes and automata in 1637, Leibniz and clockwork in 1714, C. S. Peirce and logic machines in 1887, and Turing and computers in 1950. This paper argues that the resulting theories of thinking and of mind depends in part on which machine is being compared to the human mind, and how that machine's functions are characterized in comparison to human thought.

Technologies in Society

Artificial Intelligence and Humanity

Jennifer Keating-Miller, Carnegie Mellon University, Pittsburgh, PA, United States
Illah Nourbakhsh, Carnegie Mellon University, Pittsburgh, PA, United States

In a time when human-machine relations are being radically redefined due to inexorable advances in Artificial Intelligence technology, we believe critical inquiry regarding autonomy technology and its ramifications on society are an essential foundation for every undergraduate education. During the autumn of 2017, the Carnegie Mellon Dietrich College of Humanities and Social Sciences and the School of Computer Science collaborated on an experimental freshman seminar that brought humanities and computer science first-year students together to study historical human negotiations of power, starting with slavery; critical practices for interrogating power relationships and societal ramifications, including keyword-based analysis and conceptual mapping; and futuring based on present-day and hypothetical human-machine relations, using documentaries, written narratives, scripts and cinema. Using human-to-human relationships throughout western history as examples, we will explore contemporary anxieties and utopian visions of human-to-machine relationships associated with artificial intelligence and automated systems. In this paper, we will remark on the perceived need for such transdisciplinary education on technology and society in the modern Academy, and we will describe this first-year freshman seminar in terms of both designed structure, course content and the experiences of the first offering in the preceding semester. We will describe the keywords approach to organizing inquiry in terms of the semantics of critical terminology, and the conceptual mapping exercises that tie stakeholders and conceptualizations of each assigned work together, as well as student team exercises used to create culminating thematic conceptual diagrams.

Technologies and Human Usability

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

Thursday, 1 March	
11:30-12:45	**Parrallel Sessions**
	Heidegger and the Question Concerning Technology Karen Seubert, Edinboro University of Pennsylvania, Edinboro, PA, United States Heidegger decried the crisis he saw enveloping Western civilization which had its roots in a 2,000 year old "forgetting of Being", his definition of nihilism. This "forgetting" began when we "turned away from the gates of Truth" to which the Pre-Socratics, primarily Heraclitus and Parmenides, led us and engaged in a way of thinking by the end of Plato which was highly mathematical and calculative. He sees this turn taking place in Plato's later dialogues, on to Aristotle's logic, Descartes' analytical problem solving method which helped drive the sciences onward so rapidly. This way of thinking created machine and is in danger of making man machine. But man's being is not machine. Man is a being meant to relate to Being-Itself, but we no longer know what that is. Therefore, we no longer know what we are since we are human beings. This paper tries to trace this decline and why it's important to try to get back to another way of thinking that thinks Being and tries to point a pathway to what Being is. I shall also draw some parallels to Eastern thought which Heidegger once said was "...what I'm talking about." Terrorism is an outgrowth of active nihilism (the forgetting of Being). Technology, with its machination of man, has affected all aspects of our being-there: Environmentally, politically, financially, socially. In "The Turning," Heidegger says, "...in order that there may be found an essential relationship between technology and man in respect to their essence, modern man must first and above all find his way back to the full breadth of the space proper to his essence...as one who is needed and used by Being..." The way back to that essence of man's being is worked out in "Being and Time" which deals with man's being. *Technologies in Society*
Room 2	**Impacts of New Technologies** **Technology as a Concept of Design** Fabian Neuhaus, University College London, London, UK Technology is designed by humans. It is always an act of doing and deciding. We will, therefore, argue here that technology is design practice. All the design disciplines have a highly developed practice knowledge. The decision and development cycles in design have been discussed extensively in the past ten or so years based on Michael Polanyi or Nigel Cross. With the presented research projects we attempt to link this discussion of the practical design knowledge to the discussion of technology its meaning and application. The aim is to retake ownership of technology and engage with it developing tacit knowledge for with practical application. Architecture serves as an example of how technology and practice knowledge are linked. In the discussed research projects we explore this with practical workshops where participants are asked to invent and construct solutions to solve practical problems. The talk will link the observations and conclusions back to help bridge the perceived gap between technology and design practice. *Technologies in Society* **Synergy between Sustainability and Technology** Sanem Odabasi, Anadolu University, Eskiehir, Yunus Emre Kampüsü, Turkey Fashion is perceived as variable and ephemeral, and often associated with disposable quality. Due to the basic need for change in fashion, the innovations and originality created to antiquate the existing result in increasing concerns in the present status of the fashion cycle. There are a number of threats to sustainability in the textile and fashion industry that produce several environmental adverse effects including the range from raw materials to the finished product. In response, 21st century fashion aims to demonstrate the ability to produce clothes with the awareness for the need for ethically developed marketing strategies and desires to be remembered as a synonym to sustainability. With advances in technology and science, the range of efforts that could be spend for sustainable fashion has increased and technology became an indispensable field for sustainable fashion. This has created a multi-disciplinary realm that combines engineering, biology, chemistry, fashion design and product design. Fashion design is transformed into a field where the system is examined for the reconstruction of the processes of creating value and meaning. In the present study, the design products that emerged as a result of the concepts of technology and sustainability were examined. The aim of the study was to examine how the design studies scrutinized the product design process that could endanger sustainability and the topic of technological advances and sustainability. In the conclusion section, new technological developments for sustainable fashion were discussed. *2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy*

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

Thursday, 1 March	
11:30-12:45	**Parallel Sessions**
	Issues and Consultation Platform in Contemporary Smart or ANI Environments Katalin Feher, Budapest Business School, Budapest, Buzogany, Hungary The goal of the paper is to share the results of a work-in-progress research concerning the most popular contemporary key issues and an innovative consultation platform of smart environments. The analysis is based on a carefully selected international corpus of knowledge sharing from the last three years by public executive summaries, white papers, trend reports, strategic plans, governmental and business reports using global search engine rankings. Applying quantitative text analysis and visualisation of text networks via WORDij, Gephi, Quadratic Assignment Procedure, Pearson's correlation and Force Atlas, frequencies and thematic networks of smart environments were drawn with their nodes and ties. To sum the research results up briefly, sustainability, open or big data, mobilisation, project- and service-oriented approaches, public issues, research and development, the energy sector and the productive technologies have become the most focused principles (Feher 2018, in print). In parallel, the synopsis draw attention for the consolidation movement of academic sources on this field. After the wide spectrum of social-technological utopias and dystopias, the spotlight has been moving to general public and its role in debates, living labs and collaborations. Smartmentality (Aldairi 2017 and Vanolo 2014) and triggered civic engagement to smart environments and the artificial narrow intelligence (Burgess 2018 and Cath 2017). Scholarly articles have emphasised the responsibility of governments, private sector and research communities regarding the future welfare societies. In order to understand the role of these academic and research results in knowledge sharing, the conference paper also presents a case study in a nutshell as a best practice of consultation platforms in context of regeneration. The Earth 2050 (Kaspersky Lab 2017) went to public as a top-notch project with well-defined questions targeting engineers, designers, architects, future lovers and futurists. Art and science, dreams and innovations, visions and predictions are collected and presented on the open platform to to social dialogue. The ultimate goal of the presentation is to summarise these three pillars of knowledge sharing concerning the cutting-edge technologies with impacts, consequences and controversial issues to support the governmental and business policy making. *Technologies in Knowledge Sharing*
Room 3	**Machine and Humankind** **Intelligent Device to Ensure Safety in Use of Cooking Gas in Cylinder** Brailson Mansingh, Sri Ramakrishna Engineering College, Coimbatore, Tamilnadu, India Mayuranath Suresh Kumar, Sri Ramakrishna Engineering College, Coimbatore, Tamilnadu, India Monica Ranganathan, Sri Ramakrishna Engineering College, Coimbatore, Tamilnadu, India Aparna Prabakaran, Sri Ramakrishna Engineering College, Coimbatore, Tamilnadu, India This paper portrays a technology that ensures safe use of cooking gas for domestic and commercial purpose using Internet of things technology. The arrangement utilizes a servo motor to actuate the gas regulator knob of cooking gas cylinder. The ON and OFF position of the gas regulator knob is controlled by the codes in the Arduino through the servo motor. Safety is ensured in two ways by this device. In the case of gas leak, MQ6 sensor in the arrangement provides a signal to the Arduino which is coded accordingly to operate the gas regulator knob using servo motor to OFF position and alerts the user through a LED display. The OFF position of the gas regulator knob is ensured using a proximity sensor. Another way is to prevent the gas leak by ensuring the OFF position of gas regulator knob. This can be done even from remote location using a customized Android application and Internet of Things technology. Based on the signal from proximity sensor, the position of knob can be identified in the Android application. Now by interacting with the Android application, knob can be brought to OFF position and thus safety is ensured. *Technologies and Human Usability* **Use of Mobile Technology in News Coverage and its Impact to Citizen Journalism** Renalyn Valdez, Lyceum of the Philippines University, Manila, National Capital Region, Philippines Guillermo Santos, University of the Philippines Manila, Manila, National Capital Region, Philippines Knowing how mobile technologies are used in TV news coverage and reporting will lead to possible new insights, perspectives, and approaches in the field of broadcast journalism. Continuing advances in technology may lead to both positive and negative changes in an organization. An analysis then of the dangers and opportunities presented by technologies becomes important to study—to maximize potentials of technology in media and minimize its dangers. With news rapidly changing in a news technological environment, how do traditional news organizations react? Does the multiplication of information outlets affect news gathering routines and standard definition of news? In the context of business and organizational pressures, technologies contribute to redefining occupational roles in newsrooms. From all these changes, who is a journalist? Are common divisions (print, broadcast, online) still relevant? (Waisbord, 2001, p. 173) These are some of the questions that this paper will address—mainly the developments of broadcast journalism with the advent of mobile technologies: innovations in interactive communication and changes in news business brought about by digital technology in particular mobile technology. The study will be grounded on the Diffusion of Innovation of Everette Rogers (1971) and Uses and Gratifications of Katz, Blumler and Gurevitz (1974). Mobile technology will be studied on two counts: its adoption and usage in TV news reporting and coverage and as an alternative and new form of broadcast journalism. The study will use both quantitative and qualitative design to probe on the problems of the study. Content analysis will be used to look into practices, functions, and approaches in the use of mobile technologies in news reporting and citizen journalism as shown in news programs, both on TV and online. After which, in- depth interviews will be conducted to examine and investigate on these mobile usage and developments. *Technologies in Society*

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Thursday, 1 March	
11:30-12:45	**Parallel Sessions**
	Mobile Technology Adoption towards Improved Employee Training and Education Anastasia Tracy Biggs, Capella University, Minneaoplis, MN, United States The purpose of this qualitative case study is to explore why and how mobile training can be adopted by corporate training managers towards improved employee training and education.The case study method explores the learning processes to determine if a learning model is appropriate for the use of mobile technology as a training tool (De Zan, De Toni, Fornasier, & Battistella, 2015, p.341). This qualitative case study utilizes interviews, and observations to explore how the use of mobile technology can be adopted to train employees. The use of interviews and observations will explore the degree of employee growth and learn from mobile training (Alberghini, Cricelli, & Grimaldi, 2014, p.260). Case study methodology will answer how mobile technology through cause-effect relationships explores the lack of mobile technology adoption interventions between Corporate Training Managers and the organization (De Zan et al, 2015, p.335) (Tsang, 2013, p.197). *Technologies in Knowledge Sharing*
Room 4	**Technology Connections** **Contemporary IT Knowledge as a Tool for Learning** Alireza Ebrahimi, SUNY Old Westbury, Old Westbury, NY, United States It is important for society to stay informed with contemporary technological advances to ensure efficacy and remains successful, regardless of the individual being self-employed or as an employee of an organization. The information systems should be designed in a manner which improves the effectiveness and efficiency of the task(s). Individual who are knowledgeable and IT competent with tools such as programming issues, webpage view source, databases, spreadsheets, ethics, and privacy and security, are prepared to prevent and mitigate potential risks. IT knowledge available will aid in decision-making. Individuals and organizations need to be proactive in obtaining the necessary IT knowledge and skills to ensure that they will achieve their strategic goals. The results our survey confirm that there is a limited contemporary of IT knowledge. We encourage institutions of higher education and organizations to provide training for all parties to ensure that there is an understanding and proficiency in the understanding and skills proficiency . Training can be accomplished through workshops and seminars. Proficiency of contemporary IT knowledge will alleviate many of the existing concerns, facilitate communications, and encourage strategic thinking. Contemporary IT design should be regarded as a learning tool for these task(s) and not vice versa. *Ubiquitous Learning* **Descriptions of Online Learning Experiences in Female-authored Social Media** Debbie Ritter Williams, University of Phoenix, Tempe, AZ, United States Armando Paladino, University of Phoenix, Tempe, AZ, United States Gwendolyn Dooley,University of Phoenix, Tempe, AZ, United States Research indicates virtual classrooms are particularly beneficial for female students; social media messages could be a powerful force in persuading or dissuading them to pursue education online. The lack of empirical studies focused on females' social media messages about online learning presented an opportunity to understand the success factors they deem most important. The purpose of this study was to respond to the research question: What descriptions of online learning experiences are offered by female college students via social media? Unlike other researcher provoked data such as interview transcripts and survey responses, social media content constitutes a novel form of data that has not been evoked or biased by researcher intervention. Qualitative content analysis was conducted on a collection of 42 blogs, YouTube videos, and Facebook sites written by female college students. Emerging themes indicated that successful online learning experiences may be related more to learner qualities and awareness than to faculty attributes or behaviors, curriculum, or the virtual environment itself. The knowledge about female student's perceptions of the most important success factors for successful online learning may be valuable to higher education leaders responsible for marketing online education and academic advisors who may enroll students in online classes. *Technologies and Human Usability* **Self-regulated Learning and Effective Time Management in Academic Success in Part-time Adult Science Students** Anwar U Chaudhry, National University, Fresno, CA, United States The investigator used convenience sampling of 20 students (n=20) at a National University. The findings indicated that major factors interfering with the learning process in part-time adult science students were found to be personal, family and job responsibilities. Significant improvement was observed in terms of perception, cognition and understanding with Ubiquitous learning intervention therapies. Based on Paul R. Pintrich's conceptual framework; Motivated Strategies for Learning Questionnaire (MSLQ) was used as instrument for collecting data both pre and post interventions.The Motivated Strategies for Learning Questionnaire (MSLQ), is an 81-item, self-report instrument consisting of 6 motivation subscales and 9 learning strategies scales The study showed that Ubiquitous learning intervention strategies(self regulation, time management) helped in terms of enhanced perception, cognition and learning skills. *Ubiquitous Learning*
	Parallel Sessions
Room 5	**Spanish-language Session**
12:45-13:25	**Lunch**

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

Thursday, 1 March	
13:25-15:05	**Parallel Sessions**
Room 1	**Assistance and Support**

App for Teenagers with Mathematics Learning Disabilities

Samuel E. Moskowitz, The Hebrew University of Jerusalem, Jerusalem, Israel

Learning disability is an abnormal — when compared with an educational standard — mental disorder that interferes with learning. The youngster otherwise appears to be physically healthy and active, has no problem learning, perhaps even mastering, remaining scholastic disciplines such as comprehensive literature and creative writing. Parenthetically, these same students may have no difficulty appreciating a Rothko abstract expressionist painting. Hence, lack of imagination is presumably not the issue. Typically, the teenager has difficulty understanding or has only a casual interest in natural processes and their applications. Remedial action taken by parents to avoid failure at school is to hire a human tutor. A better alternative is to replace the tutor with a smartphone equipped with special software or app. Application software is designed to run on smartphones and tablet computers. We shall discuss apps tailored for teenagers with mathematics learning disabilities. Here, a family of apps is formulated consisting of serialized lessons each a little more difficult than the preceding frame. The degree of difficulty depends on the age of the teen and evaluated nature of disability. Along with interactive exercises designed to strengthen mathematical skills, the repetitive operation of the smartphone exposes the student to a cognitive tutoring process.

Technologies in Society

Digital Safety in the Deaf Community

Ana Stajminger, Norwegian University of Science and Technology, Trondheim, Norway

The scope of the matter is anything but narrow: deaf people are most similar to non-native speakers, have high unemployment rate and deaf women are 1.5 times more likely to be victims of relationship violence. Even though technology is swift in advancement and availability, there are few papers dealing with this issue. The paper is based on several years of research, but also experience of a sign language interpreter.

Technologies in Society

Reproductive Technologies

Cassandra Rivais, Albany Medical College, Albany, NY, United States

This paper seeks to examine the impact increased use of assisted reproductive technologies (“ART”) has on society as a whole by using the theoretical framework of traditional functionalism theory. Some examples of ART include in vitro fertilization, cryopreservation, blastocyst transfer, and preimplantation genetic diagnosis. This normative theory argues that the family unit in society is supposed to achieve certain functions in order to be a productive unit for society. The paper will focus on five specific functions articulated from this theory that should be achieved by the family unit: provide economic support for its members, provide emotional support for its member, reproduce, transfer social norms, tradition, and values, and provide stability (or certainty) in society. The paper will then analyze whether or not these traditional family functions have been impacted by reproductive technologies and if not, what changed these functions prior to the development of ART. The paper will conclude by stating ART has impacted three of these five functions.

Technologies in Society

Technology as a Tool to Support Risk Prenatal Care in Primary Health Care

Teixeira Rossetti, Social Health Organization Viva Rio, Rio de Janeiro, Brazil
Mauricio Rodrigues Castro, Social Health Organization Viva Rio, Rio de Janeiro, Brazil
Guilherme Braga De Matos, Social Health Organization Viva Rio, Rio de Janeiro, Brazil
Jessica Oliveira De Souza, Social Health Organization Viva Rio, Rio de Janeiro, Brazil
Beatriz Machado Rodrigues, Social Health Organization Viva Rio, Rio de Janeiro, Brazil

This article is a descriptive experience report, based on the creation and implementation of the Monitoring Program for Pregnant Women in Risk in July 2015 in a program area in city of Rio de Janeiro, Brazil. Its aims to use a soft technology to seek the qualification of prenatal care at risk and strengthen the attachment between the user and the primary care. The program consists in monitoring and guiding the pregnant women at risk by the Active Call Center, composed of health professionals / nursing students, which enables qualified and differentiated listening. The telephone contacts are intends to detect failures in prenatal care, difficulties in accessing outpatient and/or hospital services and identify possible complications during pregnancy and then send e-mail alerts to the Primary Health team seeking the intervention in great time next to the health care network and avoiding complications that can progress to death. Since the implementation of the program, in addition to the quantitative results, there was a 50% reduction in the number of maternal deaths in this area, the increase in the number of pregnant women monitored jointly by the PHC and the hospital network and the increase in the number of prenatal consultations per pregnant woman, significant qualitative results were also obtained, such as the change in the perception of the professionals involved in prenatal care and the strengthening of the pregnant woman's relationship with the caregiver team, resulting in a better adherence to prenatal care. The active call center proved to be an efficient risk-prenatal surveillance and care tool, providing care and management support to PHC professionals for a rapid and effective intervention in the identified complications.

2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy

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

Thursday, 1 March	
13:25-15:05	**Parallel Sessions**
Room 2	**The New Classroom**

Digital Storytelling in the Writing Classroom

Shoba Bandi-Rao, Borough of Manhattan Community College, CUNY, New York, NY, United States

The use of multimodal resources among students today has led to the emergence of new literacies which are changing the way students access information and learn. Digital Storytelling, the art of combining narratives with multimodal media such as images, sound, video and text, allows writers to create a short story in interesting ways. Multimedia projects create “communicative comfort zones” for writers and give them a “sense of freedom.” This paper will cover designing, planning, implementing and evaluating digital storytelling projects and discuss how instructors can harness the power of digital storytelling to motivate students in the writing class. When teachers use technology in meaningful ways in the classroom, they are not only able to engage students better in “authentic learning,” but also develop a deeper understanding of curricular content and make meaningful changes to their pedagogy. Digital stories are ideal to use in a language classroom, especially to engage students who labor with traditional forms of writing. Students also feel a sense of accomplishment because have a final product--a digital story--at the end of the project.

Technologies and Human Usability

Tapping into Student Learning Styles with Technology Based Tools

Elizabeth Conner, University of Colorado, Denver, Denver, CO, United States

How do today’s tech savvy students learn? Our research suggests that students today are true multi-modal learners. They need content delivered in multiple ways- VARK (visual, aural, read/write, kinesthetic,). Our research is supported by data from 185 students over a two-semester period who completed the VARK Questionnaire: How Do I Learn Best? Our evidence shows that not only do students learn best with multiple methods of content delivery, they also have a strong preference for the use of multi-media tools. We discuss our research results using VARK and share three powerful multi-media tools that we currently use in our online and in our traditional in-class courses. These tools are very effective in communicating with our students and addressing their learning styles.

Technologies in Knowledge Sharing

Students and Their Relationship with Internet and Science

Silvia Domínguez-Gutiérrez, Universidad de Guadalajara, Guadalajara, Jalisco, Mexico
Enrique Ernesto Sánchez-Ruiz, Universidad de Guadalajara, Guadalajara, Jalisco, Mexico

How do students approach the Internet to locate and use different web pages to approximate to scientific journals, and scientific knowledge in general? In this preliminary study, 297 undergraduate students from the University of Guadalajara participated answering an open-ended questionnaire. We assume that although the students have skills to explore different sources in Internet, to get reliable information on science through this source is not yet an easy task for them. They barely distinguish scientific research journals from those that offer just short scientific information on some aspect. Thus, we conclude that more than inhabiting a knowledge society, according to Lash (2005) our students are immersed in a "technological culture of information," and therefore there is an urgent need to use the Technology of Critical Thinking Development approach (Kayumova & Morozova, 2016).

Technologies and Human Usability

Do Students in e-Learning Environments Have an Unfair Advantage?

Christine Rine, Edinboro University of Pennsylvania, Edinboro, PA, United States
William Jackson Koehler, Edinboro University of Pennsylvania, Edinboro, PA, United States

Although debate over the credibility of e-learning has diminished, parity between online and campus-based programs remains elusive. Uniformity between program delivery methods is a moving target; technologies continuously evolve thus drastically augment e-learning environments that campus-based settings may not realize. While it is easy to accept that both settings have advantages and disadvantages, it may be more difficult to consider if integrative technologies in e-learning have surpassed campus-based capabilities. This brings new challenges to parity; where once e-learning programs were obliged to prove themselves as equal to traditional settings, they may now be expected to prove they do not have an unfair advantage akin to debate over carbon- fiber blade prostheses creating "cyberathletes." This study explores parity among e-learning and campus/hybrid cohorts in a large Master of Social Work (MSW) Program using standardized student learning outcome measures that identify program variables including: pedagogy, curriculum content, skill acquisition, infrastructure, professional support, and interpersonal factors. Data were collected via program reaffirmation processes prescribed by accreditation standards of the Council on Social Work Education. Resulting assessment of implicit and explicit curriculum components indicate parity and disparity among program variables by cohort. Implications inform parity in an era of technologically enhanced e-learning MSW programs.

Technologies in Knowledge Sharing

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

Thursday, 1 March

13:25-15:05 **Parallel Sessions**

Room 3

Innovations in Society

Technology at the Service of Sustainable Education of Hearing Impaired Students

Mesut Turk, Anadolu University, Turkey

As "Sustainable Living" includes quality-of-life experience, hearing loss becomes directly relevant. It should be a duty to ensure that the hearing-impaired children and their families have access to audiological care and speech therapy and that the children have the chance to go to a decent school where they can fulfill their educational needs as well as realizing social norms. This presentation will allow the audience to gain insight about use of technology in sustainability efforts of a school (ICEM) for hearing impaired children via teacher education. ICEM; Center for Hearing Impaired Childrens caters for the needs of K-12 children and has a teaching staff of 35 and support staff of 15. It is located on the campus of one of the world's mega-universities, Anadolu University in Eskisehir in Anatolia The school uses the oral- communicative approach, making heavy use of hearing aids in conventional face-to-face classroom situations.

Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy

Technology Innovation within Digital Ecosystems

Arthur Taylor, Rider University, Lawrenceville, NJ, United States

Business ecosystems, collections of cooperating synergistic enterprises, ostensibly create environments which promote innovation. But it is often unclear what is meant by innovation in this context. Business institutions often imply or state that they are technology innovators, but there is evidence to the contrary. It is unclear whether business ecosystems actually foster technology innovation or hinder it. This paper will examine business ecosystems in relation to information technology, specifically examining what is heralded as technology innovation associated with these ecosystems.

Technologies in Society

Designing Library Instruction for Organic Learning

Kanu A. Nagra, Borough of Manhattan Community College, New York, NY, United States

Bernadette López-Fitzsimmons, Manhattan College, Bronx, NY, United States

When students are engaged in learning, they are accountable for their own academic success and enjoy a positive educational experience. Blended learning methods have been globally implemented in instructional design by many educational institutions to promote reflective teaching and integrated learning practices. Organic learning builds students' self-confidence about their own learning in a comfortable, supported, and self-directed learning environment in which students feel free to inquire, are guided in self-reflection about their knowledge--past and present, and finally recognize that they have acquired new knowledge. In this paper, we will demonstrate pedagogical strategies, instruction design for incorporating blended learning methods in a library's one-shot session and credit courses for organic learning environment. Among these strategies are flipped classroom learning, collaborative learning, turn and talk, think pair share, scholarly communication, small group work, peer evaluation, integrated learning, embedded librarian, writing slips in anticipation, case scenarios and more. We will demonstrate applications of blended learning methods in instructional design such as concept mapping, digital storytelling, digital story boarding; use of special library software, databases, videos, mobile applications, incorporating the vast amount of digital resources available on the web for student–centered learning to enhance student engagement. In addition, they will describe how organic learning in library instruction can prompt students to develop inquiry-based research abilities and critical thinking skills necessary for success in the 21st-century.

Ubiquitous Learning

Social Media and Sustainability in Education

The word sustainability echoed an environmental vision when first put forward. However, the debate has started almost immediately on the "sustainability" of the meaning of the Word itself. A Guardian perspective (Kho,2014) discussed whether it was a matter of bringing a deeper vocabulary, beyond just a few buzzwords, into mainstream usage, or more marketing and outreach needed to show that these broader topics are a key part of sustainability, or whether the word "sustainable" should be given up as a lost cause. The piece also revealed that different generations also had different definitions for he Word (Kho, 2014). Perhaps the best solution, to cut the debate short, should be to refer to a university, "being sustainable means much more than simply being green." Sutton (2016) claims that social media and sustainability play an increasingly important role in the way that businesses conduct and talk about themselves, and that this togetherness opened up avenues for greater engagement, forced organizations to rethink their role in society, and aligned individuals, businesses and communities around shared purpose. It is therefore a good point to discuss the possibility on educational ground. This paper thus will allow the audience to discuss the effect of social media on sustainability in educational point of view by presenting the pros and cons.

Room 4

Workshops

Cyber Weapons and Internet Safety

Chris Lombardozzi, The National Computer Forensics Institute, Hoover, AL, United States

The Internet has drastically changed the way our children interact with the world. It provides them with seemingly infinite opportunities to discover new things, ways to express themselves, the ability to communicate globally and to make new connections with just the click of a button. Yet along with offering rapidly emerging and fascinating ways to connect with the world, technology also brings new risks. This workshop will explore techniques for monitoring child Internet activities as well as the unique threats that exist while using computers, mobile devices, and the Internet: popular social media applications; sexual predators and child sexual exploitation; the dangers of public Wi-Fi; cyberbullying; online impersonation; pornography; sexting and other high-risk behaviors.

Technologies in Society

Room 5

Spanish-language Session

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

Thursday, 1 March

15:15-16:30 **Parallel Sessions**

Room 1

Stakeholders

Retaining Tacit Knowledge within Organizational Knowledge Systems across Agential Realism

W. David Holford Holford, Université du Québecà Montréal, Canada

Current and near future organizational strategies are placing great emphasis on machines, robots and AI – with the general aim of improving efficiency, and thus profitability. We argue that the underlying (and perhaps over-weighted) instrumental logics in both the technical as well as economic domains of the digital economy contribute greatly towards the current (and upcoming) contradiction of seeking more creativity within a system that threatens to discourage it in the first place. Drawing inspiration from domains such as quantum physics, we argue for a more holistic and complementary view of the human mind. An alternative human-machine workplace configuration is proposed which takes advantage of both man's and machine's strongpoints of creativity and efficiency, respectively.

Technologies in Society

Public Demands and Technological Response

Jameson Doig, Dartmouth College, Hanover, NH, United States

This essay will tell the history of how the world's first monitoring system for jet aircraft was created. In the 1950s, when residents living near major airports in the New York region (and beyond) complained about greater decibel levels from jet aircraft, the Port Authority, which owned Idlewild Airport -- now JFK -- held several community meetings. Facing strong local complaints, the PA urged the FAA and the airline industry to develop flight paths that minimize flights over residential areas and to develop quieter engines; he threatened to forbid noisy aircraft from using the New York airports. Meeting resistance from the aircraft industry, the PA's leader, Austin Tobin, made contact with a leading firm that worked on acoustics --Bolt Beranek and Newman. Commissioned by the Port Authority, BBN developed an engine design that sharply reduced noise levels on take-off, landing, and in the air. The result soon was quieter planes and far fewer community complaints. The system for monitoring aircraft noise that was devised for the New York airports was, in a few years, employed around the world. This story is based substantially on records from BBN files that have not previously been available.

Technologies in Society

Analyzing Competing Stakeholder Frames of Reference in the Open Source Software Policy Formation Process

Samuel Muwanguzi, The East African Diaspora Watch (EADM), Dallas, TX, United States

George Musambira, University of Central Florida, Orlando, FL, United States

This paper investigated the frames of reference of the Information and Communication Technology (ICT) stakeholders in Uganda who initiated and proposed the development of an Open Source Software (OSS) policy that recognizes and adopts OSS as a viable alternative to proprietary software in the country. In order to better understand empirically and theoretically this policy formation process, in-depth interviews and focus groups of a purposeful sample drawn from Uganda's diverse ICT sector were conducted. The paper concludes that Uganda epitomizes how information policy formation processes for adoption of a new technology are riddled with value-laden problems, questions, concerns, and multiple conflicts. It therefore confirms that information policy development for any technology does not exist in a vacuum, is not ahistoric, cannot exist in some innocuous exterior world, and is profoundly influenced by inherent political, cultural, and economic values. The paper contributes towards understanding of stakeholder frames as an initial step in developing communication strategies for adopting new ICTs, such as OSS. The findings also offer ideas to scholars and African countries to draw important applicable lessons.

Technologies in Society

Room 2

Industry Implications

Assessment of Companies in the Scope of Industry 4.0

Aylin Goztas, Ege University, İzmir, Turkey

Ozlem Cosan, Ege University, İzmir, Turkey

Mehmet Karanfiloğlu, Mustafa Kemal Üniversitesi, Antakya, Turkey

The term of Industry 4.0; has come into question rapidly in the world and in our country since it was introduced in the fair held in Hannover, Germany in 2011. Notion of Industry 4.0; seems to have gained currency in Turkey with a corporate point of view and political discourse. However, it seems that a comprehensive study about industry 4.0 has not been finalized about how the implementation affects the firms, whether there are initiatives upon the subject, and whether a regulation is existed regarding industry 4.0 for knowledge levels of firms. With this study it is aimed to understand the perspectives of firms in Turkey, to estimate an idea of the level of awareness, to show how the works reflects the Turkish firms at different levels and sizes, and to delineate whether these studies are beneficial. To this end, it will be handled a self-assessment for Industry 4.0 of local companies in the industrial zone based in Izmir, Turkey as a descriptive study. The findings will be obtained through interviews to be done with employees, managers and owners of the companies and evaluated accordingly. In the scope of the analysis, a further research on the issue is expected.

Technologies in Society

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Thursday, 1 March	
15:15-16:30	**Parallel Sessions**
	Games the Dust Particles Play Mytreya Venkata Urukram Pattaswamy, Safety is an indispensable faculty in manufacturing sector as it impacts on health, hygiene and often survival of the biome. Nevertheless, its complex and multidisciplinary nature did not allow for mathematical treatment. To the other extreme it may not be right strategy to express it mathematically, since it requires to work with novices in shop floor. Instead a shallow level treatment which aids in the development of human reflexes is desirable. Thus, we propose a new paradigm of understanding safety through gamification taking dust explosions as a specific case. By gamification, it is easier to enter into the psyche of the individual compared to mathematization. Thus, using proper level designing, the art of safety and its prevention can be made as human reflexes independent of age, IQ, EQ, gender. *Ubiquitous Learning* **Role of Technology in Sharing and Maintaining Construction Project Knowledge between Construction Organisations** Touria Bouazza, Northumbria University, Tyne, UK David Greenwood, Northumbria University, Tyne, UK Knowledge has always been seen as an important factor for the success and innovation of any construction organisation, through leveraging its assets in the construction market and contributing to the competitiveness between organisations. However, sharing and maintaining knowledge has never been an easy task to achieve especially the tacit knowledge that resides in people's minds. Construction organisations seek to find new ways to create value for their potential and existing clients. One of the technology tools that allow them to create value within the supply chain is Building information modelling (BIM). In the UK, BIM is increasingly being seen not just as a technical process to determine the likely performance of projects but a valuable tool between many associated stakeholders with different visions, and a valuable process to promoting learning and managing knowledge. This research aims to develop a BIM-KM, Building information modelling-Knowledge Management system that uses BIM processes to help sharing knowledge among stakeholders. This work focuses on the role of BIM in managing and sharing knowledge in a construction project delivery. The paper will discuss the research interest, problems, and questions, and will also discuss the strategy undertaken, and conclude with future works to be carried out. *Technologies in Knowledge Sharing, 2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy*
Room 3	**Learning Online** **Ghost in the Wishing Well** Mitchell Kase, LIM College, New York, NY, United States Belle Gironda, Adelphi University, Garden City, NY, United States From the earliest research on social presence in online learning (Swan et al, 2003) it has been demonstrated that feelings of immediacy and social presence are significant factors in student satisfaction and performance, and can be effectively fostered, in asynchronous online courses, even in purely text-based discussions. With Web 2.0 in full swing (and before Web 3.0 replaces all human interaction with the internet of things) the possibilities for cultivating presence are greatly expanded, while the challenge of capturing and retaining students' attention has also grown. In this paper we will demonstrate examples of assignments, activities and pedagogical approaches that foster social presence in online courses, with the goal of increased engagement, retention and overall student performance in online courses. Preliminary data has been collected through course evaluations and individual faculty-generated tools. Initial impressions indicate greater satisfaction amongst students taking online courses with regular opportunities for interaction. Implications may lead to more collaborative, project-based approaches to assignment/assessment design in order to facilitate ongoing and consistent communication between students in online courses. The need for increased presence may indirectly influence the emergence of more advanced web-based and app-based programs that would improve access, flexibility, sharing of resources and dynamic modes of communication. *Technologies and Human Usability* **Hybrid, Hybrid Flexible, and Fully Online Learning through Students's Eyes** Dolapo Adeniji-Neill, Adelphi University, Garden City, NY, United States This qualitative research aims to investigate the perceptions of students participating in asynchronous blended courses or online learning in a school of education. "Online learning is the contemporary version of distance education, also called "distance learning" or "open learning." In this educational modality, the majority of interactions between students and instructor, among the student themselves and with the content of the subject matter, occur in the virtual environment of a course management system. The factors we seek to uncover in our study are: students' satisfaction, students' participation, students' perceptions and course design (Swan 2001) in undergraduate and graduate Education majors classes and faculty satisfaction with online teaching and learning in higher education. We hypothesize that blended courses have unique advantages as opposed to traditional brick and mortar classroom and solely online classroom. These advantages include the social context of face-to face interactions as well as the freedom of individual to fully participate without the constraints of time and space that is evident in face-to-face classroom. Also, when students wear the "technology mask" they feel more comfortable discussing the sensitive issues on race and diversity. Moore (1989) highlighted three kinds of interactions that may not be at play on online courses; these are interaction with content, interaction with instructor, and interaction with classmates. In a blended or hybrid courses, these mitigating "negative" factors should be lessened because of the physical connection of the student at least 33 percent to 66 percent of the time as in the case in the courses which were subjects of this research. Swan (2001, p. 307) noted, that if we take a deeper look at the "Community of inquiry model of online learning," by Rouke et.al 2000, there is no disconnect on online learning with the three types of interactions as suggested by Moore. *Technologies in Knowledge Sharing*

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

Thursday, 1 March	
15:15-16:30	**Parallel Sessions**
Room 4	**Thinking beyond the Scope** **Antithesis of Cruel Angorithms** Marcus Breen, Boston College, Newton, MA, United States In the Internet Bubble days of the late 1990s, "boosterism" was a short hand reference for digital optimism, in which communication technology marked a step toward utopia. Perhaps nothing typified this more than the libertarian politics of John Perry Barlow, captured most effectively in a 1996 essay, "A Declaration of the Independence of Cyberspace." Barlow was the most public member of the US anti-regulationist school of theorists who promoted human communication free of constraints from government while reimaging the laws of physics. Also known as cyber utopians, these men ushered in a popular ideology built on a theory of computer science whose goal was to create utopian algorithmic capacity and with it free societies. Such capacity would be fluid, global and enriching for humanity. While such capacity has been to some extent achieved in the developed world, the networked society is increasingly confronted with cruelty in cyberspace with an analog in everyday life. As algorithms have become capable of organizing, sorting and predicting human behavior and emotions, their constructive capacity has taken on anti-human characteristics capable of acting without attention to knowledge or history, generating related affect. They take scientific invention within technologies and systematize them for everyday use allowing the irrational excesses of anti-human action to dominate. The stage was set for this scenario with the greedy algorithm, where a computer processing patterns were structured to over-ride the human values of consideration, generosity, empathy and care. *2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy* **The Role of the Quintuple-helix Model for Inclusive Sustainable Technological Diffusion** Adrian Solomon, South-East European Research Center, Thessaloniki, Greece Sustainability technologies (ST) enable the achievement of the UN Sustainable Goals but require a true multi-stakeholder approach (Govindan et al., 2015) by bridging eco-innovators, policy makers, businesses that incorporate the technologies, and the environment and society which act as core influencers. As a response, Carayannis, Barth & Campbell (2012) proposed and formalized the "Quintuple Helix Model (QHM)" for sustainable growth which aims at providing means for bridging the five types of stakeholders in co-creation to achieve enhanced environmental sustainability. Potential ways to leverage society in the process of eco-modernising nowadays' communities and business operations could be tailored around the concept of responsible research and technological innovation (RRTI) which is growing in importance in Europe. RRTI argues for the need of open science, open access, gender-equality, environmental sustainability and society engagement as a key responsible growth component of nowadays' technology transfer mechanism (EU, 2017). To this end, the QHM could build upon the RRTI approach in order to achieve the mission of properly diffusing innovative environmental technologies in a true bottom-up approach (society drive), ensuring thus full societal support and co-involvement in this process. Nevertheless, there is no evidence that such an approach is debated so far. In this context, this research bridges the QHM with RRTI by relying on four case studies (focus groups) from Europe aiming to understand how to better engage society environmental technology diffusion (as well as research & development). The results show that quintuple helix co-creation (around RRTI) positively influences ST practice adoption by properly relying on market dynamics (i.e. eco-innovation adoption, competitive pressures, societal pressures, etc). However, the actual implementation of RRTI poses substantial challenges and require massive policy and regulatory framework changes across all the quintuple helix stakeholders. *2018 Special Focus: Regeneration, Autonomy, and Sustainability - Productive Technologies and the Green Economy* **Questioning the Anthropocene** Gil Germain, University of Prince Edward Island, Charlottetown, Prince Edward Island, Canada The Anthropocene denotes our entry into an anthropogenic age, where the course of various earth system processes are impacted profoundly by the influence of human behavior, most notably manifested through the proliferation of wide-reaching technologies and technological practices. The assumption here is that our powers of control over natural processes have reached a critical point where it no longer makes sense to consider "nature" and "the natural" as distinct from the human and technology-driven human action. The notion implied in the assumption that nature has been folded into the realm of human influence and control in the Anthropocene is challenged here. With the aid of insights gleaned from Jean Baudrillard's trenchant analysis of technology, the suggestion that we have entered an era where the fate of the planet lies within human hands will be complemented by a narrative that subverts the prevailing view that privileges humanity's role in its interaction with the natural order. *Technologies in Society*
Room 5	**Spanish-language Session**

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

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

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

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

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

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

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

Friday, 2 March	
16:15-17:30	**Parallel Sessions**
Foyer	**Closing Reception and Poster Session**

Privacy Concerns about UAS Missions

Daniel A. Marte, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States
Nathan Walters, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States
Mattie Milner, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States
Emily C. Anania, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States
Stephen Rice, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States
Scott Winter, Embry-Riddle Aeronautical University, Daytona Beach, FL, United States

Unmanned aerial systems (UAS), also known casually as drones, have changed the ways in which many industries conduct business. One prevalent example would be their use by police organizations (local patrols, SWAT, etc.) to revolutionize their surveillance capabilities. Many major city police commissioners have stated their interests in welcoming the use of UAS. Past studies have analyzed citizen's emotions in regard to privacy concerns focusing on the amount of time the drones spent patrolling--either twenty-four hours a day or in mission-only conditions. The purpose of this study was to determine what variables predict privacy concerns. In other words, do political affiliations, location, or gender affect a participant's emotions toward their privacy? Two hundred participants were surveyed through Amazon's Mechanical Turk (MTurk). They were presented with hypothetical scenarios involving police issued UAS patrols occurring near their residence. Following the scenario, they were asked to rate statements from a validated UAS privacy scale and then complete a set of demographic questions that served as potential predictors. A linear regression analysis revealed two significant predictors. First, females were more likely to express privacy concerns during the UAS missions compared to their male counterparts (B = .31). Second, people who rated themselves are more conservative also expressed more privacy concerns compared to people who rated themselves as more liberal (B = .30). These two variables accounted for 19% of the variance in the data. When conducting UAS missions in public or near housing residences, it is important to take note of the privacy concerns raised by residents and other citizens in the area. These findings reveal that females and conservative-leaning people tend to have more privacy concerns about UAS missions than male, liberal-leaning people.

Technologies in Knowledge Sharing

Changes in Pre-service Teachers' Awareness and Perspective toward an Online Mathematics Methods Course

Hsing-Wen Hu, University of Alaska Anchorage, Anchorage, AK, United States

This study investigated the phenomena of how the online teaching mode (ASSURE model) impacted 13 pre-service teachers' (PSTs) awareness and perspectives toward mathematics instruction. To examine PSTs experience, this study first conducted a pre-reflection at the very beginning of an online mathematics methods course and then a post-reflection at the end of the course. This study found that a well-designed online curriculum not only changed PSTs' awareness and perspectives toward an online mathematics methods course, but also impacted the PSTs' pedagogical and content knowledge in mathematics teaching. Furthermore, it provides PSTs opportunities to develop their TPACK knowledge for them to transform mathematics teaching in the classroom.

Ubiquitous Learning

Technology in the Service of the "Health Knowledge Society"

Barbara Arnoldussen, International Technological University, San Jose, CA, United States

Exploring concepts from the field of consumer health informatics, a combination of healthcare, communication, and information technology, might point to solid reasons to celebrate advancements in the US becoming a health knowledge society. For some characteristics of the American population, eHealth education rates have significantly improved over time. Responses from over thirty-three thousand adult participants in the 2015 National Health Interview Survey conducted by the Centers for Disease Control and Prevention provided data about Internet search rates of the general US population. Those participants were asked if they looked up Internet health information on a computer in the previous year. That data was compared to a baseline of over one hundred thousand adults asked the same question, surveyed in the years between 2009 and 2013. Improvement in online health-information-seeking was significant for most groups. The characteristics of the groups whose rates improved were women, all ages by decades, those with less than college degrees, those with incomes under $50,000, the employed, all races and ethnicities, and all levels of self-reported health status. On the other hand, four groups did not experience increased rates. Internet search rates for men, those with college and post-graduate degrees, those earning higher incomes (over $50,000), and residents geographically located in the Midwest did not significantly grow over those baseline years. This research supports celebrating the successes of professionals in the field of consumer health informatics who have paid attention to helping Internet searchers find answers to their health education questions.

Technologies in Society

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

e-Learning & Innovative Pedagogies Conference

Curating global interdisciplinary spaces, supporting professionally rewarding relationships

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

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

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

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

Friday, 2 March

10:50-11:35 — **PARALLEL SESSIONS**

EFL Business Writing Course on Text Mining and Social Network Analysis with Silicon Valley Company Data

Debopriyo Roy, The University of Aizu, Japan

The idea behind this specific project is to develop instructional design techniques and the complete layout of the pedagogical structure for an undergraduate English course on business writing and text mining for computer science majors. The major focus of this unique project was to understand the extent to which social networking analysis and basic text mining could be used successfully in an EFL business communication course for computer science students to understand business concepts. This paper explored how social networking software such as Gephi and Social Network Visualizer 2.3, besides other basic text mining tools such as Antconc could be used at a novice level to represent textual and procedural data on the use of technology, agents, agencies, and processes in the Silicon Valley (SV) start-up companies. There has been a prolonged discussion on how to replicate the Silicon Valley (SV) model of entrepreneurial culture in Japan. The Stanford New Japan project identified the challenges to initiate a globally game-changing localized version of the Silicon Valley culture in the Japanese context. The idea for this project was not only to focus on specific start-up companies in the Silicon Valley (SV) but rather understand how to make sense of textual data about some specific examples of SV business models in a logical and structured way.

Pedagogies

Using GeoGebra and Photography to Help Address Math Anxiety in Our Classrooms

Joseph Furner, Florida Atlantic University, USA

Math teachers can insert photographs into GeoGebra software then explore various objectives related to the new Common Core Math Standards, the presenters will motivate students to learn math and minimize math anxiety. While covering the new Common Core Standards, the topics will explore the math that surrounds us in the real world thus creating a connection between the abstract math and the life experiences. When math has a purpose, then students are willing to spend time in exploring and understanding new concepts. Real-life photographs that are inserted into GeoGebra will provide the basis to observe relationships with different and similar shapes. Technology like GeoGebra can help motivate young learners to enjoy learning mathematics while addressing math anxiety and attitudes. The presentation/paper will show educators how by importing photography into the GeoGebra software, teachers can explain math concepts and make the learning of math more real-world and relevant. In an age of STEM, it is critical that we motivate and turn young people onto math through technology. Online websites and resources for addressing math anxiety and attitudes will also be shared.

Pedagogies

Why Are We Doing This?

Jen McConnel, Queen's University, Canada

A frequent concern among any group of teachers is how to enhance learning by increasing student engagement, particularly in the secondary classroom. Although some argue that technology is interfering with student engagement, particularly in schools with a one-to-one device ratio and a “bring your own device” policy, the same technology that may offer individual distraction can be harnessed to address the issue of student engagement. Deliberate use of open-ended weekly reflections using Google Forms offers students an opportunity to interact with the curriculum and take ownership of their own learning. Questions such as “what have you learned this week?” and “what haven’t you learned or are still confused by this week?” provide a virtual ticket-out-the-door, while questions such as “is there anything you want me to know?” offer students the opportunity to speak openly about group work, social concerns, and topics of interest to them, and the data collected offer teachers valuable insight for shaping pedagogy and deepening relationships with students. This paper will explore action research into this strategy conducted over two semesters with secondary students in a freshman English course at a Project-Based-Learning high school.

Pedagogies

Room 4 — **Workshop**

Source Analysis, Credibility, and Fake News

Rebecca Rose, University of North Georgia, USA

A recent Stanford History Education Group (2016) study examined student evaluation skills of online sources. Their findings overwhelmingly revealed that the over 7,000 surveyed students lack the skill sets necessary to distinguish between trustworthy and questionable online sources. As a university librarian with a virtual-only collection, my observations affirm student disconnect with understanding the purpose of various sources discovered in online research. Search results on a computer screen appear similar to one another, enabling the justification to reference a book review instead of the actual book, choose a popular source over one that is peer reviewed, or cite from inappropriately biased sites rather than credible websites. The implications for an informed citizenry require addressing these deficiencies through curriculum that teaches digital information literacy. This workshop will share activities to introduce and develop information literacy skills. Activity examples: Map a fake news story back to its source, then closely analyze the source using an evaluative checklist; Teach the purpose of different source types, locate the same topic on each source for comparison, then evaluate source credibility; Fact-check popular health stories using scholarly research. This session intends to be interactive.

Pedagogies

Room 5 — **Spanish-language Session**

11:35-12:35 — **Lunch**

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

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

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

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

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

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

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

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Friday, 2 March	
16:30-17:30	**PARALLEL SESSIONS**
	The Quality of Teacher Training Online Courses: Marta Garcia, The University of Campinas, Brazil The main aim of this article is to present the process of validation and construction of a scale to assess the students´s perception about the quality of undergraduate online courses for teachers training. For this purpose, four procedures were undertaken: literature review; theoretical validation; semantic validation and statistical validation, through the Structural Equation Modeling (SEM), with the generation of a second-order construct (Quality) using SmartPLS 2.0 software. The Likert-type Scale was structured based on a request of assignment of a grade between zero and ten and was made available in an online platform. A total of 1,060 valid answers were obtained from students from different undergraduate online courses of teacher training in Brazil. Calculations demonstrated the need of some adjustments in the model. Once these adjustments were made, the scale was validated with 83 items and 8 constructs. Data reliability tests (Cronbach's Alpha and Composite Reliability), discriminant validity of the SEM, predictive validity, effect size and Student's t-test showed very adequate validation indicators. Therefore, the scale is a reliable research instrument and can contribute to the evaluation of the quality of teacher training online courses at a higher education level *Pedagogies* **Optimism and College Completion** Aubree Evans, Texas Woman's University, USA While existing studies focus on academic predictors of college degree completion, this study emphasizes the importance of foundational predictors of academic success on long-term goal achievement. Optimism is a trait in which people imagine future events in a positive light and may help people accomplish long-term tasks such as obtaining a 4-year college degree or higher. I created a theoretical framework to look at foundational predictors of academic success and used logistic regression to determine if optimism as measured by Scheier, Carver, and Bridges' (1994) Revised Life Orientation Test (LOT-R), maternal education, family income at 16, number of siblings, age, gender, and race affect college degree completion. The findings show a positive and highly significant relationship between optimism and college degree completion. Perhaps universities should explore ways to offer students counseling to adopt more optimistic perspectives. Another option is to look specifically at what traits optimists employ to succeed in their long-term academic goals and teach students these strategies through workshops or faculty development. Additionally, faculty can be trained on the importance of optimism and strategies for helping students implement optimistic attitudes. In fact, this study could be extended to faculty, as well, for the purpose of modeling how optimism impacts students. Another application of the LOT-R in higher education could be to test optimism on faculty attainment of goals such as tenure and promotion. *Institutions* **Student Perceptions of Learner-to-Learner and Learner-to-Instructor Interactions That Build Community in Intensive Online Learning Environments** Emily Adam, Monash University, Australia Tony Mowbray, Monash University, Australia Eloise Perini, Monash University, Australia Leah Braganza, Monash University, Australia According to social constructivism, students are motivated by their learning communities and a having a sense of community is important for learning. With rapid changes in technology, many university programs now delivered partially or fully online through synchronous and asynchronous learning networks. Whilst these delivery modes offer learners increased flexibility, a continuing challenge to online learning in higher education is fostering a sense of community. Research shows that feelings of isolation and alienation among online learners contributes to learner dissatisfaction and attrition, but research on sense of community in intensive-mode, online learning environments is scarce. This study uses a mixed-methods survey to examine graduate students' perspectives of the types of learning activities that increase sense of community in an intensive-mode, fully online program. It is expected that the results of the study will inform the instructional design and delivery of intensive mode, online higher education programs that foster a sense of community and increase student engagement and satisfaction *Pedagogies* **Interactive Compiler Generator Framework for Project-based Hands-on Undergraduate Compliers Course in Computer Science** Nazmul Kazi, Montana State University, USA Indika Kahanda, Montana State University, USA Compilers is typically an upper-level undergraduate course offered to computer science majors at most universities. At this day and age, hand-writing a complete compiler is not recommended; there exists many sophisticated tools that can be used to auto-generate certain components of a compiler such as scanners and parsers. Learning the skills of using such generators in the process of developing a full-fledged compiler should be one of the most important outcomes of a compilers course. However, working with the state-of-the-art generators can be challenging due to various reasons like the tedious nature in installation and setup. In this work, we develop an online interactive compiler generator framework intended for teaching a project-based compilers course. This framework is based on ANTLR, the leading industry standard in parser generation, but it completely relieves the student from the burden of handling its tedious installation and setup. Not only this, this tool accommodates setting major milestones/steps for the project, choosing any programming language and auto-grading of online submissions which significantly reduces the grading time for the instructors. Overall goal of this framework is providing a means for students to focus on learning compiler related concepts using industry standard technology without being distracted by technological hurdles. *Technologies*

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Friday, 2 March	
16:30-17:30	**PARALLEL SESSIONS**
	How Collaborating on Hybrid Courses Leads to Program Assessment and Faculty Development Sarah Faye, University of California, Davis, USA Sylvia Morales, University of California, Davis, USA Our project centers on the creation of three new hybrid classes for our writing program. While the project started because of a perceived need to create a hybrid version for courses that would benefit from this pedagogical approach, it became a much larger project that will result in a guide to programmatic changes and improvement. Four faculty members are collaborating on this project, including an ESL instructor and the Assistant Director for Teaching Writing with Technology. This project aims at giving faculty development a central role in our program as we redesign our curriculum to move towards new technologies for teaching. *Institutions*
	Rethinking Pedagogy 2.0 Xiaoyu Wan, University of Rochester, USA Benjamin Teye Kojo Boison, University of Rochester, USA Web 2.0 social software is actively transforming teaching and learning in higher education. Given that about ten years have passed since the proposal of McLaughlin and Lee (2008)'s pedagogy 2.0 framework for integrating Web 2.0 technologies with pedagogy, coupled with limited exemplar empirical pedagogy 2.0 practices, we adopted pedagogy 2.0 to review the teaching practices and reconceptualize Web 2.0 technology use in higher education. This review explored over hundred empirical articles that involved leveraging Web 2.0 technologies with teaching and learning practices in higher education. We mapped out ten best practices that fit the pedagogy 2.0 framework and subsequently provided an outcome-based analysis of using the framework. The findings revealed that McLoughlin and Lee's pedagogy 2.0 framework has the potential to design the transformative learning environment in higher education. To this, the reliance of empirical-based research added to the framework's credibility. However, the framework has avenues for improvements that involve the definitions, missing components, and the learning outcome-based support to demonstrate the effectiveness of the adoption of pedagogy 2.0 framework. *Pedagogies*
	Bringing the Ivory Tower into Students' Homes: Marisa Macy, Northcentral University, USA Robert Macy, Northcentral University, USA Melanie Shaw, Northcentral University, USA With the growth of institutions providing online learning environments, administrators and educators need to develop strategies to support students with disabilities. Researchers have documented a dearth of knowledge among university faculty of the accommodations needed for students with disabilities in online classes. Best practices identified include universal design elements in the online environment to increase access for all students, accommodations for individual students, and authentic assessment. Future research should be conducted to evaluate these strategies and track the longitudinal academic gains of students with disabilities who receive them. *Pedagogies, 2018 Special Focus: Digital Pedagogies for Social Justice*
	Promoting Student Success in Statistics by Investigating Worldwide Global Problems Using Statistical Data Larry Musolino, Pennsylvania State University, USA Many studies and guidelines for teaching of statistics at the high school or college level encourage the use of real world datasets and applications of statistical concepts. See for example, the GAISE College Report located at http://www.amstat.org/education/gaise/. Real world examples and applications motivate student interest in statistics and also helps students to be educated consumers of statistical data and claims. However, we can go one step further and encourage students to analyze global data and help to solve global problems using statistical data and statistical analsyis methods. Applications which are relevant to student interest also enhances conceptual understanding of statistical concepts and can be used to integrate the use of technology as part of statistical analysis. In addition, by incorporating dataset examples from a cross-section of fields such as biology, engineering, sociology, global health care, global climate change, global population trends, global environmental concerns, etc. students can see the relevance of statistical analysis to a wide variety of fields and professions. This paper will highlight generally accessible datasets of a global nature and also present potential research questions for students to investigation to help analyze global issues and contribute to an improved global environment through statistical analysis. *Pedagogies*
	Sentence-Level EFL Practice Activities on the Apps4EFL Website Oliver Rose, Kwansei Gakuin University, Japan This poster presentation introduces various unique sentence-level practice activities from the Apps4EFL website/LMS for EFL learners. Affordances of the designs will be discussed, along with feedback from users in Japan. The Apps4EFL Website is an LMS for EFL teachers/learners with a wide range of mobile-ready language practice activities. Various sentence-level activities will be introduced that the presenter has designed in conjunction with the site owner/developer Paul Raine. *Technologies*

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

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Estimados delegados del Congreso de Tecnología, Conocimiento y Sociedad,

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

La red de fundó en 2005, y el Congreso Inaugural de Tecnología, Conocimiento y Sociedad tuvo lugar en la Universidad de California, Berkeley, EEUU. Las sedes posteriores del congreso fueron: Universidad McGill, Montreal, Canadá en 2006; Universidad de Cambridge, Cambridge, Reino Unido en 2007; Universidad Northeastern, Boston, EEUU en 2008; Von Braun Center, Huntsville, EEUU en 2009; Universidad Libre, Berlín, Alemania en 2010; Universidad del País Vasco – Euskal Herriko Unibertsitatea, Bilbao, España en 2011; Universidad de California, Los Ángeles, Los Ángeles, EEUU en 2012; UBC Robson Square, Vancouver, Canadá en 2013, Facultad de Ciencias de la Información, Universidad Complutense, Madrid, España en 2014; Universidad de California, Berkeley, Berkeley, EEUU en 2015; Universidad de Buenos Aires, Buenos Aires, Argentina en 2016; Universidad de Toronto, Toronto, Canadá en 2017. Tenemos el honor de celebrar el congreso del año 2019 en ELISAVA Escuela Universitaria de Diseño e Ingeniería de Barcelona, España, 11-12 de marzo de 2019.

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

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

Me gustaría dar las gracias a los presidentes del congreso, Sandra Abrams y Daniel Araya, que han colaborado en la organización del congreso. Asimismo, también me gustaría agradecerles a mis colegas de la Red de Investigación de Tecnología, Conocimiento y Sociedad, Rachael Arcario, Kim Kendall, Tatiana Portnova y José Luis Ortega Martin, que han puesto mucho trabajo y esfuerzo en la realización de este congreso.

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

Atentamente,

Dr. Phillip Kalantzis-Cope
Jefe de Ciencias Sociales, Common Ground Research Networks

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COMMON GROUND | Acerca de Common Ground

Nuestra misión

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

Nuestro mensaje

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

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

Nuestros medios de comunicación

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

Red de Investigación de Tecnología, Conocimiento y Sociedad

Explorando teorías innovadoras y prácticas que relacionan la tecnología con la sociedad

La Red de Investigación de Tecnología, Conocimiento y Sociedad está formada por académicos, investigadores y profesionales que trabajan juntos para construir una estructura de conocimientos académicos relacionados con temas de crítica importancia para la sociedad en general. Centrándose en la intersección de la academia y del impacto social, la Red de Investigación de Tecnología, Conocimiento y Sociedad trae una perspectiva internacional e interdisciplinaria sobre las discusiones de los nuevos desarrollos en este campo, incluyendo la investigación, la práctica, la política y la enseñanza.

El uso humano de las tecnologías, los usos humanos y los impactos sociales de las tecnologías

Tema 1: Tecnologías y uso humano

- Tecnología, el conocimiento y la sociedad: re-examinar las conexiones
- Hombre-tecnología de interacción, interfaces y usabilidad
- Cibernética, informática, sistémicos y redes distribuidas
- Nuevos medios, nuevos canales de comunicación: radiodifusión, “narrowcasting”, “pointcasting”
- Abrir la informática: la teoría y la práctica de código abierto y el software libre
- “Creative Commons”
- Derecho de autor y gestión de derechos digitales
- La propiedad del software y sus influencias humanas
- Los datos y metadatos: significados, límites, funciones
- Los estándares abiertos y la logística de la comunicabilidad y la interoperabilidad
- Estructura y la semántica de la información
- La web semántica
- Lenguajes de marcas, nuevas prácticas de marcado, nuevas alfabetizaciones
- Tecnologías de la información y de las comunicaciones inalámbricas y móviles
- Multilingüismo, “unicode” y la traducción automática
- La inteligencia artificial, sistemas inteligentes, agentes inteligentes
- Interfaces hombre-máquina

El uso de las tecnologías en la creación de conocimiento y el acceso

Tema 2: Tecnologías en el intercambio de conocimientos

- Tecnología al servicio de la ‘sociedad del conocimiento’
- Datos, información, conocimiento, sabiduría: reexaminar conceptos básicos
- La gestión del conocimiento: desarrollo de los conocimientos personales y comunes
- Los sistemas de información y las personas en las organizaciones
- Las infraestructuras de investigación
- Diseño participativo
- Propiedad intelectual: acercamiento a la gestión de los derechos digitales
- “Creative Commons” y realidades comerciales: ¿cuáles son las condiciones económicas para el conocimiento y la innovación?
- El comercio electrónico, mercados abiertos y conocimiento abierto: ¿contradicciones o complementariedad?
- Colaboraciones: desde lo personal a la computación interpersonal
- Tecnologías para el desarrollo
- Tecnologías y el desarrollo de la información y comunicaciones
- TIC: pocos beneficios o no beneficiarse
- Situar las TIC en las políticas y estrategias de desarrollo
- Interacciones globales: tecnologías, desarrollo y globalización

El aprendizaje acerca y a través de la tecnología

Tema 3: Aprendizaje ubicuo

- El aprendizaje por diseño: currículo y la instrucción en la era de la computación en red
- "Edutainment": juegos como pedagogía
- La percepción, la cognición y la interactividad
- Los niños de la era digital: estilos de aprendizaje y los retos de la participación
- El aprendizaje interactivo y de colaboración
- Significados digitales, comunicaciones multimodales y multialfabetización
- El aprendizaje permanente y nuevo
- E-learning en el trabajo y en la formación relacionada con el trabajo
- E-learning en las profesiones
- El aprendizaje organizacional y la organización de aprendizaje
- El aprendizaje formal e informal
- Menús de ayuda y guías de usuario: página web y el aprendizaje de software integrados
- La universidad virtual

El papel de las tecnologías en la comunidad de formación, el mantenimiento y el cambio

Tema 4: Tecnologías en la sociedad

- Las comunidades de práctica y las comunidades de conocimiento-creación
- Comunidades virtuales
- Tecnologías para la ciudadanía participativa
- La tecnología en el desarrollo de las capacidades
- Desarrollo digital: reducir la brecha digital
- E-gobierno, e-democracia y los ciber-cívicos
- Sistemas participativos
- La política de información
- La globalización y la tecnología
- El multilingüismo y la diversidad cultural en la era digital
- La tecnología cumple la transformación social
- Sistemas técnicos y sociales de la sostenibilidad
- El mundo salvaje de la Web: regulación y sus descontentos
- Comunidades como editores
- Comunidades como las redes: la dinámica de la colaboración y la construcción de la comunidad
- Arquitecturas de información
- Publicación multicanal
- Repositorios digitales, archivos y bibliotecas
- Discapacidad y Acceso
- Las diferencias de sensibilidad y el acceso: el género, el idioma, la cultura
- Cyber-identidades
- Fuentes creativas: las tecnologías de última generación y las artes de la tecnología
- Cyber-ética y la ciber-ley

Regeneración, autonomía y sostenibilidad: Las tecnologías productivas y la economía verde

Donde el siglo XIX se energizó mediante el carbón y el vapor y el siglo XX se energizó por el petróleo y el gas, el siglo XXI se energizará por lo renovable—solar, eólica, hidráulica, geotérmica, biomasa y corrientes marinas. La demanda global de tecnologías de energía limpia es significativa y va en aumento, con compañías como Tesla que encabeza una nueva generación de tecnologías y empresarios de la economía verde. ¿Cuáles consideraremos como tecnologías productivas, donde las tecnologías en sí son generadoras de un cambio más amplio? ¿De qué maneras necesitamos imaginar los sistemas sociales, políticos y de infraestructura económica para que apoyen una noción de productividad reconstituida, con base en principios de regeneración, autonomía y sostenibilidad?

Tecnologías

¿Cómo entendemos y evaluamos el funcionamiento de las tecnologías digitales?

Durante los últimos 25 años, las tecnologías digitales han llegado a ser factores de cambio característicos en todos los aspectos de nuestra vida doméstica, laboral y pública. Lo mismo cuando se trata de mantenernos al tanto del mundo a través de los medios de comunicación que de aprender de manera formal o informal, hacer compras u operaciones bancarias, viajar o comunicarnos, las tecnologías digitales están en todas partes. Los equipos son cada vez menos costosos con respecto al poder de la tecnología. Entretanto, hay una batalla en el terreno de la propiedad intelectual entre los programas patentados y a veces cerrados, y los que son abiertos y en ocasiones gratuitos.

¿Cómo entendemos y evaluamos el funcionamiento de estas tecnologías? Para responder esta pregunta necesitamos acudir a las disciplinas de la computación o informática, la ingeniería de programas, los sistemas de comunicación y la lingüística aplicada. Tenemos que desarrollar y aplicar las herramientas conceptuales de la cibernética, la informática, la sistémica y la teoría de redes distribuidas. ¿Y cómo entendemos sus efectos? Al respecto podemos considerar el impacto de los nuevos medios de comunicación, los sistemas inteligentes o las interfaces persona-máquina.

Comunidades

¿Cómo se forman las comunidades?

En tiempos anteriores de la era moderna, las tecnologías de la información y las comunicaciones centralizaban el poder, el conocimiento y la cultura. Estaban construidas con una infraestructura física e industrial pesada: imprentas, estaciones de transmisión y sistemas de transporte y distribución que sólo las empresas más grandes o el Estado podían adquirir. Eran centralizadas y estaban impulsadas por s economías de (gran) escala y dominadas en su quehacer cotidiano por quienes tenían recursos económicos, por el poder político y redes culturales elitistas.

Las nuevas tecnologías digitales son gratuitas o baratas. Son instantáneas y mundiales. Están descentralizadas y distribuidas. Por eso se afirma que están abiertas y proporcionan un acceso más amplio a los medios de producción y comunicación de significados. Son las bases de una democracia electrónica, un diseño y comunidades de práctica participativos. Permiten el florecimiento de una miríada de culturas, intereses y redes de investigación.

O esta es, por lo menos, una interpretación. Según puntos de vista más lúgubres, agregan una división digital a las viejas brechas de desigualdad. Nos aturden hasta el punto de la pasividad, someten a vigilancia todos nuestros movimientos ye imponen una sumisión sedentaria.

Estudiantes

¿Cómo transforman las tecnologías las relaciones de aprendizaje?

Hay pocas dudas de que el “aprendizaje electrónico” está destinado a volverse una mayor parte de la experiencia de aprendizaje en escuelas, universidades, el trabajo y en casa; de hecho, un aprendizaje “extenso y permanente” durante toda la vida. Hoy en día la tecnología es una preocupación central de la educación, no sólo desde el punto de vista de la preparación de los estudiantes para un mundo de trabajo dominado por las computadoras integradas en redes, sino desde la perspectiva de la participación comunitaria y la ciudadanía. Los estudiantes a quienes se excluye de los nuevos espacios de información evidentemente serán personas desfavorecidas económica, social y culturalmente.

En el mejor de los casos, el aprendizaje electrónico es un medio de una novedad reconfortante, con un nuevo mensaje pedagógico. Sin embargo, como correctamente señalan los críticos de este aprendizaje. buena parte de lo que suceda con el aprendizaje electrónico es rígido, mecánico e individualizado (un usuario/una pantalla), lo que refleja y reproduce las pedagogías que son, a lo sumo, dudosas, y, en el peor de los casos, regresivas.

Por otra parte, un punto de vista más optimista advierte la capacidad de las nuevas tecnologías de la información y las comunicaciones para transformar las relaciones de aprendizaje. En vez de ser las depositarias del conocimiento transmitido (planes de estudios, libros de texto, recursos de información), las instituciones de aprendizaje podrían convertirse en lugares donde los maestros y estudiantes desarrollen bancos de conocimientos y donde las aulas tradicionales, dominadas por el discurso del maestro, se sustituyan con un aprendizaje abierto en el que grupos de estudiantes trabajan de manera autónoma y colaborativa en proyectos de investigación en un entorno estructurado de "administración de contenidos". Por estos medios, el papel del estudiante se transforma de consumidor en productor de conocimiento.

Conocimiento

¿Cómo se comparte y transforma el conocimiento?

El mundo avanza hacia una fase a la que vagamente y quizá con demasiada ligereza se llama "economía del conocimiento" o "sociedad del conocimiento". Las tecnologías de la información y las comunicaciones, y sus efectos humanos, desempeñan un papel decisivo en este acontecimiento. Estas tecnologías digitales permiten el surgimiento de nuevas estructuras no jerárquicas de conocimiento, formadas a partir de los esfuerzos colaborativos de comunidades creadoras de conocimiento; por ejemplo, en lugares de trabajo, escuelas y asociaciones de intereses comunes. En cada caso, proporcionan los medios por los que el conocimiento personal se puede compartir y transformar en conocimiento común. De meras receptoras de conocimiento, las personas, organizaciones y comunidades se convierten en creadoras y publicadoras de conocimiento, lo que invierte al menos en parte los flujos epistémicos fundamentales de la modernidad y los reemplaza con una nueva "dialógica" del conocimiento.

Este congreso, la revista, el sello editorial y los medios en línea ofrecen un foro para discutir las relaciones entre la tecnología y la sociedad. Las perspectivas presentadas van desde análisis panorámicos que abordan asuntos mundiales y universales hasta estudios detallados de casos particulares que muestran las aplicaciones localizadas de la tecnología. Las presentaciones y publicaciones del congreso abarcan un amplio espectro, desde perspectivas técnicas o sociales, teóricas o prácticas, que unas veces reflejan un análisis imparcial, mientras que otras indican estrategias de acción interesadas.

Revista Internacional de Tecnología, Conocimiento y Sociedad

Buscando crear un marco de referencia para el debate interdisciplinar sobre el papel de la tecnología, el conocimiento y la sociedad

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Revista Internacional de Tecnología, Conocimiento y Sociedad

La *Revista Internacional de Tecnología, Conocimiento y Sociedad* ofrece un espacio para el diálogo y la publicación de teorías y prácticas innovadoras que relacionan la tecnología, el conocimiento y la sociedad. Su ámbito de aplicación es interdisciplinar y proporciona un punto de encuentro entre tecnólogos preocupados por los asuntos sociales y filósofos, sociólogos, educadores y humanistas interesados en la tecnología. La atención principal se centra en aquellas tecnologías que pueden tener influencia en los medios de producción y distribución del conocimiento y, por tanto, muy especialmente en las tecnologías de la información y la comunicación.

Igualmente, la revista está dirigida a los interesados en la dinámica de las tecnologías sociales, entendida como factor de integración social desde los ideales de una sociedad abierta en la que la tecnología se usa para satisfacer las necesidades humanas y servir los intereses comunitarios. Estas preocupaciones se basan en los valores de creatividad, innovación, acceso, igualdad y autonomía comunitaria. En este espacio, los intereses comerciales y comunitarios se complementan entre sí, y en otros casos parecen estar en desacuerdo. La revista examina la naturaleza de las nuevas tecnologías, sus conexiones con la comunidad, sus usos como herramientas para el aprendizaje y su lugar en una 'sociedad del conocimiento'.

La perspectiva de los análisis presentados alcanza un panorama que se refiere tanto a las preocupaciones globales y universales como a los estudios de casos que hablan de las aplicaciones sociales y locales de la tecnología. Los artículos abarcan un terreno amplio, algunas veces de orientación técnica y otras de orientación social, unas veces incluyen una perspectiva teórica y otras una aproximación práctica, unas veces reflejan un análisis objetivo y desapasionado, y en otras ocasiones sugieren estrategias para la acción.

La revista es pertinente para académicos pertenecientes a los campos de la informática, la nanotecnología, la biotecnología, la historia y filosofía de la ciencia, la epistemología, la sociología del conocimiento, la sociología de la tecnología, la innovación, la educación, la gestión, la política científica y tecnológica, las humanidades digitales, las redes sociales, etc. La revista está abierta a estudiantes, investigadores, desarrolladores de tecnologías, educadores, consultores tecnológicos, gestores de I+D+i, etc.

La *Revista Internacional de Tecnología, Conocimiento y Sociedad* es revisada por expertos y respaldada por un proceso de publicación basado en el rigor y en criterios de calidad académica, asegurando así que solo los trabajos intelectuales significativos sean publicados.

Proceso de envío

Cada participante que tenga una propuesta aceptada puede y está invitado a presentar un artículo a la *Revista Internacional de Tecnología, Conocimiento y Sociedad*. El artículo completo podrá ser enviado mediante la plataforma CGPublisher. A continuación encontrará las instrucciones paso a paso sobre el proceso de envío.

1. Presentar una propuesta para el congreso.
2. Una vez que su propuesta haya sido aceptada, puede enviar su artículo a la revista haciendo clic en “Add a Paper” dentro de la página donde suministró la propuesta. Puede subir su artículo en cualquier momento. No hay fecha límite.
3. Una vez que recibamos su artículo y comprobemos los requisitos de presentación, retiraremos su identidad y datos de contacto del documento para enviárselo a dos evaluadores apropiados y empezar así el proceso de revisión. Puede ver el estado de su trabajo en cualquier momento iniciando sesión en su cuenta CGPublisher en www.CGPublisher.com.
4. Cuando se carguen los informes de los evaluadores, se le notificará por correo electrónico y se le proporcionará un enlace para que pueda ver los informes (después de que las identidades de los evaluadores hayan sido eliminadas).
5. Si el artículo se acepta, le pediremos que acepte el acuerdo de publicación y envíe una copia final de su artículo. Si la aceptación del artículo requiere modificaciones, le solicitaremos que se incluyan los cambios realizados en su presentación final a la luz de los comentarios de los revisores. Si se rechaza su artículo, puede volver a presentarlo para una nueva evaluación.
6. Los trabajos aceptados serán maquetados, y le enviaremos las pruebas para su aprobación antes de su publicación.
7. Los artículos individuales pueden ser publicados en línea primero antes de que se publique el número completo de la revista.
8. Los participantes inseritos en el congreso tendrán acceso en línea a la revista desde el momento de la inscripción hasta un año después de la fecha de finalización del congreso. Los artículos individuales están disponibles en la librería de la revista. El autor y los evaluadores externos pueden solicitar copias impresas de artículos o revistas completas a un precio reducido.

Plazo de envío

Puede enviar su trabajo final para su publicación en la revista en cualquier momento. No hay fecha límite. Sin embargo, le animamos a que envíe su articulo lo antes posible, para que se pueda evaluar y publicar en el próximo número de la revista.

Suscripción institucional

Common Ground ofrece suscripciones impresas y electrónicas a todas sus revistas. Existen varias opciones y paquetes de revistas a las que se puede suscribir, incluso puede tener acceso a la colección completa de revistas en inglés y en español.

Suscripción individual

Como parte de la inscripción al congreso, todos los participantes del congreso cuentan con una suscripción anual a la *Revista Internacional de Tecnología, Conocimiento y Sociedad*. La suscripción da acceso gratuito tanto al volumen actual de la revista como a todo el fondo editorial. El periodo de acceso gratuito comienza en el momento de la inscripción y termina un año después de la finalización del congreso. Después de ese tiempo, los participantes deberán adquirir una suscripción individual. Para ver los artículos, vaya a http://ijtes.cgpublisher.com/. Seleccione la opción "Login" e introduzca su nombre de usuario y contraseña en CGPublisher. A continuación, seleccione un artículo y descargue el PDF. Puede solicitar una nueva contraseña del programa CGPublisher en "http://www.cgpublisher.com/lost_login"

Acceso abierto

Las revistas de Common Ground ofrecen un modelo de Acceso Abierto Híbrido a los autores de los artículos. Se trata de un nuevo modelo, en pleno auge en el seno del sector de las publicaciones académicas. Este servicio se ofrece cada vez más por las editoriales universitarias y por editoriales comerciales de prestigio.

Acceso Abierto Híbrido significa que algunos artículos están disponibles sólo para suscriptores, mientras que otros están disponibles gratuitamente para cualquier persona que busca en la web. Los autores que estén interesados en tener su artículo en acceso abierto, es decir accesible de forma gratuita en la web, deben abonar una cantidad adicional si desean hacer efectiva esta interesante opción. Cada vez más agencias de financiación, tanto gubernamentales como fundaciones públicas y privadas, están exigiendo que los artículos de sus investigadores sean publicados en acceso abierto. A cambio, dichas agencias ofrecen financiación adicional a dichos autores para poder abonar la cantidad estipulada por la editorial. Consulte con su agencia de financiación, en su centro de investigación o en su universidad para solicitar una ayuda por este concepto.

Los beneficios de convertir su artículo en acceso abierto son considerables y empíricamente comprobados. Innumerables trabajos de investigación han probado que un artículo en acceso abierto aumenta no sólo su visibilidad y accesibilidad y, por tanto, el número de lectores potenciales, sino que además puede aumentar el número de citas recibidas en más de un 250%

Para más información, por favor visite la página: http://tecno-soc.com/revista/acesso-abierto-hibrido.

Conocimiento

El mundo está entrando en una fase de ampliación de la, a veces referida, 'economía del conocimiento' o 'sociedad de la información'. Las tecnologías de la información y la comunicación, así como sus efectos humanos, juegan un papel central en este desarrollo.

Estas nuevas tecnologías digitales permiten que estructuras de conocimiento emerjan de abajo hacia arriba, construidas a partir del esfuerzo de creación y de colaboración en el seno de comunidades de conocimiento (por ejemplo, lugares de trabajo, escuelas y asociaciones de interés común). Según el caso, proporcionan los canales por los cuales el conocimiento personal puede ser compartido y transformado en conocimiento común. De ser meros receptores de conocimiento, las personas, las organizaciones y las comunidades han pasado a convertirse en agentes y editores de conocimiento, invirtiendo en parte la cadena de procesos epistémicos de la modernidad, y sustituyéndola por una nueva estructura "dialógica" del conocimiento.

El Congreso de Tecnología y la revista proporcionan un foro para debatir las conexiones entre la tecnología y la sociedad. La perspectiva de los análisis presentados alcanzan un panorama que se refieren tanto a las preocupaciones globales y universales como a los casos de estudios que hablan de las aplicaciones sociales y locales de la tecnología. Las comunicaciones del congreso y las publicaciones pretenden abarcar un terreno amplio, unas veces de orientación técnica y otras de orientación social, unas veces desde una perspectiva teórica y otras desde una aproximación práctica, unas veces aportando un análisis objetivo y desapasionado y otras veces sugiriendo estrategias para la acción.

Participación en la red

Participe y haga una presentación en el congreso

Ya ha comenzado su participación en la red, asistiendo al congreso, haciendo una ponencia e interactuando presencialmente con otros miembros de la red. Esperamos que esta experiencia le proporcione una valiosa fuente de retroalimentación para su trabajo actual y para posibles proyectos individuales y colaborativos futuros, así como el inicio de una relación con otros miembros de esta red de investigación, que pueden continuar en el futuro.

Publicación de artículos en la revista

Le animamos a que envíe un artículo para su revisión y posible publicación en la *Revista Internacional de Tecnología, Conocimiento y Sociedad*. De esta forma, puede compartir el resultado final de su presentación con otros participantes y miembros de la Red de Investigación de Tecnología, Conocimiento y Sociedad. Como miembro de la red, también se le invita a revisar el trabajo de otros pares y contribuir de esta forma al desarrollo de la red como Revisor. Como parte de su participación en la red, también tiene acceso en línea a todos los artículos (todos los números actuales y pasados) de la *Revista Internacional de Tecnología, Conocimiento y Sociedad*.

Congreso Internacional de Tecnología, Conocimiento y Sociedad

Conservando los espacios globales interdisciplinares, apoyando las relaciones profesionalmente satisfactorias

Principios y características del congreso

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

Internacional

El congreso viaja por todo el mundo para proporcionar oportunidades para que los delegados vean y experimenten diferentes países y ubicaciones. Pero de mayor importancia, el congreso ofrece una oportunidad tangible y significativa para involucrarse con académicos de una diversidad de culturas y perspectivas. Este año, delegados de más de 20 países asistirán, ofreciendo una oportunidad única y sin paralelo de involucrarse directamente con colegas de todos los rincones del mundo.

Interdisciplinario

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

Incluyente

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

Interactivo

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

Ponencias plenarias

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

Conversaciones en el jardín

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

Mesas redondas

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

Ponencias de artículos por tema

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

Coloquios

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

Discusiones enfocadas

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

Talleres

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

Sesiones de pósteres

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

Jueves, 1 de marzo

7:45–8:45	Mesa de inscripción abierta
8:45–9:15	Inauguración del Congreso (en inglés)—Daniel Araya, Presidente del Congreso, EEUU
9:15–9:45	Sesión plenaria (en inglés)—Hamza Choudhry, Co-fundador, Team Lead, XiWATT, EEUU
9:45–10:15	Sesión plenaria (en inglés)—Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, EEUU
10:15–10:45	Charlas de jardín
10:45–11:30	Mesas redondas
11:30–12:45	Sesiones paralelas
12:45–13:25	Almuerzo
13:25–15:05	Sesiones paralelas
15:05–15:15	Pausa para el café
15:15–16:30	Sesiones paralelas

Viernes, 2 de marzo

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

Cóctel de despedida y sesión de pósteres

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

¡Le esperamos!

Cena del Congreso - Palma

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

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

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

Appetizer - Insalati de Stagione / Arancini
Primi - Agnolotti di Spinaci
Secondi - Branzino in Cartoccio or Tagliata di Manzo
Dessert del Chef’

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

Claudia Palma Vásquez

Claudia Palma Vásquez es candidata a Doctor en Educación de la Universidad Católica de la Santísima Concepción de Chile. Completó sus estudios de Licenciatura en Educación y Profesora en Educación General Básica en la Universidad del Bío Bío y posteriormente cursó el Máster de Psicología de la Educación en la Universidad de Barcelona en España. A través de su trayectoria profesional y académica se ha desempeñado como docente a nivel básico escolar y universitario en diferentes instituciones educativas de la Región del Bío Bío en Chile. Ha obtenido diferentes premios a la excelencia académica que se han traducido en becas para cursar sus estudios de posgrado y asistir a eventos nacionales e internacionales para divulgar sus trabajos de investigación. Sus principales temas de interés en investigación son “la retención docente”, “sistemas de apoyo a profesores nóveles” y “los modelos estadísticos multivariados”.

Jueves, 1 de marzo	
07:45-08:45	**Mesa de inscripción abierta**
08:45-09:15	**Inauguración del congreso (en inglés)**
09:15-09:45	**Sesión plenaria (en inglés)**
	Hamza Choudhry, Co-Founder, Team Lead, XiWATT
09:45-10:15	**Sesión plenaria (en inglés)**
	Phillip Kalantzis-Cope, Common Ground Research Networks, EEUU **"Regeneration, Autonomy, and Sustainability: Whose Property?"**
10:15-10:45	**Charlas de jardín**
10:45-11:30	
Room 5	**Room 1 - 2018 Special Focus: Regeneration, Autonomy, and Sustainability—Productive Technologies and the Green Economy** **Room 2 - Technologies and Human Usability** **Room 3 - Technologies in Knowledge Sharing** **Room 4 - Ubiquitous Learning** **Room 5 - Mesa redonda en español** **Mesas redondas**
11:30-12:45	**SESIONES PARALELAS**
Room 5	**Aprendizaje y las TICs** **Aprendizaje basado en problemas en el área de TIC: Promover capacidades en la resolución de problemas** Blellen Yaned Velandia, Universidad Pedagógica y Tecnológica de Colombia, Colombia Shirley Andrea Ovalle, Grupo de Investigación SIMILES - Universidad Pedagógica y Tecnológica de Colombia, Colombia Se ha llevado a cabo el estudio sobre la solución de problemas en los ninos entre 8 y 10 anos de una institución educativa pública. Se han revisado las capacidades que tienen para resolverlos. Las actividades infantiles proporcionan un espacio especial para el desarrollo de habilidades. Los ninos aprenden a identificar fenómenos naturales a través de la observación y el uso de herramientas de signos (modelado). La facilidad que tienen para dimensionar el posible resultado que puedan tener hace que el proceso de aprendizaje fluya. Los ninos son sujetos activos que construyen su conocimiento a través de una interacción con el entorno social, lo que finalmente les permite lograr una consolidación de capacidades y una experimentación significativa. El aprendizaje basado en problemas permite ser el comienzo de un proceso en educación. Para algunos, su razonamiento puede ser muy analítico o creativo, mientras para otros pueden ser ambos. En esta etapa, el alumno comienza a desarrollar sus diferentes habilidades. *Tecnologías en la sociedad* **Comunidades de aprendizaje e integración de las TIC en el desarrollo de competencias humanas e investigativas en una Maestría en Ciencias de la Educación** Maricela Zuniga, Universidad Autónoma del Estado de Hidalgo, México Internacionalmente se han impulsado las transformaciones necesarias de los sistemas educativos (particularmente en la educación superior), adaptando sus modelos educativos a las tendencias sociales, económicas y políticas del mundo real. En este sentido, los retos del aprendizaje son promover la autonomía en los estudiantes y movilizarlos hacia escenarios de formación profesional que les permitan adquirir competencias a favor del bienestar social. Esto genera en el estudiante competencias humanas e investigativas para incidir en escenarios reales. Para ello es fundamental la integración de las Tecnologías de la Información y Comunicación (TIC) en espacios educativos con fines académicos a través de una serie de condiciones básicas y necesarias (Moreno 2009; Pérez y Pons 2015; Fernández Fernández y Rodríguez 2017). Con este objetivo la Maestría en Ciencias de la Educación que oferta la Universidad Autónoma del Estado de Hidalgo (México) en 2015 redisenó su currículo considerando los elementos del nivel de apropiación de las TIC (UNESCO 2016) de tal manera que el proceso de ensenanza-aprendizaje se enriqueciera desde posturas constructivistas creando estrategias entre las comunidades de aprendizaje e indagación. *Aprendizaje ubicuo* **Modelo BARPLE: Potenciando el aprendizaje autorregulado en la transición cultural** Carrasco José Luis, Universidad Católica de la Santísima Concepción, Chile Marcelo Careaga, Universidad Católica de la Santísima Concepción, Chile Claudia Palma, Universidad Católica de la Santísima Concepción, Chile Vivimos una transición cultural caracterizada por la irrupción de las Tecnologías de Información y Comunicación (TIC), que está redefiniendo los roles y comportamientos de los ciudadanos en los espacios físicos y en sus interacciones digitales. Este escenario de transición que afecta las singularidades culturales de los grupos humanos al tener que vincularse éstos necesariamente con una dimensión global de la cultura a escala humana, requiere nuevos paradigmas educativos en los que el aprendizaje se oriente a la adquisición y dominio de habilidades que permitan aprender a lo largo de la vida. Una de estas habilidades es el aprendizaje autorregulado. El Modelo BARPLE, cuyo sustento epistemológico se basa en el Conectivismo, la Pirámide de necesidades para el ciudadano digital y el Circuito pedagógico de gestión del conocimiento; incorpora el contexto bidimensional (propio de la transición cultural), a través de diferentes circuitos interconectados que permiten a los estudiantes planificar, ejecutar y realizar el seguimiento de su aprendizaje, crear y transferir conocimiento con sus redes de colaboración; y reflexionar con respecto a las estrategias de autorregulación utilizadas para alcanzar sus metas de aprendizaje formales e informales. *Aprendizaje ubicuo*

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

Jueves, 1 de marzo

11:30-12:45 — **SESIONES PARALELAS**

Rooms 1-4 — **Sesiones paralelas en inglés**

12:45-13:25 — **Almuerzo**

13:25-15:05 — **SESIONES PARALELAS**

Room 5 — **Tecnologías y uso humano**

Posibilidades de la autonomía en la práctica hacktivista

Stefania Acevedo Ortega, Universidad Autónoma Metropolitana, México

La relevancia política del hacktivismo está ligada íntimamente a la autonomía como el momento en el que emerge la posibilidad de crear, modificar o darle otro sentido al uso de la tecnología. La noción de autonomía en relación a la tecnología es fundamental porque en ella se juegan las posibilidades de acción política. Si no existe la posibilidad de un uso autónomo de la tecnología querría decir que tampoco existe la posibilidad de una política a través de las tecnologías. Y, por lo tanto, en un mundo cada vez más evidentemente dependiente de las tecnologías, el peligro es que poco a poco se vaya perdiendo por completo la posibilidad de la política, es decir, de la toma de decisiones en conjunto. El hacktivismo entonces configura un proceso cultural que da luz a nuevas formas de acción política y de intervención de los ciudadanos en la democratización del conocimiento y uso de las tecnologías. Sobre todo, se vuelve un amplio campo de trabajo teórico en un país en el que carecemos de marcos jurídicos que estén actualizados sobre el uso del internet, la información en espacios digitales y la apropiación de las tecnologías de comunicación.

Tecnologías y uso humano

Regeneración de los medios tradicionales: Radio e imprenta en tiempos post-analógicos

Mario Alberto Morales Domínguez, Universidad Nacional Autónoma de México, México

Es evidente que a partir del desarrollo de internet diversas tecnologías analógicas de comunicación se han visto superadas. Pero sobre todo está claro que también se han visto modificados o incluso olvidados muchos de los usos y prácticas que ellas implicaban, tanto para los productores como para los receptores. En el presente estudio se abordará el caso de un colectivo de artistas mexicanos llamado Cráter invertido, quienes han rescatado la radio y la imprenta como medios de producción no sólo artística, sino principalmente activista. Prácticas como la escucha en vivo, la interferencia radial, la impresión de pasquines o fanzines, son recuperadas como modo de comunicación por grupos de afinidad. Buscando la generación de comunidades alternativas, autoorganización y autoconocimiento, este colectivo ha logrado sostener un proyecto de carácter político-estético con una trascendencia considerable dentro de la sociedad y el ambiente artístico en México. Se hace posible que después del abandono de estos medios tradicionales y su recuperación dentro del proyecto emerja una suerte de liberación y nuevas posibilidades de los mismos.

Tecnologías y uso humano

Perfil cibernetizado de profesionales de la salud que incorporan Telemedicina en su formación: Una concepción distribuida de la salud

Angélica Avendano, Universidad de Concepción - Chile
Marcelo Careaga, Universidad Católica de la Santísima Concepción, Chile
Felipe Parada, Universidad de Concepción - Chile

Cuando se incorpora Telemedicina en la formación de los profesionales de la salud, al utilizar TIC, se desarrollan nuevas competencias y habilidades que se explican por la aplicación de principios de la Cibernética, tales como el control, la toma de decisiones y la dirección. También contribuyen, en la conformación de nuevos perfiles profesionales, las Teorías de la Información y la Epistemología de la Complejidad, al considerar desempenos que requieren la administración de información y la gestión de bucles de conocimiento que operan en una concepción distribuida de la salud. Es necesario entonces definir un nuevo perfil del recurso humano, cibernetizado, que incorpora competencias relacionadas con el saber hacer de las disciplinas de la salud, agregando habilidades tecnológicas y de gestión en los procesos clínicos asociados a elementos sociales, institucionales y culturales. El logro de las competencias o de este nuevo perfil profesional permite que se conformen redes de saberes que interactúen conectando a través de la tecnología equipos profesionales remotos de atención primaria de salud con sistemas terciarios de alta especialización y complejidad, desde los cuales se realizan telediagnóstico, telesalud y teleeducación. Esta ponencia detalla los componentes de dicho perfil, especificando los aspectos teóricos, profesionales, tecnológicos y de gestión, que han sido el resultado de experiencias de programas de Telemedicina aplicados en Chile.

Tecnologías y uso humano

Realidad Aumentada para el tratamiento de la Ansiedad: Caso Práctico

Sandra Bravo, Universidad Autónoma de Baja California, México

Los trastornos mentales comunes están en aumento en todo el mundo. Entre 1990 y 2013, el número de personas con depresión o ansiedad ha aumentado en cerca de un 50%, de 416 millones a 615 millones. En base a lo anterior y después de observar las formas comunes de llevar a cabo la terapia, surge la idea de ampliar las opciones para llevar a cabo el tratamiento de la ansiedad con el uso de la Realidad Aumentada, la cual permite introducir en el entorno habitual de la persona estímulos intensamente temidos (en el caso de la ansiedad o fobias) en tiempo real. La visualización hace que en la práctica la persona experimente menos discrepancias entre el medio real y los estímulos virtuales. Una vez que el paciente se habitúe o se familiarice con dichas situaciones, será más sencillo tolerarlas, por lo tanto se ve reflejada su evolución de manera positiva, de tal forma que el terapeuta pueda evaluar al paciente en tiempo real, proporcionando escenarios de acuerdo a las necesidades de cada individuo. Este proyecto pretende utilizar un framework AR para el desarrollo de la aplicación con una metodología en cascada.

Tecnologías y uso humano

Rooms 1-4 — **Sesiones paralelas en inglés**

15:05-15:15 — **Pausa para el café**

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

Jueves, 1 de marzo	
15:15-16:30	**SESIONES PARALELAS**
Room 5	**Tecnologías en el ámbito escolar** **Una práctica coeducativa digital: Prevención e intervención de la segunda y tercera brecha digital de género, y el ciberasoso sexual y/o sexista** Estibaliz Linares Bahillo, Universidad de Deusto, España Ainhoa Diez, Universidad de Deusto, España Maria Silvestre, Universidad de Deusto, España Raquel Royo, Universidad de Deusto, España Irache Eufemia Aristegui, Universidad de Deusto, España Usue Beloqui, Universidad de Deusto, España El presente estudio recoge los resultados más relevantes obtenidos de la Investigación- Acción realizada en la última fase de la tesis "El Iceberg Digital Machista". Esta metodología se utilizaba con el principal objetivo de proponer desde el ciberfeminismo pautas coeducativas para la prevención e intervención de la segunda y tercera brecha digital de género, así como el Ciberacoso sexual y/o sexista. Con este fin, se ha realizado una experiencia con un aula de 4 de ESO (15-16 anos), en la que han podido participar 17 adolescentes. A pesar de no contar con una amplia muestra, los datos obtenidos de la presente metodología facilita la operativización de estrategias y prácticas coeducativas y ciberfeministas que resultan relativamente esclarecedoras para proponer futuras líneas de trabajo sobre la prevención e intervención de las construcciones digitales machistas antes citados. Asimismo, esta práctica académica nos invita a reflexionar sobre la implementación de este tipo de prácticas de investigación, y cuestionar, pues, la relación teoría-praxis. *Tecnologías en la sociedad* **Sistemas de Apoyo a la inserción profesional de profesores nóveles: Una propuesta de modelo para la problemática del abandono** Claudia Palma, Universidad Católica de la Santísima Concepción, Chile Marcelo Careaga, Universidad Católica de la Santísima Concepción, Chile Carrasco José Luis, Universidad Católica de la Santísima Concepción, Chile Retener buenos profesores nóveles constituye una preocupación mundial. Las estadísticas evidencian que los esfuerzos en retenerlos han sido insuficientes y las tasas de abandono del trabajo son cada vez más altas. Las investigaciones sugieren que la mayoría de los profesores que abandonan lo hacen antes de alcanzar un nivel adecuado de experiencia . En Chile, las tasas de abandono son de un 8% anual aproximado, lo cual significa que al quinto ano de ejercer la profesión docente han abandonado su trabajo entre el 35 a 40% de los profesores . Esta situación también repercute en la calidad del sistema educativo (MINEDUC, 2014). De acuerdo a Smith e Ingersoll (2004), los profesores que mayores probabilidades tienen de permanecer en la profesión docente son aquellos que reciben apoyos como tutoría o mentoría durante sus primeros anos de ejercicio. Este trabajo incluye propuestas de sistemas de apoyo, presenciales y virtuales, para la integración de profesores nóveles en las comunidades educativas, incluyendo estrategias que promueven la identidad profesional y el sentido de pertenencia institucional. *Tecnologías en la sociedad*
Rooms 1-4	**Sesiones paralelas en inglés**

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

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

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

Viernes, 2 de marzo

12:35-13:50 — SESIONES PARALELAS

Forma de la información, una gramática que busca facilitar la toma de decisiones: Diseño de información para la eficiencia y eficacia de la comunicación

Mario F. Uribe O., Universidad Autónoma de Occidente - Cali, Colombia

La información estructurada en la vida cotidiana se establece como el punto para la toma de las decisiones, la forma que esta adopta parece ser la referencia para la confianza o no de un usuario al enfrentarse a un servicio. El diseno de información estudia la relación de la forma con la eficiencia y eficacia comunicativa y establece los principios que deben regirla para mejorar la comunicación y el entendimiento de procesos complejos. La movilidad es uno de los frentes en los que su participación puede mejorar la comprensión y la toma de decisiones que contribuya a mitigar el esfuerzo cognitivo de las personas y, en consecuencia, mitigar el tiempo que se emplea para decidir cómo alcanzar un destino.

Tecnologías y uso humano, Tema Destacado 2018: Regeneración, autonomía y sostenibilidad

Rooms 1-4 — Sesiones paralelas en inglés

13:50-14:05 — Pausa para el café

14:05-15:45 — SESIONES PARALELAS

Room 5 — Tecnologías y Educación

Tecnologías digitales en el nuevo marco de educación europeo: Hacia un nuevo paradigma educativo

Juan Pablo Fernández Abuín, Universidad Autónoma de Barcelona, España

En el presente trabajo se muestran los resultados de una investigación longitudinal desarrollada en centros de Educación Secundaria de la Comunidad Autónoma Gallega (Espana), pertenecientes a la red del Proyecto Abalar. En ella, su objetivo principal es: "Investigar el proceso de integración de las Tecnologías de la Información y Comunicación en las prácticas de ensenanza y aprendizaje en alumnos de Educación Secundaria y cómo contribuyen a la adquisición de la Competencia digital, tan importante e intrínsecamente ligada al resto de competencias clave, en este nuevo ecosistema digital del siglo XXI, siguiendo la propuesta de la UE en el marco del proyecto DIGCOMP" (Ferrari 2013). Y como específicos: a) Analizar cómo se utilizan las Tecnologías de la Información y Comunicación en el contexto educativo, cómo se incorporan, qué variables merman su implantación y uso cotidiano;

b) Identificar las innovaciones que el uso de las Tecnologías de la Información y Comunicación producen en: la organización escolar del centro, en la ensenanza del aula, en el ejercicio profesional docente y en el aprendizaje del alumnado.

Tecnologías y uso humano, Tecnologías en la sociedad

Acontecimiento, Shitstorm y anéstesica colectiva en redes sociales: El caso de #AylanKurdi y #OmranDaqneesh en Twitter

Ana María Córdoba, Universidad de La Sabana, Colombia

Sergio Roncallo, Universidad de La Sabana, Colombia

María Paula Arbeláez, Universidad de La Sabana, Colombia

El número de migrantes sirios por causa de la guerra ha aumentado considerablemente. Según Naciones Unidas, en 2016, cerca de 362.000 personas llegaron a Europa por el Mediterráneo en precarias e inseguras condiciones. En la primera mitad de 2017, el 50% de los 105.000 refugiados europeos eran sirios. Dentro de esa masa anónima de migrantes y refugiados, la imagen de los ninos Aylan Kurdi, yacente en las costas mediterráneas en septiembre de 2015, y la de Omran Daqneesh, cubierto de polvo, en una ambulancia luego de un bombardeo en Alepo, en agosto de 2016, despertaron una ola de indignación en redes sociales que le dio visibilidad al problema humanitario global. Este trabajo busca comparar el comportamiento de las publicaciones sobre ambas imágenes a través de las cuatro cuentas más influyentes en Twitter con #AylanKurdi y #OmranDaqneesh. El objetivo es demostrar cómo la crisis humanitaria solo generaba ruido y era invisible para la opinión pública, hasta la publicación de las fotografías de los ninos, que se convirtieron en acontecimientos de primer y segundo orden, según Mazorra y Roncallo. Aunque, como destaca Han, finalmente, desencadenan una 'shitstorm' temporal en redes sociales, para devolvernos al estado de anestésica colectiva inicial.

Tecnologías en la sociedad

Repensar la problemática del conocimiento humano desde la complejidad: Visión integrada desde la Teoría de la Información, la Teoría de Sistemas y la Teoría Cibernética

Ignacio Salamanca Garay, Universidad Católica de la Santísima Concepción, Chile

Marcelo Careaga, Universidad Católica de la Santísima Concepción, Chile

En la modernidad el conocimiento humano se configuraba en torno a categorías espaciales (largo, ancho y alto) y temporales (tiempo cronológico). El sujeto inteligente moderno, para construir su conocimiento, se vinculaba con la realidad (objetiva e inmanente) obteniendo nociones de verdad que resultaban de una interacción lineal. Con la irrupción de la virtualidad, una dimensión inédita en la historia del hombre, se expone a los sujetos a nuevas dinámicas de construcción y transferencia del conocimiento. La epistemología virtual es la resultante de una modificación recíproca entre el sujeto y la realidad objeto, la que termina modificándolo porque se establece una extensión artificial de la inteligencia humana. Existe la necesidad de delimitar la frontera entre administrar información y gestionar conocimiento. Para repensar la problemática del conocimiento humano es necesario integrar visiones, desde un pensamiento complejo, que lleguen a ser capaces de configurar representaciones paradigmáticas acerca de nuevas epistemologías. La integración de las Teorías de la Información, Sistémica y Cibernética conforman un cluster de conocimiento que puede prefigurar tendencias hacia una nueva comprensión sobre la problemática del conocimiento humano, en la transición cultural hacia la postmodernidad. Este trabajo aporta los referentes analíticos que permiten repensar el conocimiento humano desde nuevas representaciones.

Tecnologías en el intercambio de conocimientos

Rooms 1-4 — Sesiones paralelas en inglés

15:45-16:15 — Clausura del congreso

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Viernes, 2 de marzo	
16:15-17:30	**SESIONES PARALELAS**
Room 5	**Cóctel de despedida y sesión de pósteres**

Uso de nuevas tecnologías en la enseñanza de la arquitectura: Procesos análogos vs. Procesos digitales para la generación de envolventes arquitectónicas

Carmen Xiomara Diaz Fuentes, Universidad Francisco de Paula Santander, Colombia
Ramón Eduardo Galvis Centurión, Universidad Francisco de Paula Santander, Colombia

Los resultados obtenidos en la presente investigación han sido parte de un proceso de experimentación desarrollado a partir de la práctica pedagógica "Morfología digital del diseno arquitectónico", dando respuesta a la necesidad permanente de transferir las ideas a un plano material y tangible. Mediante el estudio de la relación entre la arquitectura y las herramientas de fabricación digital, se exponen como referentes las manifestaciones contemporáneas que logran desarrollar formas complejas específicas. Los prototipos obtenidos a través de este proyecto de aula abordaron dos procesos de configuración: formas simples y formas complejas, con el fin de probar criterios técnicos y estructurales asociados a las características de una envolvente arquitectónica, validando así las aportaciones funcionales y estéticas de formas complejas obtenidas por medio de la impresión 3D. Las experimentaciones se desarrollaron fabricando modelos a escala 1:1 y 1:10, respectivamente. Fueron derivados de un proyecto de investigación financiado por la Universidad Francisco de Paula Santander, en la ciudad de Cúcuta en Colombia, evidenciando el fortalecimiento de la capacidad científica y tecnológica del programa académico de Arquitectura y su aporte a la sociedad.

Tecnologías en la sociedad

Hipertexto: Cambios en los modos de producir y consumir contenido textual

Alejandra Ravettino Destefanis, Universidad de Ciencias Empresariales y Sociales, Argentina

Usualmente cuando se reflexiona sobre los nuevos modos de comunicación virtual y los diferentes soportes tecnológicos, se tiende a concluir que estamos en una "cultura electrónica" en oposición a una "cultura escrita". Sin embargo, el desarrollo del lenguaje debiera pensarse como un proceso de transformación de las herramientas y soportes que posibilitan la expresión, constitución y acumulación de diversos tipos de información. Por tanto, las funciones de almacenamiento y soporte del hipertexto, se entrecruzan con las funciones que la escritura ha desempenado durante siglos. ¿Qué tipo de transformaciones implantaron las técnicas digitales en la práctica de la lectura, escritura y autoría? Y ¿de qué modo impactará esto en la relación que establecemos con la palabra escrita? Para responder estos interrogantes, en primer lugar, este trabajo parte de la evidencia que sugiere que la ampliación del texto –en su versión hipertextual– y la transformación del acto de leer constituyen dos de las principales consecuencias del nuevo orden de la palabra escrita, determinado a partir de 1) la extensión espacio-temporal de lo escrito; 2) la yuxtaposición de palabras, sonidos e imágenes; y 3) la disolución de la línea divisoria entre el escritor y su lector.

Tecnologías en la sociedad

Curso de educación física y las nuevas tecnologías: Sistema presencial mediado por tecnología venciendo los límites geográficos amazónicos

Myrian Faber, Universidad del Estado de Amazonas, Brasil
Jefferson Jurema Silva, Universidad del Estado de Amazonas, Brasil

El Estado del Amazonas, Brasil, posee más de 1,500 millones de Km2 equivalente a los territorios de Francia, Espana, Suecia y Grecia juntos. Las sedes de sus 62 municipios están separadas por distancias continentales con ligaciones posibles solamente por medios aéreos o fluviales que se cuentan por días de viaje, excepto cuatro que poseen ligaciones por carreteras. Este trabajo presenta cómo el IPTV (Internet Protocol Television) ayuda a la Universidad del Estado del Amazonas a vencer las dificultades de comunicación y acceso. La acción pedagógica desarrollada le ha permitido formar en 2011 setecientos licenciados en Educación Física en catorce municipios. Todos están empleados en sus municipios, en escuelas públicas o privadas o en gimnasios propios. Hoy están en formación seiscientos cincuenta universitarios en dieciocho municipios que reciben clases teóricas y prácticas estructuradas por profesores y transmitidas diariamente desde un estudio de TV en la Capital del Estado al mismo tiempo en que los núcleos y polos de la Universidad suministran profesores asistentes, internet, TV, cámaras, micrófonos y equipamientos necesarios para interactividad. La Universidad está empenada en realizar formación en el interior, venciendo barreras insuperables, proporcionando un nuevo futuro para los residentes que viven en el interior del Estado.

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ELISAVA Barcelona School of Design and Engineering
Barcelona, Spain | **5–7 March 2018**
designprinciplesandpractices.com/2018-conference

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University of Konstanz
Konstanz, Germany | **15–16 March 2018**
organization-studies.com/2018-conference

XVIII Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones
Universidad de Constanza
Constanza, Alemania | **15–16 de marzo de 2018**
la-organizacion.com/congreso-2018

Eighth International Conference on Religion & Spirituality in Society
University of California at Berkeley
Berkeley, USA | **17–18 April 2018**
religioninsociety.com/2018-conference

Tenth International Conference on Climate Change: Impacts & Responses
University of California at Berkeley
Berkeley, USA | **20–21 April 2018**
on-climate.com/2018-conference

Third International Conference on Tourism & Leisure Studies
Hotel Princesa Yaiza
Canary Islands, Spain | **17–18 May 2018**
tourismandleisurestudies.com/2018-conference

Eighth International Conference on The Constructed Environment
Wayne State University
Detroit, USA | **24–25 May 2018**
constructedenvironment.com/2018-conference

Eighteenth International Conference on Diversity in Organizations, Communities & Nations
University of Texas at Austin
Austin, USA | **6–8 June 2018**
ondiversity.com/2018-conference

Twenty-fifth International Conference on Learning
University of Athens
Athens, Greece | **21–23 June 2018**
thelearner.com/2018-conference

XXV Congreso Internacional de Aprendizaje
Universidad de Atenas
Atenas, Grecia | **21–23 de junio de 2018**
sobreaprendizaje.com/congreso-2018

Thirteenth International Conference on The Arts in Society
Emily Carr University of Art + Design
Vancouver, Canada | **27–29 June 2018**
artsinsociety.com/2018-conference

Sixteenth International Conference on New Directions in the Humanities
University of Pennsylvania
Philadelphia, USA | **5–7 July 2018**
thehumanities.com/2018-conference

XVI Congreso Internacional sobre Nuevas Tendencias en Humanidades
Universidad de Pensilvania
Filadelfia, Estados Unidos | **5–7 de julio de 2018**
las-humanidades.com/congreso-2018

Sixteenth International Conference on Books, Publishing & Libraries
University of Pennsylvania
Philadelphia, USA | **7 July 2018**
booksandpublishing.com/2018-conference

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Ninth International Conference on Sport & Society
Florida International University
Miami, USA | **19–20 July 2018**
sportandsociety.com/2018-conference

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University of Granada
Granada, Spain | **25–27 July 2018**
thesocialsciences.com/2018-conference

XIII Congreso Internacional de Ciencias Sociales Interdisciplinares
Universidad de Granada
Granada, España | **25–27 de julio de 2018**
interdisciplinasocial.com/congreso-2018

Eleventh Global Studies Conference
University of Granada
Granada, Spain | **30–31 July 2018**
onglobalization.com/2018-conference

Eleventh International Conference on The Inclusive Museum
University of Granada
Granada, Spain | **6–8 September 2018**
onmuseums.com/2018-conference

Aging & Society: Eighth Interdisciplinary Conference
Toyo University
Tokyo, Japan | **18–19 September 2018**
agingandsociety.com/2018-conference

Eighth International Conference on Health, Wellness & Society
Imperial College London
London, UK | **20–21 September 2018**
healthandsociety.com/2018-conference

VIII Congreso Internacional de Salud, Bienestar y Sociedad
Imperial College London
Londres, Reino Unido | **20–21 de septiembre de 2018**
saludsociedad.com/congreso-2018

Third International Conference on Communication & Media Studies
University of California at Berkeley
Berkeley, USA | **18–19 October 2018**
oncommunicationmedia.com/2018-conference

Eighth International Conference on Food Studies
University of British Columbia - Robson Square
Vancouver, Canada | **25–26 October 2018**
food-studies.com/2018-conference

Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies
Marsilius Kolleg, Heidelberg University
Heidelberg, Germany | **25–26 October 2018**
spacesandflows.com/2018-conference

Ninth International Conference on The Image
Hong Kong Baptist University
Hong Kong SAR | **3–4 November 2018**
ontheimage.com/2018-conference

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sobrelaimagen.com/congreso-2018

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onsustainability.com/2019-conference

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UBC Robson Square
Vancouver, Canada | **21–22 February 2019**
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Universidad de Columbia Británica, Robson Square
Vancouver, Canadá | **21–22 de febrero de 2019**
la-organizacion.com/congreso-2019

Fifteenth International Conference on Technology, Knowledge, and Society
ELISAVA Barcelona School of Design and Engineering
Barcelona, Spain | **11–12 March 2019**
techandsoc.com/2019-conference

XV Congreso Internacional de Tecnología, Conocimiento y Sociedad
Elisava Escuela Universitaria de Diseño e Ingeniería de Barcelona
Barcelona, España | **11–12 de marzo de 2019**
tecno-soc.com/congreso-2019

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tourismandleisurestudies.com/2019-conference

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constructedenvironment.com/2019-conference

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ondiversity.com/2019-conference

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