



6th Plymouth e-Learning Conference 2011

Digital Futures: Learning in a Connected World



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6th Plymouth e-Learning Conference
Digital Futures: Learning in a Connected World

Roland Levinsky Building
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Conference Proceedings
& Book of Abstracts

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Welcome to the Conference

I wish a very warm welcome to all delegates attending this Plymouth e-Learning Conference. This is our 6th conference in this series, and each year we try to break new ground. This year, for the first time, we are holding the conference over three days. As in previous years, the topics on offer are as wide ranging as you might expect – embracing the entire spectrum of technology enhanced learning and teaching, and providing a forum for discussion across all education and training sectors. This year we have four very high calibre keynote speakers who are ready and able to provoke discussion and debate. Jane Seale is an expert not only in learning technology, but also how it can be deployed to support and include students of all abilities. Stephen Heppell needs very little introduction, as both an innovator and as an engaging speaker. He is acknowledged as the man who put the ‘C’ in ICT. John Davitt is another innovator who is constantly thinking up new ways to engage learners of all ages using technology. Finally we are delighted to feature Sherry Terrell, who as ‘the queen of collaboration’ enjoys a high social media profile.

This year we have introduced new events that we hope will inspire, entertain and inform. Our student voice showcase will feature students from schools who, along with their teachers, will present best practice and innovation from classrooms in the area (Day1). We also welcome Teachmeet to the conference – always a vibrant and dynamic forum for teachers to discuss burning issues of the day (Day1). The robot show is a feature this year (Day 1) starring some leading edge artificial intelligence and humanoid machines – developed at a world class institution – the Faculty of Science and Technology at our own University of Plymouth. These combine to provide delegates with leading edge research and practice in an area that is always changing, invariably challenging and ever present – technology enhanced learning – shaping the future of education and training, changing roles and opening up new learning contexts – learning that is truly without limits.

The 3D Immersion Vision Theatre demonstrations is back again this year (Day 3) and we are hosting our conference dinner for the first time at the Glass Blowing House – one of Plymouth’s top restaurants on the historic Barbican quayside (Day 2). If you haven’t got your tickets yet, you may be too late, but do enquire at the reception desk – you may be lucky! As always there will also be plenty of time to network with old and new friends and visit the exhibition space.

As in previous years, we give a particularly warm welcome to delegates representing the Atlantis Project, a collaborative transnational student mobility project in Germany, Poland, Ireland and here at the University of Plymouth. We also welcome members of the Concede Project from Germany, Portugal, Spain, Belgium, Hungary, Finland and Italy who will also be present at the conference, following their team meeting here at the university this week.

I would also like to thank our international panel who reviewed the paper submissions this year. A big thank you also goes to our student helpers. Finally, Whatever your involvement with us this week, I wish you a successful, thought provoking, and transformational time with us during your stay, and thank you for supporting the Plymouth e-Learning Conference.



Steve Wheeler

Chair of the Plymouth e-Learning Conference
Faculty of Education
University of Plymouth

Day 1

Wednesday 6th April

Invited Workshop: txting and learning

Venue: Roland Levinsky LT 2

Time: 13:00-14:00

Presenter: Steve Sidaway (Business Development Director, txttools Ltd)

Increase engagement and get interactive with txt messaging

This workshop will explore how txt messaging can be used in teaching and learning to engage with students and make learning more interactive. Recent innovations including the mobile surveys feature, social networking the txttools android app and Outlook Plug-in will all be included. Access to examples for teaching and learning will be made available with free trial accounts from our txttools stand. Please bring your mobile phone with you and be prepared to participate.

The Robot Show

Venue: Roland Levinsky Room 08

Time: 13:00-14:00

Presenter: Carolyn Deeming (Faculty of Science & Technology, University of Plymouth, England)

The University of Plymouth has a long history of developing robotics and intelligent systems, and even has its very own robot football team. In this session, Carolyn Deeming and her team from the Faculty of Science and Technology show off a range of humanoid robots and answer your questions. You can also expect some 'hands on' fun by having a go at controlling them yourself!

Student Voice Technology Showcase

Venue: Roland Levinsky LT 2

Time: 14:00-15:30

Hosted by: Dan Roberts (Saltash.Net School, England)

Small teams of students between the ages of 9-18 have been invited to come and present their ideas using technology to other children and teachers in the area. This is a fantastic free event that will provide young people with a great learning experience whilst supporting teachers in their continuing professional development through the sharing of best practice.

Invited Workshop: Gadgets & Gizmos (in Education)

Venue: Jill Craigie Cinema

Time: 14:00-15:00

Presenter: Andy Black (Learning Enthusiast, England)

With a distinct 'Life on Mars' flavour, Andy Black has been persuaded to bring Gadgets and Gizmos (in education) up to date ... or even to a date sometime in the near future.

Andy last delivered a presentation with this title in August 2005 (Gadgets and Gizmos - 25 gadgets in 20 minutes) as the final Becta Expert Technology Seminar. In the past Andy was supported by fellow Gadgeteer Rob Englebright, but this time he will attempt the feat entirely unaided and without a safety net. In a grown up version of 'show and tell' participants are invited to bring examples of their favourite handheld tech and explain why they love it so.

Andy's back catalogue of presentations on the web shows that he got things badly wrong when predicting the future. So can he get it badly wrong again? What will be the future of educational gadgets and gizmos? This list of tech is a long one and by no means exhaustive. No kit will be deliberately harmed but accidents do happen.

- Mobile (you would expect that from Andy)
- Augmented Reality and Memory
- USB Thunder Port and Wireless USB
- Cameras
- Web Stuff
- Location and Context Aware
- NFC RFID
- Tablets, Slates and Etcha Sketch
- Pico Projection
- Displays
- 3D Printing
- SMS
- Augmented Voice Calls
- Desktops (...er, are you kidding? Do I look like a dinosaur?)

Panel Discussion: e-Safety in Schools

Venue: Roland Levinsky LT 1

Time: 16:00-17:00

Hosted by: Steve Wheeler (University of Plymouth, England)

Presenters: Simon Finch (Northern Grid for Learning), Dan Roberts (Saltash.Net School) and Dan Kennedy (The Grange School)

The growing use of web based learning in school settings has provided learners with new and exciting resources and experiences that could not previously have been achieved. However, there are also hidden dangers, because within the internet there lurk a number of undesirable elements. In this invited panel session you are invited to listen to the views of practicing teachers and CEOP ambassadors on how we can ensure safety for children online. Audience members are also invited to participate with questions and views on e-safety in schools.

Invited Workshop: Exploring Mobile Learning

Venue: Roland Levinsky LT 2

Time: 16:00-17:00

Presenters: Zak Mensah (JISC, University of Bristol, England) and Doug Belshaw (JISC, Northumbria University, England)

This session aims to equip educators and leaders to engage students through the use of mobile learning. We live in a world of increased mobility where proliferation of smart, mobile technologies creates a host of anytime, anywhere contexts. Pervasive computing and handheld devices create opportunities for ubiquitous learning – both ‘just-in-time’ and ‘just-for-me’ (Traxler, 2009). Students, largely tech-savvy and increasingly aware of their status as educational *consumers*, are more demanding - and often less comfortable - with traditional settings and homogenised provision.

Mobile learning has the power to avoid a ‘one size fits all’ approach, personalising learning whilst allowing collaboration and communication in ways not previously possible. JISC infoNet have produced a mobile and wireless technologies review for the JISC e-Learning team (<http://mobilereview.jiscpress.org>) which gives an overview of the benefits and potential challenges of mobile learning for the Further and Higher education sectors. The review used an emergent, grounded-theory approach incorporating structured interviews with key stakeholders. Although the primary audience for the mobile review is further and higher educational institutions, there is also guidance on mobile learning to be found for schools.

In the session we shall explore a number of issues surrounding mobile learning, providing a platform for informed debate across all sectors of education and training. Weaving the conference strands of ‘e-Pedagogy’ and ‘Operational Issues’ we shall focus upon good practice, advice for those launching mobile learning strategies, as well as future trends. This will incorporate wider discussion of Web 2.0 and cloud computing as well as touching on concerns delegates may have around network security and educator CPD.

Parallel Session 0A: e-Learning

Venue: Jill Craigie Cinema

Time: 16:00-17:00

Chair: Janice Gibbs

e-Learning Experience in HE

Elizabeth Sheen & Clive Buckley (Glyndwr University, Wales)

Glyndwr University has an established history of delivering degree and postgraduate courses online and offers students a range of programmes delivered through Moodle. Most recently the university has introduced a PGC E-Learning and a Foundation Degree in The Learning and Development of Babies and Young Children both delivered online. The PGC is offered at level 7 and the FdA is offered at levels 4 and 5, both courses adopt similar structures in terms of content and student engagement mainly using the forums as a means of communication and learning.

However, on examining in detail the students' initial engagement (first 10 weeks) on the PGC at level 7 and the FdA at level 4 there is a marked difference in the way the students approach the course and communicate with each other and the tutors. The purpose of this paper is to examine these differences by looking specifically at:

Introductions - How the students introduce themselves and start to establish a community of practice. Tutors Role - How the tutor supports the students and interacts with the students during the initial 10 weeks. Questions - How the students and tutors use questions to establish relationships. Finally best practice will be identified from both courses in the above areas with a view to exploring how practice can be enhanced at both level of study.

Adoption and Migration to Moodle from Blackboard

Stephen Ogden, Steve Coppin and Steve Bailey (University of Kent, England)

At the University of Kent we adopted Moodle as our VLE of choice in 2009 and have since built a suite of tools to fully integrate it with our environment. This presentation will provide an overview of the tools and processes developed which allowed us to switch VLE in a single summer with minimal interruption of service and to synchronize with our student data system.

This presentation will also cover our new venture in to Learning Tools Interoperability (LTI) standard in collaboration with IMS, which we believe will create a new wave of integration opportunities. In addition to these larger elements of our development efforts, we will also cover the wide array of support applications we have built that further demonstrate the power and flexibility an institution gains, and associated cost savings, when using an open source VLE.

The presentation will consist of a case study covering our experience of deploying, integrating and supporting Moodle at Kent, with an opportunity for delegates to pose questions to a well established and heavy user of Moodle. We will be introducing our original data system synchronizing Bridge, which was later replaced by Connect, the Migrator that helped us move from our previous VLE and the Rollover application, which is an offline

version of Moodle's rollover designed to handle larger courses. The new IMS LTI development is being undertaken under the Enabling Integrated Learning Environments (EILE) project, as part of the JISC funded Flexible Service Delivery (FSD) programme, and is engaging with several other institutions and communities already. We believe that LTI will play a large part in the future of the VLE and are very proud to be creating one of the first Full LTI consumers for Moodle.

The presenters will include a core developer of the applications that facilitate our integrations and two of our Faculty Learning Technologists, who will be able to provide a pedagogical view of our use of Moodle and represent the user base at Kent. We hope our presentation will allay the fears of delegates who plan on moving to Moodle, while inspiring other institutions to achieve more from their instance.

Parallel Session 0B: Atlantis Project

Venue: Roland Levinsky 011

Time: 16:00-17:00

Chair: Ingo Stengel

Production and distribution of e-Lectures for University education

Robin Kuffner, Sybille Bartram (University of the Applied Sciences, Darmstadt, Germany) and Ingo Stengel (Cork Institute of Technology, Ireland)

Evolving technological conditions create new opportunities to utilise e-learning. As broadband internet access at home is common, the distribution of video based eLectures via internet becomes possible.

We will show how eLectures can be produced and distributed by briefly explaining our video-production process. We start from the first contact between the lecturer and the production team up to the processed video, being ready for distribution. Secondly, our in-house developed eLecture system will be presented. Finally we show the results of a survey on the needs and expectations of teaching staff regarding such an online system and discuss the results with the audience.

A video is a good way to capture the user's attention and to deliver the lecturer's remarks, but cannot provide details of the slides used by the lecturer. There are commercial software solutions to connect PowerPoint slides to the video or add additional material for download to it. Using such solutions restricts users to their limited range of functions. We therefore developed our own system which will be presented. It enables independence and can be extended by new functionalities as required. Presently it contains an administration area where eLectures can be prepared and be made available for users and a front-end user interface where eLectures can be viewed.

Application to filter semantic searches for the development of a complex template database at Darmstadt University

Roland Boeving (University of Applied Sciences, Darmstadt, Germany), Udo Bleimann and Paul Walsh (Cork Institute of Technology, Ireland)

The IT departments of larger companies are typically entrusted with the task of providing staff with access to templates in the form of documents, graphics and InDesign modules. A key aspect of such assignments is quality control, in order to ensure that all employees use the most up-to-date template versions. An additional aspect is the simple accessibility of the template components in question. This seemingly easy task quickly becomes increasingly difficult as the degree of freedom concerning colour variations, and such things as department-specific logos, is increased.

Keynote Presentation 1

Venue: Jill Craigie Cinema

Time: 18:00-19:00

Session Chair: Steve Wheeler, University of Plymouth, UK



Keynote Speech

Jane Seale

Faculty of Education, University of Plymouth, UK.

Technology doesn't exclude learners, teachers do: A critique of the nature and scope of digital practices within our education system that include or exclude marginalised learners.

The title of my presentation is deliberately provocative and intended to challenge us all about the roles we play in the technology enhanced learning experiences of learners; whoever they may be and wherever they may learn. I started my research journey in 1986 when all the talk and excitement was of the power and potential of the BBC Microcomputer to transform learning for pupils with severe learning difficulties. Twenty-five years later, the technology is different, and our understanding of marginalised learners has widened, but the talk is still the same, and the question on many people's lips remains unchanged: how can we exploit the potential of technologies? In my presentation I will argue that we are asking the wrong question. In our feverish exaltation of technology and its potential we are denying the potential of our learners and of ourselves. I will support my argument by drawing on examples from my own research and experience; ranging from adult and community settings to Higher Education. Through these examples, I also hope to demonstrate how important it is for us a professional community to examine our digital inclusion practices; distil out what it is that we do that either includes or excludes and to question the socio-cultural influences on these practices.

Jane Seale joined the Faculty of Education as Professor of Education in September 2010. She has undertaken a number of key national co-ordination and leadership roles in the field of e-learning and research including President of the Association for Learning Technology and Co-Director of the ESRC National Centre for Research Methods. Jane's research operates at the intersection of education, technology and disability and she has over 20 years of experience examining the role of technology in promoting inclusion, particularly for those with learning disabilities.

Teachmeet (Sponsored by Vitalmeet)

Venue: Jill Craigie Cinema

Time: 19:30-21:00

Hosted by: Dan Roberts

Anyone who has attended a Teachmeet will tell you that it is time well spent, both professionally and personally – and it's fun. At Teachmeet, classroom practitioners from all sectors of education come together to share best practice and discuss issues of the day in an informal and relaxed atmosphere. If you are a teacher, and want to hear what's new in other schools, do not to miss this one.

Day 2

Thursday 7th April

Keynote Presentation 2

Venue: Roland Levinsky LT1

Time: 09:30-11:00

Session Chair: Steve Wheeler, University of Plymouth, UK



Welcome Address

Bill Rammell

Deputy Vice Chancellor of the University of Plymouth



Keynote Speech

Stephen Heppell

Heppell.net, UK

What have we learnt from the virtual that we might build in the physical world of education?

What we learnt in the 1990's about children learning online together included: global. 24/7, collegiate, ambitious, shared, mixed age, stage not age, peer supported, seductive, engaging and effective. It always included teachers or coaches or parents or adults but it was very different from the cells and bells, kill and drill factory schools of the last century. Today, perhaps unsurprisingly, children have found these online experiences to be so delightful that now they're looking for something similar in their learning environments. This session explores the consequences.

Stephen's ICT career (he is credited with being the person who put the C into ICT) began with the UK government's Microelectronics Education programme (MEP) in the early 1980s, after he had been teaching for some years. Stephen founded and ran Ultralab for a quarter of a century, building it into one of the most respected research centres in e-learning in the world - at one time Ultralab was the largest producer of educational CD-ROMs in Europe - before leaving it in 2004 to found his own global and flourishing policy and learning consultancy Heppell.net which now has an enviable portfolio of international projects all round the world.

Parallel Session 1A: Virtual Learning

Venue: Roland Levinsky LT1

Time: 11:30-13:00

Chair: Stephen Gomez

Institutional toes and virtual worlds

Anna Peachey (Eygus Ltd, England) and Bex Ferriday (Cornwall College, England)

Despite Virtual World Watch (Kirriemuir, 2009) reporting that all but one UK HE institution now has a virtual world presence, anecdotal evidence suggests that activity is often still driven by enthusiastic individuals or early adopters. In some cases this has developed into a formal institutional presence, attracting external funding for major projects and supporting a range of virtual world activities across faculties and departments. In other cases the activity remains niche, often in pockets so small that project owners only become aware of other pockets of virtual world activity within their own institution through networking with a wider, external community of interest.

This paper/presentation recognises that in many cases institutions are barely dipping their toes into virtual worlds. We present a toolkit solution to establishing an institutional presence, enabling early adopters to address some of the key issues in presenting a case for institutional investment in virtual world activity.

We will consider:

- Selecting a platform
- Working with an external provider
- Acceptable use policy
- Contingency plan
- Managing different uses of limited space
- New user support
- Accessibility
- Managing research requirements
- Sustainability
- Managing user data
- Individual/institutional ownership inworld
- Imposed restrictions such as maturity ratings
- IT access and support
- Positive promotion

Kirriemuir, J. (2009). *The Spring 2009 Snapshot of Virtual World use in UK Higher and Further Education*. Bath: Eduserv Foundation.

Developing a mashup for virtual world and VLE content: SLOODLE at the Open University

Anna Peachey (Eygus Ltd, England) Daniel Livingstone (University of the West of Scotland) and Greg Withnail (Eygus Ltd, England)

One area that has received little attention in the focus on virtual worlds in education since 2006 is the effective use of virtual worlds with existing web-based e-learning systems, and the potential pedagogical and other benefits of blending use of these technologies. A second

emerging issue is the need to be able to share and reuse virtual world eLearning materials and content. Sharing and reuse of virtual-world content that is linked to web-based materials presents a challenge that has not been explicitly addressed to date.

SLOODLE is an open source software application that explicitly aims to blend eLearning across 3D and web-based platforms. It provides a range of tools for integrating the open source Moodle VLE and Second Life and OpenSim virtual worlds making it possible, for example, to build immersive settings around existing VLE content, and to use the VLE to provide greater accessibility to immersive content.

This paper will report on the early stages of a JISC-funded collaboration exploring the pedagogical opportunities made possible by the integration of Web and 3D content. The teams, from The University of the West of Scotland and The Open University*, also explored the development of reusable learning objects in virtual worlds. These investigations took place in the context of a level one technology module.

* Other partners in the full project are University of Ulster and Imperial College

Virtual Learning Environment review at the University of Glamorgan

Trevor Price (University of Glamorgan, Wales)

The University of Glamorgan (UoG) has been using the Blackboard (Bb) Virtual Learning Environment, (VLE) since 2000. In this time the use of Bb has grown to a point where all courses now have some degree of information available to learners.

Many universities are questioning if their investment in commercial VLEs is sustainable and with the advancement of Web 2.0 technologies and free open source VLEs like Moodle, is it time for change?

Our current VLE has developed through the purchase of complementary third party products and in-house enhancements. Meanwhile, the University's VLE and supporting systems together are branded as 'GlamLearn'.

Due to planned supplier product enhancements, and after ten years, the University was tasked with looking to take stock of where its current position is and to reflect on the current and future requirements of the University's VLE with a view to producing a strategic plan of action to deliver the future e-learning teaching, learning and assessment environment. With this in mind, a review of VLE provision was undertaken within the University of Glamorgan during 2010. As part of this review, answers were sought to: 'What exactly are we using Blackboard for?' 'What would you like to be using a VLE for?' This paper reports on the lessons learned from the review of GlamLearn taking account feedback from the technical and administrative stakeholders, as well the experiences and views of learners and academics.

Parallel Session 1B: Online/Distance Learning

Venue: Roland Levinsky LT2

Time: 11:30-13:00

Chair: James Clay

Piloting web conferencing software at the University of Bath: possibilities, pitfalls and practices

Julian Prior & Marie Salter (University of Bath, England)

In this paper we discuss the implementation of web conferencing software Elluminate Live! as a pilot service in a number of departments at the University of Bath. Online synchronous conferencing solutions have grown in popularity in part due to pressures to introduce drives towards sustainability in higher education, but also in response to the proliferation of distance learning courses and the need to provide quality online support to learners which replicates traditional modes of delivery.

Through discussion of a range of usage scenarios we argue that web conferencing software has the potential to enhance teaching and learning in a number of ways, for example by amplifying staff development events (Kelly, 2008), collecting course feedback from students, enabling remote presentations, and providing interactivity in online courses.

As well as the advantages and possibilities afforded by the software we also cover some of the technical and cultural barriers we have faced during the implementation of the pilot, including question-marks raised over the sustainability of Elluminate Live! itself in the face of competition from a free and open source competitor. Finally we summarise some of the best practices in using the software from the perspective of both moderators and participants.

Reference: Brian Kelly <http://ukwebfocus.wordpress.com/2008/08/28/defining-an-amplified-conference/>

An analysis of teacher professionalism in the early 21st Century, through the emergence of personal learning networks and an online teacher habitus

David Noble (Hillside School, Fife, Scotland)

For teachers with an online personal learning network (PLN), freedom exists to move beyond the singular occupation, role or identity, and yet remain identifiable as a teacher. PLNs consist of loose interactions (Wilson, 2008), and fluid and weak spaces, sources of data, and relationships (Hawthornthwaite, 2000). Interrogating PLNs enable us to recognise the existence of multiple teacher habituses (Bourdieu, 1985a), which I will later reveal is influencing discourses on professionalism. In examining the online work of teachers, in particular the construction of artefacts within each of their PLNs, I will argue that a singular teacher habitus, developed at traditional sites of schooling, is insufficient. By developing an online teacher habitus, contemporary discourses on professionalism will better reflect the plurality of sites of teachers' work.

I seek to illustrate and explore this emerging online teacher habitus. I begin by setting out established notions of teacher professionalism, recognising the ongoing tension between managerialism and autonomy. After illustrating the historical swing between freedom and control of teachers, and the present pervasiveness of school managerialism, I attempt to

identify the historical focus of teacher autonomy. I find that service for the benefit of students' learning has been an established focus of the autonomous actions of teachers. I go on to show that this relies on a teacher habitus, developed around sites of schooling, that can no longer be assumed to exist in isolation in light of the stratification of the definition of a teacher, and developments in ICT.

I then introduce the emerging practices of teachers who work online around their individual personal learning networks. Here we see contemporary teacher professionalism through a wider lens than the established, singular school-based teacher habitus. I show that the new ways of working are seductive, though have implications for the focus of teacher action.

A new approach to distance learning in Higher Education: from programme to course design

Sabri Serkan Gulluoglu (Arel University of Istanbul, Turkey)

The question when considering distance education is whether it is as effective as face to face education. Based on extensive research, the answer is yes. It does not mean that all online instruction is as effective as all face to face instruction. Also It does not mean all online programs or courses are equally as effective. And it does not mean that online instruction is the idea mode for all students. We know from the literature is that fully online as well as blended instruction produce outcomes similar to those seen with face to face instruction, provided that the method and technologies used are appropriate to the instructional tasks, that there is enough student student interaction and that is timely teacher student feed back. Obviously the research indicates that media or delivery method is not the determining factor in educational effectiveness.

After searching of literature about distance learning issues I have seen that appropriate instructional design and good pedagogical practices, rather than the computer mediating technology itself, are at the center of effective online education.

This paper highlights design and pedagogical considerations for effective distance education program and course design. Firstly various design models are presented, online learning technologies are discussed, and a new program and course design model will be presented for an effective distance education. As a result we are going to have a new approach for distance learning and when we consider the appropriate program for any course, these models will ensure the development of a quality program that will last.

Parallel Session 1C: Classroom Technologies

Venue: Jill Craigie Cinema

Time: 11:30-13:00

Chair: Jane Seale

Supporting academic staff in a college-wide clicker initiative

Sharon Flynn & Fiona Concannon (National University of Ireland, Galway)

Large undergraduate first year programmes represent a considerable challenge to universities, looking to engage students in dedicated scholarship in their chosen disciplines. The lecture hall has long been critiqued for the barriers it sustains in facilitating discussion and participation, necessary for students to become actively involved in their own learning. During the summer of 2010 a decision was taken by the College of Science at NUI Galway to embark on an ambitious clicker initiative, involving the distribution of clicker devices to all 750 incoming first year students. The aim of the initiative was to foster student engagement, particularly in large classes, and to increase lecture attendance. While the initiative is owned by the College of Science, the Centre for Excellence in Learning and Teaching (CELT) is involved in supporting and evaluating the project through a number of approaches. These include: technical training of lecturers in the use of the systems; seminars and workshops involving local and national experts to discuss good practice in the integration of clickers in teaching and learning; a hand-holding service for lecturers giving their first sessions with clickers; facilitating regular meetings of academic staff to share experiences and issues; liaison with administrative units to advise on practical aspects of issuing clickers to a large number of students.

Monitoring the initiative during the first semester, we experienced a number of issues around the support of a group of academic staff who, although all based in the College of Science, come from different disciplines, are teaching different subjects and have varied approaches to teaching and learning. In this paper we will discuss these issues, give a critical evaluation of the initiative overall, based on feedback from staff, and identify lessons learned from the experience. In particular, the evaluation outcomes will inform staff development for large scale technical initiatives at NUI Galway in future.

Looking forwards whilst glancing backwards: institutional deployment of classroom technologies

Nitin Parmar (University of Bath, England)

Over the last couple of years, the University of Bath has made a significant investment in a range of classroom technologies. Working in partnership with a programme to refurbish a large number of General Teaching Areas (GTAs) across the campus, the e-Learning team have emerged as the key service to provide relevant pedagogical advice on technology enhanced learning. The introduction of an Electronic Voting System (EVS) during the 2008/2009 academic year, was the first stage in the deployment of a range of technologies that now also encompass lecture capture, symposiums, visualisers and digital writing solutions. However, with the phasing out of chalkboards from GTAs, as well as differences in

the new technologies available within such spaces, a number of challenges have arisen, which, in turn, have impacted on take up - both positively and negatively.

With a title inspired by Gilly Salmon, and building upon work previously presented at this conference (Davenport et al., 2009; Cliffe et al., 2010), this short paper will give an overview of how a number of pilot projects have been brought together to deliver a consistent and high quality service with the intention of continuing to enhance the student experience. It will examine the variation in techniques and processes employed to drive initiatives forward, all of which have ensured that user needs have stayed central to the successes of the specific projects, and underpinned by a range of staff development approaches. More recently, the e-Learning team have sought to build good working relationships with other institutions, with a view to sharing good practice and identifying synergies. This short paper will also examine how these relationships were established, and explore some of the positive outcomes of collaborating with external colleagues.

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Four obstacles to good video: improving the quality of educational resources with very little effort

Steve Hull (University of Bristol, England)

The increasing ease with which both teachers and students can produce video and the explosion of web-based channels of distribution has resulted in a dramatic increase in the use of video as an educational resource. Unfortunately but predictably, this dramatic increase has been accompanied by a corresponding dramatic decrease in the quality of these resources. The poor watchability of many videos can be traced back to four basic problems, each of which can be surmounted with only a little planning and care. They are:

1. Inadequate Lighting
2. Shaky Camera
3. Inaudible Sound
4. Nonexistent Editing

In this presentation we look at each of these four obstacles in turn and show with the aid of video examples just why they are bad and how to rectify the problems they create. In particular, we stress that improving the quality of video doesn't require great skill or extensive training, but merely a little forethought and a little planning - and perhaps a little equipment. Attendees should leave this presentation with a better understanding of the problem of much video in education being inadequate or inappropriate for its intended use and how they can use the advice given in this talk to rectify this problem.

Parallel Session 1D: Classroom Technologies

Venue: Roland Levinsky 011

Time: 11:30-13:00

Chair: Zak Mensah

e-Harmony?: developing eLearning resources which optimise academics' and learning technologists' expertise

Sally Holden, Luke McGowan and Zac Gribble (Peninsula College of Medicine and Dentistry, England)

PCMD's eLearning support group (eLSG) has been working with academic, clinical, support staff (and students) to develop online resources over the past 9 years. During this time we have learned a great deal about timings, costings and effective working practice in the development of eLearning resources of all types. The range of eResources which are used throughout the medical, dental, clinical science and post graduate schools is very wide. These include Reusable Learning Objects, Speciality Learning Zones, eStudy guides and purpose built tools and systems. Staff development eResources are also commonly used to support staff in their educational practice. These cover aspects of staff development to support core teaching staff, clinical assessors, community providers and educational supervisors.

Looking back at the type of eLearning developments over these years of PCMD's initial establishment, early growth and continued success, we can see certain trends emerging. It's always been important to establish a good balance between effective/elegant eLearning design (demanding higher levels of technical expertise) and the need for academic staff 'control'/ownership. Within PCMD we are currently approaching an ideal situation where we consider that we may have best of both worlds.

Recent developments have provided excellent eLearning packages with professional graphics and appropriate functionality which can be updated, edited and managed by academic and support staff. These empowered staff can keep creative control of their online resources without having to spend time working on the technology. Learning technologists' expertise can then be used to develop more complex systems rather than simply converting content from one format to another.

This approach can lead to rapid development of and spread of use of eLearning to the benefit of staff and students. It makes much better use of staff time, both content experts and developers. Evidence and examples from PCMD will be used to illustrate these points.

Academic learning support: keeping it personal through connection

Janice White (Charles Darwin University, Australia)

Most universities share the diverse student demographics that accompany internationalisation and the massification of HE through more open entry, as well as the demand for flexible/online study modes preferred in the twenty-first century. Within this diversity, most students share a common need for academic language and learning support (ALLS) along with a preference for the personal human contact associated with a traditional approach. These needs must be adapted into our contemporary digital and distributed teaching and learning environment. The majority of our students at Charles Darwin University (CDU), in Australia's Northern Territory, study externally and may be located

thousands of kilometres from the campus and from each other. How can we ensure the quality of their learning experience offers the opportunity for connection to a community of learners (and teachers) that internal students have access to?

Our small academic language and learning support team at CDU aims to 'keep it personal' and have developed some effective strategies designed to engender a sense of social connectedness for students. These initiatives range from individual consultations, (face-to-face, via phone, email and online) and small group generic and customised, unit embedded workshops (face-to-face and in synchronous online Wimba classrooms), through to leveraging the affordances of social media that are emerging as channels for CDU's communication and networking options. A digital social profile and group facilitates promotion of workshops, resources and 'newsbytes', and offers opportunities for connectedness and conversations about academic skills in a community of peers and experts.

This paper shares our experiences, experiments, insights and ambitions for connected learning support at CDU. We ourselves seek to connect to and learn from our local, national and international communities of practice to enhance the learning experience for all our students, but particularly those isolated external students.

Future-focused curriculum design: lessons from around the UK

Helen Beetham, Sarah Knight and Marianne Sheppard (JISC InfoNet, UK)

This paper draws on the experience of almost 30 Higher Education institutions that have been funded by the JISC to investigate innovative approaches to curriculum design. Two themes will be explored. The first is the move towards a more competence-based curriculum in many subject areas, and the challenge of ensuring that competence definitions are oriented towards the future needs of graduates as well as established benchmarks. Many subject areas are changing radically and discontinuously in response to new digital technologies. In addition, many real world problems demand inter- or multi-disciplinary approaches.

Radical thinking is needed on the part of curriculum design teams if the programmes offered to students are to help them thrive in times of rapid, often technology-driven change. The second and related theme is the need for coherent, student-facing representations of the curriculum to support decision making. Projects have found that this not only helps students make better choices about their pathways of learning, but helps design teams to communicate their educational thinking more clearly. Digital media are particularly valuable as shared representational means. Again there are challenges, but this time they tend to be felt in the institutional processes of design and validation which can require significant re-engineering if they are to become more responsive to changing demands.

Parallel Session 1E: Atlantis Project

Venue: Roland Levinsky 208/209

Time: 11:30-13:00

Chair: Robert Loew

Coherence: The personal-individual way of learning

Oliver Schneider (University of Applied Sciences, Darmstadt, Germany) Andy Phippen (University of Plymouth, England), Udo Bleimann and Bettina Harriehausen-Muhlbauer (University of Applied Sciences, Darmstadt, Germany)

Everybody learns differently. Coherence creates a sequence through learning content and takes the strength and weaknesses of the individual user into consideration. It provides methods for presenting user adaptive non-linear coherent content in the context of Extended Blended Learning.

Coherence accounts for learning preferences and influences like understanding problems, time needed for a learning unit, and results of interaction. It is like a personal lecturer, who cares about the learner's personal needs. But it can also merge content and therefore point of views of more than one lecturer - and change roles as needed at any time.

Coherence is based on the principles of interactive storytelling, a research discipline that deals with computer based interactive telling of stories. With every step that the learner takes through the content, Coherence tries to fit the structure of content presentation to the optimal needs of the user.

Thereby learning becomes individual, simpler and personal. At last year's conference the theory of Cooperative Creation of Non-Linear eLearning Content based on Coherence was presented. This year a working prototype and first evaluation results will be presented.

User interface for learning software

Tillman Swinke, Emil Voutta, Robert Loew (University of Applied Sciences, Darmstadt, Germany) and Ingo Stengel (Cork Institute of Technology, Ireland)

Since the user clearly has become the focus and computer applications must adapt to their needs, the importance of the graphical user interface has become more crucial. For learning software in particular, the user interface plays a major role because the acceptance for software is based mostly on usability. The user cannot be distracted by poorly designed application flows while trying to concentrate on learning content.

Learning software mostly evokes two different perceptions: One of the lecturer and the one of the learner, which is not necessarily the same. But what exactly are the requirements for these audience groups? What previous experiences do the audience groups have? These questions have direct impact on the user interface of learning software.

Collaborative Content Manipulation (CoCoMa) is an example for learning software. It represents a web-based tool that allows lecturers to create, edit and present slides for their lectures. Learners can not only watch the slides, but also editing them. An built-in version control helps then the lecturer to grade the changes and either accept or reject them.

Using the example of CoCoMa, the process of designing easy-to-use learning software is examined. The process includes the analysis on requirements, user-centred use cases and adapted test scenarios for all audience groups. In an interactive part of the presentation a few user concepts will be presented and discussed together with the audience. Results of the discussion will be used to enhance the lecturer part of the open source software.

Learning Tools Interoperability - IMS GLC Basic LTI and its benefits for your E-Learning Application Landscape

Michael Schulmeyer, Johannes Leukel and Jens Thieme (University of Applied Sciences, Darmstadt, Germany)

Today it is hard to imagine educational institutions without e-learning systems. Universities, schools, and even corporate working environments benefit from these facilities and their influence on learning and teaching.

The technical basis for those platforms is a Learning Management System (LMS) such as Moodle or Blackboard. As the features of an LMS are naturally limited it is important to integrate additional software systems to extend its range of functions. Unfortunately for most e-learning platforms these integration efforts come with many hurdles, since their mechanisms for the exchange of information are poorly documented, complicated, and often difficult to use.

Every LMS vendor has their own technique of integrating modules, plug-ins, and third party software systems. If a major version upgrade is required or a new platform from another vendor is introduced, much of this integration work has to be done again. Having a standardised way of integrating LMS and other e-learning tools into each other would make such changes to the application landscape much easier, save time and reduce costs.

In the past decade several organisations have been working on standards and specifications for the representation and exchange of e-learning contents such as Learning Object Metadata (LOM) and the Sharable Content Object Reference Model (SCORM).

The latest very promising specification by the IMS Global Learning Consortium (IMS GLC) called Learning Tools Interoperability (LTI) focuses specifically on the interoperability of LMS and third party tool providers. It is an easy application and iterative approach from Basic LTI Compliance to Full LTI Conformance account for its high acceptance by industry and the large amount of vendors that already implement Basic LTI.

This session will introduce the basic concepts of LTI and related specifications. Based on personal hands-on experience, the lecture will show how to integrate Basic LTI compliant LMS and other tools. Reviewing the advantages and limitations of its application will reveal the benefit on e-learning application landscapes today and encourage discussions on its potential for further development.

Parallel Session 2A: ICT in Secondary Education

Venue: Roland Levinsky LT1

Time: 14:30-15:30

Chair: Dan Kennedy

Xbox marks the spot

Dan Roberts (Saltash.Net Community School, England)

Students at Saltash.net School designed a game that can be played on an Xbox or a PC using the free Microsoft game making tool XNA. Students created a video game that younger students in their community could play to learn more about the secondary school that they were going to move to. This eased their concerns about transitioning from their smaller primary school to a larger school.

The students have currently programmed the platform of the game, the layout of the school and all images. The next phase of their development is the construction of the content and the game play. By Easter 2011 they will launch the game, offering each of the primary partner schools in the area (7 in total) an Xbox.

They will introduce the game themselves with a view to students playing it before they attend the school transition days later in June and July. This is an extremely creative and innovative idea that will make a massive impact on the lives of children not just in our school but potentially throughout the world.

It is a great experience for the students, developing their game making skills and enabling them to gain experience in the use of coding language. The students playing the game will learn more about the school from the geographical layout, to the schools systems and even familiarise themselves with the subjects, teachers and other students. The students will then make the code available to all school children globally, freely as open source to encourage others to replicate the project in their own geographical locations.

Person-centred technology enhanced learning in ICT at secondary level

Bernhard Standl (University of Vienna, Austria)

This paper will discuss the Person-centred approach, as developed by the well-known American psychologist Carl R. Rogers (1902-1987) and its positive effects on learning environments. The organization of a Person-centred classroom is based on the hypothesis that when students have the freedom to explore areas based on their personal interests, and when students are accompanied in their striving for solutions by a supportive, understanding facilitator, they will not only achieve higher academic results but also will grow in respect to their personal values, such as flexibility and self-confidence.

The Person-centred approach is not a method or just another technique; rather, it requires a teacher who is able to establish such a climate of trust as defined by Carl R. Rogers (1983). Hence the teacher makes the most significant contribution to a classroom wherein the learners can develop and unfold as self-actualizing persons.

Rather new is the combination of the Person-centred approach with technology in educational settings as it was introduced by Prof. Renate Motschnig (University of Vienna)

about 10 years ago at tertiary level. It is evident that the use of technology *per se* rarely leads to deeper learning processes and to time saving. The Person-centred approach gives a pedagogical baseline for technology enhanced learning.

Virtual learning environments are often aimed only at the level of intellect and not designed for whole person learning. However, Person-centred technology enhanced learning tries to give a whole concept for implementing technology in a beneficial way that students can become active (lifelong) learners, motivated to deal with the challenges of life. Even though this specific PhD research project applies this approach in computer-science at secondary level, it fits for every other subject and classroom as well.

Parallel Session 2B: Web 2.0 Tools

Venue: Roland Levinsky LT2

Time: 14:30-15:30

Chair: Priska Schoenborn

Quality of User Generated Content and User Co-designed Practices in Higher Education

Thomas Kretschmer (University of Erlangen, Germany)

The use of user/learner generated content (UGC) in higher education often raises scepticism - sometimes due to its success and the quantity of UGC in comparison to content elaborated by professionals. There are evident implications in terms of opening up the "ivory tower" of education to the wider world, because hierarchies and the concept of "authority" are questioned.

In addition, the rapidly growing number of learning materials and repositories generated by users makes the issue of quality a pressing one - quality of the content, but especially quality of the learning process it is part of. At this, quality as a subjective concept becomes more and more the result of a negotiation process all stakeholder groups.

Following these thoughts, the presentation will focus on the results of an online survey (approx. 400 respondents) where we intended to:

- identify forms of UGC already being used in Higher Education;
- find the preferred sources which are extensively used;
- identify the sources of UGC which are perceived to be of quality.

In order to draw a picture of the attitudes of HE stakeholders towards UGC then, we will draft a methodology derived from this exercise and based on the idea that with the increased usage of UGC the learning process itself will be modified by the learners. First results from the piloting at several European universities will be described.

Web 2.0 supported communication and formative feedback - mechanisms for developing learner reflection in postgraduate study

Ester Ehiyazaryan (Doncaster College, England)

This session will report on the findings of an ongoing research study into the use of e-portfolios as a mechanism for supporting communication and developing reflection in the context of higher education. The case study discussed focuses on the use of an e-portfolio tool which was introduced to a group of postgraduate Masters level students on an Education Innovation and Enterprise course.

The e-portfolio was embedded into the formative and summative assessment of a module entitled Enhancing Practice through Technological Innovation. Evidence from research literature identifies the value of blogging to developing reflection (Mason and Pegler, 2008) and in turn highlights the challenges in engaging students in such reflection. Taking this into account, part of the assessment of the module required students to produce a blog which gives opportunities for teaching and learning, and at the same time to maintain a reflective

blog recording their progress with the assessment, sharing this with fellow students for peer feedback and support. Current research clearly indicates the need to fully embed e-learning elements into the authentic assessment practices and activities of a module of study (Littlejohn and Pegler, 2007; Matusov, Hayes and Pluta, 2005).

Taking this into consideration as well as guidance on good practice in criterion referenced assessment (Biggs, 2003) the production of the blogs was fully embedded in the module assessment and directly addressed the module learning outcomes. The focus of this evaluative study was on understanding the patterns of use of the blogs which students developed: types of communication which learners engaged in, depth of reflection, and the potential for formative feedback including self and peer assessment which students participated in.

The findings of the study identify good practice and highlight the challenges in engaging learners in reflection through the supportive use of web 2 technologies. The findings further offer evidence-based recommendations for good practice in lesson planning where an e-learning blend is to be considered.

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- Littlejohn, A. and Pegler, C. (2007) *Preparing for Blended e-Learning*, London, Routledge.
- Mason, R. and Rennie, F. (2008) *e-Learning and Social Networking Handbook*, London, Routledge.
- Matusov, E., Hayes, R., & Pluta, M (2005) 'Using discussion webs to develop an academic community of learners', *Educational Technology & Society*, 8 (2), 16-39.
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Parallel Session 2C: Workshop

Venue: Jill Craigie Cinema

Time: 14:30-15:30

Writing for the Web

Matt Lingard (London School of Economics, England)

As our use of the Internet for delivering content and communicating with students continues to grow, the ability to 'write for the web' is increasingly important. This practical workshop will provide delegates with key guidelines and an opportunity to put them into practice. It will provide both general guidance and also focus on web writing for virtual learning environments (VLEs). It will include a mix of presentation, discussion and hands-on exercises.

Writing effectively for the online environment is very different from writing for the printed page. The media themselves are different as are the users (in this case students) attitude & behaviour when interacting with the content. The focus of the workshop is writing; this includes language, structure and layout but it is not about website design.

This workshop will initially focus on general guidelines for effective web writing which are applicable to most websites. These guidelines are based on evidence from web usability research and will cover a number of topics including:

- * Organising Information
- * Providing Structure
- * Editing and language
- * Effective Linking
- * Knowing your Audience

The workshop will then focus specifically on web writing for virtual learning environments (VLEs) This will include a practical exercise where participants will overhaul an existing course homepage based on the guidelines covered in the session.

Parallel Session 2D: Workshop

Venue: Roland Levinsky 011

Time: 14:30-15:30

Mobile Web Applications

Mark Power (University of Bolton, England) and James Clay (Gloucestershire College, England)

Recent times have seen the field of mobile technology grow almost exponentially, leading to institutions finally recognising the increasing importance of delivery of content and services to users through their mobile devices. In many cases this can simply be delivered using the web, optimising your websites for use on the smaller screens of today's mobile web browsers. However, in some cases you may wish to deliver a service that takes advantage of the native capabilities of today's powerful smartphones, such as GPS for location-based services for example. Or you may simply want to deliver that whole "app experience", with nice looking interfaces and sliding pages.

This workshop will allow delegates to examine the potential of Mobile Web Applications to support teaching and learning and improve institutional administration. Delegates will work on potential scenarios for using Web Applications in their own institutions. Delegates will gain an understanding of the workflows and tools that are needed to build Mobile Web Apps.

If you do want to deliver mobile services and you do need to develop an app to do it, a viable alternative could be Mobile Web Apps...

Careers 2.0: Educational transitions, personas, learning and the role of technology

Thomas Fischer (MENON Network EEIG, Brussels, Belgium & Lambrakis Foundation, Athens, Greece)

A major characteristic of European societies is the rapidly growing differentiation of educational, vocational and occupational opportunities, pathways and biographies. As a consequence there is a wider recognition of the importance of providing support to young people on their way into employment and increasing interest in the potential of Technology Enhanced Learning (TEL) to provide support for the challenges of transition. However, this area of learning remains in its infancy and poses a series of issues for policy makers, researchers and practitioners alike.

The G8WAY (Web 2.0 Enhanced Gateway To Educational Transition; <http://www.g8way-eu.net>) project is therefore investigating how Social Software and Web 2.0 applications can be used to support young people before, within and beyond these transitions because the increased complexity requires in turn increased efforts into initiative taking, creativity, problem solving, risk assessment and decision making.

G8WAY focuses on two transition scenarios, which are: a) school to work and b) Higher Education (HE) to work. An additional horizontal scenario tests the latter ones in an intergenerational learning setting. In order to understand the variety of transition processes and experiences of young Europeans a story telling approach has been applied in order to develop transition scenarios and so-called 'personas' of learners. Personas are fictional, but archetypal characters created to represent different user types within a targeted demographic, attitude and/or behaviour set. G8WAY identified three 'personas' with their goals, expectations and limitations in order to guide the design of the Web 2.0 enhanced learning environment.

The G8WAY learning environment will enable learners to reflect and develop creativity potentials and transitional skills in the light of self and others' learning experiences, made visible through a variety of media sets and Personal Learning Environment (PLE) applications designed to meet the requirements of transition envisaged and mapped into one single pedagogy framework.

This paper will summarise the activities of G8WAY up-to-date and will focus on:

- Challenges of Transitions between School and Work and between University and Work;
- The Role of Creativity and Innovation;
- The Role of Technology in Transitions;
- The Role of Supporters.

Keynote Presentation 3

Venue: Roland Levinsky LT1

Time: 16:30-17:30

Session Chair: Steve Wheeler, University of Plymouth, UK



Keynote Speech
John Davitt
Newtools.org, UK

From Silo to Orchestra: The staccato progress of eLearning

This Keynote will explore the rise of the silo and the dearth of choreography in our manifestly connected world. This will be followed by a quick wander around the topography of "e-Learning 1.0" in search of signs of our "digital spring", fresh growth and general reasons to be cheerful. Finally this keynote will search out and point the finger at future opportunities for S&N (subtlety & nuance) and highlight the benefits that will accrue as we manage the journey "out of content into style."

John Davitt is a writer, broadcaster and a digital toolmaker. He has worked in the education sector for the last twenty-five years as an English teacher, senior manager and regional adviser with the EU Flexible Learning Project. As a journalist he wrote for the UK Guardian, The Times and The Observer, with a regular feature in the Education Guardian. John has worked extensively with teachers in schools in UK, USA, China and Africa and he is committed to levelling the playing field regarding access to new learning opportunities.

Parallel Session 3A: Learning Management Systems

Venue: Roland Levinsky LT1

Time: 17:00-18:30

Chair: Neil Witt

Enabling Integrated Learning Environments with LTI

Stephen Ogden, Steve Coppin & Steve Bailey (University of Kent, England)

Funded by the JISC Flexible Service Delivery programme, the Enabling Integrated Learning Environments (EILE) project, from the University of Kent, has been working with IMS Global Learning Consortium (GLC) on finalising the upcoming Learning Tools Interoperability (LTI) specification and developing some of the first publicly available compliant tools. The standard allows the VLE to register with remote learning providers with great ease and provides a seamless user experience once deployed. The standard also effectively protects the VLE by controlling the level of access each provider is given. The sharing of VLE information at launch, which can also be configured, can make the provider context-aware, making decisions based on the user and course the VLE has launched from.

Interoperability can bring great benefit to the software development and wider elearning communities. Integrated tools can share information to provide a rich user experience while developers can leverage parts of other applications to significantly shorten the development cycle and related costs. If the application is created in accordance to a standard it could also be used cross-platform with little additional effort. This allows an institution to create and deploy applications quicker, and for less investment, to their students, staff and even other institutions.

In addition to creating a Full LTI consumer for Moodle, we have produced two Full LTI providers. The first is a menu linking Full LTI implementation of Wordpress. The second is a resource linked tool that will provide an interface to our Adobe media-streaming server. These two projects have been chosen specifically as the former is an established application, whereas the latter is being built according to the LTI standards, providing us with a valuable insight in to the benefits and cost savings associated with both.

‘Relocation, Relocation’: Pickford’s guide to moving MLEs

Natasha Harden, Lee Fradley & Sally Holden (Peninsula College of Medicine and Dentistry, England)

Peninsula Medical School was founded in 2000 and at the same time it launched EMILY, its Managed Learning Environment (MLE). During the early days of the School’s existence, Emily was embraced as the family home, supporting and enhancing cross-locality education & relationships. The School (as a first time buyer) found it roomy enough to allow friends to collaborate effectively. But like most stories, life changed.

During a period of rapid growth, the Peninsula Medical School family grew, changing its name to Peninsula College of Medicine & Dentistry. The addition of the first dental school in the UK for over 40 years, and then the subsequent creation of the Bachelor of Clinical Science programme, all added to the complexity of the demands made upon the system. As the systems functionality and content grew, so did the need to revisit how Emily was utilised. As a family home, Emily was desperately in need of a declutter.

Sweeping changes to the Medical School content structure occurred in 2007. Then after a College wide Admin Review, the decision was taken to review the use of Blackboard as the College's Managed Learning Environment platform and the house hunting began. The MLE Review commenced in earnest in January 2010, and by the following January the College had reached a decision.

This paper aims to outline key milestones within the MLE Review. It will discuss the decision making factors and detail the initial steps taken towards the subsequent migration, including the consideration of findings from the associated recent audit of Emily content. To conclude, it will question how the team can help the College family to best use the new found space and facilities in its enhanced environment.

This session would be of interest to anyone working in the development of online learning systems, tools and resources, as well as those involved in managing online services and systems. The audit outcome will be useful for academics when considering their own use of eLearning in their educational practice.

Parallel Session 3B: Workshop

Venue: Roland Levinsky LT2

Time: 17:00-18:30

Social Media and Student Learning: Using analytics to visualise Twitter communication in the classroom

Sharon Stoerger & Matthew Russell (University of Wisconsin at Milwaukee, USA)

Recent reports clearly demonstrate that contemporary students are prolific users of social media. Due to the vast popularity of social media, some educators have begun exploring diverse ways to involve these forms of communication and collaboration into the curriculum. On the one hand, these sites and tools have the potential to increase communication among faculty and students, increase engagement in the classroom, and create peer networks among students, faculty, and the community. On the other hand, however, instructors face the challenge of integrating the emerging technologies of social media with rich forms of assessment. Indeed, many instructors can struggle to communicate with their students in these technology-mediated environments and discover in them recognizable models of learning.

This workshop will explore the possibilities inherent within social media, primarily Twitter, for expanding communication beyond the bounds of the typical classroom and assessing student learning. Twitter enables instructors to send out brief messages to students that can be accessed via their computers and/or mobile devices. Beyond these instances of classroom communication and discussion, capturing and transforming tweets into a visual format using analytic tools will allow instructors and students to explore and understand the broader implications of their communicative patterns in large data sets. This format may enable educators to investigate and evaluate different ways to teach course content. Further, these visualizations can allow students to determine how their communication network compares to others and to see how these networks are involved in the processes of learning.

This workshop will examine different analytic tools that can be used to visualize tweets. It will also explore the pedagogical potential of using visualization technology to reconstruct the classroom communication and investigate the networks that emerge from that data.

Parallel Session 3C: Invited Workshop

Venue: Jill Craigie Cinema

Time: 17:00-18:30

Gadgets and Gizmos for Education

Andy Black (Learning enthusiast, England)

With a distinct '*Life on Mars*' flavour, Andy Black has been persuaded to bring Gadgets and Gizmos (in education) up to date ... or even to a date sometime in the near future.

Andy last delivered a presentation with this title in August 2005 (Gadgets and Gizmos - 25 gadgets in 20 minutes) as the final Becta Expert Technology Seminar. In the past Andy was supported by fellow Gadgeteer Rob Englebright, but this time he will attempt the feat entirely unaided and without a safety net. In a grown up version of 'show and tell' participants are invited to bring examples of their favourite handheld tech and explain why they love it so.

Andy's back catalogue of presentations on the web shows that he got things badly wrong when predicting the future. So can he get it badly wrong again? What will be the future of educational gadgets and gizmos? This list of tech is a long one and by no means exhaustive. No kit will be deliberately harmed but accidents do happen.

- Mobile (you would expect that from Andy)
- Augmented Reality and Memory
- USB Thunder Port and Wireless USB
- Cameras
- Web Stuff
- Location and Context Aware
- NFC RFID
- Tablets, Slates and Etcha Sketch
- Pico Projection
- Displays
- 3D Printing
- SMS
- Augmented Voice Calls
- Desktops (...er, are you kidding? Do I look like a dinosaur?)

NB: This is an extended version of the workshops presented on Day 1.

Parallel Session 3D: Invited Workshop

Venue: Roland Levinsky 011

Time: 17:00-18:30

How being normal can get you sacked

Simon Finch (Northern Grid for Learning, England)

We are familiar with the challenges facing children who use technology in their daily lives at school and at home yet we can see that the risks and dangers facing adults remain unrecognised.

This workshop will explore how antisocial behaviour has become normalised by social media and we as adults model the very behaviour we wish to modify and eliminate in our children. We will see how grooming and bullying are an integral part of the everyday online world of adults who work with young people. Further to raising awareness of these dangers and challenges, this workshop will offer practical examples and guidance on how to manage online identities more effectively.

Parallel Session 3E: Augmented Reality and Learning

Venue: Levinsky 208/209

Time: 17:00-18:30

Chair: Mark Lyndon

Augmented Reality for Visual Representation of Algorithms for Realization of Realistic 3D Scenes in Computer Graphics

Malinka Ivanova (Technical University of Sofia, Bulgaria)

The high visual impact of Computer graphics has encouraged its usage in computational biology, physics, medicine, CAD/CAM/CAE, digital art, information visualization, scientific visualization, video games, movies, virtual reality, web design, education. Studying techniques and algorithms for the realization of realistic 3D scenes is a central problem in Computer graphics theory and practice. Understanding of the theory about different algorithms for line, rectangle and polygon clipping, shading, mapping, colouring, lighting, leads to the understanding of 3D display picture generation and visualization, and also for creating more realism to a given 3D scene. Computer graphics theory uses vector, matrix apparatus and other special functions bridging mathematics, physics phenomenon, art, and engineering techniques.

Clearing the theory of realistic 3D scenes and object models building requires not only knowledge about processes and phenomena, but also capabilities for spatial volume understanding through its observation and analysis. So, the research questions are related to: How can the actions of several theory algorithms be presented? How can technology support this? How can the students' attention be channelled into understanding the details of one 3D scene? How does visual knowledge perception influence the students' reproduction?

In this paper the experience gained in applying augmented reality technology for book creation is presented. Existing and created models of books technological solutions are discussed. The exploration of students' visual knowledge perception of several algorithms through augmented reality and knowledge reproduction during their participation in the Computer graphics course is summarized and analysed.

The Conference Dinner

The Conference Dinner will take place this evening between 19.00-23.00 at the *Glass Blowing House*, one of Plymouth's top restaurants, located on the old Barbican Quayside, in Sutton Harbour. Cost is £40 per head, tickets and further details can be obtained from the Conference Reception desk.

Day 3

Friday 8th April

Parallel Session 4A: Virtual Reality 3D Systems

Venue: Roland Levinsky LT1

Time: 09:30-11:00

Chair: Adam Read

Virtual Reality Check: Are simulated patients improving the learning experience in PCMD?

Sally Holden, Luke McGowan and Matt Jerreat (Peninsula College of Medicine and Dentistry, England)

The Peninsula Dental School (PDS) Virtual Patient system is now being used for the first time by the first cohort of PDS dental students, now in their final Year. This unique interface has been designed to simulate interaction with real patients, who have consented to be filmed and photographed in order for students to learn about their dental cases. The system has been demoed at previous eLearning conferences and has been met with high levels of optimism about its potential benefits, but without full student feedback to support it. This paper will report on the evidence so far to determine student reactions to what is essentially a complex 'formative assessment' system combined with a simulated patient encounter.

Evaluation data, student feedback and usage statistics will be covered, as will a description of the finalised DVP design process. Practical and technical issues which need to be considered when deploying this type of resource will be described. Lessons learned about how this suite of online patients is being used to enhance learning will be discussed. Academic, clinical and support staff feedback will also be reported, which should prove of benefit to other practitioners considering the use of simulations to enhance student learning.

Parallel Session 4B: Personal Learning Environments

Venue: Roland Levinsky LT2

Time: 09:30-11:00

Chair: Jason Truscott

Creating a Community of Learners: Engaging Online Learners Online

Lynn Boyle, David Walker and Lorraine Walsh (Dundee University, Scotland)

Evidence indicates that a demand exists from students - studying at a distance - to experience a greater level of connection as individual learners to their peers and tutors (Daviault & Coelho, 2003; Zembylas, 2008; and Dickey, 2004). This presentation will demonstrate that a course of study, developed in line with social constructivist principles, can scaffold student attainment; sustain student engagement; and improve confidence among learners. Second year distance learning students on a Childcare Practice degree programme have been offered regular online real-time discussions and tutorials using web conferencing technology. Previously these students had limited communication with tutors via telephone and email and had no formal opportunities to contact their peers. The sessions have been offered in the evenings to accommodate the work and family commitments of a diverse study body.

Sessions have covered module specific themes and study skills with additional student-led 'surgery' sessions where participants were afforded the opportunity to engage in a question and answer session with the module tutor. Early feedback has indicated that these sessions have been well received with those students who engaged responding with enthusiasm - one session was 'attended' by more than 40 students. Specific comments have highlighted that participants benefited from regular, synchronous contact with a tutor and appreciated the ability to discuss issues and clarify key concepts.

This presentation will also consider, with examples from practice, whether tutors need to realign their attitudes to communication and availability in their teaching practice to meet the needs and expectations of the student population in online distance learning. It will also consider the extent to which real-time online tutorials and discussions can facilitate the development of a community of learners (Wenger, 2002) and develop learner self-regulation. Limitations in the approach outlined will be discussed and opportunities for future developments considered.

References

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- Zembylas, M. (2008) 'Adult learners' emotions in online learning', *Distance Education*, 29: 1, 71-87

Of Cloud Learning Environments, Personal Learning Environments and Virtual Learning environments: A Student perspective.

Manish Malik (University of Portsmouth, England) and Steve Wheeler University of Plymouth, England)

Personal Web Tools (PWTs) are the set of online tools that we use for our developmental and lifelong learning needs. This may include Web 2.0 services like Twitter, Delicious, Flickr, YouTube etc. PWTs are capable of supporting reflective learning activities as well as collaborative learning activities, linking learners to your Personal Learning Network (PLN).

There is evidence for both the difficulties and possibilities of how PWTs can come together on a unified platform to form a virtual learning environment that suits the needs of an Educational Institution. However, majority of education institutions still prefer to use Virtual Learning environments (VLE) that are nothing better than walled gardens.

Add to the mix the virtual and physical surroundings and we arrive at what we define as the Personal Learning Environment (PLE). Both Google and Microsoft offer a set of cloud based personal and collaboration tools under their Google Apps and Live@Edu package respectively. We surveyed students who have access to a virtual learning environment and Google Apps to capture their views of where the cloud based set of tools that Google Apps offer sit in all this. We also highlight the role and challenges that we face before a Cloud Learning Environment can be realised.

Parallel Session 4C: Social Media

Venue: Jill Craigie Cinema

Time: 09:30-11:00

Chair: Dominic Martignetti

Augmenting Student Learning through the use of selected Web 2.0 technologies (a study in failure)

Michael John and G. Stubbs (University of Glamorgan, Wales)

This paper describes two years action research into the use of blogging as an aid to learning in large groups of first year computing undergraduates at the University of Glamorgan. During our work we had hoped to explore a number of questions :

Might the use of specific Web 2.0 tools aid teaching and learning? Would / could students use Web 2.0 technologies to form communities of practice? Does the keeping of a reflective blog improve / augment student learning? Is this a practical activity for groups of 140+ students? Is a blog the best place to encourage reflective practice in undergraduates?

Students were required to keep a reflective blog journal as part of their assessed studies. Using RSS feeds the student blogging activity was monitored. Student feedback relating to the activity was obtained by interview, questionnaire and observation. Drawing on the experience of the first year's blogs the task was modified, lengthened and repeated with additional guidance and support (scaffolding) provided for the students. As a direct result of our work we were able to identify a number of positive outcomes or benefits for the students, the lecturer and for the University as an institution. In addition we identified a number of negative outcomes which should be of interest to others planning to use blogs with students.

Quantifying or qualifying the results of a project such as this is difficult, but there is no doubt that the blogging activity had a positive influence upon not only the quality of learning BUT also upon the quality of teaching. During the course of the project it was observed that the student blogs had a "profound effect" upon the participating lecturer who was presented with a wealth of material facilitating Formative Assessment. Our work confirms that modern technology can augment teaching and learning in HE not only by assisting students in their studies but also by improving the feedback lecturers receive about their teaching.

Manipulating Media: Social Media Develops Academic Literacy Skills

Bex Lewis and Marcus Leaning (University of Winchester, England)

"Sit still and listen!" Traditional learning approaches stress that the teacher is the source of all knowledge, that there is a fixed path to learning.

"Stand up and join in!" Constructivism and constructivism both emphasise that educators are guides to sources of knowledge, which people learn by doing, in groups and from each other.

This paper reports on the initial stages of a new course of e-learning and academic literacy. Manipulating media is taken by all first year media studies students at the University of Winchester. Students taking the course work upon a number of live team briefs that present problems to be solved that require the use of academic literacy. The projects make

extensive use of collaborative online learning. Students produce and deliver work using a number of web 2.0 applications and platforms, including reflective blogging. The course has proven very popular with students.

Previously, academic literacy, which comprises the core skills of critical thinking, evaluation of sources, referencing, analytic and critical writing and self directed learning has proven a difficult and often unpopular aspect of introductory years for students in higher education. At the Plymouth E-Learning Conference 2010 (PELC10), there was much discussion of the contested notion of the 'digital native', particularly as to the use of social technologies for learning. This paper explores one way in which a combination of social media and project based learning have been used to teach academic literacy to media studies undergraduate students at the University of Winchester, overcoming the sense of 'disconnect' between the substantive elements of a media studies degree and the 'drier' academic style and skills required.

Engaging student reflection through learner written tutorials using wikis

Pat Parslow, Ken Boness and Shirley Williams (University of Reading, England)

We developed a practice of encouraging student reflection in a computer lab based module in HE. Students are required to produce a portfolio of tutorial sheets as part of their assessed, formative, work for the Business Programming module. It had been noted that IT students regard the subject as difficult, preferring analysis and documentation over programming, that there was a tendency to 'follow the script' and not ask exploratory questions, and a low awareness of the amount learned during the module.

We take an Action Research approach to the iterative improvement of the module, and due to ethical and practical considerations the same content and delivery is used for the whole cohort. Furthermore, because the module is updated annually, it is not possible to compare subsequent cohorts directly. Qualitative, ethnographic observations including subjective feedback from the students are reported.

The approach recommends students detail the steps they took to solve lab tasks in a way that explains the issues to a novice programmer. This helps consolidate knowledge, and serves as a 'place-marker' for revision, a reminder of the difficulty they faced in the early stages with material with which they are now familiar. They are encouraged to include any questions they have about related concepts and methods as launch points for further investigation. This helps provide a structure for exploration of the subject area.

The students work together in teams of 2 or 3 to develop their tutorial sheets together on a wiki to encourage team work and collaborative authoring as useful transferable skills. We do not prescribe the use of the wiki. The second cohort of students using the Tutorial Sheet practice largely chose to use third-party tools with which they were already familiar. The general feedback was that writing tutorial sheets was a positive and useful technique.

Parallel Session 4D: Cultural Perspectives

Venue: Roland Levinsky 011

Time: 09:30-11:00

Chair: Janice Gibbs

Feedback in intercultural e-learning scenarios: Challenges and solutions

Thomas Richter (University of Duisberg-Essen, Germany)

For learners, feedback, particularly criticism (review) can be a very strong motivator within their learning process. However, when stated in the wrong way or situation it also can turn into an insurmountable obstacle - in the worst case, learners drop out of their educational program. Different to face-to-face situations, in E-Learning, with the lack of eye contact, a crucial indicator for upcoming conflicts misses. Therefore, in case of misunderstandings, it is difficult for educators to intervene in time.

By using the Internet as communication technology, E-Learning provides a high potential for an international distribution of learning scenarios and applications. The need for receiving and understanding of feedback not only depends on the learners' individual situations and experiences but also, as shown in our research, has a cultural background. It therefore, can be expected that the conflicting potential in international settings is even higher.

By showing the results of our comparative study on cultural attitudes of learners in higher education which has been conducted in Germany and South Korea, we first will present feedback related aspects to raise the educators' awareness for the special challenges given through this educational setting. Afterwards, possible solutions are being discussed.

Gendered Impacts of Online Technologies: Strategies for Overcoming Gender Challenges to Learning in Higher Education

Sabri Serkan Gulluoglu (Istanbul Arel University, Turkey)

When considering the development of effective online education, instructors not only should consider the technologies involved but also the appropriate instruction models to serve an increasingly diverse student population. One important factor that is often overlooked in the design of online instruction is the effect of instructors' and students' gender on the virtual learning environments. An important aim of higher education is to provide a fair and equitable opportunity for each student to achieve academic success.

Males and females also tend to have different learning style preferences. These preferences can be categorized as connected versus independent communication and field dependent versus independent. Furthermore, these differences become apparent when examining relational and group dynamics as well as academic achievement.

In this study one of the most important approaches will be: it is so open that online learning has different effects on male and female students; also it has various effects on male and female faculty members.

If online instructors are to design and teach using an inclusive student centred pedagogy, they require additional training about various models of online instruction, as well as detailed information about student differences and how those influence learning.

This paper identifies gender-differentiated communication patterns and educational characteristics as a means of offering instructional design, delivery, and support strategies. Both instructor and learner dynamics are considered in light of current research as a means of promoting social equity.

Cultural Effects on Distance Learning in Higher Education: Situational, Dispositional Challenges & Multicultural Education

Sabri Serkan Gulluoglu (Istanbul Arel University, Turkey)

Advances in information technology and the massification of higher education have combined to create a culturally diverse national student population. Additionally, new programs are being designed and delivered to satisfy local needs worldwide, and new certifications are being conferred. Educational providers and students are moving across borders as the world enters an era of global distance education. Effective cross culture and cross border communications are essential elements of effective teaching and learning in this global environment.

Furthermore, individual access to and skills in the use of technology are moderated by factors such as socioeconomic status, gender, ethnicity, and culture.

This paper examines the challenges faced by students who do not belong to the majority culture served by their school. Two related topics will be discussed in the study. The first topic is the situational and dispositional challenges that confront many minority and cross border students in distance education. The second topic is a discussion of the multicultural communication and educational strategies that promote social equity and social justice.

The main titles will be situational challenges (digital divide, personal costs, computer mediated communication), dispositional challenges (field dependent cognitive style, collectivism etc.) and multicultural education.

As a result of this paper, as education is still largely a cultural process embedded in diverse national, ethnic, religious, linguistic settings, there are risks that cross border provision does not acknowledge and respect cultural sensitivities.

Parallel Session 4E: Workshop

Venue: Roland Levinsky 208/209

Time: 09:30-11:00

Creating blogs and websites for education

Matt Lingard (London School of Economics, England)

This session will focus on the use of the free WordPress publishing platform to create blogs and more standard websites for a variety of educational purposes including (but not limited to):

- * Delivering content
- * Reflective journals
- * Personal homepages
- * Discussion forums
- * News / announcements

This is a practical hands-on session in a computer lab; it is primarily aimed at delegates who have limited or no experience of creating and editing their own website or blog.

The session will begin by looking at a variety of existing blogs and websites in use by educators & learners which will provide a basis for a discussion about the potential of self-publishing platforms. This will be followed by a look at some of the issues that need considering when using these tools. This includes the pros and cons of using web2.0 tools not supported by your institution.

During the session participants will create a blog/website from scratch using wordpress.com. Topics covered in the hands-on section will include:

- * Designing the site
- * Updating the site
- * Linking to external websites
- * Adding multimedia and files
- * Managing multiple authors
- * Subscribing to blogs via email and RSS
- * Integrating with other web 2.0 tools

The session will conclude with a short presentation on the key guidelines for effective writing for the web.

Keynote Presentation 4

Venue: Roland Levinsky LT1

Time: 11:30-12:00

Session Chair: Steve Wheeler, University of Plymouth, UK



Keynote Speech
Sherry Terrell
Educator Outreach, Germany

Causing Ripples: Education transformation through Social Media

How do we begin to transform education and drown out the dominating voices of politicians, celebrities, producers, the media, and business gurus who feel they have the answer? Currently, over 50,000 educators are using social networks to collaborate and share their stories with learners and educators worldwide.

When we share and collaborate with schools worldwide we provide many educators with quality professional development. For these students and educators, our resources transform learning. We will discover what these global collaboration projects look like and their results. We will also see how educators, students, and parents feel about the way educators use social networks for learning and professional development.

Shelly Sanchez Terrell is the VP of Educator Outreach for Parentella and Social Media Community Manager for The Consultants-E. She is also the co-organizer and co-creator of the award nominated educational projects, Edchat, The Reform Symposium E-Conference and the Virtual Round Table conference. The New York Times learning blog has included her on its list of the top 78 educators to follow on Twitter and recently she has been listed as one of the Top 20 most influential tweeters in eLearning, training and HR. Visit her education blog, Teacher Reboot Camp, for resources for effective technology integration. In the fall of 2011 find her book, The 30 Goals Challenge for Educators published by Eye on Education. Participate with 5000 other educators in the online completion of these goals. Find her on Twitter as @ShellTerrell. She also teaches English to young learners and adults in Germany.

NB: This final plenary session will conclude with a short panel discussion followed by a prize draw. A buffet lunch will be provided for delegates, and there will be demonstrations of the 3D Vision Immersion Theatre on campus from 15.00 onwards. Please sign up at reception. Conference close.

FIRST CALL FOR PAPERS

The 7th Plymouth e-Learning Conference **Create, Connect, Collaborate: Learning in New** **Dimensions** **University of Plymouth, UK: 18th-20th April, 2012**

People have an innate desire to create, connect and collaborate. Arguably, these are the building blocks of good learning. But to create, connect and collaborate successfully, people need tools, applications, technology.

The last year has witnessed the introduction of some notable new technologies that support new forms of creativity and transform our abilities to connect and collaborate. The iPad is transforming personal learning experiences, the Xbox 360 Kinect is transforming control interfaces, and the Nintendo 3DS is transforming the gaming experience. 3D technology is more common place, mobile phones continue to evolve as smaller, more flexible and more powerful tools for learning, whilst the exponential increase in available applications enables us to enjoy location and context aware experiences. How will teachers and learners use these new tools? What new literacies and skills will teachers and learners need? What will be the benefits and limitations of learning technologies, and in what ways will teachers need to adapt to be able to harness their power? Will the needs of learners change as a result of changing demands from society? What is good pedagogy and best practice in the light of new and emerging technologies?

As in previous years, the conference welcomes proposals for paper, workshops, symposia, panels and demonstrations from across all sectors of education and training, focusing on areas such as:

- Emerging learning technologies
- Classroom learning technology
- New pedagogies and practices
- Mobile learning, ambient and pervasive technologies
- Games for learning
- Multimedia applications
- 3D Multi-User Virtual Environments
- Social media and social networking
- Digital literacies
- Digital identity

We are interested in hearing about innovative uses, best practice and case studies on the successful application of learning technologies, tools and media in authentic contexts.

Please visit the PeLC website for more details at:

www2.plymouth.ac.uk/e-learning

Conference Chair: Steve Wheeler

Supported by an International Programme Committee

Deadline for the receipt of 300 word abstract proposals: January 20th 2012