International Perspectives on Technology-Enhanced Learning
IPTEL 2013

Vancouver, Canada
July 11-13, 2013
### CONFERENCE SCHEDULE

**Location:** Walter Gage Residence (5959 Student Union Boulevard, Vancouver)

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<tr>
<th>THURSDAY, JULY 11</th>
<th>4:00 p.m.–6:00 p.m.</th>
<th>Registration and Information</th>
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<tr>
<td></td>
<td>6:00 p.m.–8:00 p.m.</td>
<td>Meet &amp; Greet</td>
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<tr>
<th>FRIDAY, JULY 12</th>
<th>8:30 a.m.–10:30 a.m.</th>
<th>Information and Registration in <strong>Fort Camp Lounge</strong></th>
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<tr>
<td>9:00 a.m.–10:15 a.m.</td>
<td><strong>WELCOME</strong></td>
<td>TOM SORK, Senior Associate Dean (Faculty of Education, UBC</td>
</tr>
<tr>
<td><strong>KEYNOTE 1</strong></td>
<td>JEFF MILLER (UBC</td>
<td>Canada)</td>
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<tr>
<td>The affordance of space—the importance of place: connecting learners in a networked world</td>
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<tr>
<td>10:15 a.m.–10:30 a.m.</td>
<td>Break</td>
<td>Light refreshments in <strong>Fort Camp Lounge</strong></td>
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<thead>
<tr>
<th>Concurrent Sessions A</th>
<th>Isabel MacInnes Room</th>
<th>Mary Murrin 3</th>
<th>Media Room</th>
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<tbody>
<tr>
<td>10:30 a.m.–11:20 a.m.</td>
<td>TONY REEVES (University for the Creative Arts</td>
<td>United Kingdom) via Blue Jeans Network</td>
<td>Workshop: MELANIE WONG (UBC</td>
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<tr>
<td>What about my Prezi? Evaluating Students’ perceptions of online collaboration and group work</td>
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<tr>
<td>Getting SMART: Virtual Word Walls</td>
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<tr>
<td>KAREN ARMSTRONG (UBC, York University</td>
<td>Canada)</td>
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<tr>
<td>The importance of creating a private space in an online world of constant surveillance</td>
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<tr>
<td>11:25 a.m.–12:15 p.m.</td>
<td>ANGELA NOVOA (Colegio del Sagrado, Corazon Apoquindo</td>
<td>Chile)</td>
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<tr>
<td>Deepening Comprehension of History through Video-making</td>
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<tr>
<td>Workshop: ERIC JANDCIU (UBC</td>
<td>Canada)</td>
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<tr>
<td>Integrating Digital Literacy into Undergraduate Science Curriculum</td>
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<tr>
<td>MARINA MILNER-BOLOTIN, JEONGHO DANIEL CHA, LATIKA RAISINGHANI (UBC</td>
<td>Canada)</td>
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<tr>
<td>An International Study of Technology Use in Mathematics and Science Teacher Education</td>
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<tr>
<td>12:15–1:00 p.m.</td>
<td>Informal light lunch in <strong>Fort Camp Lounge</strong></td>
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<tr>
<td>1:00 p.m.–2:15 p.m.</td>
<td><strong>KEYNOTE 2</strong></td>
<td>ERICA FRANK (School of Population and Public Health, Faculty of Medicine, UBC</td>
<td>Canada)</td>
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<tr>
<td>Co-establishing the world’s first courses that are for credit for free</td>
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<tr>
<td>2:15–2:30 p.m.</td>
<td>Break</td>
<td>Light Refreshments in <strong>Fort Camp Lounge</strong></td>
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<tr>
<th>Concurrent Sessions B</th>
<th>Isabel MacInnes Room</th>
<th>Mary Murrin 3</th>
<th>Media Room</th>
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<tbody>
<tr>
<td>2:30 p.m.–3:20 p.m.</td>
<td>SARANGAPANI KUMUDHAVALLI (SNDT Women’s University, India)</td>
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<tr>
<td>Reaching the unreached – Challenges and possibilities before an Indian Women’s University</td>
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<tr>
<td>CLAUDIUS SOODEEN (UBC</td>
<td>Canada)</td>
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<tr>
<td>Internationalization of Higher Education: Assessing the 4IN Model of Curriculum Internationalization</td>
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<tr>
<td>TANNIS MORGAN (Justice Institute of BC</td>
<td>Canada) &amp; MARK BULLEN (Commonwealth of Learning</td>
<td>Canada)</td>
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<tr>
<td>Crossing Boundaries: Exploring Social and Academic uses of technology in Higher Education</td>
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<tr>
<td>3:25 p.m.–4:15 p.m.</td>
<td>JEN-CHAI CHANG (National Taipei University of Technology</td>
<td>Taiwan)</td>
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<td>An Innovative Co-Teaching Model of Industry Teachers in Technical Colleges/Universities</td>
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<td>VALIA SPILOTOPOULOS (UBC</td>
<td>Canada)</td>
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<td>Outcomes assessment in higher education: Leveraging innovative tools to support global trends in educational quality assurance</td>
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<tr>
<td>DIANA IHNATOVYCH (UBC</td>
<td>Canada)</td>
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<td>My journey into second life: An authoethnographic narrative</td>
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<td>6:00–8:00 p.m.</td>
<td>Please join us for a CONFERENCE BBQ at <strong>University Golf Club (5185 University Boulevard)</strong></td>
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<td>To reserve a place for dinner, please connect with one of the conference volunteers.</td>
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<tr>
<td>Time</td>
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<td>9:00 a.m.–10:15 a.m.</td>
<td><strong>KEYNOTE 3</strong></td>
<td>DR. K. (BALA) BALASUBRAMANIAN (Commonwealth of Learning</td>
<td>Canada)</td>
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<tr>
<td>10:15 a.m.–10:35 a.m.</td>
<td>Break</td>
<td>Light Refreshments in <em>Fort Camp Lounge</em></td>
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<tr>
<td><strong>Concurrent Sessions C</strong></td>
<td>Isabel MacInnes Room</td>
<td>Mary Murrin 3</td>
<td>Media Room</td>
</tr>
<tr>
<td>10:35 a.m.–11:15 a.m.</td>
<td>JEFF MILLER &amp; DAVID VOGT (UBC</td>
<td>Canada)</td>
<td>Learners as Authors in Regenerative Course Design</td>
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<tr>
<td>11:20 a.m.–12:05 p.m.</td>
<td>JOHN GURMIN (National University of Ireland, City University)</td>
<td>The Incorporation of Constructive Social Media Methods into a Logic Module: Lessons, Challenges, and Possibilities</td>
<td>Workshop: STEPHANIE TOBIN (UBC</td>
</tr>
<tr>
<td>12:05–12:45 p.m.</td>
<td>Informal lunch in <em>Fort Camp Lounge</em> (Sessions resume in 40 minutes)</td>
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<tr>
<td><strong>Concurrent Sessions D</strong></td>
<td>Isabel MacInnes Room</td>
<td>Mary Murrin 3</td>
<td>Media Room</td>
</tr>
<tr>
<td>12:45–1:30 p.m.</td>
<td>ALEXANDRA MACDONALD, HEATHER FISHER, MARINA MILNER-BOLOTIN (UBC</td>
<td>Canada)</td>
<td>Using technology for conceptual learning in physics teacher-education: engaging teacher candidates as learners and teachers</td>
</tr>
<tr>
<td>1:35 p.m.–2:20 p.m.</td>
<td>SUNAH CHO (UBC</td>
<td>Canada)</td>
<td>Revisiting “Multiliteracies” approaches for flexible learning</td>
</tr>
<tr>
<td>2:20 p.m.–2:35 p.m.</td>
<td>Break</td>
<td>Light Refreshments in <em>Fort Camp Lounge</em></td>
<td></td>
</tr>
<tr>
<td>2:35–3:20 p.m.</td>
<td>KYLE STOOSHNOV (UBC</td>
<td>Canada)</td>
<td><em>Digital Maps for Fictional Worlds</em></td>
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<tr>
<td>3:25 p.m.–4:45 p.m.</td>
<td><strong>KEYNOTE 4</strong></td>
<td>TONY BATES (Tony Bates Associates Ltd.</td>
<td>Canada)</td>
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**CONNECT TO WI-FI using the ubcvisitor network, and enter your email address.**
Jeff Miller is the Senior Manager, Flexible Learning Initiative, with the Centre for Teaching, Learning and Technology at the University of British Columbia. He teaches two courses in UBC’s Masters of Educational Technology, “Text Technologies: the changing spaces of reading and writing,” and “Design of technology supported learning environments.”

He has worked with faculty at UBC and International universities to develop distance and blended courses and programs, designed commercial educational media, and has provided faculty development workshops in pedagogy and technology at universities in North America, Europe, Africa and Asia.

The affordance of space–the importance of place: connecting learners in a networked world

This presentation will consider the interplay of physical and virtual spaces for learning in contemporary post-secondary contexts, where disruptive technologies and informal, networked spaces for social interaction are impacting traditional boundaries of academic culture.

Drawing upon his experience as a distance educator and, more recently, as the program manager for Flexible Learning at UBC, the speaker will provide examples of UBC’s evolving strategies to engage students, faculty and communities within familiar and unfamiliar learning spaces.

flexible.learning.ubc.ca
Dr. Tony Bates  
Tony Bates Associates Ltd., Canada | Saturday, July 13 | 3:25 p.m.

Tony Bates is President and CEO of Tony Bates Associates Ltd., a private company specializing in consultancy and training in the planning and management of online learning and distance education. The company was started in 2003, and since then has served nearly 100 clients in 30 countries. Clients include the World Bank, OECD, UNESCO, national ministries of education, and several U.S. state higher education commissions.

He was Director of Distance Education and Technology in the Continuing Studies Division of The University of British Columbia, Vancouver, Canada from 1995 to 2003 and also Research Team Leader of MAPLE, the Centre for Research into Managing and Planning Learning Environments in Education.


He has received honorary degrees for his research from Laurentian University, Athabasca University, the Open University of Portugal, the Open University of Hong Kong. His blog on online and distance education is read worldwide, with 30,000 hits a month.

**Global Trends in Technology-enabled learning**

Technology-enabled learning is rapidly developing around the world. MOOCs, mobile learning, open universities and open educational resources are just some of the technologies touted as solutions to the world’s educational problems. This presentation takes a look at the hard realities. What is actually happening? Who are the world leaders in this field - and what does that mean? The presentation looks at actual achievements, the barriers, and the challenges to be overcome in making quality technology-enabled education available to all.

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Dr. K. (Bala) Balasubramanian  
Commonwealth of Learning, Canada | Saturday, July 13 | 9:00 a.m.

Dr. K. Balasubramanian (Bala) joined the Commonwealth of Learning on 2 January 2009 as Education Specialist, Food Security and Environment. Most recently an independent consultant to international agencies including UNDP, NR International UK and COL, he was instrumental in designing and implementing COL’s Lifelong Learning for Farmers programme.

Dr. Bala has more than 20 years of experience in development, including initiating information and communication technology for development (ICT4D) activities and sustainable natural resource management. His past roles have also included capacity building and human resource development using ICT in the rural sector, agriculture and animal husbandry. Dr. Bala holds a Ph.D. in Sociology from Bangalore University.

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Karen Armstrong
The University of British Columbia, York University, Canada

The Importance of Creating Private Space in an Online World of Constant Surveillance

Author: Karen Armstrong

This paper explores the importance of privacy in a contemporary online world. Central to the discussion is the Lacanian idea of the postmodern fragmented self. The work begins with a consideration of the concept of a postmodern as distinct from a monolithic self.

Particular attention is devoted to the ways in which contemporary life and technology in particular seem to have multiplied the various faces or masks which we present in different contexts at work, with our families, friends and online or face to face.

Within this context, the metaphor of the panopticon is explored. Next, a brief history of the ideas of privacy and surveillance follow. Following this, a consideration of the ways in which concepts such as Privacy By Design (PBD) ensure that respect for individuals is embedded in the visibility and transparency of large-scale networked data systems and in an age of Big Data.

Finally the paper ends with an affirmation of the importance of each of us giving thought to the individual creation of private space as an essential component of our spiritual and emotional well-being in today’s wired world.

Swaym Prabha Bedi | National Institute of Technical Teachers’ Training and Research (NITTTR), India

On-line assessment: Students’ Perceptions

Author: Swaym Prabha Bedi

Assessment is an integral component of any teaching learning process. With the increasing use of information and communication technologies, there is a move to switch to on-line assessment to enhance learning. Evaluators can use vast array of questions, however pedagogical considerations like representation of the subject content in framing online tests will have to be adhered to. Online assessment has potential to randomize questions and making testing adaptive, thus increasing effectiveness of assessment.

On-line assessment because of its distinct features and advantages is becoming popular in India as well. Joint Entrance Examination is one such competitive examination for getting admission in most of the Engineering Colleges in India. It was earlier conducted through conventional paper-and-pencil test. Recently, students are given an alternative option to appear for this examination on-line. This way of assessment is novel and potentially a source of anxiety for the students, especially when important career decisions are at stake. This survey was conducted to study the perceptions of the students for appearing in online test. There were mixed opinions for and against the online examination. Findings and educational implications are discussed in the paper.

Jen-Chia Chang
National Taipei University of Technology, Taiwan

An Innovative Co-Teaching Model of Industry Teachers in Technical Colleges/Universities

Author: Jen-Chia Chang

The “Introduction of Industry Teacher Plan”, which was organized and implemented by the Ministry of Education since 2010, has been highly affirmed by teachers and students of technical colleges/universities in Taiwan. The industry sectors extended and industry teachers invested in the plan are in the upward trend gradually; besides, there are more and more colleges willing to share the effectiveness.

The substantial effects risen from the plan which are generally considered by teachers and students have been mentioned in the Report of Achievements in many occasions; however, even though progressive assistance in teaching has been rendered by these industry teachers, their claims, including but not limited to, insufficiency behind governmental subsidies and inflexibility of course duration still remained.

Therefore, first of all, the study analyzed function and roles the co-teaching model behind industry teachers is supposed to play, and compared them with current implementation of domestic co-teaching by industry teachers of technology colleges that a few of improvements might be found; Finally, the study proposes an innovative co-teaching model for industry teachers of technical colleges in more feasible form.

The teachers and students have pointed out that this mode can expand their learning horizons. Especially for the students, it can help them get an early understanding of the status of the industry.
**Sunah Cho**  
The University of British Columbia, Canada

*Revisiting “Multiliteracies” approaches for Flexible Learning*

Author: Sunah Cho

The University of British Columbia (UBC), a culturally and linguistically dynamic and diverse learning community with 14% of their students coming from 145 international countries (UBC Facts & Figures, 2010/2011), launched Flexible Learning Initiative which aims to enhance the learning experience of UBC students who have various backgrounds and needs for learning.

With the new wave in online learning, Massive Open Online Courses (MOOCs) and Open Educational Resources (OERs), Flexible Learning has emerged as the new facet of teaching and learning. While Flexible Learning has long played a role in enhancing the student learning experience, its philosophies and systems are being revisited and reshaped in light of the new forms of technology and the changing local and global environments.

Within the ever changing, multimodal, and dynamic learning environments, it is critical and timely for educators to revisit necessary elements of student success and approaches to improve pedagogical practices. The New London Group (1996) presented a theoretical overview of the connections between the changing social environment students and teachers face and a new approach to literacy pedagogy that they call “multilitacies.” This paper attempts to address Flexible Learning through the lens of literacy pedagogy, multiliteracies.

**John Haydn Gurmin**  
National University of Ireland, City University

*The Incorporation of Modern Social Media Methods into a Logic Module: Lessons, Challenges, and Possibilities*

Author: John Haydn Gurmin

Debates currently exist with regard to the value of integrating modern social media methods in higher education and some resistance to the incorporation of new social media to enhance traditional pedagogical approaches is encountered. There is a need, however, to be self-critical about education pedagogy, otherwise, we face the danger of stagnation in education practices.

Indeed to presume that traditional forms of education are best can be a fallacious position based on the fallacy of an appeal to tradition. Many tertiary institutions, however, have been augmenting purely instructionalist models of education with constructivist forms that take advantage of the developments in modern technology.

Following this model of augmenting a purely instructionalist approach, this paper argues that the inclusion of modern social media methods can aid with a more constructivist approach in the discipline of logic.

As such, this paper explores descriptively the possibilities and challenges that arose when new social media were implemented in a logic module. It will be argued that, notwithstanding the challenges, modern social media, e.g., twitter, screencasts, and youtube, offer innovative ways to assist with teaching, and aid with the assessment of knowledge acquisition.

**Hsiao-Cheng (Sandrine) Han**  
The University of British Columbia, Canada

*Teaching visual learning through virtual world viewing, creating, and teaching experiences: Why we need a virtual world for education?*

Author: Hsiao-Cheng (Sandrine) Han

Many educational possibilities happen in visually animated 3D virtual worlds. This kind of environment captures students’ interests, making them willing to spend more time to learn. Everything students do in the virtual world can be a learning experience.

The UBC Virtual Immersive Education World (VIEW) is Dr. Han’s research project funded by the UBC Faculty of Education since 2012. This paper discusses the process and outcome of the UBC EDCP course: Visual learning in 3D animated virtual worlds. This course uses virtual worlds as learning environments for education and focuses on the importance of learning through the visual in the virtual world.

Through this course, students examine how people learn from their vision, how they can use visual learning skills to help their own students to learn, and create their own virtual learning space in accordance with good visual learning principles and present teaching demonstrations in the virtual world.

While educators are trying to teach the deep understanding of visual learning theories and hope students will be able to apply these theories into practice, virtual worlds might be one of the best solutions for current educational field.
Diana Bohdanivna Ihnatovych  
The University of British Columbia, Canada

My Journey into Second Life: An autoethnographic narrative

Author: Diana Bohdanivna Ihnatovych

In my autoethnographic narrative, I wrote about my learning experiences in Second Life and my pedagogical journey to understanding the implications of what it means to learn in a virtual world and potential educational effectiveness.

As a part of my discovery and learning about Second Life, I interviewed several key global thought leaders in virtual learning and online media from IBM Centre for Advanced Learning, included their answers and shared their experiences based on the following questions: “What do you think about the potential for 3-D virtual worlds in education? Did you have any learning experience in the virtual world? What kind of experience did you have in/with Second Life? Do you think it could be/is successful educational environment? What problems did you experience? What do you like or don’t like about it?”

Their depth of knowledge and experience, coupled with the academic background I gained from Han’s UBC class, culminated in a narrative story of my journey that I would like to share with others.

Alexandra MacDonald, Heather Fisher, Marina Milner-Bolotin  
The University of British Columbia, Canada

Using technology for conceptual learning in physics teacher education: engaging teacher-candidates as learners and teachers

Authors: Alexandra MacDonald, Heather Fisher, Marina Milner-Bolotin

Teacher-candidates’ educational philosophies are influenced by their prior academic experiences. The Teacher Education Program (TEP) provides multiple opportunities for them to reflect on these experiences and to envision the learning environments they will be designing for their digital-savvy students. This places great responsibility on their TEP instructors to model effective use of technology in courses. The goals of the study are to (a) model active engagement with educational technologies in a physics methods course; (b) explore clickers as a mechanism for active engagement; and (c) examine if and how teacher-candidates’ epistemological views were impacted through active engagement with technology-enhanced pedagogy.

Jeff Miller, David Vogt  
The University of British Columbia, Canada

Learners as Authors in Regenerative Course Design

Authors: Jeff Miller, David Vogt

The challenge of designing learning experiences that can be continuously current, relevant and vital to successive sets and streams of learners is increasingly difficult in the global online classroom.

Knowledge changes overnight. The bloom of beautifully rendered content fades even as it is offered the first time. Students arrive with unpredictably diverse backgrounds and expectations. Instructors can’t be expected to cope with this growing complexity and burden, nor does technology in itself provide a resolution. For the learning opportunity to be sustained, a new model of regeneration is required.

Since 2004 the authors have been refining such a regenerative model with an online graduate course in the Master of Educational Technology (MET) Program at the University of British Columbia (UBC). In the “Ventures in Learning Technology” (ETEC522) course the students themselves are the source of regeneration. The learning experience comprises role-playing, analysis of real world ventures, exploration of emerging technologies markets, and the championship by every student of an original venture concept within an internal venture forum.

The authors of this paper, through multiple iterations of ETEC522, have gained valuable insight into how this model can engage students, reward instructors, and benefit the larger process of knowledge creation in authentic and sustainable ways.

This research connects with the ideas of networked participatory scholarship and is currently being applied in the design of flexible new peer-moderated, reputation-driven courses at UBC.
Marina Milner-Bolotin, Jeongho Daniel Cha, Latika Raisinghani  
The University of British Columbia, Canada

An International Study of Technology Use in Mathematics and Science Teacher Education

Authors: Marina Milner-Bolotin, Jeongho Daniel Cha, Svetlana Chachashvili-Bolotin, Latika Raisinghani

Teacher Education Programs shape teacher-candidates’ experiences with technology-enhanced learning environments. Current study investigates common technology implementation practices and attitudes of teacher-educators about technology integration in Canadian and South Korean contexts.

It employs socio-constructivist theoretical framework combined with the notion of Technological-Pedagogical Content Knowledge, to shed light on how mathematics and science teacher-educators use educational technologies in relevant methods courses.

The goals of the study are (a) to investigate the extent of technology integration in relevant methods courses in teacher education programs in these countries; and (b) to examine teacher-educators’ attitudes about technology integration in mathematics and science teaching and learning.

Tannis Morgan  
Justice Institute of British Columbia, Canada

Mark Bullen  
Commonwealth of Learning, Canada

Crossing Boundaries: Exploring Social and Academic Uses of Technology in Higher Education

Authors: Tannis Morgan, Mark Bullen

This paper reports on a study that used third generation activity theory and boundary crossing (Engestrom, 2001) as a framework to investigate how postsecondary students think about and use digital technologies in their social and academic lives.

Digital technologies are an important part of the social and educational lives of young people, as it is for most students in the developed world.

Educators around the world are scrambling to understand the rapidly changing technological landscape and determine how, or if, their teaching should change to accommodate emerging technologies.

We are told that students want educators to be flexible in accommodating and incorporating new information and communication technologies (ICT) into their teaching, and to accept that their social use is relevant to their educational use.

And while there may not be a generational basis for this contention, the question of how ICTs should be used in teaching and learning in higher education remains to be explored. Specifically, what are the pedagogical implications of social and educational uses of ICTs? How do students and faculty think that ICTs should be used in their teaching and learning? Are there similarities between different types of institutions, both locally and globally, in how students and faculty understand this question?

In this presentation, we report on the findings of one of our research questions: Do postsecondary students distinguish their social and academic use of ICTs?

Angela Novoa  
Colegio del Sagrado Corazón Apoquindo, Chile

Deepening Comprehension of History through Video-making

Author: Angela Novoa

History may be far removed from the reality of our students and, therefore, not significant to them. If we develop lesson plans that allow students to reflect on how the past impacts our present, history might be a relevant subject. Before the 20th century we had access to written documents, paintings, music or photographs, but we did not have tapes and videos as an evidence of the past.

This paper is about a project based assessment (PBA) experience. Students produced short TV news reports about different topics of the World History of the 20th century. They researched and adapted their scenarios, clothing and ways of communicating into the features of the past.

This PBA integrates technology for promoting collaborative learning and knowledge-building. It was designed in 2012 for students of grade 9, at Colegio del Sagrado Corazón Apoquindo (Chile), for History and Social Studies. Teachers Carolina Fontaine, Loreto Lizana and Angela Novoa redesigned this experience in 2013, in the course Teaching to Standards With New Technologies 1 at Harvard Graduate School of Education. We will develop the new lesson during September with our current students of grade 9. This paper will describe last year experience, its results and 2013’s design.
Sushama Chandrakumar Powdwal  
SNDT Women’s University, India  

Scholarship and Copyright: A Study of IPR Policies of Institutions of Higher Education in India  

Author: Sushama Chandrakumar Powdwal  

Creation and publication of scholarly publications is a crucial concern of institutes of higher learning today. Institutes of Higher Education play a dual role of generating and publishing scholarly information and also disseminating the same, making it available to the students and the community. This brings in the question of protection of rights of the authors and institutions themselves. 

The IPR policies of these institutions play a very important role, as the rights of creators and publishers of information need to be protected. The paper will present the study of copyright and scholarship in the light of IPR policies formulated by Indian universities and academic institutions of higher education. It will discuss the implications of scholarly contributions of the faculty and (research) students, issues of ownership of copyright and the role academic institutions in India played so far. 

In light of Copyright Act of India and changes in the Higher Education Scenario, the paper will consider whether the IPR policies of institutions in India try to protect authors’ and scholars’ rights and cover issues like plagiarism adequately. 

With the changed scenario of scholarly communication in the digital world, open access movement, assessment of performance index recommended by University Grants Commission, it will further discuss whether the IPR policies published by Indian universities facilitate scholarship and safeguard the interests of authors and scholars in higher education. 

Tony Reeves  
University for the Creative Arts, United Kingdom  

What about my Prezi? Evaluating students’ perceptions of online collaboration and group work  

Author: Tony Reeves  

Despite the exponential growth in the use of e-learning technologies in education there is still considerable doubt as to whether these tools enhance learning (Oliver, 2012). However, providing students with opportunities to use online technologies is an important part of preparing them to succeed in the changing global economy (Switzer, 2008). 

Designing opportunities for students to learn effectively using technology should therefore be a priority for Faculty and those involved in Faculty development (Winter et al, 2010). This paper investigates the potential for online tools to support group work and develop collaborative skills. 

An activity was designed around Prezi, an online presentation tool that supports mind-mapping. Students collaborated asynchronously in groups, adding and commenting on relevant images. With the help of the tutors, students then identified relationships between groups of images in order to develop new fashion trends. 

The researchers used a case study methodology to conduct the study. The data showed that while students favoured the used of Prezi as a tool to support group work they also employed other tools to communicate and collaborate during the activity. This research will be of interest to those involved in online activity design and pedagogies supporting constructivist approaches to learning. 

Kumudhavalli - Sarangapani  
SNDT Women’s University, India  

Reaching the Unreached – Challenges and Possibilities in an Indian Women’s University  

Author: Kumudhavalli - Sarangapani  

SNDT Women’s university, established by a renowned social reformer ‘Maharshi Dondhu Keshav Karve’ in the year 1915 in Mumbai, has its mission statement as “Empowerment of women”. In its history of more than nine decades, the university has surged ahead from bringing education to widows to offering innovative programmes for empowerment of women. 

The convergence of technologies offers new opportunities for informal and formal learning. In the age of personal and technical mobility, the opportunities to create learning communities and to sustain life long learning have increased. Technology enabled learning has emerged as an effective means of imparting knowledge. The Indian education system with its inherent problems of large numbers, inadequate infrastructure and financial scarcity has identified that co-evolution of technology and learning is offering new ways to represent knowledge, new educational practices to enhance quality, which is low cost,
people building and has long lasting effects.

The University in its aim to reach the educationally deprived populations of women have used this opportunity in face of challenges encountered. It is exploring learning futures that incorporate digital technologies in innovative and transformative ways. New technologies have made it possible for students to have an enhanced environment of learning.

This paper will present the initiatives of the university with a special focus on one such experiment to address the issue of empowering women from remote and mofussil areas.

Afsaneh Sharif, Hosein Moeini
The University of British Columbia, Canada

Quality of Online Learning through Instructional Designer’s Lens

Author: Afsaneh Sharif, Hosein Moeini

Defining quality and designing a quality online course can be challenging due to the continuously changing and emerging technologies within the online environments. This study examines quality of online learning through instructional designers’ perspectives since they play a critical role in meeting the learners’ expectation of high quality online programs.

The aim of this paper is to explore the quality of online learning through a survey in which instructional designers were asked to rate the key areas of quality course development using a modified version of the Quality Matters rubric.

The results of our study highlight areas instructional designers focus on and find most important as well as demonstrate the difference between the perspectives of instructional designers and learners. Although there has been a shift to learner centered online environments in the recent years, the results of the study indicate that important criteria such as learner support and accessibility have not been emphasized enough by the instructional designers.

In light of the findings it seems that more research is required to improve the generalization of the existing study’s results while identifying the numerous factors that influence instructional designers’ approach in developing high quality online learning materials.

Claudius Soodeen
Red River College, Canada

Internationalization of Higher Education: Assessing the 4IN Model of Curriculum Internationalization

Author: Claudius Soodeen

This paper presents the research undertaken in my MA project that examined a socially-just model of curriculum internationalization that I devised. The overall research question asked “how is the 4IN Model of curriculum internationalization useful for planning, implementing, assessing and constructing courses, curricula, programs and policies from a social justice perspective” - is it complete enough in terms of its elemental criteria, inclusivity and practicality?

I interviewed practitioners and researchers versed in the theory and practice of internationalization or in social justice for their expert critique on the Model. The results showed that with refinement, it could be viable for policy and curriculum development and technology implementation.

This model attempts to change our thinking about what we (Canadian educators) teach and how we teach it so that we can build understanding through relationship and dialogue. If we view internationally-based students, not as fee-paying clients but as experts with knowledge we do not have, we can take steps towards a more socially-just version of internationalization.

Valia Spiliotopoulos
The University of British Columbia, Canada

Outcomes assessment in higher education: Leveraging innovative tools to support global trends in educational quality assurance

Author: Valia Spiliotopoulos

This session will address the solutions, challenges, and possibilities that learning technologies play in quality assurance issues related to outcomes assessment and curriculum improvement initiatives at the post-secondary level.

More specifically, this presentation will provide an overview of a technology-enhanced outcomes assessment project which evaluates student learning in business knowledge, skills, and values across various programs at the UBC Sauder School of Business. A discussion on the national and international
implications of quality assurance in higher education in an increasingly online pedagogical environment will also be discussed.

First, the session will describe the ‘Assurance of Learning’ process required for business school accreditation and will address the lessons-learned and challenges experienced.

Second, the session will provide an overview of the benefits and limitations of traditional software tools initially used for data collection, management, and report generation, and explain the key transition into using online tools that connect to an institutional learning management system, such as Blackboard’s Outcomes module.

Faculty development and technology support issues will also be addressed, as well as the importance of creating an online architecture and assessment system that meets FIPPA requirements and generates valid and reliable data that can inform curriculum redesign efforts.

Kyle John Stooshnov  
The University of British Columbia, Canada

Digital Maps for Fictional Worlds

Author: Kyle John Stooshnov

From Homer’s Troy (recreated from oral tradition into the printed epic poem *Iliad*) to more modern versions of Middle Earth (in Jackson’s film adaptations of Tolkien’s novels *Hobbit* and *Lord of the Rings*), authors and artists strive to make fictional worlds seem real by embracing the latest technology. Today, the mobile technology found widely in most North American classrooms gives students an opportunity to locate and recreate places with tools as simple as Google Maps and SketchUp.

Research into current educational use of handheld devices finds limited classroom access. They are reserved mainly for mathematics, science and social studies lessons. This paper will examine the potential for applied research into language arts mobile learning where students can explore the fictional world and co-create settings from novels and stories with their own digital maps.

Using Jasper Fforde’s novel series *The Last Dragonslayer* as a middle grades text, students are encouraged to use familiar handheld applications to recreate their own version of places found in the text. The readers help remediate the text from the printed page to a growing Internet resource, and information shared within the classroom can be linked to other classrooms in schools around the world.

The opportunity to create digital maps for places found in fiction will also demonstrate how thoughtful an author should be when telling a story, and students can reflect on how much of their own creative writing can be recreated with mobile devices in the classroom.

Kwesi Yaro  
The University of British Columbia, Canada

Online Assessment of Online Learning: Prospects, Challenges, and Recommendations

Author: Kwesi Yaro

Traditionally, assessment of learners in both higher and elementary education has primarily focused on measuring knowledge retention and application of knowledge through paper and pencil based tests, academic assignment and homework. As education delivery expands through online learning, assessment of students in online situations has become an issue of concern.

Assessing students online is usually done using web-based or secure site assessment. This paper discusses the prospects and challenges in designing and administering online assessment in 3D virtual world environments such as Opensim and Secondlife.

The paper further explores the possibility of allowing students to create a useful learning community by writing their own online assessment questions, and providing explanations to answers using PeerWise – a web based multiple choice question repository built by students. Despite some challenges, employing online environments, PeerWise, and 3D animated virtual world environments could be an alternative means of assessing multiple learning domains involving deep understanding and application of knowledge in complex learning context in a more relax manner.

These learning environments also have the potential of reducing test anxiety among learners.
Matiul Alam  
The University of British Columbia, Canada

Seeing e-Learning from social business perspectives

This paper examines how Bourdieusian perspective can enable a powerful sociocultural analysis of open and distance education principles, and serve as an effective tool in understanding relations of hierarchy and domination which are common in our current teaching and learning practices.

It brings together a number of major concerns, some of which are examined to illustrate social and anthropological foundations of an online instructional program at the post secondary level. Instructional designs that evolve with each generation of pre-structured technologies continue to overlook inclusion of local knowledge and ensure diverse relationships between individual agents and their contextual environment in any non-flexible, non-inclusive delivery system.

This paper suggests that open and distance education provision offers a "system" or a "scheme," which in the process often gets reduced to a habitus due to its inherent unifying principle if the program is not flexibly designed emphasizing intercultural competencies of the educators, ensuring diversity of thoughts including entertaining non-structural knowledge, respecting alternative voices, allowing alternative and local resources and employing contextually valid inclusive assessment system.

Eric Jandciu  
The University of British Columbia, Canada

Integrating Digital Literacy into Undergraduate Science Curriculum

Wikipedia defines digital literacy as “the ability to effectively and critically navigate, evaluate and create information using a range of digital technologies.” But what does digital literacy look like in the context of undergraduate science curriculum?

This workshop will help attendees generate strategies for integrating digital literacy into undergraduate science courses together with aspects to consider before implementation that will help them make choices that are right for their course.

Working in small groups, participants in this workshop will brainstorm answers to the question, “What do you think of when you think of digital literacy?” As a group, we will create a list of criteria that define digital literacy, draw relationships between these criteria, and transform the criteria into learning objectives.

Next, we will compile a list of digital technologies that could be used to satisfy some or all of our digital literacy learning objectives and discuss the advantages, disadvantages, and challenges associated with these.

The scaffolding students would require before they can successfully use these digital technologies will be included in these discussions.

Diane Jacqueline Salter  
Kwantlen Polytechnic University, Canada

Approaches to Technology Use to Enhance Deep Learning

In this workshop, participants will engage in active learning to explore how approaches to technology in teaching, by award winning teachers from international universities, might be used in their subjects. The workshop will begin with a brief summary of the literature on deep vs. surface learning (Salter, 2013; Prosser & Trigwell, 1999; Prosser et al, 1994).

In a study conducted by Salter (2013) the predominant approach taken by the award-winning teachers was an approach that has been described as a conceptual change/student focused approach to teaching versus an information transmission/teacher focused approach. The former approach is consistent with students taking a deeper approach to learning.

The use of technology in teaching in this group of award-winning teachers extended beyond content delivery to provide opportunities for active pre, post and in class learning.

Examples of how technology affordances were used will be described during the workshop and participants will have a chance to consider how deep learning can be promoted in their classes.

Stephanie Tobin  
Central Okanagan School District, Canada

iPads in the Elementary Classroom

In this workshop, Bates and Pooles’ (2003) SECTIONS framework is applied to using iPads in the elementary classroom. SECTIONS is used by educational technologists when considering which technology would best suit various settings.

The intended audience is those who are contemplating or beginning to use
iPads with their students. This workshop will highlight the logistics, advantages and pitfalls of this tool. As we move toward 21st century teaching, iPads could potentially play a major role in leading students to become innovators, critical thinkers, collaborators and contributors.

We should use the iPad’s design and affordances to transform pedagogy instead of assimilating it into traditional practices. Pedagogy has more influence on the quality of work than any tool may (Carr, 2012, Kennewell, Tanner, Jones & Beauchamp, 2008; Kershner, Mercer, Warwick & Staarman, 2010; Mohon, 2008; Papert, 1980; Warwick & Kershner, 2008).

We must blend iPads into the curriculum mindfully to enhance learning and teach digital literacy at the same time.

Melanie Wong  
The University of British Columbia, Canada

Getting SMART: Virtual Word Walls

Teachers continue to use L1 instructional techniques and programs on English as a Second Language (ESL) students (Gunderson, 2009). Research has indicated that students need to be intentionally taught vocabulary (Laufer, 2003; Gunderson, 2009). Strategies such as glosses, word focused activities and bilingual dictionaries are proven to have positive effects on ESL reading (Lomicka, 1998; Laufer, 2003). Technology should be used as a tool by educators, students and policy makers (Warshauer, 2002).

SMART boards are one of learning tools, which is actively being used in the K-12 classroom. Research has indicated positive gains for both limited proficient students in English and learning disabled students when using a SMART board (Wuerzer 2008; Mechling et al, 2007).

Focusing on a graduating paper inquiry, this workshop investigates how content area vocabulary can be taught through the usage of a SMART virtual word wall. Using a variety of modes (i.e. visuals, sounds, and text), virtual word walls offer an interactive multimodal learning experience for students. Participants will learn how to build virtual word walls using SMART notebook software.