Thursday

08:00-09:00

REGISTRATION DESK OPEN

09:00-09:35

CONFERENCE OPENING
   Homer Stavely, Common Ground Publishing

09:35-10:05

PLENARY
   Antonio Rodriguez de las Heras, University Carlos III of Madrid

10:05-10:40

PLENARY
   Doug Belshaw, Mozilla Foundation

10:40-11:20

BREAK & GARDEN SESSION

11:20-12:10

TALKING CIRCLES

12:10-13:00

LUNCH

13:00-13:45

FOCUSED DISCUSSION
   Room 1
Thursday

Building a Community of Practice for Hybrid Instruction
Kate Lyons, Hostos Community College/ CUNY, United States — Carlos Guevara, Hostos Community College - CUNY, United States — Sandy Figueroa, United States — George Rosa, United States — Jacqueline DiSanto, United States

The presenters will discuss The Hybrid Initiative, Hostos Community College’s incentive-based model to increase the number of courses offered by the college that are taught partially online.

Development of a Ubiquitous Social Learning Tool for Idea Organization
Dr. Toru Fujimoto, The University of Tokyo, Japan

We develop a ubiquitous idea-generation and tree diagram creation tool that supports individual learning as well as group activities such as brainstorming and a Work Breakdown Structure review.

The Effect of Online Discussion Forums on Writing Competency in Emirati University Students
Aubree Evans, Zayed University, United States

I will present the results of my study comparing the use of online versus oral discussion questions in Emirati university classrooms.

Information Literacy in a Digital Age: Using Social Media and Service Learning to Teach 21st Century Literacies
Monica Fusich, Madden Library, United States

Course content, active learning and flipped classroom exercises as well as virtual student projects regarding information, digital and media literacy projects will be shared.

Unpacking Online Instruction: A Comparative Study of Communication Milieus
Dr. David Pugalee, University of North Carolina at Charlotte, United States

The study compares pre-service teacher candidates’ interactions during online and face-to-face discussions as they solved a mathematics problem. A self-regulated learning framework was applied in the analysis.

What Ubiquitous Technology Cannot Do for Education
Dr. Riley Maynard, Southern Illinois University Edwardsville, United States

This presentation calls for all educators to stop the perils of greed, rash judgments, and power abuses that will sacrifice the quality, dignity and morality of teaching.

14:00-15:15

SOCIAL MEDIA AND LEARNING
Room 1

The Cultivation of Interpersonal Communication within Social Media Learning and Environments: Transformation, Trends and Challenges
Dr. Otis Thomas, Bowie State University, United States

This article examines transformation challenges facing the practice of teaching traditional pedagogies synchronous with new social media technology.
Thursday

Transforming the Way Practitioners Perceive the Use of Social Media Tools: A Community of Practice Approach
Dr. Gavin Baxter, University of the West of Scotland, United Kingdom — Prof. Thomas M. Connolly, University of the West of Scotland, United Kingdom

This paper examines the salient barriers towards adopting social media tools within the workplace and provides an overview of a current EU Project that assists to overcome them.

Using Social Media and Cloud Services to Facilitate Teaching and Learning in Teacher Education Courses
Dr. Yiu Chi Lai, The Hong Kong Institute of Education, Hong Kong Special Administrative Region of China — Dr. Tak Wah Wong, The Hong Kong Institute of Education, China

This paper aims to investigate the potential of using social media and other cloud services to foster teaching and learning in teacher education courses.

Changing Pedagogies
Room 3

Extension of Ubiquitous Computing to Physical Learning Spaces
Dr. Philip Wong, National Institute of Education, Singapore — Dr. Wenli Chen, Singapore — Dr. Ashley Tan, Singapore — Dr. Marissa Wettasinghe, Singapore

Pre-service teachers were provided with a laptop to enable them to study in a ubiquitous computing environment. Based on results, physical classrooms were redesigned to support students’ ubiquitous learning.

Shifting the Learning Agency: From Teacher-centered Approach to Learner-centered Approach for Working Adults
Dr. Bob Barrett, American Public University, United States

This paper addresses how to switch from the historical teacher-centered approach to a more modern adaptable of the learner-center approach to address the needs of working adults.

Web Conferencing Assessment: Closing the Gap between the Library and Its Online Users
Sheila Bonnand, Montana State University, United States — Mary Anne Hansen, Montana State University, United States

Presenters will share their successful experiences using web conferencing to extend library instruction opportunities to students wherever they are and discuss the importance of assessment to identify and overcome challenges.

15:15-15:30

Coffee Break

15:30-17:10
E-\textsc{Innovations}

\textbf{Room 1}

\textbf{A Didactical Model to Teach in 3D Environments: The TYMMI Project}
Dr. María Graciela Badilla Quintana, Universidad Católica de la Santísima Concepción, Chile

This paper presents a model of pedagogical practices implemented in 3D environments that allow the development of a complementary model of education to strengthen the professional performance of students.

\textbf{iEntrepreneurship: Encouraging Innovation through Partnership}
Dr. M. Nauman Farooqi, Mount Allison University, Canada — Dr. Laurie Ricker, Mount Allison University, Canada

This presentation will share the experience of an entrepreneurship course in which Business and Computer Science students partnered to study and experience entrepreneurship on a micro-level by developing Apps.

\textbf{The Intermediality in Education of Art: Innovation of Methodologies on the Level Grammer School and University Teaching}
Hana Babyradova Stehlikova, MU Brno Czech Republic, Czech Republic

Intermediality is one of the most important innovative pedagogical principles in education of art. My paper discusses the current state of the use of intermediate means in education of art.

\textbf{A Multi-modal "E-Supervisor" in Distance Education}
Gang Chen, Continue Education College, Shanghai JiaoTong University, China — Ruimin Shen, Continue Education College, China — Song Yang, China — Xiaoying Zhou, China

This paper presents a system called "E-Supervisor" that detects a student’s state of attention and provides appropriate feedback.

\textbf{E-Learning and the Student 1}

\textbf{Room 3}

\textbf{Close Encounter with the Unknown: Critical Pedagogy and Interculturality in Practice}
Dr. Jean-Louis Durand, The University of Queensland, Australia

This paper discusses examples of practice designed to awaken in students a critical awareness of Self, the world and of otherness.

\textbf{Glogster EDU to Increase Knowledge Retention and Student Morale: Web 2.0 Tools as a Means to Bring People Together}
Stacy Hindalong, Full Sail University, United States

Using Web 2.0 tools in the classroom was effective in increasing recall information but had no effect on student morale.

\textbf{How to Respect Working Students Learning Pace: A Two Year Experience}
Pedro Caldeira, Instituto Superior de Educação e Ciências (ISEC), Portugal

Working students in distance learning environments prefer learning rates neither too high nor too light. The preferred pace must be continuous and compatible with their professional duties.
Oral Skills on Focus: Synchronous and Asynchronous Video Activities
Miguel A. Zepeda Torres, University of California, Davis, United States — Juan Hernando, University of California, Davis, United States

The implementation of synchronous (Hangouts+) and asynchronous CMC tools (Eyejot) in at-home oral assignments can help reduce classroom anxiety and proficiency disparity among L2 students.

17:10-18:15

RECEPTION
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<th>Time</th>
<th>Session</th>
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<tr>
<td>08:30-09:00</td>
<td>Registration Desk Open</td>
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<tr>
<td>09:00-09:35</td>
<td>Plenary</td>
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<td>Juan Freire, Barrabés</td>
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<td>09:35-10:10</td>
<td>Plenary</td>
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<td>Inés Gil-Jaurena, National University of Distance Education</td>
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<td>10:10-10:45</td>
<td>Break &amp; Garden Session</td>
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<td>10:45-12:25</td>
<td>Digital Literacies</td>
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<td>Room 1</td>
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<td>How Literacy Evolves: A Co-evolutionary Account</td>
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<td></td>
<td>Prof. Wei Wen Chung, National Chengchi University, Taiwan</td>
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<td>This paper, informed by the co-evolutionary perspective, contends that literacy and media are mutually constitutive, advances a theory for the emergence of new literacies, which calls for innovative pedagogies.</td>
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<td>Language Learning from the Internet Relay Chat</td>
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<td>Yi Wang, Nanjing University of Aeronautics and Astronautics, China</td>
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<td>This paper presents a brief discussion on the characteristics of web conversation from the perspective of functional variety of language.</td>
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Promoting Type 2 Diabetes Mellitus Self-management Utilizing an Online Interactive Telenovela: Targeted to Individuals with Limited Digital Literacy

Dr. Maria Jibaja-Weiss, Baylor College of Medicine, United States — Dr. Luis Rustveld, Baylor College of Medicine, United States

This presentation will discuss technology-based program developed to instruct patients with diabetes Type 2 on self-management skills and implications for its implementation in community-based settings serving the medically under-served.

Reframing Digital Literacy Instructor Training: Using Universal Design for Learning to Reach ALL Adult Learners

Dr. Elizabeth M. Dalton, TechACCESS of Rhode Island, United States

Digital literacy for all adults is critical to the U.S. National Broadband Plan. Integration of Universal Design for Learning principles and strategies to achieve digital literacy curriculum accessibility is highlighted.

THE CHANGING CLASSROOM

Room 2

The Age of Diffuse Learning

Prof. Mariano Fernández Enguita, Complutense University, Madrid, Spain

Duffuse learning, as opposed to the specification of educational times, spaces, institutions, and processes characterizing modernization, is proposed as a more comprehensive concept, an alternative to ubiquitous learning.

How Teachers’ Self-efficacy Beliefs are Constructed When Using Information and Communication Technologies

Cacilda Encarnação Augusto Alvarenga, Aix-Marseille Université /Université de Provence (France)/ CAPES Fondation /Ministry of Education/ Brazil (BEX 17818/12-5) /Universidade Estadual de Campinas (Brazil), France — Roberta Gurgel Azzi, University of Campinas/Brazil, Brazil

This study aimed to identify the sources of information that Brazilian High School teachers perceive that contribute to the construction of their self-efficacy to use Information and Communication Technologies.

The Use of Glogster in Teaching English: Using Virtual Poster in the Classroom

Silvia Megawati, Indonesia University of Education, Indonesia — Desi Indrawati, Universitas Padjadjaran, Indonesia — Lilis Suryani, -, Indonesia

Glogster is a web 2.0 tool that is used as an alternative method to improve students’ English ability. It is a virtual poster combining text, audio, video, images, and hyperlinks.

Who Controls the “Power” of Discourse in Oral English Classroom Teaching?: Functions of Powerpoint Presentation in Guiding the Class

Mei Wan, Nanjing University of Aeronautics and Astronautics, China, China — Yi Wang, Nanjing University of Aeronautics and Astronautics, China

Classroom oral English teaching in China is always controlled by teachers whereas research shows students presentation can shift the role of discourse power, thus enhance student talk time.
LUNCH

13:20-15:00

TECHNOLOGIES FOR LEARNING

Room 1

Appropriation of ICT Resources for Teaching Practice in Immersive Virtual Worlds
Dr. María Graciela Badilla Quintana, Universidad Católica de la Santísima Concepción, Chile — Ing. Cristian Antonio Lara Valenzuela, Universidad Santa María - Sede Concepción, Chile — Prof Carrasco José Luis, CFT Lota Arauco, Chile

ACTI-PLAN was designed to contribute to strengthen the professional performance of bachelor education students and to catalogue resources and educational planning through 3D-learning environments in SecondLife and OpenSim.

Architecture for Mobile Learning in a MOOC Based on CourseBuilder
Martin Candela Calabuig, University of Alicante, Spain — Carlos Carrillo Boj, University of Alicante, Spain — Adrián González Martín, University of Alicante, Spain — Mr. Pedro Pernias Peco, University of Alicante, Spain — Dr. Sergio Luján-Mora, University of Alicante, Spain

This is a proposal for a mobile learning architecture providing Massive Open Online Courses (MOOCs) based on Google CourseBuilder offline mode. Students’ activity automatically synchronizes to the main MOOC platform.

Peer-to-peer Learning on Large Scale Online Courses: Focusing on Lurkers
Masumi Hori, Tezukayama University, Japan — Seishi Ono, NPO CCC-TIES, Japan — Shinzo Kobayashi, smileNC&co, Japan — Dr. Kazutsuna Yamaji, National Institute of Informatics, Japan — Dr. Toshihiro Kita, Kumamoto University, Japan

In the platform of Large Scale Online Courses including MOOCs, the high dropout rate is a major issue. The authors propose a new platform designed to improve the completion rate.

Software Architecture Driven by the Three TAG Dimensions: Technology, Learning and Management
Prof. Claudia María Zea Restrepo, Universidad EAFIT, Colombia — Prof. Juan Guillermo Lalinde Pulido, Universidad EAFIT, Colombia — Roberto Aguas Nuñez, Universidad del Magdalena, Colombia — Juan Diego Restrepo Díaz, Universidad EAFIT, Colombia

Software architecture plays an important role in the success or failure of a system that is intended to support a set of processes within an organization.

TRANSFORMING EDUCATIONAL INSTITUTIONS

Room 2
Educational Model for Scenarios of Ubiquitous Learning
Prof. Claudia Maria Zea Restrepo, Universidad EAFIT, Colombia — Prof. Juan Guillermo Lalinde Pulido, Universidad EAFIT, Colombia — Roberto Aguas Nuñez, Universidad del Magdalena, Colombia — Juan Diego Restrepo Díaz, Universidad EAFIT, Colombia

The proposal of educational model is being developed to support learning and teaching processes in higher education institutions based in the principles of ubiquitous learning.

Grassroots Academic Consortia Building: We Built It, What if They Don't Come?
Dr. Sara K. Kearns, Kansas State University, United States — Prof. Joelle Pitts, Kansas State University, United States — Heather Collins, University of Kansas Medical Center, United States — Anne Huffman, The University of Kansas Medical Center, United States

After designing a framework for a collaborative learning environment, librarians from two universities opened the project statewide. Here we examine their methods and discuss best practices for expanding collaborations.

A Practice of a Blended-learning Course for a First Year Experience in a Japanese University
Dr Riken Homma, Kumamoto University, Japan

This paper presents a First Year Experience course for 1850 students in a Japanese University. The course is blended learning style with a combination of classroom and online works.

Timelines and Scaffolds: Designing a Ubiquitous e-Learning Environment and the Inter-institutional Collaboration to Sustain It
Dr. Sara K. Kearns, Kansas State University, United States — Prof. Joelle Pitts, Kansas State University, United States — Heather Collins, University of Kansas Medical Center, United States — Anne Huffman, The University of Kansas Medical Center, United States

Librarians from two academic libraries describe their efforts to design both an online leveling platform where students develop new literacies and the support structure necessary for their sustainable inter-institutional collaboration.

15:00-15:15
BREAK

15:15-16:55

E-Learning and the Student 2
Room 1

Analyzing e-Learning Behavior Utilizing the ReadIT Program: Identifying Distinctive e-Learning Strategies
Prof. Osmo Kivinen, University of Turku, Finland — Meri-Tuulia Kaarakainen, University of Turku, Finland

By analyzing data of students' interactions with ReadIT Program in reading ordinary text and hypertext the study identifies gender specific behavioral clusters, and e-learning strategies of high and low performers.
Friday

Session Schedule
As of 10/3/2013

Social Question Answering: Analyzing Knowledge, Cognitive Process and Social Dimensions of Micro-collaborations
Dr. Blooma Mohan John, RMIT, Viet Nam — Jayan Kurian, RMIT International University, Vietnam, Viet Nam — Lien Nguyen, RMIT University, Viet Nam

Social question answering (SQA) services are social media applications that are dedicated platforms where users ask, answer and rate content interactively, resulting in building a community of users.

Using Transmedia Storytelling to Advance Transliteracy in the New Knowledge Society: An Examination of a Transmedia Storytelling Event at a University Library
Prof. Joelle Pitts, Kansas State University, United States — Daniel L. Ireton, Kansas State University, United States — Benjamin Ward, Kansas State University, United States

Transmedia storytelling has the potential to engage students across physical and digital learning spaces, illustrative of the transliteracy required to function successfully in today's knowledge society.

WORKSHOP
Room 2

The Digital Corps: Training the Next Generation of Digital Professionals
Brandon Smith, Ball State University, United States

Ball State University's Digital Corps brings together students of different disciplines - storytelling, design, development and hardware - to explore the future of emerging technologies.

Increasing Scientific Literacy with Inquiry-based Digital Learning Trails
Zachary Tan, Ministry of Education, Singapore, Singapore

I explore a digital learning trail for increasing scientific literacy, and share the experiences of Science educators in Singapore on designing inquiry-based learning trail lessons.

16:55-17:30

CLOSING AND FINAL TALKING CIRCLES
Homer Stavely, Common Ground Publishing