

Friday, 2 March

08:00-09:00 **Conference Registration Desk Open**

09:00-09:20 **Welcome from St John's University**

09:20-10:20 **Plenary Panel Discussion**

Fran Blumberg, Professor, Counseling Psychology, Graduate School of Education, Fordham University, USA
Tom Liam Lynch, Assistant Professor, Educational Technology, Pace University, USA
Karen Miner-Romanoff, Assistant Dean, Academic Quality, NYU School of Professional Studies, USA

10:20-10:50 **Garden Conversation**

10:50-11:35 **PARALLEL SESSIONS**

Room 1 **Focused Discussions**

Forging Networking Links between and across the Global North and South

Wendy Kraglund-Gauthier,

For many facilitators and adult learners in the Global South, gaining access to quality continuing education programming that addresses individual and community needs, fosters transformational change, and is rooted in social justice can be a challenge for reasons including economics, gender, and culture. Faced with this conundrum and an educational imperative of socially-just transformational learning within an increasingly globalized world characterized by almost instantaneous exchanges of information, knowledge, and finances across political boundaries, the presenter has been actively creating an online learning network and supporting graduates to self-organize user-generated content and ongoing learning activities. This interactive session is designed to share the challenges and lessons learned in designing and supporting a learning network for thousands of graduates who range from emerging to senior development practitioners and leaders in civil society, private sector, and government from over 50 countries around the world

2018 Special Focus: Digital Pedagogies for Social Justice

Finding the Human Element in the Digital Learning Experience

Dan Piedra, Hamilton, Ontario, Canada

In a world where more and more of what we do everywhere is in some way linked to the virtual domain, it should come as no surprise that the learning and development space would be affected in a similar way. While authoring software plays a major role in creating online learning assets it is not the only way to achieve an engaging experience with learners, in fact in many cases, it is far from that. One should not confuse clicking through a series of screens with talking avatars or videos as being the height of engaged learning. While it is true that one must click their way through such modules, often having to make decisions on the fly, it is far from what we humans would call a high level cognitive learning experience.

Social Transformations

Innovative Approaches to Learning and Learning Environments

John Vail,

Interaction is a key element in creating a positive learning experience. Meaningful and reciprocal exchanges within the community of learners, including the instructor, is essential for a positive learning environment, and contributes to the development of a supportive social network that improves the learning experience as well as student completion rates. Ravencroft labels this connectivism and suggests that curriculum be designed so that the learner, their social attributes, and their social connections, are central in the design process. This session is designed to be a reflection of these best practices. After a brief overview and introduction, attendees will access and interact with Amazon Web Services, Microsoft Azure, and Netlab+. As attendees are interacting with these cloud technologies, they will be encouraged to discuss and reflect on their activities. Additionally, a Personal Learning Cloud (PLC) will be created specifically for this session, and the interactions, discussions and reflections will be captured and uploaded to the PLC so that attendees (and others) will have this repository to return to as a way to reflect on the session, see what others have experienced and shared, and add to the discussions.

Technologies

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

Joseph Furner, Jupiter, Florida, United States

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

2018 Special Focus: Digital Pedagogies for Social Justice

Friday, 2 March

10:50-11:35

PARALLEL SESSIONS

The Applicability of Massive Open Online Courses in Hospitality Education

Liwei Hsu,

MOOCs has been claimed as 'the biggest innovation to happen in education for 200 years' (Cadwalladr, 2012) for its unique attribute of being open and free to any individual as long as he/she has internet access; however, high dropout rate cause many people's concern about the effectiveness and applicability of MOOCs. The applicability of MOOCs in hospitality education will need more empirical evidence and the present study tends to extend our current understanding on this issue. The implementation of MOOCs of the present study commenced in October, 2016 and the MOOC which was designed and offered was 'Cross-culture Communication'. This course was designed and orchestrated by National Kaohsiung University of Hospitality and Tourism where also the mainframe is housed. While the course was designed and developed, a panel of five experts from the industry and academia were invited to review the contents of this MOOC. After the course was constructed, a pilot test was administrated to ensure smoothness of the software programming and appropriateness of contents. The design and pilot test ran for 4 months and the course was ready for learners' registration. The course has been in operation since February, 2017. After one month of operation, the focus group was formed and convened to collect qualitative data extracted to address the research questions. The major purpose of this present research is to understand the underlying reasons why the completion rate of MOOCs has been low and hence qualitative research design is the appropriate method to collect the thick data to generate meaningful information and elicit insights. The present study adopted maximum variation sampling technique to document diverse variation and to extract qualitative data which appropriately address research questions. Based on this sampling technique, three focus groups of 5 members were recruited and thus a total of 15 participants joined this study. Results of this research suggested that most participants had positive perception about MOOCs but some of them doubted about the applicability of MOOCs in hospitality education. Reasons include: 1. MOOCs lack of warmth and affection of traditional face-to-face instruction which is the most important and essential ingredient of hospitality; 2. technology may cause hindrance to the natural born ability in learning new things; 3. the worry about learning will be conditioned by technologies. In terms of the question about whether participants will continue to use MOOCs in learning, most of them responded that they will but probably depends on the attribute of the course.

Technologies

Room 3

Virtual Lightning Talks

Initial Educator Preparation

C. Neelie Dobbins, Magnolia, Arkansas, United States

Jennifer Loudon, Magnolia, Arkansas, United States

In rural south Arkansas there is a teacher shortage and concern for qualified teachers. Currently the local educator preparation program graduates 1/3 of the teachers needed in the service area each year. The University in partnership with local school districts developed an online initial licensure program to help meet the demand for teachers. The online program for undergraduates will begin in fall 2017 while the graduate MAT program is in a matured stated. The University has a traditional licensure program for teaching as well as two non-traditional licensure tracks for teaching all online, one undergraduate and one graduate. Programs candidates and completers are being observed, surveyed, and P-12 student performance is being reviewed for in depth look at the equivalence in programs. With many non-traditional students the University and partnering districts developed an online program to help meet the demands of a teacher shortage epidemic and meet the demands of candidates. Once the program went online there was an initial surge of candidates to help fill local classrooms with qualified teachers. Currently candidates progressing through online programs are as prepared and qualified as those from traditional programs. The local University is helping to meet the need for new teachers.

Institutions

A Proposed Gamified e-Learning Framework for Teaching Mathematics to Arab Deaf Students

Samaa Shohieab,

The aim of this project is to develop an e-learning system for teaching mathematics to deaf students, supported with an Arabic Sign Language acting avatar for more clarity. Gamification is an exploitation of game design elements and game mechanics in non-game scenarios. It can be used as a web based education tool to increase student engagement and motivation. According to World Federation of the Deaf (WFD) in addition to our past research with hundreds of Arab deaf-muted people along nine years, we reached a conclusion that most of them are under-educated or semi-literate. This is due to poor ways of communication with the society, and lack of means that support lifelong learning to them. Since, parity in life and self-learning systems are a right to everyone regardless of their ability. From this point, the aim of this project is to develop an e-learning system for teaching a difficult subject, such mathematics, to the Arab deaf students. Gamification technique will be followed and different gamification components will be included through the process of system development to motivate the deaf students. This framework is supported with an acting Arabic Sign Language (ArSL) acting avatar to support more clarity, interactivity and integration for the deaf-muted students. Therefore, the proposed framework will fulfill the psychological satisfaction needs of the intended users.

Technologies

Friday, 2 March

10:50-11:35

PARALLEL SESSIONS

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

Debopriyo Roy, Aizu-Wakamatsu, Fukushima, Japan

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

Pedagogies

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

Joseph Furner, Jupiter, Florida, United States

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

Pedagogies

Room 4 Workshop

Source Analysis, Credibility, and Fake News

Rebecca Rose, Cumming, GA, United States

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

Pedagogies

11:35-12:35

Lunch

12:35-13:50

PARALLEL SESSIONS

Room 3 Literacies

Why Are We Doing This?

Jen McConnel, Kingston, ON, Canada

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

Pedagogies

Friday, 2 March

12:35-13:50

PARALLEL SESSIONS

Exploring World Englishes in Digital Spaces

John Battenburg, San Luis Obispo, CA, United Kingdom

World Englishes is a recent yet important field within linguistics. Basically, the study of World Englishes deals with recording and analyzing varieties of English emerging in various countries. Rather than simply present material on the introduction and spread of World Englishes within his classes, the presenter asked his students to create knowledge about these varieties of Englishes. In the past three years, students have conducted original research on the current status of English in approximately 100 countries. Using the Weebly platform, they have analyzed issues such as the role of English in education, the implementation of English in various sectors, and the use of English in media. These graduate and undergraduate student researchers have interviewed family members and government officials while also illustrating their findings in videos, photos, and charts. While Pannacker (2009) has described the digital humanities as “the next big thing,” and Kirschenbaum (2010) has emphasized the social component within such collaborative research, much remains to be discovered about how successful classroom-based projects are created. Cordell (2015) suggests four principles: “Start Small, Integrate When Possible, Scaffold Everything, and Think Locally.” The presenter will explain and illustrate these principles with the creation of the World Englishes Digital Projects.

Pedagogies

Second Language Learning in a Multimodal World

Gabriela Zapata,
Alessandra Ribota,

ACTFL's World Languages and 21st Century Skills document states that the main goal of second language (L2) instruction is the “develop[ment] of students' language proficiency around modes of communicative competence reflecting real life [multimodal and multicultural] communication” (p. 2). Instructionally, this objective can be achieved through research-informed practices, materialized in curricula that enrich students' learning process by promoting L2 use in “authentic tasks that mirror the real world” (Adair-Hauck et al., 2013, p. 25), and also results in transformative learning that “can act as an agent of personal and cultural transformation” (Kalantzis et al., 2005, p. 47). Instructional activities and assessment tools that rely on the use of technology can facilitate this task. This study examines the instructional benefits of four Web 2.0-based projects grounded in the tenets of Learning by Design (Cope & Kalantzis, 2015) for the development of university students' performance in L2 Spanish and their personal and cultural growth. This paper will offer a comprehensive analysis of the results of a classroom-based study involving the participation of 800 university students. Recommendations for future research and pedagogical interventions will also be addressed.

Pedagogies, Technologies

Room 4

Curricular Applications

Online and Offline Blended Teaching Mode in the Course of “Biology Curriculum and Teaching Theory”

Yingzi He,
Jiaan Zhu,

At present, teaching mode is an important research direction in the teaching reform of colleges and universities. With the rapid development of Internet technology and mobile terminal equipment, online and offline blended teaching mode has developed rapidly. Based on the analysis of the problems existing in the current normal course teaching, this article introduces the exploration and practice of blended teaching mode in the course of Biology Curriculum and Teaching Theory. Tsinghua online school is selected to be the online teaching platform. Teaching content of the four aspects, the design and implementation of Middle school biology teaching, teaching evaluation and assessment of Biology in middle school, are reconstructed. The normal students can learn online and upload their Microteaching video to the online teaching platform, and get the teacher's comments and suggestions at any time. The online and offline blended teaching mode makes Teaching-Learning-Doing integration be realized in this course. And it also adopts fragmented teaching resources, breaks through the limitation of teaching time and space, improves the normal students' self-learning ability and teaching skills, and improves the teaching quality of Biology Curriculum and Teaching Theory course.

Pedagogies

Third Space

Mitch Goodwin, Melbourne, Victoria, Australia

As technology disrupts the higher education landscape and legacy technologies constrict innovation and curtail flexibility (Morris 2013) how do we manage meaningful change in the Humanities and Social Sciences? What conversations do we need to have to create a stable and supportive environment that is mindful of traditional pedagogies while also being responsive to an increasingly fragmented future? This paper will argue that collaboration through dialogue and knowledge sharing is a key enabler for driving pedagogical change in the Arts. Further to this, for any initiative to be sustainable requires a considered teaching and learning design framework that transcends silos, budgets and disciplines. Enter, the “third space.” As universities expand and traditional academic career opportunities contract, third space academics – who serve not only scholarship but institutional priorities – are emergent. Third space academics are neither exclusively teaching-focussed nor research-orientated, yet they participate in intellectual communities and bring an academic skill base to bear on their provision of university services. (MacFarlane 2011) The third space has been defined as a space that exists between academic and professional roles and modulates both. (Whitchurch 2012) Commonly, such definitions refer to professional staff with minimal – if any – teaching experience and who are rarely research active. We argue that, to be effective and cognisant of teaching and learning pedagogies, third space academics need to operate fluidly and constructively across both territories. In this paper, we will unpack the Curriculum Design Lab (CDL) model within the Faculty of Arts, to discuss possible future directions of third space academics working in HaSS programs more broadly. Drawing upon our convergent roles as internal curriculum consultants, hybrid technologists (Bali 2017) and facilitators of professional development, we will also examine the CDL model in the context of its intersection with other professional services and research initiatives that share similar aspirations for meaningful curriculum change.

Institutions

Friday, 2 March

12:35-13:50

PARALLEL SESSIONS

Unpacking Digital Fluency

Thomas Ryan,

It is important to know that literacy (verb) and digital (adjective) are complimentary terms in that they are quite enmeshed with critical thinking (Mackey & Jacobson, 2011). The human action of literacy is characterized as a type of human action which is digital. Cognitive action was a focus of Calvani, Cartelli, Fini and Ranieri (2009) who concluded that our cognitive dimension of digital literacy involves “being able to read, select, interpret and evaluate data and information taking into account their pertinence and reliability” (p. 187). Digital Literacy is not a new term, indeed as early as 1997 authors defined it as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (Gilster, date, p.1). As technology proliferates (mobile, lap, desk, wearable) and we have a larger typology, the definition must expand to include screens of all sizes (watch to television) and types (passive/interactive). The words digital and literacy are connected by other terms to include more of the background of the 21st century learner. For instance, by adding the word information to digital information literacy we define the new term, . . . as a form of literacy that focuses on electronic information: Digital information literacy involves recognising the need for, and being able to access and evaluate electronic information. The digitally literate can confidently use, manage, create, quote, and share sources of digital information in an effective way that demonstrates an understanding and acknowledgement of the cultural, ethical, economic, legal, and social aspects of information. (Jeffery et al., 2011, p. 385) Digital literacy is about knowing how to use digital technology and what to do with it, in comparison to digital fluency, which is about knowing when and why to use a specific digital tool (Savin-Baden, 2015). We are digitally fluent when we have “attitude and aptitude” (Howell, 2013, p. 6).

Pedagogies, Technologies

13:50-14:05

Coffee Break

14:05-15:45

PARALLEL SESSIONS

Room 1

Creative Learning

Designing of Collaborative Digital Media Stories for Creative Problem Solving

Lucinda M. Juarez, San Antonio, TX, United States

Working collaboratively with one or more participants, a collaborative digital media story will be created which focuses on learning critical literacy themes of engagement, empowerment, and social justice. Participants will be guided through use of creating visual representations with 3 technological tools: YouTube, iMovie, and Thinglink to manifest critical literacy themes within historical, present day, or futuristic settings. Participants in this workshop format will receive a short introduction on the benefits of teaching and learning critical literacy in their K-12 classrooms. Pragmatic and current information will be provided to help participants on creating powerful visual representations using digital media creations such as YouTube videos, iMovies, and Thinglinks. They will then focus on using their schema connections within their classrooms/ environments to create short audio and video clips. Participants will then share their created digital media stories reflecting focus on a problem and probable solution designed to empower students. The session will conclude with a question and answer session on the results of the workshop.

Technologies

Video Games as Environments for Social Justice Attainment

Rebecca Bayeck,

Social justice has been for decades a topic of interest to researchers and educators around the world, and particularly in the United States. This interest stems from the unique history of the United States. And with political, cultural, demographic, and technological changes, social justice is more than ever at the forefront of the academic discourse. This paper purposes to analyze video game research, to demonstrate that video games create learning spaces that can help attain social justice for all learners. Using the social justice framework, the author will look at the way of seeing and acting in the video game environment that ensure fairness, equity, and enhance freedom and possibility for all. The author will pay primary attention to how people interact, and the practices they engage in around and during the game play, which may be used to inform policies and educational practices that will liberate rather than oppress those least served by our decision making.

Technologies, 2018 Special Focus: Digital Pedagogies for Social Justice

Socialized Learning

Kimberley Lamarche,

Normalizing Social Media use into everyday life is ubiquitous for students. What is more pressing however to understand is how to integrate this normalized learning into the pedagogy of education. The inevitable social and technological evolution demands a change to the traditional education methods that academics have used to support exemplary learning. This presentation will provide an engaging and dynamic forum to discuss the literature and academic experiences of incorporating Social Media as an adjunct to course participation in graduate education and as a means to encourage the development of professional Social networks. Instructions for academics contemplating using Social Media as a forum as well as student outcomes/satisfaction/data and online analytics will strengthen the presentation. The interactive discussion will describe how health care clinical students are using social media to develop virtual communities that facilitate professional networking, knowledge sharing, and evidence-informed practice.

Social Transformations

Room 3

Communities of Learning

Friday, 2 March

14:05-15:45

PARALLEL SESSIONS

Social Media and Collaborative Learning

Amor Jebali,

Social media is revolutionizing social life, changing social trends and getting people connected together as never before. Without our wills and beyond our expectations, social media has come to change our lifestyles and so to change us. In terms of its educational impact, social media is still in the stage of exploration. However, technology in the broader spectrum is seen as having a positive impact on learning despite its controversial principles: it encourages learner independence and autonomy while at the same time it enhances collaboration. It can transcend distance barriers, provide a learning environment which can be at the same time interactive and creative; and seems to be addictive and inevitable. Facebook, Twitter, Google Applications and Voicethread were used in an online experiment involving 100 undergraduate students majoring in English. They participated in two sample courses in Language Pedagogy and Communication Strategies and had to use social media tools to carry out online tasks, liaise and collaborate with their peers. Despite the setbacks, the experience demonstrated a high level of interaction, motivation and collaboration which in turn resulted in a better students' awareness of the value of social media as effective learning tools.

Technologies

On the Road Again

Sheila Bonnand, Bozeman, Montana, United States

Mary Anne Hansen, Bozeman, Montana, United States

Academic libraries invest heavily in providing access and services across virtual, spatial and temporal lines to provide research support wherever students and faculty are and whenever they need help. However, there is still a divide between on campus users and those at a distance; those who walk into the library are more likely to connect with human help. Two land-grant university librarians are working to blur the lines of that divide by providing both virtual support to health sciences programs as well as taking those services on the road across the expanses of a large rural state. After several years of implementing virtual solutions to meet users' research needs and build relationships, those interactions surfaced a desire among distributed students and faculty for face to face interactions with librarians. To that end, these librarians developed a successfully funded proposal to travel to all four branch campuses and also extend their reach to the seven tribal colleges in the state – while continuing virtual reference services and research consultations. The librarians are measuring how merging educational technology with more traditional interactions in the provision of library instruction and services impacts nursing and dietetics programs statewide.

Pedagogies

Hispanic Student Online Success

Floralba Arbelo,

With the proliferation of e-learning integration among the nation's colleges and universities and their use of diverse course delivery formats including fully online, hybrid, and web assisted courses there is a paucity of research on Hispanic students and online learning. Considering Hispanic student increased enrollment trends and low college completion rates, it is important to understand what works in an online learning environment for this population. This study used mixed methods to survey 106 Hispanic students to understand course delivery preferences, online learning self-efficacy, and engagement preferences and conducted 10 in depth interviews to elucidate course design and faculty-student engagement behaviors that support Hispanic online student success. Understanding Hispanic student experiences and preferences in an online environment will be helpful as online learning continues to evolve. The sampling population included significant amount of first generation students, English language learners, and represent today's Hispanic students. This study is in the data analysis process and will be completed by December 2017.

Institutions

Undergraduate Student Perceptions of Active Learning Technologies in Non-STEM Courses

Karen McGarry, Hamilton, Ontario, Canada

Many higher education institutions are implementing technology-enhanced active learning classrooms (ALC's) in an effort to keep undergraduate students engaged in the learning process, and to advocate for a more learner-centric form of pedagogy. Such classrooms are often used in conjunction with various forms of e-learning or blended learning pedagogies. Based upon a qualitative study (surveys and focus groups) of non-STEM student experiences with new active learning classrooms at a postsecondary institution in Canada, this paper explores possible reasons for how and why freshman/first year students reported negative feedback of their experiences of these technology-enhanced rooms. While many students complained about glitches in technology, room size, or other tangible concerns, many others objected to active learning as a viable learning philosophy. This, in turn, leads to many questions surrounding the place and use of various technologies within freshman contexts. Throughout this paper, I connect the increasing neoliberal pressures and agendas exerted upon post-secondary institutions with salient shifts in student expectations of the undergraduate learning process, and how this affects their perceptions of university curriculum and relationships to technologies.

Pedagogies

Room 4

Resources and Demand

Friday, 2 March

14:05-15:45

PARALLEL SESSIONS

Institutional Culture and Faculty Perceptions of Online Learning in Higher Education

Keyonda Smith,

This research is significant as it sought to inform higher education leadership of their institutional culture and its influence on faculty perceptions of online learning during planning and implementation of strategic innovative initiatives. Participating faculty responses were utilized to measure the constructs of interest. Faculty perceptions were measured by use of Totaro et al (2005) Faculty Perceptions of Distance Education Survey. Institutional culture was measured by use of Nauffal's (2004) Institutional Culture validated survey instrument. Nauffal's Institutional Culture instrument was developed based on McNay's (1995) culture model, identifying four institutional cultures typologies of collegium, bureaucracy, enterprise and corporate. McNay purported these institutional culture's mediate faculty actions, influences, attitudes, and beliefs. Data were collected from 131 faculty participants from six higher education institutions. Statistical tests indicated collegium, enterprise, and corporate institutional culture types were not cohesively related to faculty perceptions of online learning. However, bureaucracy and enterprise culture and faculty perceptions of online learning were significant and strongly associated.

Social Transformations

Translating the Principles of Effective Classroom Pedagogy to a Distance Learning Model

Chris Jones, Cheltenham, Gloucestershire, United Kingdom

Lynda Kay, Cheltenham, Gloucestershire, United Kingdom

Neil Gilbride,

Internationalisation is a strategic focus for many Higher Education Institutions around the world (Maringe, 2009). This focus may be directed towards the diversification of curricula and / or attracting students from abroad. This small-scale case study was undertaken in a HEI in the South West of England. It focused upon developing a pilot, distance learning module suitable for students wishing to study off-campus either in the UK or overseas. This was in response to the challenge of translating to distance learning, the effective features of on-campus pedagogy and localised communities of learning. The research opportunity arose from the institution's drive towards internationalisation and e-learning, and from a specific opportunity to offer the Masters in Education course to students in North America through distance learning. The module itself is collaborative yet individualised through multi-method teaching approaches, regular in-session feedback and the use of social platforms. A strategic aim for the team developing this model is to share it, to generate discussion, gather feedback and inform further developments in this area.

Pedagogies

e-Learning, Redundancy Principle, and Learning Styles

Chang-Ho Ji,

Dwayne Cowles,

E-Learning is an increasingly common delivery method in many schools. Much research has been at adult and higher education levels, but it remains little known as to whether or not what has been evidenced at the college levels also applies to emerging learners, specifically in the middle school age group. An experimental study was conducted, using the Smarter Balanced Assessment Consortium exam, to test if e-learning benefits young students regardless of their learning styles and achievement levels. The study was also designed to revisit the popular redundancy principle that contends learners can learn better just with animation and narration without audio elements. The results showed that e-learning is equally effective for middle age children as compared traditional in-classroom learning and that this effect was independent of the students' learning styles. In particular, the low performing students were found to be most benefited from e-learning with the audio narration. This finding contradicts with the redundancy principle, and the paper will discuss its limited utility when applied to children and young adolescents.

Pedagogies

Between Digital and Non-digital, between Formal and Informal

Simon Collin, Montreal, Quebec, Canada

Valerie Amireault,

Technology is a central aspect of migration throughout the migratory process (Mattelart, 2009). When they settle in their host society, migrants can use technology to access a broad range of information and services (Caidi et al., 2012), such as language learning services (Collin et Karsenti, 2012). Based on the assumption that digital pedagogies must take into consideration how students are using technology in their daily life, the objective of this paper is to describe how migrants in Quebec use technology to learn French. More precisely, we aim to better understand how migrant language learners are combining digital and non-digital, as well as formal (e.g., language course) and informal (e.g., media consumption) resources in their learning trajectory. We conducted a research project using an online questionnaire (n=1361) and semi-directed interviews (n=40) with recent migrants learning French in Quebec. The results show that, even though formal settings, like language courses, are important components of language learning for migrants, informal resources are not to be neglected and are predominantly digital. These results have important implications for digital pedagogies related to migrant language learning.

Social Transformations

15:45-16:30

Talking Circles

16:30-17:30

PARALLEL SESSIONS

Foyer

Welcome Reception & Poster Session

Friday, 2 March

16:30-17:30

PARALLEL SESSIONS

Effects of Learning Request Strategies through e-Learning Modules

Nina Daskalovska,

Pragmatic competence is essential for foreign language learners to be able to use the language appropriately in various situations. Lack of pragmatic knowledge can cause problems in communication and can lead to communication breakdown. The participants in the present study were 52 students of English language and literature at an intermediate level of proficiency. In order to determine their knowledge of request strategies, at the beginning of the study they completed discourse completion tasks (DCTs). After that the participants were given instructions about the e-learning modules which consisted of activities for raising learners' awareness of the meanings conveyed by specific linguistic means which native speakers use, and activities that will enable learners to formulate the speech act of requests with reference to the context, situation, interlocutors, etc. They were expected to study the modules on their own during the semester. At the end of the semester the participants completed DCTs again. The results show that there was a greater range of request strategies and some differences in the use of internal and external modifiers. The participants also completed a questionnaire which reveals that all of them found the modules very useful and expressed satisfaction for taking part in the study.

Pedagogies

The Quality of Teacher Training Online Courses:

Marta Garcia,

The main aim of this article is to present the process of validation and construction of a scale to assess the students' perception about the quality of undergraduate online courses for teachers training. For this purpose, four procedures were undertaken: literature review; theoretical validation; semantic validation and statistical validation, through the Structural Equation Modeling (SEM), with the generation of a second-order construct (Quality) using SmartPLS 2.0 software. The Likert-type Scale was structured based on a request of assignment of a grade between zero and ten and was made available in an online platform. A total of 1,060 valid answers were obtained from students from different undergraduate online courses of teacher training in Brazil. Calculations demonstrated the need of some adjustments in the model. Once these adjustments were made, the scale was validated with 83 items and 8 constructs. Data reliability tests (Cronbach's Alpha and Composite Reliability), discriminant validity of the SEM, predictive validity, effect size and Student's t-test showed very adequate validation indicators. Therefore, the scale is a reliable research instrument and can contribute to the evaluation of the quality of teacher training online courses at a higher education level

Pedagogies

Optimism and College Completion

Aubree Evans,

While existing studies focus on academic predictors of college degree completion, this study emphasizes the importance of foundational predictors of academic success on long-term goal achievement. Optimism is a trait in which people imagine future events in a positive light and may help people accomplish long-term tasks such as obtaining a 4-year college degree or higher. I created a theoretical framework to look at foundational predictors of academic success and used logistic regression to determine if optimism as measured by Scheier, Carver, and Bridges' (1994) Revised Life Orientation Test (LOT-R), maternal education, family income at 16, number of siblings, age, gender, and race affect college degree completion. The findings show a positive and highly significant relationship between optimism and college degree completion. Perhaps universities should explore ways to offer students counseling to adopt more optimistic perspectives. Another option is to look specifically at what traits optimists employ to succeed in their long-term academic goals and teach students these strategies through workshops or faculty development. Additionally, faculty can be trained on the importance of optimism and strategies for helping students implement optimistic attitudes. In fact, this study could be extended to faculty, as well, for the purpose of modeling how optimism impacts students. Another application of the LOT-R in higher education could be to test optimism on faculty attainment of goals such as tenure and promotion.

Institutions

Student Perceptions of Learner-to-Learner and Learner-to-Instructor Interactions That Build Community in Intensive Online Learning Environments

Emily Adam,

Tony Mowbray,

Eloise Perini,

Leah Braganza,

According to social constructivism, students are motivated by their learning communities and a having a sense of community is important for learning. With rapid changes in technology, many university programs now delivered partially or fully online through synchronous and asynchronous learning networks. Whilst these delivery modes offer learners increased flexibility, a continuing challenge to online learning in higher education is fostering a sense of community. Research shows that feelings of isolation and alienation among online learners contributes to learner dissatisfaction and attrition, but research on sense of community in intensive-mode, online learning environments is scarce. This study uses a mixed-methods survey to examine graduate students' perspectives of the types of learning activities that increase sense of community in an intensive-mode, fully online program. It is expected that the results of the study will inform the instructional design and delivery of intensive mode, online higher education programs that foster a sense of community and increase student engagement and satisfaction

Pedagogies

Friday, 2 March

16:30-17:30

PARALLEL SESSIONS

Interactive Compiler Generator Framework for Project-based Hands-on Undergraduate Compilers Course in Computer Science

Nazmul Kazi, Bozeman, Montana, United States
Indika Kahanda,

Compilers is typically an upper-level undergraduate course offered to computer science majors at most universities. At this day and age, hand-writing a complete compiler is not recommended; there exists many sophisticated tools that can be used to auto-generate certain components of a compiler such as scanners and parsers. Learning the skills of using such generators in the process of developing a full-fledged compiler should be one of the most important outcomes of a compilers course. However, working with the state-of-the-art generators can be challenging due to various reasons like the tedious nature in installation and setup. In this work, we develop an online interactive compiler generator framework intended for teaching a project-based compilers course. This framework is based on ANTLR, the leading industry standard in parser generation, but it completely relieves the student from the burden of handling its tedious installation and setup. Not only this, this tool accommodates setting major milestones/steps for the project, choosing any programming language and auto-grading of online submissions which significantly reduces the grading time for the instructors. Overall goal of this framework is providing a means for students to focus on learning compiler related concepts using industry standard technology without being distracted by technological hurdles.

Technologies

How Collaborating on Hybrid Courses Leads to Program Assessment and Faculty Development

Sarah Faye,
Sylvia Morales,

Our project centers on the creation of three new hybrid classes for our writing program. While the project started because of a perceived need to create a hybrid version for courses that would benefit from this pedagogical approach, it became a much larger project that will result in a guide to programmatic changes and improvement. Four faculty members are collaborating on this project, including an ESL instructor and the Assistant Director for Teaching Writing with Technology. This project aims at giving faculty development a central role in our program as we redesign our curriculum to move towards new technologies for teaching.

Institutions

Rethinking Pedagogy 2.0

Xiaoyu Wan,
Benjamin Teye Kojo Boison,

Web 2.0 social software is actively transforming teaching and learning in higher education. Given that about ten years have passed since the proposal of McLoughlin and Lee (2008)'s pedagogy 2.0 framework for integrating Web 2.0 technologies with pedagogy, coupled with limited exemplar empirical pedagogy 2.0 practices, we adopted pedagogy 2.0 to review the teaching practices and reconceptualize Web 2.0 technology use in higher education. This review explored over hundred empirical articles that involved leveraging Web 2.0 technologies with teaching and learning practices in higher education. We mapped out ten best practices that fit the pedagogy 2.0 framework and subsequently provided an outcome-based analysis of using the framework. The findings revealed that McLoughlin and Lee's pedagogy 2.0 framework has the potential to design the transformative learning environment in higher education. To this, the reliance of empirical-based research added to the framework's credibility. However, the framework has avenues for improvements that involve the definitions, missing components, and the learning outcome-based support to demonstrate the effectiveness of the adoption of pedagogy 2.0 framework.

Pedagogies

Bringing the Ivory Tower into Students' Homes:

Marisa Macy,
Robert Macy,
Melanie Shaw, USAF Academy, CO, United States

With the growth of institutions providing online learning environments, administrators and educators need to develop strategies to support students with disabilities. Researchers have documented a dearth of knowledge among university faculty of the accommodations needed for students with disabilities in online classes. Best practices identified include universal design elements in the online environment to increase access for all students, accommodations for individual students, and authentic assessment. Future research should be conducted to evaluate these strategies and track the longitudinal academic gains of students with disabilities who receive them.

Pedagogies, 2018 Special Focus: Digital Pedagogies for Social Justice

Promoting Student Success in Statistics by Investigating Worldwide Global Problems Using Statistical Data

Larry Musolino, Allentown, PA, United States

Many studies and guidelines for teaching of statistics at the high school or college level encourage the use of real world datasets and applications of statistical concepts. See for example, the GAISE College Report located at <http://www.amstat.org/education/gaise/>. Real world examples and applications motivate student interest in statistics and also helps students to be educated consumers of statistical data and claims. However, we can go one step further and encourage students to analyze global data and help to solve global problems using statistical data and statistical analysis methods. Applications which are relevant to student interest also enhances conceptual understanding of statistical concepts and can be used to integrate the use of technology as part of statistical analysis. In addition, by incorporating dataset examples from a cross-section of fields such as biology, engineering, sociology, global health care, global climate change, global population trends, global environmental concerns, etc. students can see the relevance of statistical analysis to a wide variety of fields and professions. This paper will highlight generally accessible datasets of a global nature and also present potential research questions for students to investigation to help analyze global issues and contribute to an improved global environment through statistical analysis.

Pedagogies

Friday, 2 March

16:30-17:30

PARALLEL SESSIONS

Sentence-Level EFL Practice Activities on the Apps4EFL Website

Oliver Rose,

This poster presentation introduces various unique sentence-level practice activities from the Apps4EFL website/LMS for EFL learners. Affordances of the designs will be discussed, along with feedback from users in Japan. The Apps4EFL Website is an LMS for EFL teachers/learners with a wide range of mobile-ready language practice activities. Various sentence-level activities will be introduced that the presenter has designed in conjunction with the site owner/developer Paul Raine.

Technologies

Integrating Digital Technologies into School Geography Fieldwork

Tania Canto,

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

Pedagogies

Saturday, 3 March

08:30-09:00 **Conference Registration Desk Open**

09:00-09:15 **Daily Update**

09:15-10:15 **Plenary Panel Discussion**

Bill Cope, Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, USA
Mary Kalantzis, Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, USA

10:15-10:45 **Garden Conversation**

10:45-12:25 **PARALLEL SESSIONS**

Room 1 **New Frontiers**

Positive Solutions

Susan Cardillo,

With changing styles of media, it is also important to look at story structure. The shift in audience metrics from “exposure” to “engagement” offers important opportunities for makers to think about different ways of communicating a message. Different communication paths containing the message, or story, and the message can be structured in what could be describe as “micro-narratives”—small narrative units that, like Legos, can be disaggregated and reconfigured in various ways (Uricchio 2015). This is where interactive documentary/storytelling come into play. This paper examines the idea that creating positive solutions-based digital stories can enhance the narrative for social awareness through aspects of the social learning theory. Interactive media/documentary/storytelling combined with the use of interactive and social media tools create the stage, audience and actors that are needed to bring about social awareness, engagement and change. In theory, if this is done in a positive way it will create an audience and interaction that is positive as well.

2018 Special Focus: Digital Pedagogies for Social Justice

Experiential Learning at a Distance

Josh DeSantis, York, PA, United States

Experiential learning is an increasingly central component of higher education curriculum. This is particularly true in professional preparation programs like education, human services, sports management, hospitality, and nursing. These programs require students to engage in supervised field experiences, practicums, and internships to enhance students’ professionalism and competence in their fields. Experiential learning is most effective when augmented with expert supervision and robust student reflection. Emerging technologies, like cloud-based video and media-collecting robots, are creating new opportunities to heighten the effectiveness of field-based supervision by college faculty and instruction to enhance the depth and quality of students’ reflections. The demand for cloud-based supervision is further heightened by many programs’ transitions to distance-based pedagogical approaches. This investigation explored the effects the deployment of cloud-based video and media collecting robots had on student learning during a supervised field experience completed by sophomore education students a small professional college in South Central PA. The study employed a quasi-experimental design and a mixed-methods approach. Findings from this study might inform other efforts to utilize cloud-based video and media collecting robots in other higher education settings. The results of this work can also guide the deployment of these technologies in managing experiential learning in blended and online programs.

Pedagogies

Promoting Social Transformation in the Communication Industries through Pedagogies of Social Justice and Cultural Democracy

Deborah Gabriel, Bournemouth, Dorset, United Kingdom

In recent years, students have consistently campaigned for a more diverse and inclusive curriculum. In the UK, the National Union of Students has gone further in calling for “liberation,” in terms of actively working to challenge and tackle structural inequalities in society, to be embedded into the curriculum alongside equality and diversity. Media higher education provides a wealth of opportunities for meeting student demands, both in terms of delivering a more diverse curriculum and in tackling racial inequalities in the communications industries. Innovation in pedagogical approaches can help transform the communication industries by focusing on the development of cultural competence to improve cultural representations, especially of racialized minorities. The findings of a small-scale survey suggest that students seek more than a good degree when they graduate – they want to be agents of change and contribute to greater equity and justice in society. This paper presents a case study of a final year undergraduate unit called “Media Inequality” which is a component of degrees in advertising, public relations, marketing communications and politics at Bournemouth University. It was developed through pedagogies of social justice and cultural democracy as powerful, complementary forces for social change. In addition to a summary of the development, delivery and evaluation of this unit, this paper also highlights a follow-up project designed to take social justice pedagogy from the classroom to industry.

Pedagogies, Social Transformations

Making eMusic with iPhone

Mladen Milicevic, Los Angeles, California, United States

We live in a world rich with imaginative expressions that often transcend established musical styles and classifications. Every computer, smart phone, or tablet come today with many pre-installed music-making tools, or apps that can be downloaded for free or a minimal fee. With ever-expanding computer technology, electronic ways of making music have been completely democratized. Just as anyone can use word processing software, anyone can use pretty much with same ease the eMusic creation software, and improvisation is at the heart of this new musical paradigm that uniquely reflects contemporary life.

Pedagogies

Saturday, 3 March

10:45-12:25

PARALLEL SESSIONS

Room 2 Post-secondary e-Learning

Evaluating the Efficacy of a Flipped and Blended Ubiquitous Learning Environment for a Japanese Undergraduate Leadership Course

Nobue Tanaka-Ellis,
Sachiyo Sekiguchi,

This paper reports on the efficacy of a learning environment designed for a Japanese undergraduate leadership-skill course. The course was delivered in a highly complex environment, combining flipped-, blended-, and ubiquitous learning modes, in order to teach authentic content, support student understanding, and create arenas to produce comprehensible output in and out of the classroom. The students used mobile devices to learn leadership skills from a commercially available MOOC course that was reorganised and uploaded to a mobile app called Handbook by the course coordinator to suit the students' English levels. Handbook was used as the hub for accessing course materials for self-study. Student logs collected from Handbook were analysed to see what materials were accessed before, during, and after each class and frequencies of accessing each material. The results indicated that this learning environment supported learners with varying study behaviours and English skills, through both video and text-based study materials anytime and anywhere.

Pedagogies

Fostering Innovation in Online Teaching across the Institution

Jennifer Roth Burnette,

The University of Alabama Innovation Team was formed in 2016 to revolutionize online learning across the institution. Our major efforts have focused on supporting faculty with funding and expertise as they bring innovation to their online classrooms, fostering conversation around online teaching, and providing opportunities to experiment and play with emerging technologies. These efforts have been realized as a series of programs, including a set of Innovation Scholar awards, a cross-campus Online Learning Innovation Summit, a series of Technology Playground events, the development of Innovation Maker Space, a group of Innovation Mentors featured on our blog and in Online Innovation Workshops, and informal Coffee and Conversation opportunities. This faculty-centered approach has enjoyed considerable success in its first year, with 11 faculty partners and 24 associated courses currently engaged in innovation projects, and over 250 faculty (to date) participating in innovation-centered events on campus. Perhaps most importantly, we are beginning to break down the inherited notion of barriers between online and on-campus teaching, as common themes emerge around the use of technology. The emerging trends at The University of Alabama indicate that the enrichment of online learning is leading to considerably richer teaching and learning on campus as well as the methodologies and materials developed for one are translated to another, inspiring the potential for technologically mediated "flipped" and blended approaches to pedagogy institution-wide.

Institutions

Teaching Global Competencies by Doing International Projects

Regina Brautlacht,
Kristi Julian,

This paper aims to provide an overview of the data and analysis of an online project between two universities that focuses on teaching 21st century competencies and offer an applied learning approach for their students in an interdisciplinary setting. The German-American Project (GASP) started in 2016. It promotes the exchange of ideas on sustainable goals and practices aims to encourage communication between both countries to raise awareness on the impact of environmental and social issues. In this project students evaluate, discuss and reflect on their own sustainable practices. Its aim is to offer students the opportunity to work in a global context and to understand global issues from different cultural perspectives; working against misconceptions and generalizations. Students explore sustainable footprints in each country and reflect on the use of resources in a global context. The findings of the two project classes are shared in a final joint co-created project report. Furthermore, we have developed a set of guidelines in designing and implementing virtual collaboration projects for higher education institutions. As communication in business is increasingly digital and global, students need to be competent communicators and get ahead in the workplace; they need these professional 21st century competencies. The major implication of the project is to offer a platform for learning and collaborating with different students around the world to share ideas on sustainable practices while working together on a joint interdisciplinary project that aims to create knowledge and foster global diversity.

Pedagogies

Teach What They Don't Know

Becky Leporati,

Using personalized learning concepts, librarians created a plagiarism tutorial for multiple levels and disciplines. By allowing students to skip familiar concepts improves, we improved both engagement and content development. When librarians at the University of Cincinnati learned about personalized learning, we found a conceptual answer to one of our most daunting struggles: How do we find meaningful ways to engage students from many different backgrounds and in all disciplines? Basically, how do we avoid boring experienced users with also supporting library novices? With its student-centered approach, a personalized learning is about designing online tutorials that identify what users already know and bolster areas of weakness. Our pilot project was a tutorial about plagiarism built in Articulate Storyline. We receive many requests from faculty and librarians for this kind of eLearning, for courses ranging from first-year composition to senior capstone classes. Our tutorial, therefore, allows students to test out of familiar content and focus on unknown areas. Thus, a first-year international student unused to U.S. academic integrity values receives a full lesson while an experienced senior just gets a refresher. Our experiment with personalized learning involved trial and error with the software we had available. The success of this project, however, ended up going far beyond an improved digital experience. By more carefully analyzing content to denote key concepts and how students might demonstrate their knowledge, we were able to develop a more targeted and powerful online lesson.

Technologies

Saturday, 3 March

10:45-12:25

PARALLEL SESSIONS

Room 3 Contemporary Challenges

Using e-Learning to Train Social Workers to Combat Vicarious Trauma in Agencies Serving High-risk Regions

William Jackson Koehler, Edinboro, Pennsylvania, United States

Christine Rine, Edinboro, Pennsylvania, United States

As awareness of secondary traumatic stress (STS) that contributes to employee burnout and turnover in agency settings is better understood, the importance of creating cultures of trauma informed care (TIC) in settings that serve highly traumatized populations has grown (Fallot and Harris, 2009). Online learning environments have a unique advantage to contribute to the creation of cultures of TIC in agencies that are under-resourced to meet the level of need among their employees and constituents. Master of Social Work (MSW) students in e-learning environments are able to bring knowledge of TIC into agencies that have low availability of trained social workers (e.g. poorer, rural settings) or high rates of exposure to trauma (e.g. hospital emergency rooms). This study uses the TICOMETER (Bassuk, Unick, Paquette, & Richard, 2016) an instrument designed to measure TIC in human service organizations wherein students and Field Instructors report on their agency's ability to integrate TIC principles into their setting. Pre and posttest data are collected at the beginning and end of students' internship experience. Results compare agency type and location, attempting to assess the influence of MSW programs' TIC curriculum into agencies that are under-resourced and likely to experience higher rates of STS and burnout.

Social Transformations

Digital Badges

Mark Mabrito, Hammond, IN, United States

Digital badges are "micro-credentials" that potentially can represent student skills/achievements in more context-specific ways than traditional academic credentials, such as degrees, certificates/minors, or even course titles on a transcript. A badge is essentially a digital image that contains embedded metadata describing information about the task performed to earn the badge, criteria for assessment, and often evidence that was submitted by the learner to earn the badge. Furthermore, digital badges can provide an evidence-based approach to some of the skills we claim to teach—for example, critical thinking, communication, among others. They also provide a highly portable and effective digital means for students to represent these skills to prospective employers. A digital badge program was introduced into an undergraduate business communication course. The course is a general education requirement for primarily junior/senior undergraduates in a college of business. Digital badges were framed as a way of helping students use classroom achievements to professionally brand themselves—that is, to connect skills learned in the classroom with skills that might be attractive to future employers. In order to create a parallel experience for the course instructors (part-time and full-time, non-permanent faculty), a second badge program was introduced for their benefit. Badges in this context allowed instructors to professionally brand themselves, similar to students in the course, by highlighting their teaching and curriculum development efforts in the course. This presentation will focus on the role digital badges can play in enhancing a traditional business communication curriculum from both the viewpoint of students in the course as well as the instructors who teach the course.

Pedagogies

Narratives of Choice

David Vampola,

Information management systems are frequently valuable in terms of the decision making procedures that are represented in them. Effective decision making is, furthermore, crucial for the operation of businesses. In business administration courses that explain decision support systems (DSS), however, more emphasis is often placed on the software packages and technology of DSS than actually giving students (who will provide the decisional procedures and who will be the actual users of these systems) any insight into the way that decisions can be structurally portrayed. Computer games that have both decision-making and narrative components hold promise to help future developers and end-users understand the context and structure of decision making. But, all too often, students are simply end-users of such games, and do not play a role (generally due to a lack of technical expertise) in actually creating them. A tool that is relatively simple for narrative and game development, even for individuals who have minimal coding skills, is Twine. This presentation will present some background in narrative decision structures as they relate to being represented in Twine. An empirical perspective will be presented as well, based upon the experiences of students who have developed decision making scenarios using Twine.

Technologies

The Possibilities of Digital Learning

Heidi Lehtovaara,

The aim of this paper is to present a practical case study from the field of vocational adult education. The vocational education and training reform started in Finland January 2018, when the Parliament approved the new legislation for vocational education and training. Personal study paths, broad-based competence and close cooperation with working life are core issues in the reform. Teachers and working life experts will together be responsible for the assessment of competence. Teacher's have to adapt a new role and be able to use new teaching environments and tools. New technologies can offer successes, but also challenges and face resistance among teachers. Teacher's have also to take a notice learners diversity, for example migrant students and nearly arrived migrants without fluent Finnish language skills.

2018 Special Focus: Digital Pedagogies for Social Justice

Room 4 Workshops

Saturday, 3 March

10:45-12:25

PARALLEL SESSIONS

Exploring the Helpfulness of Peer Feedback in an Online Graduate Course

Regina Chanel Rodriguez, Canyon, TX, United States

Laurie A. Sharp,

The rapid expansion of technology has significantly increased the number of online courses and programs offered in higher education, particularly at the graduate level. Since discourse within online learning environments occurs predominantly in the form of writing, faculty must use instructional approaches that seek to improve students' understandings through writing. One promising instructional approach, peer feedback, has been shown to foster positive social interactions and promote deeper levels of cognitive understandings among students. A number of studies conducted among undergraduate students have produced findings that suggested correlations between peer feedback and improved writing. However, a paucity of research was available that explored the use of peer feedback among graduate students in online learning environments. We will begin this workshop by briefly presenting the findings from a mixed methods research study that explored the helpfulness of peer feedback activities utilized in an online graduate course. Next, we will discuss the differences in instructional design in a teacher-based feedback course and a peer-based feedback course. After which, we will view examples of peer feedback participants in the study described as helpful, then work on constructing our own helpful feedback using the describe, evaluate, suggest model. Finally, participants will collaborate to design trait checklists for writing assignments in their own courses where the describe, evaluate, suggest model could be utilized.

Pedagogies

12:25-13:15

Lunch

13:15-14:55

PARALLEL SESSIONS

Room 2

Innovation Showcase

Building a Digital Classroom to Maximize Student Engagement

Lelanie Judeel,

Online learning environments are often unexciting and uninspiring as many institutions provide online replicas of instruction delivered in the classroom. During my presentation I will share my experience and research to what those golden elements are that will translate into digital content that will be more than the passing of static information. I will showcase actual examples of digital content redesign through infographics, engaging online activities and unique Moodle front end designs. 360 ° video provide interactive 3D and virtual reality experiences that feel as real as being there. I will share how this learning experience can be enhanced by tagging certain areas within the virtual reality content through embedding descriptive text, videos, documents and even interactive courses. The golden thread throughout is practical tips and examples on creating a digital classroom that is visually stimulating, interesting and grounded in sound educational principles. E-learning examples presented were developed using an overlay of learning theory, instructional design principles and a visible digital pedagogy.

Technologies

First Point of Student Engagement

Monica Munoz, Hayward, CA, United States

Cheryl Saelee, Hayward, California, United States

At CSUEB, we identified the first point of engagement as the online orientation. We wanted to create an online version that mirrored the on-ground orientation program to allow our diverse population of students to learn on their own time, at their own pace, and based on their own needs to expand access to orientation. To do this, we researched several different platforms and decided to use Smart Sparrow's platform to develop an online orientation that incorporates adaptive learning pedagogy to create a personalized online orientation experience. In partnering with Student Life & Leadership Team, the platform provides built-in data analytics. This allows CSUEB to review how students are interacting with content and identify any challenges or additional resources that students might need. Fall 2017 enrollment (1,006) for this orientation has the same student demographics as the on ground orientation. To determine the impact on student success, 2016- 2017 transfer student data was used. A one-way between subjects ANOVA was conducted to compare the effect of orientation on transfer students' cumulative GPA in online orientation, on ground orientation, and no orientation conditions. There was a significant effect of orientation on transfer students' cumulative GPA at the p<0.01 level for the three conditions [F(2,5248)=71.293, p=0.000]. Post hoc comparison indicated that the average cumulative GPA for transfer students taking online orientation (M=2.77, SD=0.921) and on ground orientation (M=2.89, SD=0.601) were significantly higher than transfer students did not take any orientation (M=2.54, SD=1.141). There were no significant differences on transfer students cumulative GPA between online and on ground orientation.

Pedagogies

Room 4

Implementing Innovations

Saturday, 3 March

13:15-14:55

PARALLEL SESSIONS

Re-branding of Education Using Online and e-Learning Resources

Adepeju Modupeolu Oluokun,
Abiola Abiodun,

Education system in African has been through distinct phases, from the core cultural and traditional learning dated back to many centuries until this modern conventional learning and studying era. In recent times, the global education system is changing simultaneously at a significant pace because of the rapid development in internet and technology age. Therefore, there is an urgent need for African education system to undergo a re-branding phase to gradually change from the long lasting conventional classroom learning-teaching tools, resources, curriculum, syllabus, and systems which has lasted for decades to the most recent online and e-Learning education platforms. Re-branding African education will create more enabling environment through which larger population of African youths can access education resources with more accessibility, flexibility, and low cost. The aim of this study, is to discuss about the re-branding of education in Africa using online and e-Learning approach within the framework of information and technology platforms. In this study, re-branding African education system using the multimedia and audiovisual resources is discussed in detail, and its potential advantages and drawbacks are also being discussed. Finally, the overall recommendations were provided about the re-branding of African education for effective and efficient planning, implementation, and execution to achieve the successful results.

Technologies

University of the Future

Claudia Vogeler,

Megatrends such as individualization and new work mark fundamental and long-term changes. Under the heading of digitalization, developments are summarized which aim the consideration of heterogeneity, an easy access to information, the formation of networks and modified work structures/spaces. This also has an impact on learning at universities. Questions that may arise are: Which skills do students and teachers need in the future? Which content is important? How are the physical and/or virtual spaces designed in which learning is taking place? The question of how learning and teaching of the future could look like at Hamburg University of Applied Sciences was the focus of a design thinking workshop. In interdisciplinary teams of students, lecturers and other employees, innovative ideas and future scenarios for learning and teaching have been elaborated in a creative process. The university-wide presented results have been the starting point for an organizational development process with a view to future challenges. On the conference the results of the design thinking workshop are presented and discussed as an initiator of a development process. On the one hand this offers participants connecting points to design their own organizational development processes using design thinking. On the other hand, the presented results are discussion suggestions for (technology-supported) design of future learning places and learning biographies.

Institutions

Innovations in Student Engagement

Matt Glowatz,
Orna O'Brien,

From a Teaching and Learning (T&L) point of view, the Higher Education (HE) sector disseminates knowing (theoretical knowledge), doing (applying theoretical knowledge in practice) and being (developing professional identity) related skills preparing student cohorts for their professional life after college. However, HE institutions also have the responsibility to provide initial support and guidance helping incoming (new) students to both prepare them for their scholarly pursuits at college and – at the same time – to feel engaged early in their studies. As a direct result, providing support at early stages will improve the retention rate of first year students. This practitioner research case study investigates the advantages of incorporating innovative educational technology (EdTech) as part of designing and delivering agile orientation sessions (one full day, 8 hrs) aiming to guide approximately 1,500 students who commence their undergraduate or postgraduate studies at UCD College of Business' overseas locations biannually.

Pedagogies, Technologies

Interactive Data Visualization and Visual Thinking Strategies

Mark Szymanski, eugene, oregon, United States

This paper will explore innovative pedagogies that use interactive data visualization and visual thinking strategies to teach writing. The teaching of writing has a long textual history that predates the development of the World Wide Web. Traditionally, writing pedagogy has relied on text and verbal prompts to support and inspire students' thinking and writing. Recently, new findings in the learning sciences shifted the focus of writing instruction away from teaching students the forms and conventions of writing and toward a model that operationalizes writing as a means to explore and learn across disciplines-Writing Across the Curriculum. From this perspective, writing is viewed as a recursive meaning making process that involves planning, writing, evaluating, and revising. This pedagogical shift coincided with the development of the web which transformed the way information is created and shared across disciplines. It gave teachers new opportunities to integrate visually rich and meaningful information in their writing instruction. One of these newly developed resources, interactive data visualization, can enrich meaning making in the writing process. Interactive data visualization allows people to manipulate variables, explore digital information, and develop deeper understandings of trends, patterns, and meaning. Most interactive data visualizations on the web are designed to follow the visual information seeking pattern of: overview first, zoom and filter, then details on demand. This design framework can be used to enrich writing instruction when combined with Visual Thinking Strategies (VTS). These strategies were designed to support visual literacy, thinking, and communication skills using visual art in museums. The foundation for the strategies rest on three questions: What's going on in this picture? What do you see that makes you say that? What more can we find? This paper presentation will explore newly developed innovative pedagogies to teach writing that rely on interactive data visualization and visual thinking strategies. Strategies for teaching argument writing, which has its basis in the cycle of claims and evidence, and digital writing environments will also be a focus.

Technologies

Saturday, 3 March

13:15-14:55

PARALLEL SESSIONS

Room 3 Workshops

Visual Art and Digital Storytelling as Mediating Tools for Literacy Identity Transformation

Ellen Spitzer,

Carly Ibara, Honolulu, HI, United States

The purposes of this workshop are: to guide and engage the participants in writing, creating, and sharing their own visual art and digital storytelling [autobiographical] re-presentations of literacy identity, present an investigation of how an artistic multimodal self-portrait project emerged as influential for secondary preservice teacher literacy identity transformation in a university education course, and to present an exploration of what happens when an inservice English/Language Arts teacher integrates digital storytelling into her 7th grade writing curriculum. To address the research questions for the inquiry of literacy identity transformation, a qualitative phenomenological approach was used to develop a descriptive case study. The constant comparative method was used to analyze data. These methods afforded the opportunity to explore and make apparent particular dimensions of teacher literacy identity transformation. Creating multimodal texts provides a canvas to extend understandings of the topic under study, and becomes a solid base for the development of literate practices. When used in learning spaces organized to support literacy identity transformation, this power of creation can guide an analytical deconstruction of a subject providing critical insight into a view of self. As the learner re-presents her/himself, framed in multimodality, new and subtle understandings and complexities emerge. Participants will write, create, and share two autobiographical re-presentations of literacy identity [one artistic, one digital]. Writing and art materials will be provided; technology will be needed for digital storytelling.

Pedagogies

Capturing Community Voices with Collaboratively Creative Community Podcasts

Regina Chanel Rodriguez, Canyon, TX, United States

Lucinda M. Juarez, San Antonio, TX, United States

Community mapping research reveals that bringing the outdoor environment and community issues inside the classroom leads to greater student motivation, achievement, and learning (Morrell, 2008). Participants in this workshop will have the opportunity to experience and record community mapping with existing podcasts technology. The first activity will be to introduce the concept of community mapping and discuss the benefits of including community mapping in the classroom. Next, we will demonstrate how to use podcasts apps such as Opinion, including modeling of recording and editing. Participants will then move outdoors to engage in gallery walk around campus grounds to conduct informal interviews with those in the community and/or record thoughts about the layout and prominent features of the community using the podcast app to record thoughts and interactions. Participants will return indoors to share their findings and discuss the next steps in regards to using the recorded interviews and descriptions to design further reading, writing, listening, and speaking activities that relate to community mapping. Finally, participants will discuss how this session's activities can be modified or enhanced to be used in their own classrooms.

Technologies

14:55-15:05

Coffee Break

15:05-16:45

PARALLEL SESSIONS

Room 1 Teaching with Technology

Conceptual and Attitudinal Learning within a Self-Organized Learning Environment Mediated by Technology in Secondary School Education

Cimenna Chao Rebolledo,

This research analyzed the construction of knowledge and attitudes within a Self-Organized Learning Environment (SOLE) mediated by digital technologies, where learning takes place in an autonomous and self-organized way, through inquiry, technological mediation and minimal instructional intervention. Among the aspects that were studied was the ability to represent and understand concepts associated with school violence and bullying, and the development of attitudes that may counteract these two social afflictions. The students' ability to understand and represent these two concepts was assessed by analyzing the complexity, the degree of veracity and congruence of the elaborated learning products throughout this pedagogical experience. Students' interactions were recorded and evaluated through direct observation and by means of a questionnaire that examined the students' conceptual knowledge and attitudes acquired during the learning experience. Evidence from this study shows that secondary school students are able to understand and accurately represent knowledge within the expected academic level of complexity by means of self-learning and self-organization, when given the tools to research and analyze information in a consistent way. Furthermore, a change in the students' attitudes and in the overall group behavior was observed as the learning sessions took place. Attitudes towards collaboration, respect and constructive dialogue increased as sessions progressed. This research involved 150 low-income secondary school students, male and female, from a public school in Mexico City.

Institutions

Saturday, 3 March

15:05-16:45

PARALLEL SESSIONS

Using Video Annotation Applications to Analyze and Critique Film

Elliot Panek, Tuscaloosa, AL, United States

Video annotation tools such as VideoAnt allow viewers to comment on specific moments in videos. Temporally indexed commentary is ideally suited for the purposes of film analysis, in which the object of study is both visual and temporal. This method has advantages over existing means of film analysis (e.g., essays) which require students to perform the redundant task of describing moments in a film. The tools also create an opportunity for students to contribute to public knowledge of films, especially in cases in which no close analyses of a film exist. Websites like rapgenius.com demonstrate the power of large-scale collaborative annotation to elucidate meaning of thousands of texts. Proper implementation of video annotation tools for the purposes of film analysis has the potential to increase students' understanding of film while producing knowledge useful to scholars and to the general public. I will present the results of a pilot implementation of video annotation in an introductory film course (N = 50) for the purposes of demonstrating the potential of this tool in the context of teaching film analysis and criticism.

Technologies

Evolution of Online Mathematics Platforms

Haitham Solh, Dubai, Dubai, United Arab Emirates

There is no shortage of online platforms used to teach Mathematics. Top textbook publishers are now including the platforms in combination with a printed or e-textbooks, and are marketing the platforms as a substantially helpful tool for both students and instructors. Having used many of those platforms over the past 8 years, I give an overview of some of their strengths and weaknesses overall, and use data collected from various platforms that suggests that the benefit of these platforms for students may simply be acquiring procedural competence only. I contend that adding additional features for the platforms would enable students to further enhance their conceptual understanding of the content, and can enable them to become more than procedure mimickers. Suggestions include supplementing the platform with interactive videos, as well as questions that adopt a scaffolding approach.

Pedagogies, Technologies

Role of Snapchat in the Lecture Theatre

Beryl Jones,

Social media is increasingly being used in Higher Education in attempts to increase student engagement and improve performance. Snapchat is an application used to share photos, videos, text, and drawings. It has recently being ranked the third most popular app trailing only Facebook and Instagram. There isn't a lot of room in education for functionality that isn't permanent but in large lecture theaters, snapchat can be used to improve connections between the students and staff. In large groups, the class size means that some students feel far removed, less involved and reluctant to engage in the lecture. In a traditional classroom, the lecturer is the centre of attention and it is the lecturer that often asks the questions to gauge understanding. Our study shows how snapchat can be brought into the classroom to build an environment in which students feel confident to ask questions and to overcome the barriers of engagement. The use of snapchat was conducted to support the teaching of Databases in an undergraduate second year module. The database module has heavy usage of diagrams and snapchat's interface of sharing pictures, videos and words is well suited. The use of snapchat in the classroom is a relatively unresearched topic. This paper will present the outcomes of the study to establish whether the use of snapchat in the classroom can improve communication between the lecturer and student and to improve engagement.

Pedagogies, Technologies

Room 2

Virtual Learning

Challenges of Interaction in Distance Education

Cathia Papi, Québec, Québec, Canada

While distance education (DE) has burgeoned over the past twenty years and is permitting greater access to higher education (college and university), student persistence and quality of learning remain problematic. Promoting dialogue or work among peers is sometimes seen as a solution, but the devices for doing so are varied and their impacts poorly understood. This is what motivated this review and analysis of the technopedagogical devices introduced in Canadian colleges and universities to encourage distance interaction. Our systematic review examines 60 studies published between January 2005 and December 2014. It establishes a typology of research problems in the field that identifies four main research questions as well as a typology of devices based on their goals. These studies reveal that interaction and collaborative work are challenging for learners who are more concerned with the restrictive aspect than with the opportunities offered. However, the studies also show that, when students do interact and collaborate, which is the case in authentic learning situations targeting skills development, they derive satisfaction from social linkages with their peers and are likely to achieve deep learning.

Pedagogies, Technologies

Saturday, 3 March

15:05-16:45

PARALLEL SESSIONS

Virtual Learning Environments

Kwaku Nuamah-Gyambah, Koforidua Technical University, Koforidua, Eastern Region, Ghana
Sefakor Awura Ama Adabunu,

The use of learning technologies in education has increased rapidly in recent years. These technologies have been developed among higher educational institutions to support both students and lecturers. An example of such a technology is the Virtual Learning Environments (VLEs) – a way of employing technologies to help students learn. Virtual Learning Environments are extensively used in both on-campus learning and distance learning programs. They serve as supporting tools which allow students easy access to learning materials, assignments, etc. However, the educational benefit of integrating new technologies into course delivery is not well understood due to the rapid acceptance and rate of changes in information technology. This provides the motivation for this study to investigate students' and lecturers' perception on the usefulness of Virtual Learning Environments (VLE) and also determine how the use of VLE's in teaching in higher education impacts students learning. A self-administered questionnaire was used in collecting data for the research. A purposive sampling technique was employed since the research only targeted students and lecturers who have used the VLE for more than two semesters. Data from the research confirms that use of a VLE encourages independent learning with the opportunity to learn informally at a time, place and pace to suit the learner providing flexibility for students to fit course work around busy lives. The research thus affirms that using the VLE in teaching has a positive impact on student learning.

Technologies

Teachers and Students Need Support Moving beyond Traditional Literacy to Thrive with Online Assessments in Reading and Writing

Latasha Holt Bocksnick, Russellville, Arkansas, United States

The purpose of this paper is to challenge your thinking about student and future teacher preparation that is being provided in today's classroom as we move beyond traditional literacy and into a digital age. In this session, you will reflect beyond what current practices are being implemented and push your thinking into the new requirements students' need to be successful and how we can help move to meet the needs. A strategic model-based approach must be utilized, alongside purposeful technology integration across the curriculum to afford student success with less stress as they tackle the current technology-based world we live in. Qualitative methods afforded results indicating that teachers and students are stressed with the lack of support given to develop with technology-based classroom learning. Additionally, future teachers need more training before entering the classroom. Last, discussions around computer-based testing, which is mandatory in most states, will be considered alongside the traditional classroom instruction. When little formal support is given to what these new "best practices" look like and how this should be implemented on a daily basis, it is unethical to test and assess teachers and students with such magnitude.

2018 Special Focus: Digital Pedagogies for Social Justice

ICT and Intergenerational Learning

Joanna Leek, Lodz, Region Lodzkie, Poland

The paper will focus on presenting research results from a community-based intervention program funded by European Union, conducted in 4 European cities, in Madrid (Spain), Berlin (Germany), Gothenburg (Sweden) and in Sheffield (United Kingdom) that targets two mostly socially excluded groups in Europe: young immigrant pupils (12-16 years of age) and older adults (65+). In the "ICT Guides" program young immigrants plan, develop and conduct the ICT training for older people, living together in the neighborhood. The idea of using ICT skills of young people for the purpose of teaching others (seniors), is based on the intergenerational learning approach. In the program it is assumed that if educational settings can create meaningful structures and content where both students and older adults learn from and with each other, they build meaningful youth-adult partnerships, and are more likely to progress through learning. To collect relevant quality indicators for outputs, results and impact of the project were used qualitative data (questionnaire with a group of 240 participants). It has been also conducted the review on literature, policy and practice how to support education of young immigrant pupils. Through qualitative survey analysis, in the paper will be reconstructed both young immigrants (12-16 years of age) and older adults (65+) perspectives focusing onto how ICT contributes to intergenerational learning, and how ICT and intergenerational learning can be used towards reducing of school drop-out among young immigrant students? The research shows the tendency to understand the intergenerational learning as "learning about each other" rather than "learning with each other." Both groups saw themselves as teachers rather than learner in the youth-senior relationship they created in the course. The results of analyzed data show that using ICT in intergenerational learning, despite lack of good command of language by young immigrants, supports conversation and communication (when needed it has been used google translator), and fosters information exchange regarding culture, traditions, or customs of countries both groups are coming from (example appliance of pictures from internet). Youth benefited in having a voice in decision making, involving in tasks, sharing power and reciprocity with older adults.

Pedagogies

Room 3

Course Design

Saturday, 3 March

15:05-16:45

PARALLEL SESSIONS

Employing the ENHANCE Learning Model to Inform High Impact Course Design

Morris Thomas, Washington, District of Columbia, United States

Elgloria Harrison,

This study illustrated principles of self-determined learning in undergraduate capstone courses that embeds community inquiry in a blended learning design. The ENHANCE learning model served as the theoretical framework to measure high-impact course design. This longitudinal study provided a rich context of the events as they evolved using the case study methodology. Understanding the historical perspective is important to understanding what factors enabled the learners to become capable and competent graduates in their chosen field. It was concluded that in order to move the needle from novice to proficient, the learners' experience must include an intentional course design for best results. The ELM is focused on linking the emotional and cognitive aspects needed to positively impact the learning environment and the learners' experience. In course design it is easy for instructors to complicate the course for themselves and for the learners. This study sought to discuss instructional approaches to develop and inform high-impact course design. The authors found that in order to move the learner needle from novice to proficient teaching methods should be discovered, deployed, and frequently revised to elicit learning.

Pedagogies, Social Transformations

Students' Satisfaction Levels with a Hybrid Design Course

John R. Kleinpeter, Long Beach, California, United States

This exploratory study describes 31 undergraduate, full-time, Design students' responses to a satisfaction survey regarding a hybrid course in Environmental Communication Design. Students were mostly female (58.1%) and the most frequently reported ethnicity was Hispanic/Latino (38.7%). The students' overall satisfaction rating with the hybrid course was high with 90.3% reporting they were "very satisfied" or "mostly satisfied." Students reported that they were very satisfied with the reduced in class hours and the access to instructor. They were least satisfied with the use of in class time and technology. Females reported higher levels of satisfaction with online lectures (100%) as opposed to males (76.9%). Among those students who reported their ethnicity as non-white, nearly all (95.2%) were satisfied with the use of in-class time, compared to only (50.0%) of white students. Students responded to open-ended questions regarding the "least liked" and "most liked" aspects of the course. Students' noted the "least liked" aspects of the hybrid course as being: loss of face-to-face time with the professor and difficulty following online assignments due dates. The "most liked" aspects of the course were flexible time schedule and reduced commute. Educational implications are provided. Areas for future research are outlined.

Pedagogies

Where Meta Meets Modality

Brently Johnson,

Multimodal writing, particularly visual and audio modes, helps students situate their work within a broader context, pushing them to consider how and why elements of craft can enrich their narratives. This presentation shares my experiences with multimodal writing instruction at Pacific University. Through visual and audio modes, students are given new ways to consider elements of craft—audience, structure, and research—in their writing that have become unchallenged through traditional print instruction. To this end, I hope to provide innovative techniques for involving technology into the classroom to produce purposefully considered narratives. I will share my syllabus, assignments, and professional as well as student examples in order to describe the course and its aims. Beginning with professional works, I will walk through the development of each assignment—an HTML Essay, a Radio Essay, and multimedia immersion journalism piece—finishing with student examples so that I can discuss the outcomes of the course and future improvements. As one who fears technology's capacity to distract a writer from his/her truest purpose in communication, the implications of this presentation resides in authenticity: how does a writer, or any practitioner of a subject, have technology serve their work rather than the work serving the technology? My paper's aim is to answer this question, showing how it can resolutely be the former, helping students not only learn how to make considered choices in their writing but why they do so.

Pedagogies

The Advent of Business is Online Learning

Janelle C. Simmons,

This paper will focus on "why" online or distance learning is so effective when it comes to small business owners and how they become more effective managers. While there has not been extensive research in regards to this topic, a literature review reveals that indeed online learning environments are a productive means for training current and future small business owners.

Technologies, Social Transformations

Room 4

Post-secondary Challenges

How Students and Professors Perceive Web 2.0 Tools to Support Learning

Maria Stover,

The purpose of this paper is to contribute to the growing body of social media research by: expanding the scope of study to a broader range of Web 2.0 applications, not just social networking sites, and by breaking down the use of Web 2.0 tools to make a distinction between personal and classroom use. While there is plenty of research about how college students use Web 2.0 applications in their personal lives, we have very limited information about how they perceive their usefulness for educational purposes. Moreover, we have limited data on how their professors perceive the utility of such applications as classroom tools. Studies have shown that the more likely professors are to use Web 2.0 tools for personal use, the more likely they are to integrate them into their college classroom. The present research examines how students (n=294) and faculty (n=70) at a mid size Midwestern university perceive the utility of Web 2.0 tools for learning. The findings compare the different types of use, and provide insights into the perceived obstacles to the application of such tools in the classroom.

Technologies

Saturday, 3 March

15:05-16:45

PARALLEL SESSIONS

Using Technology to Enhance Intercultural Learning in Study Abroad

Mary Meares,

Study abroad programs provide opportunities for students to learn more about the world and themselves; however, without appropriate processing of the experience, students will not get the full developmental benefit of the experience. Research shows that helping students to make sense of their study abroad experience makes more difference than other variables in terms of intercultural learning. Yet, study/travel programs often focus on the culture and language being experienced, and not on the role of nationality, gender, socioeconomic status, and other identity factors. This paper describes an approach using technology to preparing students before the leave home and to structure writing and sensemaking during and after their experience. Particular attention will be given to embedding the experience in a social justice framework, where students begin to understand their relationship to citizens of other cultures from a global economic perspective, building empathy and decreasing ethnocentrism. This hybrid pedagogical approach uses models of personal leadership and intercultural sensitivity to structure a number of learning activities, allowing students to actively engage with and take responsibility for their own learning experience abroad.

Pedagogies, 2018 Special Focus: Digital Pedagogies for Social Justice

Standing Our Ground

Jennifer Spitz,

The profession of social work is experiencing great change. Contexts of practice are shifting and require us to adapt accordingly. The emphasis on Evidence-Based Practice (EBP) and distance learning are examples of this. As a result, our educational approach must also adjust. Much of the literature on online social work education examines the student's learning experience. Research focuses on learning outcomes, student satisfaction and the costs and benefits of this modality. Findings are that online and face-to-face education yield comparable academic outcomes. Discussions about faculty broadly address issues related to technological competence, and the "how-tos" of transitioning from classroom to computer. There is an emphasis on the importance of embracing technology as an inevitable and efficacious context for learning. Less attention has been given to the pedagogical, ontological, and epistemological concerns experienced by faculty on the front lines. This discussion will focus on these issues and the questions raised, the answers to which may reflect a new paradigm for social work education.

Pedagogies

The Educational Aspect of an Ambient Intelligent Classroom

Matthew Montebello,

Different aspects within an Ambient Intelligent Classroom need to be taken into consideration amongst which are those that are purely educational. The educational aspects and affordances that essentially and inevitably form an imperative part of an ambient intelligent classroom setup are frequently overlooked and taken for granted. Smart classrooms offer the ability to capitalise and take full advantage of applying technology while amplifying the effects of personalising the learning process. In this paper, we investigate the intrinsic educational characteristics that an ambient intelligent classroom entails as part of additional factors that collectively require meticulous investigation and thorough analysis. We ground the concept of such a smart classroom environment upon conventional and recognised learning theories that bring together a conceptual and pedagogy-neutral framework. The emphasis rotates around the educational aspect of the framework as we shed light on the capacity and promise of this technology-enhanced learning environment that could potentially characterise the way we look at our classrooms.

Technologies

16:45-17:15

Conference Closing and Award Ceremony