ASCILITE Adelaide 2016

Show Me The Learning

Conference Handbook

33rd International Conference of Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education

University of South Australia, Adelaide, Australia

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Show Me The Learning

Adelaide, Nov 27-30, 2016

Welcome from the 2016 Conference Convenor

On behalf of the 2016 Organising Committee, I would like to extend a very warm welcome to delegates to the ASCILITE International Conference. This is the 33rd annual conference and this year has been designated by the ASCILITE Executive as the International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education.

In 2016 the conference is being hosted by University of South Australia at the Adelaide Convention Centre on 27-30 November, 2016. The 2016 ASCILITE conference builds on a long tradition providing an excellent forum for delegates from around the world to come together to share practice, discuss their innovative ideas, and present latest research findings with like-minded people. Having been a delegate at the last 14 conferences I can attest to the friendliness of this conference at to that end the 2016 Committee has worked tirelessly to ensure that this tradition is upheld in both the conference and social programs.

The conference theme of "Show Me the Learning" was designed to focus attention on the demonstration of learning aided by the adoption of technology in the education space. This scrutiny is timely. While in recent years we have witnessed a rapid uptake of technology in education, the evaluation and measurement of the impact of technology on teaching and learning outcomes is less well developed. It is critical that the sector addresses this deficit, to ensure that current and future technology enhanced learning initiatives are, and continue to be, conceptually, theoretically and empirically driven by solid pedagogical foundations. In an age where the rhetoric of techno-positivism abounds and permeates all facets of higher education, we must be optimistically cautious and rigorous in our claims concerning the degree of impact digital advances actually bring to the student experience.

More specifically our conference theme provides the opportunity to consider three key sub-themes of Global Challenges in Education, Analytics & Visualisation and Innovations & Design. To support these areas of discussion the 33rd ASCILITE conference brings together a diverse range of keynotes, invited speakers, papers and posters from some of the leading scholars and practitioners in the field. We would like to thank all those who made submissions for conference presentation—be they full or concise papers, symposia or posters. Your commitment to sharing your expertise, knowledge and insights is invaluable and much appreciated. We are certain that delegates will find much to interest and stimulate them in the wide range of topics and quality presentations available over the conference.

As has become a feature of this conference a dedicated conference app has been prepared to increase the degree of interaction and engagement between presenters and delegates. We hope it works well for you. The Organising Committee would also like to acknowledge the generous support of our sponsors without whose support the conference would not be possible. On a personal note, I would like to thank members of the Organising Committee, the Programme Committee, the Conference Secretariat and Conference Manager, individual paper reviewers and the ASCILITE Executive for their support and invaluable assistance into ensuring the success of the 2016 conference. A big thank you to everyone. Finally, the real success of the conference depends on the willingness of delegates to immerse themselves in the ASCILITE conference experience. Please welcome first-time delegates, introduce yourself to as many new people as possible and generally have a great time.

Dr Sandy Barker

Conference Convenor

Welcome from the ASCILITE President

Today's accountability and requirement for standards in higher education evokes an increasing need for reflection and assessment of how educators teach, and students learn. There is significant value and potential for educational technologies to enhance student outcomes, experience and learning spaces. The "teacher factor" in relation to the integration and adoption of new and emerging technologies, is often posited as a problem of how to propagate teacher interest and action (UNESCO, 2008). Pedagogical innovation, evidence-based practice and research continually demonstrate the affordances and value of using educational technologies to enhance student learning. As such, it is highly appropriate that ASCILITE's 33rd conference would have a theme that encourages us to demonstrate how learning is being aided by the adoption of technology in the education space. The conference program promises many illustrations of how learning is being advanced as a result of educators embracing technology to progress their pedagogical practice.

This year the ASCILITE Conference has undergone a refresh. Strategically from 2016 the ASCILITE Conference will be titled the International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education. This name change has been deliberately orchestrated to reflect the vision and mission of the Society and situate the conference for global recognition, where it fittingly resides. I sincerely thank the University of South Australia and the Conference Organising Committee for hosting our conference and posing a theme that will definitely evoke intense dialogue about aiding learning through the adoption of technology in the education space. These discussions may subsequently play a significant role in guiding the future directions of our sector across Australasia and globally.

Dominique Parrish

ASCILITE President

UNESCO. (2008). ICT competency standards for teachers. Paris: UNESCO

2016 Conference Committee

ASCILITE 2016 Conference Committee

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Program Convenor

Dr Cassandra Colvin
Program Support

Dr Stuart Dinmore
Technical and App Support

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Editorial from the 2016 Program Committee

Each year the ASCILITE conference provides an opportunity for higher education academics and professional to meet and share ideas, conversations and expertise on education technology, and its intersection with higher education teaching and learning. This year is no exception. Inspired by this year's conference theme, Show me the learning, the papers accepted for ASCILITE 2016 showcase the latest in technology enhanced learning, evaluation and research and the impact such technologies bring to learning and teaching practice more broadly. The papers scheduled in this conference program clearly highlight the growing importance educational technologies play in higher education. The papers also reveal a growing maturity in how such research is evaluated and measured to demonstrate impact on the student learning and experience.

This year we saw a high number of quality papers submitted. Of 163 submissions, 47 were full papers, 81 were concise papers, and the remainder were posters and symposia. Of 163 submissions, 115 were accepted, an overall acceptance rate of 71%. Acceptance rates for full and concise papers were 70.2% and 62.9% respectively, figures comparable with previous years' conferences. As a reflection of the international reach of the ASCILITE community, authorship represents 28 countries, including China, Ireland, New Zealand, Singapore, US, and UK. The majority of the papers report on specific institutional and course based case studies involving the use of technologies in higher education. Prominent and specific themes within the papers include relationships between technology enhanced learning and learning theory, emergent technologies, socio-cultural-perspectives, learning sciences, and learning analytics.

Lastly, on behalf of the conference and program chairs, thank you to the program committee for your assistance in the review process and ensuring such a high standard of research is presented.

Enjoy the conference

2016 Reviewers

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Martin	Oliver	UCL
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Greg	Preston	Newcastle University
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Paivi	Rasi	University of Lapland, Faculty of Education

Petrea	Redmond	University of Southern Queensland
Thomas	Reeves	University of Georgia
Nigel	Robertson	University of Waikato
Tim	Rogers	University of South Australia
Nauman	Saeed	La Trobe University
Charuni	Samat	Khon Kaen University
Michael	Sankey	University of Southern Queensland
Brett	Shelton	Boise State University
Oleksandra	Skrypnyk Poquet	University of South Australia
Katrina	Strampel	Edith Cowan University
Elson	Szeto	The Hong Kong Institute of Education
Seng-Chee	Tan	National Institute of Education, Nanyang Technological University
Jen	Tan	NIE, Singapore
Zaidatun	Tasir	Universiti Teknologi Malaysia
Herbert	Thomas	The Mind Lab by Unitec
Jacquie	Tinkler	Charles Sturt University
Jo	Tondeur	Ghent University
Lorenzo	Vigentini	University of New South Wales
Brian	von Konsky	Curtin University of Technology
Zac	Waters	QUT
Debbi	Weaver	La Trobe University
Julie	Willems	Deakin University
Thomas	Wong	Sultan Idris Education University
Helen	Wozniak	Flinders University
Noraffandy	Yahaya	Universiti Teknologi Malaysia
Pippa	Yeoman	University of Sydney
Allan	Yuen	The University of Hong Kong
Catherine	Zhao	University of New South Wales

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ASCILITE 2016 AGM Agenda

A. Preliminary Business

A1. Welcome, Introductions and Apologies
A2. Acceptance of the 2015 AGM Meeting Minutes
A3. Business arising from the Minutes

B. Executive Business

B1. 2016 President's Report
B2. 2016 Treasurer's Report
B3. Financial Statements for Fiscal Year 2015 – 2016
B4. Acceptance of the 2017 Budget Forecast

C. Executive Elections

C1. 2016 Executive Committee Election Results

D. Ascilite Annual Conferences

D1. 2016 Conference Update
D2. 2017 Conference Plans

E. Other Business

E1. As required

Delegate Information

Best Poster Nominations

Conference delegates are invited to nominate posters for the Best Poster Award. Please find your nomination form in your conference satchel. Nominations should be lodged at the registration desk or submitted through the conference app by 5.30pm on Monday 28 November after the Poster Session. The award will be presented at the conference awards on Tuesday 29 November.

Conference App

The conference app is available for download from both Apple iStore and Play Store for Android. All information about the conference including the program and updates are available on the app.

Conference Attire

Dress for the conference, welcome reception and movie night is smart casual. The conference dinner dress is after five or dress to the theme of "The Pink Ball". Delegates attending the conference dinner must also wear their **pink wristband entry ticket** somewhere visible.

Conference Handbook & Name Badge

All delegates will receive a hard copy handbook. Each delegate will also receive a name badge upon arrival. The name badge will be your official pass and must be worn to obtain entry to all sessions. Please direct any questions you may have regarding registration, accommodation, tours or social functions to Plevin & Associates staff at the Registration desk.

Copies of Papers and Presentations

Copies of the presentations, if made available by the authors, will be published on the conference website one week after the conclusion of the conference. Conference papers can be found on the USB provided to you in your satchel.

Delegate List

Printed delegate lists will not be available at the conference. If you selected privacy required when completing your registration form, your name will not appear on the list. An electronic version can be obtained from the Registration Desk.

Disclaimer

The 2016 ASCILITE conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum. All changes will be announced at Housekeeping and on the Conference App.

Entry to Conference Sessions

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat. If sessions become full then delegates may not be allowed entry. Internet and Social Media Free wireless internet access is available for the duration of the conference. Please connect to the "ASCILITE2016" network. The password will be available from the registration desk. Rooms used for the conference including the Atrium will be able to connected to the network. The ASCILITE organising committee encourages all delegates to tweet about the conference. Please use #ascilite2016. If any speakers do not wish delegates to tweet during their presentation, please advise the chairperson prior to your session commencing.

Mobile Phones

As a courtesy to other delegates, please ensure that all mobile phones are turned off or in silent mode during all sessions and social functions.

Program Changes

Any changes to the conference program will be announced during housekeeping notices each morning, in the news section of the Conference App and the Conference App will be updated accordingly. You may also check with Plevin & Associates staff at the Registration Desk.

Registration Desk

The Registration Desk will be located in the Adelaide Convention Centre Lobby L. The Registration Desk will be open at the following times:

- Sunday 27 November 0800 – 1800
- Monday 28 November 0730 – 1730
- Tuesday 29 November 0730 – 1630
- Wednesday 30 November 0815 – 1500

Registration Entitlements

Full Registration

- Attendance to Conference sessions on Monday 28 – Wednesday 30 November 2016
- Welcome Reception
- Conference Dinner
- Daily catering
- Conference Handbook
- Name badge
- Conference satchel

Day Registration

- Attendance at sessions on your chosen day
- Conference Handbook
- Name badge
- Day catering
- Conference satchel

Security and Liability

The members of the conference organising committee and Plevin & Associates accept no liability for personal accident or loss or damage suffered by any participant, accompanying person, invited observer or any other person by whatever means. Neither do we accept liability for any equipment nor software brought to the conference by delegates, speakers, sponsors or any other party. Please protect your personal property. Do not leave laptops, cameras, or other valuable items unsecured. Be conscious of individuals who appear out of place and are not wearing a conference name badge. Advise Leishman Associates Staff if this does occur.

Smoking

The Adelaide Convention Centre and UniSA are non-smoking venues. However guests are allowed to smoke outside in designated areas.

Special Dietary Requirements

If you have advised Plevin & Associates of any special dietary requirements, the caterers at each function have been provided these. If you are unsure please see the staff at the Registration Desk. At social functions please remind the catering staff as they come to serve you of your requirements. It would be appreciated if you advise Plevin & Associates as soon as possible if your dietary request relates to a life threatening allergy.

Speaker Support

All speakers are requested to report to speaker support located L1B adjacent the registration desk. There will be a dedicated technician available to assist you with any queries. Your presentation will be downloaded and verified then networked into your presentation room. Speaker support will be open at the following times:

- Monday 28 November 0730 - 1730
- Tuesday 29 November 0730 - 1630
- Wednesday 30 November 0815 - 1400

Please meet with your chairperson in the session room 10 – 15 minutes prior to the commencement of the session.

Conference Managers

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Ryan Baker

Associate Professor of Cognitive Studies, and Program Coordinator of Learning Analytics, at Teachers College Columbia University

Ryan Baker is Associate Professor of Cognitive Studies, and Program Coordinator of Learning Analytics, at Teachers College Columbia University. His lab, the Educational Data Mining Laboratory, conducts research on engagement and robust learning within online and blended learning, seeking to find actionable indicators that can be used today but which predict future student outcomes.

Ryan has developed models that can automatically detect student engagement in over a dozen online learning environments, and has led the development of an observational protocol and app for field observation of student engagement that has been used by over 150 researchers in 4 countries.

He was the founding president of the International Educational Data Mining Society, and the first technical director of the Pittsburgh Science of Learning Center DataShop, the world's largest public repository for data on the interactions between learners and online learning environments. Baker has co-authored published papers with 248 colleagues.

Mon 28th November

9:00am – 10:00am

Hall M

Engagement and Success in Online Learning: Higher Education and Beyond

The ability to readily identify when students are motivated, disengaged, bored or frustrated in their studies is critical for developing personalised learning models that actively promote student success. This keynote will unpack the relationship between engagement and success in online learning in higher education and beyond. The presentation focuses on examples from two distinct contexts: the use of the Soomo Learning Platform in an online university, and the MOOC Big Data and Education, offered on edX and Coursera. The results of these studies demonstrate how we can predict student success from behavioural indicators very early in the learning process, and how some behavioral indicators not only predict academic success but participation in professional careers. In so doing I demonstrate how previously hidden learning processes can be extracted to aid our educational practices.

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Prof David Boud

Director of the Centre for Research in Assessment and Digital Learning

David Boud is Foundation Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne, and is Emeritus Professor at the University of Technology Sydney. He has previously held positions of Head of School, Associate Dean and Dean of the University Graduate School at UTS.

David has published extensively on teaching, learning and assessment in higher and professional education. His current work focuses on the areas of assessment for learning in higher education, academic formation and workplace learning. He is one of the most highly cited Australians in the field of higher education. He has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in student self-judgement, building assessment skills for long-term learning (Rethinking Assessment in Higher Education: Learning for the Longer Term, with Nancy Falchikov and others, Routledge, 2007) and designing new approaches to feedback (Feedback in Higher and Professional Education, with Liz Molloy and others, Routledge, 2013).

He was a key member of the team and focused on assessment for the new text for university teachers: Reflective Teaching in Higher Education (with Paul Ashwin and others, Bloomsbury, 2015). He is an Australian Learning and Teaching Senior Fellow for his work on 'Assessment for learning in and beyond courses' (Assessment Futures at UTS), and has been lead investigator for ARC Discovery and Linkage projects and numerous OLT and equivalent projects.

Tues 29th November

9:00am – 10:00am

Hall M

Has it has been achieved? Increasing transparency in assessment and feedback

Assessment in higher education is a curious process. While traditionally articulating the importance of high standards, we have never been very clear about what it is we expect students to learn and equally vague about how we should judge it. This has been a major bugbear of educational technology as without these specifications it can't operate. This has been changing rapidly in recent times: moves to curricula with explicit and meaningful learning outcomes at program level have opened up new possibilities. The keynote will start with a focus on the implications of this transparency, the changes it makes possible and the new challenges for assessment and feedback it gives rise to.

Recent years have seen the convergence of many challenging ideas from curriculum, pedagogy, and indeed economics, into the mainstream of assessment research. These have refreshed and renewed the field of research on assessment in higher education in particular and provide a new agenda for our studies. The keynote will examine the current international context that is prompting changes in assessment. It identifies a number of key moves, including, for example: emphasis on assessment of learning outcomes against standards, the decentreing of measurement, a focus away from unilateral assessments, a shift in the unit of activity from course units to programs, recognition of what feedback requires to be effective, new affordances of digitalisation and the importance of low-tech learning analytics.

Prof Belinda Tynan

Deputy Vice Chancellor (Education) and Vice President at RMIT, Melbourne

Belinda Tynan was previously the Pro-Vice-Chancellor (Learning Innovation) at the Open University, UK. Belinda led the sub-units of the Learning & Teaching Centre, the Open Media Unit, Learning and Teaching Solutions, the Institute of Educational Technology, the Knowledge Media Institute and Library Services, which provide leadership and support for the University strategic objectives for the creation of exciting and innovative learning experiences. Previous roles have included Pro-Vice-Chancellor Learning, Teaching and Quality at the University of Southern Queensland, and Director of the research centre DEHub at the University of New England.

In May 2016 she became the Deputy Vice Chancellor (Education) and Vice President at RMIT, Melbourne.

Professor Tynan has been an active researcher, supervisor of doctoral students, reviewer and a frequently invited speaker. Her research interests are concentrated in the field of distance, online and open education. She has more than thirty years of experience in the education sector in Australia, New Zealand, Singapore and the UK. She is an Exceutive member of the International Committee of Open and Distance Education (ICDE) and recently she was awarded her Principal Fellow of the Higher Education Academy (PFHEA).

Wed 30th November

9:30am – 10:30am

Hall M

Learning analytics = (problem+question)(data+ analysis)/(ethics+ intervention)

The Horizon Report (2016) described learning analytics as "an educational application of web analytics aimed at learner profiling, a process of gathering and analysing details of individual student interactions online learning activities." (pg38). Time to execution- less than one year! Working with learning analytics across an organisation is a complex undertaking and involves students, academic staff and their administrators and wider organisational support staff such as IT specialists and the keepers of data. To be successful at implementing learning analytics the ROMA Framework offers an approach that is akin to painting by numbers. The step-by-step approach provides a framework for a logical approach to the issues of leadership, change, tools and implementation. This Keynote will take you on a journey through a narrative of baseball as we attempt to uncover the wherefore of the why, what and how.

Prof Peter Goodyear

Co-director, Centre for Research on Learning and Innovation, at the University of Sydney

Peter Goodyear is Professor of Education at the University of Sydney – a position he took up in 2003. He is the founding co-director of the University's Centre for Research on Learning and Innovation, a multi-faculty collaboration involving over 80 academic staff and PhD students. Previously, he set up and led the Centre for Research on Computer-Supported Learning and Cognition (CoCo) and the Sciences and Technologies of Learning research network.

Peter's research interests include design for learning, networked learning, complex learning spaces, the nature of professional knowledge and professional education. He has published 11 books and over 120 journal articles and book chapters.

In 2008, Peter was awarded a Senior Fellowship of the Australian Learning and Teaching Council and in 2010 he became an Australian Research Council Laureate Fellow – the first and so far the only Laureate Fellow working in the field of Education. His current program of research aims to strengthen the use of 'designerly ways of thinking' in education.

Before moving to Australia in 2003, Peter was Professor of Educational Research, Head of the Department of Educational Research and founding director of the Centre for Studies in Advanced Learning Technology at Lancaster University in England. He has also held academic positions in London, Birmingham and Belfast.

Tues 29th November

1:10pm – 1:55pm

Hall M

Analysis and design for complex learning …

Over the last year or so, there has been a good deal of online soul-searching about the field or discipline of educational technology: about its nature, foundations, scope and purpose – including whether and how it can make a difference to policy and practice in higher education, which is ascilite's home ground.

In this talk, I want to focus on the production of educational design knowledge: knowledge that is useful to people who design for other people's learning. I will use, as an illustrative example, the ACAD framework – an Activity-Centred approach to Analysis and Design – to make some points about the creation of useful design knowledge. In so doing, I hope to (a) draw attention to a family of approaches to research and development that are particularly well-suited to understanding and improving complex learning systems through local action, and (b) explain why analysis and design processes involve epistemic fluency (an ability to work with different kinds of knowledge and ways of knowing). The talk should be of interest to anyone who is concerned about connecting inquiry and action in educational technology.

ASCILITE 2016 Social Program

Sunday	Monday	Tuesday	Wednesday
27th	28th	29th	30th
Welcome Function	**Poster Drinks**	**Gala Dinner**	**Bank Street Social**
Reconnect with old friends & meet new ones at this year's Welcome Function. *Enjoy drinks and finger food in the shade of UniSA's innovative Jeffrey Smart Building.*	*View the Poster presentations and talk to the authors whilst enjoying great SA wine & beer (or soft drink).* *Vote for your choice of best poster before 6pm Monday night. Best poster award will be presented Tuesday morning before the keynote speaker.*	*Our theme, "The Pink Ball", celebrates the International Day/Night test match played at the iconic Adelaide Oval with pink cricket balls.* *We invite you to get into the spirit of the night by dressing up. Be subtle with just a "splash of pink" in your outfit or outrageous and creative with the theme. We look forward to seeing you all in Adelaide at this great event.*	*After the Conference is over, join us at our new "local" in Bank Street.* *Named Best Small Bar in Adelaide last year with a focus on local beer & wine.* *They also make great pizza featuring local produce, which might be a nice easy way to finish off a big week.*
5:30pm to 7:30pm Jeffrey Smart Building City West Campus Forum & Peter Hoj Plaza	**4:30pm to 5:30pm** Hall L Adelaide Convention Centre, North Terrace	**7.00pm - late** Panorama Ballroom, Adelaide Convention Centre, North Terrace	**5:00pm onwards** Bank Street Social Corner Bank Street & Hindley Street, Adelaide

Sunday	Monday	Tuesday	Wednesday
27th	28th	29th	30th
Test Match	**Dine around Adelaide**		**Samstag Museum of Art**
There may still be time to catch a few overs before the start of the Conference. *Twilight tickets are priced from just $20 for adults when you enter after 4pm.* *And the Adelaide Oval is only a short stroll across the beautiful Torrens River bridge.*	*Bookings are being made at a number of Adelaide restaurants for delegates to get together and enjoy a meal at the end of the first day of presentations. You will need to select your restaurant of choice at the Registration desk prior to afternoon tea on Monday.* *A list of restaurants and the deals will be available soon.*		*The renowned Anne & Gordon Samstag Museum of Art is located in the heart of UniSA at the City West Campus, with the Quicksilver exhibition developed to celebrate UniSA's 25th birthday.* *Pop by after the Conference. Admission is free!*
	6:00pm onwards Hand-picked (& tried) restaurants all within walking distance		**11am – 5pm** Hawke Building City West Campus North Terrace

ASCILITE 2016 Conference Program

MONDAY 28th November	
7:30am	Registration Open (Foyer L) Morning Coffee (Hall L)
8:30-8:40am	Welcome to Country (HALL M)
8:40-8:45am	Welcome from Conference Convenor – Dr Sandy Barker (HALL M)
8:45-8:50am	Welcome from ASCILITE President – Associate Professor Dominique Parrish (HALL M)
8:50-9:00am	Welcome from UniSA Provost – Professor Allan Evans (HALL M)
9:00-9:55am	Keynote: Ryan Baker (HALL M) *Session Chair: Professor Shane Dawson*
9:55-10:00am	Housekeeping Notices (Hall M)
10:00-10:30am	Morning tea (HALL L)

Room	Hall M	L2	L3	R7	R8
		Analytics and Visualisations/ Data science in higher education	Innovations and Design/ Learning design	Global challenges/ Digitally enabled learning for a global society	Global challenges/ Assessment and evaluation in the digital age
Session Chair	*Nayia Cominos*	*Diana Quinn*	*Brigitte Sloot*	*Ben Kehrwald*	*Sandy Barker*
10:30-11:00am	Meet the keynote *Ryan Baker*	Full paper (103): Designing Virtual Reality Environments for Paramedic Education: MESH360 *Thomas Cochrane, Stuart Cook, Stephen Aiello, Dave Harrison and Claudio Aguayo.*	Full paper (150): A blended learning model and a design model combine to support academics in pedagogical redesign of the curriculum *Linda Pannan and Katherine Legge*	Full paper (46) Professional identity and teachers' learning technology adoption: a review of adopter-related antecedents *Qian Liu and Susan Geertshuis*	Full paper (61) Engaging students in the use of technologies for assessment within Personal Learning Environments (PLEs): The development of a framework *David Bolton, Paula Mindenhall, Kwong Nui Sim, Lynnette Lounsbury and Maria Northcote.*
11:00-11:30am	Symposium (57): The promise and pitfalls of social media use in Higher Education *Julie Willems, Chie Adachi, Trish McCluskey, Iain Doherty, Francesca Bussey, Marcus O'Donnell and Henk Huijser.*	Full paper (157) Building cognitive bridges in mathematics: exploring the role of screencasting in scaffolding flexible learning and engagement *Catherine McLoughlin and Birgit Loch.*	Full paper (34) Proudly Pragmatic: Steps to Online Curriculum Transformation *Jacqueline Jepson and Deb Moulton*	Full paper (97) Engineering professional identity practices: Investigating the use of web search in collaborative decision making *Maryam Khosronejad, Peter Reimann and Lina Markauskaite.*	Full paper (125) Deakin Hallmarks: principles for employability credentials *Trina Jorre de St Jorre, Liz Johnson and Beverley Oliver*
11:30-12:00pm		Full paper (72) Applications of Automatic Writing Evaluation to Guide the Understanding of Learning and Teaching *Peter Vitartas, James Heath, Sarah Midford, Kok-Leong Ong, Damminda Alahakoon and Gillian Sullivan-Mort.*	Full paper (38) Evaluation of a learning outcomes taxonomy to support autonomous classification of instructional activities *Mark McMahon and Michael Garrett.*	Full paper (91) Confidence drives exploration strategies in interactive simulations *Amaël Arguel, Jason M. Lodge, Mariya Pachman and Paula de Barba.*	Full paper (145) Multimodal feedback is not always clearer, more useful or satisfying *Michael Phillips, Michael Henderson and Tracii Ryan.*
12:00-1:30pm	Lunch (HALL L)				
12:40-1:20pm	ASCILITE AGM (Rm L2)				

Room	Hall M	L2	L3	R7	R8
		Global challenges in Education/ Assessment and evaluation in the digital age	Analytics and visualisation/ Big data ethics and the future of learning	Innovations and Design/ Learning design	Global challenges in Education/ Digital enabled learning
Session Chair	*Chris Campbell*	*Judy Ford*	*Cassandra Colvin*	*Dale Wache*	*Sue Gregory*
1:30-1:50pm	Symposium (108) Learning Design Research in Action *Eva Dobozy, Leanne Cameron, Shirley Agostinho, Chris Campbell and Panos Vlachopoulos*.	Concise paper (161) Designing and Analysing STEM Studios for preservice teacher education *Kate Thompson and Harry Kanasa.*	Concise paper (44) Ethical considerations in the use of student data: International perspectives and educators' perceptions *Hazel Jones*	Concise paper (165) A review of the literature on flipping the STEM classroom: Preliminary findings *Elaine Huber and Ashleigh Werner.*	Concise paper (152) Student Behavioural Engagement in Self-Paced Online Learning *Md Abdullah Al Mamun, Gwen Lawrie and Tony Wright.*
1:50-2:10pm		Concise paper (18) Assessing the impact of an "Echo360-Active Learning Platform"- enabled classroom on learning gains in a large enrolment blended learning undergraduate course in Genetics. *Colin Montpetit and Sonya Sabourin*	Concise paper (33) Digital learning: an important ingredient in equity of access to university *Lorraine Delaney and Margaret Farren.*	Concise paper (137) From Flipped to Flopped to Flexible classrooms in Higher Education? – Critical Reflections from Australia *Thomas Wanner and Edward Palmer.*	Concise paper (94) Voice-to-Text Transcription of Lecture Recordings *Stuart Dinmore and Jing Gao.*
2:10-2:30pm		Concise paper (37) Tracking discipline mastery: The development of an online program assessment and evaluation tool *Diana Quinn, Paul Sutton, Paul Corcoran and Delene Weber*	Concise paper (21) Snapchat at school - 'Now you see it… ': Networked affect – cyber bullying, harassment and sexting *Jennifer Charteris, Sue Gregory, Yvonne Masters, Myfanwy Maple and Amanda Kennedy*.	Concise paper (96) The Rise of the Flip. Successfully engaging students in pre-class activities through the use of technology and a flipped classroom design template *Sophia Karanicolas, Beth Loveys, Karina Riggs, Hayley McGrice, Catherine Snelling, Tracey Winning and Andrew Kemp*.	Concise paper (68) Refocusing institutional TEL provision on the learner: drivers for change in UK higher education *Martin Jenkins, Richard Walker, Julie Voce, Jebar Ahmed, Elaine Swift and Phil Vincent.*
2:30-3:10pm	Afternoon tea (HALL L)				

Room	Hall M	L2	L3	R7	R8
	Global challenges in Education/ Learning ecosystems	Innovations and design/ 21st C. literacies	Innovations and Design/ Learning design	Innovations and Design/ Learner voices	Global challenges in Education/ Assessment and evaluation in the digital age
Session Chair	*Stuart Dinmore*	*Dale Wache*	*Simon Smith*	*Roger Edmonds*	*Kerry Johnson*
3:10-3:40pm	Full paper (16) Shaping the future of open education: a regional university case study *Helen Partridge, Adrian Stagg and Emma Power*.	Full paper (163) Learning gains in a flipped classroom to teach the principles of envenomation *Kristine Elliott and Ken Winkel.*	Full paper (102) Evaluating a Professional Development cMOOC: Mosomelt *Thomas Cochrane and Vickel Narayan*	Full paper (127) Mobile learning in the Asia-Pacific region: Exploring challenges hindering the sustainable design of mobile learning initiatives *Angela Murphy, Hazel Jones and Helen Farley.*	Full paper (89) Levelling the playing field: student and staff experiences of a curated, self-assessed, self-paced multimedia resource *Rachel Whitsed and Joanne Parker.*
3:40-4:00pm	Concise paper (124) Contextualizing institutional strategies for technology enhanced learning *Carol Russell*	Concise paper (93) Using digital tools in WIL to enable student journalists' real world learning *Dianne Jones*.	Concise paper (138) Using a Video-Based Critique Process to Support Studio Pedagogies in Distance Education – A Tool and Pilot Study *William Billingsley, Bing Ngu, Huy Phan, Nicolas Gromik and Paul Kawn*.	Concise paper (98) How to engage students in blended learning in a mathematics course: The students' views *Birgit Loch, Rosy Borland and Nadezda Sukhorukova*.	Concise paper (119) Designing a Review of the Learning Management System *Liz Heathcote and Edward Palmer.*
4:00-4:20pm	Concise paper (15) It's what you do with IT that matters! *Lincoln Gill*	Concise paper (63) Using mobile technology for workplace learning: Fostering students' agency *Franziska Trede, Susie Macfarlane, Lina Markauskaite, Peter Goodyear, Celina McEwen and Freny Tayebjee*	Concise paper (67) Learning through Video Production - an Instructional Strategy for Promoting Active Learning in a Biological Course *Jinlu Wu.*	Concise paper (42) From practitioner-producers to knowledge co-creators: An early view of a design-based research project to foster insight generation into MOOCs *Katy McDevitt and Mario Ricci.*	Concise papers (9) Enabler or inhibitor? Educational technology in self and peer assessment *Chie Adachi, Joanna Tai and Phillip Dawson*.
4:30-5:30pm	Poster Session and Drinks (Hall L)				
6:00pm - onwards	Dine around local restaurants				

TUESDAY 29th November	
7:30-8:30am	Registration Open (Foyer L) Morning Coffee (Hall L)
8:30-8:35am	Welcome (HALL M)
8:35-9:00am	ASCILITE awards (HALL M) • ASCILITE Innovation Award • ASCILITE Fellow • ASCILITE Life Membership • Best Full Paper • Best Concise Paper • Best Poster • Community Mentoring Program • ASCILITE Institutional Members
9:00-9:55am	Keynote: David Boud (HALL M) *Session Chair: Dr Sandy Barker*
9:55-10:00am	Housekeeping Notices (Hall M)
10:00-10:30am	Morning tea (HALL L)

Room	Hall M	L2	L3	R7	R8
		Analytics and Visualisations/ Learning Analytics R&D	Innovations and Design/ Learning design	Innovations and Design/ 21st C. literacies	ASCILITE
Session Chair	*Mark Northover*	*Cassandra Colvin*	*Pramila Rathore*	*Hayley Timms*	*Chris Campbell*
10:30-11:00am	Meet the Keynote *David Boud*	Full paper (73) Incorporating student-facing learning analytics into pedagogical practice *Kirsty Kitto, Mandy Lupton, Kate Davis and Zak Waters.*	Full paper (147) Exploring virtual world innovations and design through learner voices *Sue Gregory, Brent Gregory, Scott Grant, Marcus McDonald, Sasha Nikolic, Helen Farley, Judy O'Connell, Des Butler, Lisa Jacka, Jay Jay Jegathesan, Naomi McGrath, Amit Rudra, Frederick Stokes-Thompson, Suku Sukunesan, Jason Zagami, Jenny Sim, Stefan Schutt, Belma Gaukrodger, Merle Hearns and Leah Irving.*	Full paper (51) Challenges implementing social constructivist learning approaches: The case of Pictation *Adon Moskal, Swee-Kin Loke and Noelyn Hung.*	Learning Analytics SIG (30 mins)
11:00-11:30am	Symposium (106) Beyond Pokemon Go: Mobile AR & VR in Education *Thomas Cochrane, Sarah Jones, Matthew Kearney, Helen Farley and Vickel Narayan.*	Full paper (87) Cross-institutional collaboration to support student engagement: SRES version 2 *Jenny McDonald, Danny Liu, Adon Moskal, Richard Zeng, Marion Blumenstein, Cathy Gunn, Steve Leichtweis and Abelardo Pardo.*	Full paper (86) Preliminary exploration of student behavioural outcomes using Blackboard Collaborate in fully online courses *Kelli Bodey, Vikki Ravaga and Sarah Sloan.*	Full paper (84) Technology choices to support international online collaboration *Debbi Weaver.*	AJET Session (60 mins)
11:30-12:00pm		Full paper (144) Attentional and cognitive processing of analytics visualisations: Can design features affect interpretations and decisions about learning and teaching? *Sakinah Alhadad*	Full paper (47) Determining the requirements for geographically extended learning (gxLearning): A multiple case study approach *Stephanie Day and Michael Verhaart.*	Full paper (155) Visualizing Individual Profiles and Grouping Conditions in Collaborative Learning Activities *Augusto Dias Pereira Dos Santos, Kalina Yacef and Roberto Martinez-Maldonado.*	
12:00-1:00pm	LUNCH (HALL L)				

1:10-1:55pm	INVITED SPEAKER: Peter Goodyear (HALL M) *Session Chair: Abelardo Pardo*				
Room	**Hall M**	**L2**	**L3**	**R7**	**R8**
		Innovations and Design/ MOOCS, gaming and augmented reality	Innovations and Design/ Learning Design	Analytics and visualisations/ Data science in Higher Education	ASCILITE
Session Chair	*Wayne Pedder*	*Diana Quinn*	*Ruth Fazakerley*	*Cassandra Colvin*	*Tristram Lawson*
2:00-2:20pm	Symposium (13) Moving forward with Digital Badges *Dirk Ifenthaler, David Gibson, Melinda Lewis, Deborah West, Scott Beattie, Kathryn Coleman, Kim Flintoff, Leah Irving, Alison Lockley and Jason Lodge.*	Concise paper (8) Development of a tool to support continuous assessments and improve the feedback cycle on statistical analysis assignments for large classes *Alberto Corrias, Jeanette Lyn Fung Choy, Swee Kit Alan Soong and Mark Joo Seng Gan.*	Concise paper (30) Collective effervescence: Designing MOOCs for emotion and community *Stephanie Kizimchuk, Katharina Freund, Margaret Prescott, Crystal McLaughlin and Inger Mewburn.*	Concise paper (65) Correcting tool or learning tool? Student perceptions of an online essay writing support tool at Xi'an Jiaotong-Liverpool University *Charlie Reis and Henk Huijser*.	AJET SPEED Session (60 mins)
2:20-2:40pm		Concise paper (133) The Sociological Imagination Machine (S.I.M.): using game elements to help learners apply the Sociological Imagination *Hilary Wheaton and David Hall.*	Concise paper (50) On the role of 'digital learning designer' for non-indigenous designers collaborating within culturally grounded digital design settings *Lynne Petersen, John P. Egan, Elana T. Curtis and Mark Barrow*.	Concise paper (164) Natural Language Proficiency and Computational Thinking: Two linked literacies of the 21st Century *Ronald Monson*	
2:40-3:00pm		Concise paper (71) Toward the development of a dynamic dashboard for FutureLearn MOOCs: insights and directions *Mahsa Chitsaz, Lorenzo Vigentini and Andrew Clayphan*.	Concise paper (160) No More Lonely Learning: Applying Salmon's Carpe Diem process of subject re-design to three fully online postgraduate nursing subjects in a regional Australian university *Kristin Wicking, Scott Bradey, Stephen Anderson, Cecily Knight and David Lindsay.*	Concise paper (99) PST Online: Learner voices guiding learning design *Yvonne Masters, Sue Gregory and Stephen Grono.*	

3:00-3:30pm	Afternoon tea (HALL L)				
Room	**Hall M**	**L2**	**L3**	**R7**	**R8**
		Innovations and Design/ Learner voices	Innovations and Design/ MOOCS, gaming and augmented reality	Innovations and Design/ Social media	ASCILITE
Session Chair	*Allan Christie*	*Ruth Fazakerley*	*Richard McInnes*	*Simon Smith*	*Sue Gregory*
3:30-3:50pm	Symposium (105) Open Education Licensing: A toolkit for achieving openness in the global education market *Robin Wright, Derek Whitehead, Carina Bossu, Luke Padgett, Tony Carew and Beale van der Veer.*	Concise paper (131) learning design@CSU *Linda Ward*	Concise paper (69) Show me the Feedback: A Multi-Institutional Project Exploring Technology-Enabled Feedback Approaches for First Year *Lisa O'Regan, Morag Munro, Mark Brown, Moira Maguire and Nuala Harding.*	Concise paper (26) Individual differences in motivations for using social media among university students *Wilfred W. F. Lau*	2015 ASCILITE Innovation Award Recipient's presentations Making the connection: Improving Access to Higher Education for Low Socio-Economic Status Students with ICT Limitations *Helen Farley, Sharron Dove, Stephen Seymour, Chris Lee, John Macdonald, Anita Ryle, Susan Hopkins, Jared Wright, Kyle Murphy, Jacinta Cox, Louise Patching, Catherine Abraham and Tracey Eastment.* Instant Feedback Accounting Practice Set *Brent Gregory.* Balancing Life – A Virtual Internship for Accounting Education *Leopold Bayerlein and Naomi McGrath.*
3:50-4:10pm		Concise paper (101) Models for understanding student engagement in digital learning environments *Paul J Wiseman, Gregor E Kennedy and Jason M Lodge*	Concise paper (141) Introducing pre-service education students to university experiences through an augmented reality game *Chris Campbell and Aisha Al-Harthi*	Concise paper (35) Working with social media in tertiary education: A contested space between academics and policies *Julie Willems, Chie Adachi and Yana Grevtseva.*	
4:10-4:30pm				Concise paper (136) Social Media #MOOC Mentions: Lessons for MOOC Research from Analysis of Twitter Data *Eamon Costello, Binesh Nair, Mark Brown, Jingjing Zhang, Mairéad Nic Giolla Mhichíl, Enda Donlon and Theo Lynn.*	
7:00pm - onwards	Conference Gala Dinner "The Pink Ball" *Panorama Ballroom*				

WEDNESDAY 30th November	
8:15am	Registration Open (Foyer L) Morning Coffee (Hall L)
9:15-9:20am	Welcome (HALL M)
9:20-9:30am	CMALT Presentation (HALL M)
9:30-10:25am	Keynote: Belinda Tynan (HALL M) *Session Chair: Sandy Barker*
10:25-10:30am	Housekeeping Notices (Hall M)
10:30-11:00am	Morning tea (HALL L)

Room	Hall M	L2	L3	R7	R8
		Global challenges/ Assessment and evaluation in the digital age	Global challenges in Education/ Digital equity and social justice	Innovations and Design/ Evidence of Learning	ASCILITE
Session Chair	*Sandy Barker*	*Stuart Dinmore*	*Chris Campbell*	*Diana Quinn*	*Sue Gregory*
11:00-11:30am	Meet the Keynote *Belinda Tynan*	Full paper (74) All roads lead to Rome: Tracking students' affect as they overcome misconceptions *Gregor Kennedy and Jason Lodge.*	Full paper (25) Digital equity and social justice: Whose reality? Reflections from South Africa *Jeanette Botha*.	Full paper (5) WIL-fully flipping online: A novel pedagogical approach in STEM *Julie Willems, Karen Young, Adam Cardilini and Simone Teychenne*	COMMUNITY Mentoring Session
11:30-12:00pm		Full paper (120) Learners Multitasking (Task Switching) during a Virtual Classroom session. Should teachers be concerned? *Kerry Trabinger*.	Full paper (107) Content strategy: a lesson from the industry for university learning analytics *Roger Dawkins.*	Concise paper (100) A national strategy to promote Open Educational Practices in higher education in Australia *Carina Bossu, Linda Ward, Sandra Wills, Shirley Alexander, David Sadler, Peter Kandlbinder, Natalie Brown, Janet Chelliah, Katherine Klapdor and Philip Uys.*	
12:00-12:30pm		Concise paper (154) Harvesting the interface: Pokémon Go *Brent Gregory, Sue Gregory and Boahdan Gregory*	Full paper (114) A Strategic Response to MOOCs: What Role Should Governments Play? *Mark Brown, Eamon Costello and Mairead Nic Giolla-Mhichil.*	Concise paper (69) Piloting Mixed Reality in ICT Networking to Visualize Complex Theoretical Multi-Step Problems *Michael Cowling and James Birt*.	
12:30-1:30pm	Lunch (HALL L)				

Room	Hall M	L2	L3	R7	R8
	Analytics and visualisations/ Learning analytics R&D	Innovations and Design/ Learning design	Innovations and Design		Innovations and Design/ MOOCS, gaming and augmented reality
Session Chair	*Cassandra Colvin*	*Robert Moller*	*Julie Willems*		*Simon Smith*
1:30-1:50pm	Concise paper (142) Mining video data: tracking learners for orchestration and design *Kate Thompson, Sarah Howard, Jack Yang and Jun Ma.*	Concise paper (64) Failing forward in research around technology enhanced learning *Michael Sankey and Rachel Whitsed*	Concise paper (134) Power of the Crowd: The Promise and Potential of Crowdsourcing for Education *Enda Donlon, Mark Brown and Eamon Costello.*		Concise paper (12) Using student voice in the design of game-based learning *Mark O'Rourke.*
1:50-2:10pm	Concise paper (11) A case study exploring video access by students: wrangling and visualising data for measuring digital behaviour *Timna Garnett and Didy Button.*	Concise paper (169) Building academics' SoTL capacity through a course on blended learning *Swee Kit Alan Soong, Lyn Fung Jeanette Choy and Adrian Michael Lee.*	Concise paper (36) The missing link for learning from analytics *Cathy Gunn, Jenny McDonald, Claire Donald, Marion Blumenstein and John Milne.*		Concise paper (110) Using Gamification and Mixed Reality Visualization to Improve Conceptual Understanding in ICT System Analysis and Design *Juan Carlos Munoz, Michael Cowling and James Birt*.
2:15-2:45pm	Conference close 2017 conference handover (HALL M)				
5:00pm – onwards	Post conference drinks (Bank Street Social)				

ASCILITE 2016 Poster Presentations

Number	Authors`	Poster Title
P13	Shirley Agostinho, Sue Bennett and Lori Lockyer.	The design process of university teachers: A descriptive model
P17	David Bolton and Irene Crossland.	Application of Personal Learning Environment to an Independent Study Experience
P9	James Brunton, Mark Brown, Eamon Costello, Ann Cleary, Lorraine Delaney, Seamus Fox, Jennifer Gilligan, Lisa O'Regan and Jamie Ward.	Staying the distance: Using digital readiness tools to support effective transitions into higher education for flexible learners
P10	James Brunton, Mark Brown, Eamon Costello, Orna Farrell and Conor Mahon	Head Start Online: A MOOC for effectively supporting flexible learner transition into higher education
P4	Deirdre Butler, Margaret Leahy, Michael Hallissy and Mark Brown.	Embedding Classroom Practice in a 21st Century Learning Design (21CLD) MOOC framework
P16	Ben Cleland, John Smithson and Cecily Knight.	Blended Learning Boot Camps: Invigorating Curriculum Design in Undergraduate Nursing Science
P2	Leigha Dark.	Blended learning in first year curriculum – Melding pedagogies to support student engagement and empowerment
P6	Dan Dubien, Niki Davis and Annelies Kamp.	Open Educational Practices: A focus on instructional design
P7	Cedomir Chad Gladovic.	Video-based feedback: Path toward student centered-learning
P5	Robert Leggo, Peter Steele, George Karliychuk and Fiona Thurn.	Lecture Pods Unlimited
P11	Philippa Levy and Travis Cox.	Transformation through transition: learning through 'theory of change'
P19	Gillian McGregor and Emma Bartle	Exploring the unknown: Creating a serious game for tertiary education from scratch, a case study

Number	Authors`	Poster Title
P20	Gillian McGregor and Emma Bartle.	Serious games in education: Fact or fad? Comparing training experiences using the digital game “Laurus” to those using a control digital game, a case study
P14	Wendy Meyers, Alex Swain, Jennifer Gili , Emily Sutton and Sue Pinckham.	Gunya Online - access, engagement, retention and success for Indigenous distance students
P18	Tam Nguyen, Stephen Abblitt, Colin Hickie, Jenny Pesina and Joan Sutherland.	Academic Development through Intensive Learning Design
P8	Mark Nichols and Nicky Meuleman.	Reflections of a new educational designer
P22	Mariana Rodriguez and Robert Hamilton.	Untying the Gordian Knot with Gapminder: A technology-mediated approach to understanding Globalisation processes.
P15	Kerry Trabinger.	Technology Advances in Virtual Classrooms (and how this affects learner engagement)
P1	Beale van der Veer, Tony Carew and Luke Padgett.	Designing a toolkit to support the development of copyright literacy
P21	Dale Wache.	Facilitating Summative Peer Review of Teaching: a software based on academic values
P3	Irena White.	Straddling the technology adoption chasm in university teaching practice using Multi-Mediator Modelling
P12	Robin Wright, Luke Padgett, Derek Whitehead and Carina Bossu.	Open Education Licensing: Making online education really work

Authors	Title	Day/Time	Abstract
Chie Adachi, Joanna Tai and Phillip Dawson.	Enabler or inhibitor? Educational technology in self and peer assessment	Concise Monday 4.00 - 4.20 (R8)	This paper explores challenges and opportunities in self and peer assessment and its relationship with educational technologies that support the implementation of the assessment in Higher Educational contexts. While self and peer assessment offer a range of learning opportunities which may lead to enhanced learning outcomes, designing and implementing self and peer assessment comes with complexity and challenges. Through piloting two self and peer assessment tools, the limitations of current technology were identified. This suggested the need to deeply investigate challenges and enablers in self and peer assessment. An online survey captured perceived factors in addition to technology which contributed to the success. While student willingness to participate was the major inhibitor, technology and technology support were seen as vital to contributing to the success of self and peer assessment. Future work should consider educational technologies in context to contribute to the success of self and peer assessment endeavours.
Shirley Agostinho, Sue Bennett and Lori Lockyer.	The design process of university teachers: A descriptive model	Poster Monday 4.30pm (Hall L)	This poster presents a teacher design process model. The model is empirically derived from research that investigated the design work of Australia university teachers. The dataset comprised detailed interviews from 30 teachers from 16 Australian universities about how they undertook their design work when designing new units and/or redesigning existing units. The findings characterise the design process as a top-down, breadth-first approach, which is iterative, and is conducted prior, during and after a unit's implementation. The significance of this model is that it illustrates a process that has been under-researched and thus provides important insights into how university teachers could be better supported in their design work. Implications from this work are discussed and ideas for future research are presented.
Sakinah Alhadad.	Attentional and cognitive processing of analytics visualisations: Can design features affect interpretations and decisions about learning and teaching?	Full Tuesday 11.30-12.00 (L2)	There has been an increasing demand for course-level learning analytics to inform design improvements and interventions. While there has been an increasing research and development focus on dashboards to facilitate this, less has been done to investigate the impact of design features on optimising the interpretation process when translating learning analytics into actionable interventions and design changes. In this paper, I assess the effect of two prominent design features on the attentional and cognitive processes when using learning analytics at the course level. Emergent thematic analysis revealed response patterns suggesting systematic effects of three design features (course-only data, course- versus school-level data, course-only data with learning events marked) on the interpretive patterns, proposed actions, and consequential thinking of participants in the study. Implications for future designs of course-level learning analytics dashboards, as well as academic development are discussed.

Authors	Title	Day/Time	Abstract
Amaël Arguel, Jason M. Lodge, Mariya Pachman and Paula de Barba.	Confidence drives exploration strategies in interactive simulations	Full Monday 11.30 - 12.00 (R7)	Maximising the benefits of digital learning environments requires understanding how students process what they are exposed to in these environments. Besides approaches based on examining information processing within the cognitive domain, the importance of including emotions has been recently addressed. This study aimed to explore emotional dynamics during discovery learning in an interactive simulation, with continuous measures of self-reported confidence and challenge. Interactions from participants were recorded and two groups were created according to the exploration strategy used: systematic or non-systematic. Visual exploration was also measured by eye tracking as well as knowledge at pre- and post-test. Results suggest that learners using a systematic exploration strategy ran significantly more simulation cycles than non-systematic learners. Moreover, the latter group reported to be significantly less challenged and more confident about understanding the material. These results emphasise the importance of student perceptions of their capabilities when learning in flexible, less structured digital environments.
Leopold Bayerlein and Naomi McGrath.	Balancing Life – A Virtual Internship for Accounting Education	Innovation Award Presentation Tuesday 3.30 - 4.30 (R8)	Balancing Life is an immersive virtual internship concept that interlinks academic online and offline challenges with an engaging social setting and extensive student-teacher interactions to maximise students' learning and engagement opportunities. The concept enables undergraduate accounting students to gain technical expertise within a virtual workplace setting without prioritising vocational training over educational outcomes. Balancing Life builds on the technical strength of traditional accounting concepts whilst concurrently fostering the development of well contextualised workplace related soft-skills through an immersive virtual internship. Balancing Life interlinks proven educational strategies with a custom produced live action TV-show style narrative to create an engaging and immersive virtual internship that enables the holistic development of skills. Balancing Life differs from traditional problem based learning strategies because learning activities arise out of the virtual internship setting, rather than the educational context. The virtual workplace focus of the concept allows students to develop an understanding of the challenges they are likely to face post-graduation, and positions educational activities, strategies and processes as natural solutions to these challenges. Positioning education activities as natural solutions to practical challenges demonstrates their value to students, and allows students to develop their theoretical knowledge through an application focused procedure that replicates the processes used in a real workplace setting. Balancing Life relies solely on standard Moodle functionalities to support easy navigation by students and teachers, to enable a wide sharing of the concept, and to support the integration of the concept with the wider university IT ecosystem.
William Billingsley, Bing Ngu, Huy Phan, Nicolas Gromik and Paul Kawn.	Using a Video-Based Critique Process to Support Studio Pedagogies in Distance Education – A Tool and Pilot Study	Concise Monday 3.40 - 4.00 (L3)	Studio courses have become a key way in which professional skills, especially those involving collaboration and design, are taught in many fields, including computer science. Studios typically involve students working on a design problem, periodically presenting their work for critique, and critiquing the work of other students or groups. They support productive inquiry, as well as teamwork, communication, and reflection. However, although studios have become an important mode of instruction for on-campus students, they have not typically been offered for online or distance education students. In this paper we describe a studio critique process that is designed to work asynchronously, using short videos, and a tool that we have built to support it. We also describe qualitative observations from a pilot study, in which video-based critiques were used at a university whose students predominantly study online rather than on-campus.

Authors	Title	Day/Time	Abstract
Kelli Bodey, Vikki Ravaga and Sarah Sloan.	Preliminary exploration of student behavioural outcomes using Blackboard Collaborate in fully online courses	Full Tuesday 11.00-11.30 (L2)	This paper explores *how* students use Blackboard Collaborate (i.e., Collaborate) in fully online courses. It is the initial collection of data for a two-phase study exploring the 'how' and 'why' of integrating technology into fully online courses from the context of Collaborate. The findings report that despite anecdotal evidence suggesting a decline in student use of Collaborate, surveys results and usage exported from Collaborate via the learning management system (LMS) validate its continued inclusion in the design of fully online courses. Student benefits included interaction/connectedness, support for course content and assessment and the tool itself. Whilst areas in need of improvement were bound to technical issues and structure including purpose of the Collaborate session. Irrespective, the results favour the inclusion of Collaborate as a learning support tool in fully online courses.
David Bolton, Paula Mindenhall, Kwong Nui Sim, Lynnette Lounsbury and Maria Northcote.	Engaging students in the use of technologies for assessment within Personal Learning Environments (PLEs): The development of a framework	Full Monday 10.30-11.00 (R8)	Higher education students use a wide range of information and communication technologies for personal and study purposes, collectively known as a Personal Learning Environment (PLE). The ways in which students use technologies to prepare and complete assessment tasks, however, has not been researched as much as their general use of technology. This paper reports on the process adopted to develop a research-informed framework to engage higher education students in the use and evaluation of technologies for assessment purposes within their PLEs. The method used to construct the framework is presented alongside recommendations for how the framework may be used by lecturers and students.
David Bolton and Irene Crossland.	Application of Personal Learning Environment to an Independent Study Experience	Poster Monday 4.30pm (Hall L)	The study applied the concept of personal learning environments to the individualized instruction of a foreign language pre-service teacher in an assessment class. The student was given the opportunity to develop their own personal learning environment by deciding upon specific educational goals, developing lifelong learning resources, and negotiating assessment. The student developed an enthusiasm for the subject matter not seen with other students. However, the situation is unique in that it is an individualized learning situation with a mature, returning student. In the future, attempt will be made to apply the same principles to a whole-class situation.
Carina Bossu, Linda Ward, Sandra Wills, Shirley Alexander, David Sadler, Peter Kandlbinder, Natalie Brown, Janet Chelliah, Katherine Klapdor and Philip Uys.	A national strategy to promote Open Educational Practices in higher education in Australia	Concise Wednesday 11.30 - 12.00 (R7)	Currently in Australia, there are no policies and regulations at national levels to promote and encourage the adoption of Open Educational Practices (OEP) across the higher education sector. As an attempt to bridge this policy gap, a project proposal was developed by a group of OEP advocates and researchers and then successfully funded by the Australian Government Department of Education and Training (AGDET). This paper explores and discusses the approaches, deliverables and recommendations of this project titled *Students, Universities and Open Education* (OpenEdOz) Project. One of its main deliverables was a National Policy Roadmap, which aimed to assist the government to realise the potential of OEP for the Australian higher education sector and open up opportunities for further national policy development and support in which OEP can flourish. The policy roadmap was informed by a range of national and international evidenced-based case studies related to OEP projects and initiatives.

Authors	Title	Day/Time	Abstract
Jeanette Botha.	Digital equity and social justice: Whose reality? Reflections from South Africa	Full Wednesday 11.00 - 11.30 (L3)	In this paper, the notion of social justice is premised on access to quality, affordable education and digital equity is understood as a leveler of society, a key stimulus for socio-economic growth and development, and a prerequisite for social justice. The ongoing global impetus towards increased digital access and the incremental uptake of ICTs into the traditional higher education space is not only reshaping our understanding of education globally, but it is also evidencing, through research and the benefits of time, a more sober and realistic portrayal of the affordances of digital access and technology in higher education. The emerging picture paints a cautionary tale, particularly in regard to the lived reality of digital equity and social justice in the developing world context. This paper takes the form of an exploratory study of limited scope, of the challenges around digital equity and social justice in distance education, from a developing world perspective. A counter narrative to the prevailing voices and hegemonies is offered to trouble some of the assumptions in dominant discourses, as motivation for a more realistic, contextualized and equitable appraisal of digital equity and social justice. The University of South Africa is used as a point of reference, given its status as the single dedicated comprehensive distance education institution in South and Southern Africa, the largest on the African Continent and one of the world's mega institutions.
Mark Brown, Eamon Costello and Mairead Nic Giolla-Mhichil.	A Strategic Response to MOOCs: What Role Should Governments Play?	Full Wednesday 12.00 - 12.30 (L3)	This paper asks the question what role should governments play in supporting a strategic response to the Massive Online Course (MOOC) movement? It describes the growth of MOOCs in Europe and reports on the Irish experience as a case study to discuss whether or not a more formal policy response is required to harness the potential of new models of open and online learning to promote wider access to higher education. Ireland is used to illustrate how different institutions have chosen to respond to MOOCs by tracing the history of several first generation initiatives. The response of government agencies and policy-makers is then discussed in the context of a number of high-level policy initiatives. Set against the backdrop of a lack of serious policy engagement in the development of MOOCs, the paper concludes by explaining why Dublin City University (DCU) has chosen to launch Ireland's Open Learning Academy.
James Brunton, Mark Brown, Eamon Costello, Ann Cleary, Lorraine Delaney, Seamus Fox, Jennifer Gilligan, Lisa O'Regan and Jamie Ward.	Staying the distance: Using digital readiness tools to support effective transitions into higher education for flexible learners	Poster Monday 4.30pm (Hall L)	The Student Success Toolbox project is a nationally funded research and technology development project focusing on facilitating effective flexible learner transition into higher education. The project targets programme teams/institutions with adults engaged in undergraduate, part-time or online/distance-learning during the initial stages of the study lifecycle. The project has developed a toolbox of eight digital readiness/preparation tools, leveraging digital technologies to establish approaches to assist advisors in helping applicants to assess their own readiness for flexible learning and in providing learners with relevant, timely feedback to enhance their chances of success. These are Open Educational Resources (OERs) with a Creative Commons Licence (CC-BY), made openly available to, and actively shared with, programme teams/institutions. Alongside the tools is a guide on using the tools as part of a strategic flexible learner socialisation program and, where appropriate, directions on technically augmenting the tools for a specific programme or institution.
James Brunton, Mark Brown, Eamon Costello, Orna Farrell and Conor Mahon	Head Start Online: A MOOC for effectively supporting flexible learner transition into higher education	Poster Monday 4.30pm (Hall L)	Head Start Online is a five week, free, online course (MOOC) that is designed to support prospective and/or new flexible learners' transitions into higher education. Enhancing retention and completion rates of this group of learners, in order to facilitate successful widening of access, is a significant global challenge. Head Start Online is focused on the initial stages of the study-lifecycle, as the foundations for student success are laid early. Head Start Online has emerged out of the Student Success Toolbox project, a nationally funded research and technology development project that developed a toolbox of eight digital readiness/preparation tools. Head Start Online brings together a number of these tools together in a cohesive pre-induction socialization course that aids new/prospective learners to, for example: assess their readiness for flexible study; plan and budget their time; assess their computer skills; identify their sources of support; learn about the process of writing assignments.

Authors	Title	Day/Time	Abstract
Deirdre Butler, Margaret Leahy, Michael Hallissy and Mark Brown.	Embedding Classroom Practice in a 21st Century Learning Design (21CLD) MOOC framework	Poster Monday 4.30pm (Hall L)	This poster explores the potential of MOOCs for teacher professional learning. It describes an innovative model that has evolved over a decade and how this could be implemented through different MOOC formats. Designed as a robust yet flexible framework that meets teachers' expressed needs, the model supports school-focused, job-embedded teacher professional learning, which challenges more traditional instructional environments. More specifically, it infuses digital technologies and other elements of 21st century skills into the teaching and learning experience. Employed initially in face-to-face contexts, the most recent development has been the design of a MOOC which maintains key elements and signature pedagogies from the initial phases to support a scalable and sustainable model of teacher professional learning.
Chris Campbell and Aisha Al-Harthi.	Introducing pre-service education students to university experiences through an augmented reality game	Concise Tuesday 4.10-4.30 (L3)	Augmented reality has come into its own recently due to the advent of Pokemon Go. However, this technology has been around for several years and there is an increasing body of knowledge available. This study reports on an augmented reality game (ARG), called the UQ Amazing Race, that was developed for a first year education course for students studying to be teachers. Students had the opportunity to complete the UQ Amazing Race in class tutorials and then report on their experiences by completing a survey a week later. Students' experiences were investigated particularly regarding how the experience is different by gender and comfort with technology. Results suggest the game was engaging for all students but particularly positive for female students. Students with more comfort with technology reported significantly higher participation in the ARG.
Jennifer Charteris, Sue Gregory, Yvonne Masters, Myfanwy Maple and Amanda Kennedy.	Snapchat at school - 'Now you see it… ': Networked affect – cyber bullying, harassment and sexting	Concise Monday 2.10 - 2.30 (L3)	Snapchat is one of the most popular social media applications among Australian young people. Its global impact has grown rapidly in recent years. Reported is a mixed methods case study located in New South Wales schools. An online survey was conducted with education practitioners to enquire into their experiences of Snapchat in their school settings. The researchers used survey responses and comments from follow up interviews to consider how networked affect is enacted through Snapchat. Networked affect can be seen as a visceral movement of emotion through the intra-action of social media and human bodies. Both corporeal affect and Snapchat have received increased attention by researchers over the last five years although little has been written to link the two. We highlight the importance of reading the affective social impact of Snapchat use among young people and the potential of looking beyond its abuses to the affordances of the application.
Mahsa Chitsaz, Lorenzo Vigentini and Andrew Clayphan.	Toward the development of a dynamic dashboard for FutureLearn MOOCs: insights and directions	Concise Tuesday 2.40-3.00 (L2)	Abstract: In recent years, many higher education institutions have invested in the development of Massive Open Online Courses (MOOCs). With the increase of available MOOC data, there is an opportunity to provide insights to educators and developers into learners' behaviours through learning analytics. Focusing on the FutureLearn platform (FL), standardized data files are offered to partner institutions. Additionally a report is offered to stakeholders, but it is limited in a number of ways: it is static, it is limited in presenting relevant information and, most importantly, it does not provide 'real-time' access to data. This paper provides an overview of the rationale and the development process of a dynamic and near real-time dashboard. It explores the viability of different types of visualizations with the available data. Lessons learned, comparisons with similar efforts, and future directions are discussed.
Ben Cleland, John Smithson and Cecily Knight.	Blended Learning Boot Camps: Invigorating Curriculum Design in Undergraduate Nursing Science	Poster Monday 4.30pm (Hall L)	Academic staff development often follows time-honoured models – a workshop series, individual and small group consultations and the development of complementary online resources. In our experience an annual, two-day Blended Learning Boot Camp with Subject Coordinators from successive year levels has proven to be a successful approach for transforming curriculum delivery with blended learning in the discipline of Nursing, Midwifery and Nutrition. This poster describes the planning, development and outcomes of this strategic, multi-year project and highlights the changing focus from year-to-year as feedback and evidence dictate.

Authors	Title	Day/Time	Abstract
Thomas Cochrane, Stuart Cook, Stephen Aiello, Dave Harrison and Claudio Aguayo.	Designing Virtual Reality Environments for Paramedic Education: MESH360	Full Monday 10.30-11.00 (L2)	This paper outlines the first two stages of a design-based research project that aims to develop more authentic critical care educational simulation experiences and learner-centred pedagogies in paramedicine education. The first two stages involve the exploration of mobile virtual reality (VR) to enhance the learning environment, and the design of prototype solutions for designing immersive scenarios and 360-degree video enhanced critical care simulations. Thus far we have identified a set of design principles that will guide the implementation of the project. These design principles will be modified in light of the subsequent project evaluation stages.
Thomas Cochrane, Sarah Jones, Matthew Kearney, Helen Farley and Vickel Narayan.	Beyond Pokemon Go: Mobile AR & VR in Education	Symposium Tuesday 11.00-12.00 (Hall M)	The new wave of mobile VR and AR are anticipated to become a multi-billion dollar industries in the near future (F. Cook, 2016) – how will this impact higher education? This Symposium will gather the collective experience and expertise of members of the newly established Ascilite Mobile Learning Special Interest Group (Ascilitemlsig) to explore and discuss the potential and issues surrounding the rapidly developing fields of mobile Augmented Reality and mobile Virtual Reality. The SIG seeks to draw develop an international community of mobile learning researchers in the context of mobile VR and AR. Building upon the global popularity of the Pokemon Go app, Google Cardboard, and the Samsung Gear VR, there is now widespread interest in these technologies, but still little expertise in integrating these within authentic educational experiences beyond another form of interactive content delivery. Members of the Ascilitemlsig will discuss the potential of mobile AR and VR for user generated content and contexts, share their recent practice-based research, and invite interaction from the wider Ascilite conference attendees.
Thomas Cochrane and Vickel Narayan.	Evaluating a Professional Development cMOOC: Mosomelt	Full Monday 3.10 - 3.40 (L3)	This paper focuses upon the evaluation stages of the design and implementation of a lecturer professional development cMOOC embedded within an educational design-based research methodology. In the design and development stages the first iteration in 2015 of the cMOOC informed the redesign of the second iteration in 2016. In this paper the overal impact of the cMOOC is evaluated via evidence of active participation, a post-survey of the 2016 participants, and evidence of impact through the development of participant eportfolios. Based upon our experiences we propose a transferable and scalable lecturer professional development framework that can be mapped to established teaching and learning accreditation pathways such as CMALT.
Alberto Corrias, Jeanette Lyn Fung Choy, Swee Kit Alan Soong and Mark Joo Seng Gan.	Development of a tool to support continuous assessments and improve the feedback cycle on statistical analysis assignments for large classes	Concise Tuesday 2.00-2.20 (L2)	The purpose of this paper is to describe the development of a tool, AGStex (Assignment Generation Software using Latex), that enables educators to generate individual assignments tasks and to provide targeted feedback to students in large classes in a timely manner. In this paper, the initial development of the tool targeted at a statistical data analysis course in the field of biomedical engineering is presented. In addition, the authors illustrate how educators can utilise the feedback generated by the tool to improve student learning in large classes. The paper concludes with an outline of the next steps for the project including suggestions on further work needed to inform the impact on the types feedback generated by AGStex on students' learning outcome.

Authors	Title	Day/Time	Abstract
Eamon Costello, Binesh Nair, Mark Brown, Jingjing Zhang, Mairéad Nic Giolla Mhichíl, Enda Donlon and Theo Lynn.	Social Media #MOOC Mentions: Lessons for MOOC Research from Analysis of Twitter Data	Concise Tuesday 4.10-4.30 (R7)	There is a relative dearth of research into what is being said about MOOCs by users in social media, particularly through analysis of large datasets. In this paper we contribute to addressing this gap through an exploratory analysis of a Twitter dataset. We present an analysis of a dataset of tweets that contain the hashtag #MOOC. A three month sample of tweets from the global Twitter stream was obtained using the GNIP API. Using techniques for analysis of large microblogging datasets we conducted descriptive analysis and content analysis of the data. Our findings suggest that the set of tweets containing the hashtag #MOOC has some strong characteristics of an information network. Course providers and platforms are prominent in the data but teachers and learners are also evident. We draw lessons for further research based on our findings.
Michael Cowling and James Birt.	Piloting Mixed Reality in ICT Networking to Visualize Complex Theoretical Multi-Step Problems	Concise Wednesday 12.00 - 12.30 (R7)	This paper presents insights from the implementation of a mixed reality intervention using 3d printed physical objects and a mobile augmented reality application in an ICT networking classroom. The intervention aims to assist student understanding of complex theoretical multi-step problems without a corresponding real world physical analog model. This is important because these concepts are difficult to conceptualise without a corresponding mental model. The simulation works by using physical models to represent networking equipment and allows learners to build a network that can then be simulated using a mobile app to observe underlying packet traversal and routing theory between the different devices as data travels from the source to the destination. Outcomes from usability testing show great student interest in the intervention and a feeling that it helped with clarity, but also demonstrated the need to scaffold the use of the intervention for students rather than providing a freeform experience in the classroom.
Leigha Dark.	Blended learning in first year curriculum – Melding pedagogies to support student engagement and empowerment	Poster Monday 4.30pm (Hall L)	Blended learning involves a careful and considered approach to the identification and combination of different modes, times, places and purposes of learning, with emphasis on judicious integration of fit-for-purpose educational technologies in order to enhance student learning experience and outcomes. Students commence their first year of university with a vastly diverse set of personal, social and cultural characteristics that can shape their tertiary experience and engagement with learning. This can present a challenge to first year curriculum design, delivery and evaluation. This presentation will explore how blended learning pedagogy, transition pedagogy and transparent pedagogies were melded within a first year Allied Health unit at Australian Catholic University in an aim to enhance student engagement with and empowerment within the program. Processes of decision making regarding design, delivery and evaluation of first year curriculum will be shared and supported with case examples and data from the discipline of Speech Pathology.
Roger Dawkins.	Content strategy: a lesson from the industry for university learning analytics	Full Wednesday 11.30 - 12.00 (L3)	This paper proposes an industry paradigm, called content strategy, for identifying data that has yet to be explored in learning analytics: student engagement data with individual online learning resources in a particular week of a course. Industry examples (including nine.com.au and Buzzfeed) suggest that adopting a content strategy approach to course design could increase student engagement with learning resources, making them more likely to achieve learning outcomes. Furthermore, this paper argues that there is no time left for blindness to content strategy data. Given the online context of curriculum, universities need content strategy to better align themselves with the student of today's user-centred internet. Finally, this paper draws on a university case study to identify existing challenges with implementing content strategy at university, including the limited capabilities of university learning management systems, limited instructor knowledge and copyright issues.

Authors	Title	Day/Time	Abstract
Stephanie Day and Michael Verhaart.	Determining the requirements for geographically extended learning (gxLearning): A multiple case study approach	Full Tuesday 11.30-12.00 (L3)	Blended learning, where face to face delivery is augmented with online components is used widely in Tertiary Education Institutions. With emerging and maturing technology solutions there is an opportunity to leverage them to provide alternative ways to facilitate pedagogically sound student learning. In particular, students may not be able to physically attend the class. The research presented in this paper considers how web conferencing technology, with appropriate hardware and software can be used to integrate face-to-face and geographically separate students (gxLearning), and describes three case studies in a variety of scenarios. The findings suggests the technology needed, and describes some notable advantages such as the ability to record the classes, as well as some significant issues, and will provide guidance to others considering using this delivery mode.
Lorraine Delaney and Margaret Farren.	Digital learning: an important ingredient in equity of access to university	Concise Monday 1.50 - 2.10 (L3)	Many countries have policies to improve the equality of opportunities afforded by higher education; to enable people from a wider range of backgrounds to benefit. In recent decades, Ireland has experienced a dramatic expansion in higher education (HE) participation. However, research indicates that certain groups continue to be under-represented; namely those from lower socio-economic backgrounds. Additionally, when working class students do participate in higher education they don't necessarily complete honours degree programmes. The possibility of economic mobility provided by lower level courses is often slight as they tend to have a low value in the labour market. Furthermore, costs associated with travelling, or having to live away from home while studying, present a significant barrier to accessing full-time HE for many working class students. Based on a case study of 268 distance graduates from Dublin City University (DCU) Ireland, this paper argues that without digital higher education provision, significant progress in widening participation is improbable.
Stuart Dinmore and Jing Gao.	Voice-to-Text Transcription of Lecture Recordings	Concise Monday 1.50 - 2.10 (R8)	Educational institutions are increasingly recognising the potential value for students that same-language-subtitles can bring to lecture recordings and other digital content. During 2016 the University of South Australia's Teaching Innovation Unit and School of Information Technology and Mathematical Sciences collaborated on a project which aimed to test our ability transcribe every piece of digital video content hosted by the University in to same-language subtitles in a cost effective way. We believe this augmentation to our existing media content would have various benefits for our students. This paper discusses the benefits of same-language transcription of media content and goes on to outline the details of a technical feasibility study.
Eva Dobozy, Leanne Cameron, Shirley Agostinho, Chris Campbell and Panos Vlachopoulos.	Learning Design Research in Action	Symposium Monday 1.30-2.30 (Hall M)	The new field of Learning Design is gaining traction in higher education, aiming to address a number of challenges in technology enhanced learning and teaching. This symposium seeks to build on the national Learning Design Research strengths and help highlight Australian Learning Design theory and practice expertise. It also aims to further consolidate the Australian and international Learning Design community. The content of this submission directly addresses the following topics: An introduction of the Learning Design Framework, Generic Templates, Teacher Design Thinking in Higher Education, Connecting Connectivism and Learning Design, and Translating Learning Outcomes into Learning Designs. The symposium will be divided into five topic-based presentations. The topic discussions will be led by members of the Australian Learning Design network. Discussion will be open and audience interaction will be encouraged.

Authors	Title	Day/Time	Abstract
Enda Donlon, Mark Brown and Eamon Costello.	Power of the Crowd: The Promise and Potential of Crowdsourcing for Education	Concise Wednesday 1.30 - 1.50 (L3)	Crowdsourcing is the term often used for processes of data collation and creation where individuals or groups of users who are not necessarily located centrally generate content that is then shared. While the term originates within the world of business, it has since gained traction within a number of academic and professional disciplines. Drawing upon two examples that have originated within the Republic of Ireland, this paper reflects on the educational potential of crowdsourcing. Firstly, it reports a unique one-year open crowdsourcing initiative which compiled a comprehensive A-Z directory of edtech tools for teaching and learning through collaborative contributions. Secondly, it describes an initiative to develop a crowdsourced repository of study tips and suggestions for adult, part-time, online and flexible learners embarking on further study. These two case studies provide a valuable context for considering the wider potential of crowdsourcing applications for teaching and learning purposes.
Dan Dubien, Niki Davis and Annelies Kamp.	Open Educational Practices: A focus on instructional design	Poster Monday 4.30pm (Hall L)	Demand for higher education is increasing globally, and to help meet the demand, there are plenty of Open Educational Resources (OERs) available. OERs are openly licensed educational materials. Unfortunately, OERs are slow to be adopted. What is needed are Open Educational Practices (OEPs) which are policies, tools, and actions, among other things that create an environment suited to using OERs. This research aims to find ways to support OEP implementation, particularly the OEPs related to the design and development of effective courses. The research methods include action research on course design and ethnography to describe the organizational context. This poster presents emerging findings from the pilot study carried out at the Open Education Resource universitas (OERu).
Kristine Elliott and Ken Winkel.	Learning gains in a flipped classroom to teach the principles of envenomation	Full Monday 3.10 - 3.40 (L2)	Diagnosis and management of venomous bites and stings, particularly snakebite, is important for Australian clinicians. In 2015, a flipped classroom was trialled to teach the principles of envenomation to year 1 medical students in a MD program. A bespoke online resource was developed and then used by students to prepare for a face-to-face class tailored to their learning needs. Students reported positively about learning the principles of envenomation with the online resource and found it useful. Responses from students also indicated that the interactive class was beneficial to their learning, particularly the clinical application of envenomation. These findings were supported by comparisons of pre- and post-test scores that showed significant learning gains across eight questions. The study also provided some insights into students' perception of knowledge retention and why some students may prefer to prepare individually for content attainment.
Helen Farley, Sharron Dove, Stephen Seymour, Chris Lee, John Macdonald, Anita Ryle, Susan Hopkins, Jared Wright, Kyle Murphy, Jacinta Cox, Louise Patching, Catherine Abraham and Tracey Eastment.	Making the connection: Improving Access to Higher Education for Low Socio-Economic Status Students with ICT Limitations	Innov Tuesday 3.30 - 4.30 (R8)	The Australian Government Higher Education Participation and Partnerships Program-funded project, Making the Connection, is taking digital technologies, that don't require internet access, into correctional centres to enable prisoners, particularly Aboriginal and Torres Strait Islander prisoners, to enroll in a suite of pre-tertiary and undergraduate programs. A version of the University of Southern Queensland's learning management system has been installed onto the education server of participating correctional centres. The second stage of the project will see notebook computers pre-loaded with course materials, allocated to participating prisoners. At the time of writing, the project has been deployed at eight correctional centres in Queensland and Western Australia, with negotiations underway for further rollout to Victoria, New South Wales and South Australia late in 2015 or early 2016. It is expected that the technologies and processes developed for this project will enable the delivery of higher education to other cohorts without access to reliable internet access.

Authors	Title	Day/Time	Abstract
Timna Garnett and Didy Button.	A case study exploring video access by students: wrangling and visualising data for measuring digital behaviour	Concise Wednesday 1.50 - 2.10 (Hall M)	Every click made by a student is being captured by our learning platforms and integrated web-based tools. This store of data acts as, in its simplest form, part of an individuals' digital behaviour with measurable points of interest. But how can this data give teachers an indication that our energy, time and potentially money spent making educational videos is worth the investment? Do-It-Yourself (DIY) videos are more commonly being made by teachers to replace written or face-to-face spoken content, provide an alternative instruction format or provide assessment feedback, to name just a few. This paper explores how we can help answer the most common question asked by teachers who undertake DIY video creation: are DIY educational videos being accessed by students? To answer this question, usage data generated by Moodle (student access point) and YouTube (video host) was collected. Simple analysis tools were employed to make sense of the typical log points generated by each system. Using a first year nursing subject as a case study, this project compared student access behaviour of pre-recorded one hour weekly video lectures. The results indicated an overall declining trend in viewing the video content online throughout the semester yet an increased video access when videos are presented in small segments assembled in a YouTube playlists. An additional important outcome of this study was learning and sharing how to wrangle Moodle logs and YouTube Analytics data by non-statistical experts to quickly visualise video access. This information may ultimately support video creators to evaluate their videos, spend their time more efficiently when initially making videos, support decisions to change content or update curriculum, and to ultimately re-evaluate the role videos play in learning and teaching online environments.
Lincoln Gill.	It's what you do with IT that matters!	Concise Monday 4.00 - 4.20 (Hall M)	'The reality is that technology is doing more harm than good in our schools' says education chief (Bagshaw, 2016, article title). This April 1st headline for a Sydney Morning Herald article was no April fool's joke. It referenced comments made in an address by OECD education director Andreas Schleicher at a global education forum. The statement is quite poignant for the ASCILITE (2016) conference given its theme is "Show me the learning", focussing upon "demonstration of learning aided by the adoption of technology in the education space" (para 4). This paper will examine questions raised by these comments, vignettes from a doctoral study that offer some answers to them, and propose the need for holistic assessment of contexts to more fully understand what is happening within them. It is suggested that while this paper is particularly relevant to initial teacher education, the principles are applicable to tertiary education more broadly.
Cedomir Chad Gladovic.	Video-based feedback: Path toward student centered-learning	Poster Monday 4.30pm (Hall L)	Sufficient feedback is in the core of Student centred-learning. Text based feedback has certain limitations and can be seen by students as generic rather than personalised. Video feedback is welcoming alternative to personalised and individualised reflection on student's works and greatly valued by students. Such personalised connection between tutors and students increases student's own motivation and enhances possibility for self-assessment and self-reflection. Computer software for screen capture and audio narration have been used to create videos which are provided to students as a video-based feedback. The video-based feedback has been made using student's electronic submissions and narration which are video and audio recorded. Webcam has been used to capture tutor's facial expression to make whole experience even more personalized. Initial video-based feedback pilot created positive reaction among students indicating that further experimenting is greatly desirable.

Authors	Title	Day/Time	Abstract
Brent Gregory.	Instant Feedback Accounting Practice Set	Innov Tuesday 3.30 - 4.30 (R8)	An Accounting Practice Set is an effective learning aid. Its objective is to replicate what happens in practice from the perspective of recording, categorizing, summarizing and reporting financial transactions. Typically, students are provided with information about a business and a list of transactions and are asked to prepare the financial statements. This will require them to record the appropriate journal, post to a subsidiary ledger where appropriate and then post to the general ledger. The general ledger is summarised in the trial balance. End of period adjustments are prepared, with the assistance of an accounting worksheet. Financial statements are then prepared and the accounts closed. Students will then be in a position of analyse the performance of the business. The practice set was set up in Microsoft Excel and students are provided with this file to complete the practice set. They are also given access to 28 videos to demonstrate and explain the various tasks. When a student enters an answer in a cell, it is immediately marked. If the answer is correct, the cell with turn green and their various progress reports and the progress dashboard will update. There are over 1000 cells in which students are provided feedback in this manner. If the cell does not turn green the students can go to the relevant video for an explanation of what needs to be done. The picture below provides an example of a partially completed page.
Brent Gregory, Sue Gregory and Boahdan Gregory.	Harvesting the interface: Pokémon Go	Concise Wednesday 12.00-12.30 (L2)	What can we harvest from Pokémon Go? This is a conceptual paper about the use of Pokémon Go in Accounting and Education in higher education. The authors provide readers with an overview and context of Pokémon Go, then ways in which this disruptive technology can be used in educational settings. Outlined are ways in which the Pokémon Go app can be used as a tool to provide problem based learning, problem solving and a variety of other skills in the areas of accounting and education.
Sue Gregory, Brent Gregory, Scott Grant, Marcus McDonald, Sasha Nikolic, Helen Farley, Judy O'Connell, Des Butler, Lisa Jacka, Jay Jay Jegathesan, Naomi McGrath, Amit Rudra, Frederick Stokes-Thompson, Suku Sukunesan, Jason Zagami, Jenny Sim, Stefan Schutt, Belma Gaukrodger, Merle Hearns and Leah Irving.	Exploring virtual world innovations and design through learner voices	Full Tuesday 10.30 - 11.00 (L3)	Student voice has played a big role in shaping the development and measure of success/failure of virtual worlds in education. Data on past and ongoing educational uses and contexts of use of virtual worlds and associated student feedback was gathered via a survey of educational researchers specialising in virtual worlds. Introduced are a range of specific uses that provide the source of and context for student feedback. Ten major themes emerged from student voices that highlight strengths and weakness and point the way forward for both educators and the students themselves. Positive feedback highlighted experiences of both pedagogical design and the ability of the technology to support it. Negative feedback revolved around technical problems, seen as hampering the effectiveness of student learning experiences. Student voice regarding virtual worlds is both positive and rewarding, and commending of staff who have dedicated their time and effort to transform the learning experience.

Authors	Title	Day/Time	Abstract
Cathy Gunn, Jenny McDonald, Claire Donald, Marion Blumenstein and John Milne.	The missing link for learning from analytics	Concise Wednesday 1.50 - 2.10 (L3)	Learning analytics is an area of growing importance in higher education. Lead practitioners acknowledge this development as a convergence of many fields, including educational data mining, technology systems development, learning design and SoTL, and encourage synergistic connections. Past experience of learning technology innovations shows that incentives and professional development for teachers are keys to successful adoption, along with easy to use tools, evidence of benefits and institutional support. However, current literature shows little evidence of initiatives designed to forge connections between these fields of practice, and a review of papers from a leading learning analytics conference does not identify professional development as a priority. This paper outlines a professional development initiative designed to address this gap and make learning analytics practice accessible to tertiary teachers. The area needs urgent attention if the potential of learning analytics to increase knowledge about learning and inform learning design is to be realized.
Liz Heathcote and Edward Palmer.	Designing a Review of the Learning Management System	Concise Monday 3.40 - 4.00 (R8)	This paper outlines the design of a review of the Learning Management System (LMS) at an Australian Go8 University. From the experience of other universities undergoing this process, a series of evaluation activities were designed to ensure stakeholder engagement and user quality of experience rather than the traditional functionality comparison. The focus of the paper is to describe the methodology used with a focus on potentially transferrable learnings that other higher education institutions can use in their approach to evaluating their learning management systems.
Elaine Huber and Ashleigh Werner.	A review of the literature on flipping the STEM classroom: Preliminary findings	Concise Monday 1.30 - 1.50 (R7)	This study analyses fifty-eight peer reviewed research studies on flipped learning in the higher education STEM disciplines. The review aims to continue on from other meta-analyses and identify themes from the literature, both positive and negative, in terms of perception, engagement and achievement. Two other themes are discussed, the self-efficacy of students and the development of graduate attributes beyond discipline knowledge. The review concludes that there has been a large increase in empirical research on flipped approaches to teaching and learning in the STEM disciplines and the findings are overwhelmingly positive.
Dirk Ifenthaler, David Gibson, Melinda Lewis, Deborah West, Scott Beattie, Kathryn Coleman, Kim Flintoff, Leah Irving, Alison Lockley and Jason Lodge.	Moving forward with Digital Badges	Symposium Tuesday 2.00-3.00 (Hall M)	This symposium is based on a recently published edited volume “Foundations of Digital Badges and Micro-Credentials” which aims to provide insight into how digital badges may enhance formal and informal education by focusing on technical design issues including organizational requirements, instructional design, and deployment. All panel members are contributors to the edited volume and will share their perspectives on (1) digital badges’ impact on learning and assessment, (2) digital badges within instructional design and technological frameworks, and (3) the importance of stakeholders for the implementation of digital badges.
Martin Jenkins, Richard Walker, Julie Voce, Jebar Ahmed, Elaine Swift and Phil Vincent.	Refocusing institutional TEL provision on the learner: drivers for change in UK higher education	Concise Monday 2.10 - 2.30 (R8)	UK higher education institutions have invested significantly in technology-enhanced learning (TEL) services over the last 15 years. The UCISA TEL surveys have shown how this investment has focused on establishing core infrastructure and services to students to satisfy consumer expectations, supporting greater efficiencies in the management and control of learning processes. However, new developments in UK government policy may encourage UK Higher Education Institutions (HEIs) to refocus their attention on the impact of TEL on student learning, with a greater emphasis on evidence-based practice in the use of TEL tools. This paper discusses the prospects for change in the use of TEL tools and services to support this new agenda.

Authors	Title	Day/Time	Abstract
Jacqueline Jepson and Deb Moulton.	Proudly Pragmatic: Steps to Online Curriculum Transformation	Full Monday 11.00 - 11.30 (L3)	Students of today 'live' in a world shaped by the World Wide Web with its instant access to information and resources and range of technologies and social media. Following the University's digital strategy, this case study explores the choice of online learning tools that transformed its previously face to face class teacher focused layout to an engaging digital format. This case study outlines how the online tools and processes were chosen to meet the needs of the mature adult learners who are completing subjects in the Masters of Project Management (MPM). The curriculum transformation work required the development of digital learning resources, information communication technologies and new teaching strategies, to provide a more digital and responsive learning environment for students enrolled in the online course. The focus was on not only retaining students, but also ensuring that we were using technology to creating value and relevancy to our users.
Dianne Jones.	Using digital tools in WIL to enable student journalists' real world learning	Concise Monday 3.40 - 4.00 (L2)	This paper explores how student journalists' adoption of digital technology, during real world work-integrated learning (WIL) reporting projects, enabled authentic learning. Student journalists at a regional Queensland university interviewed the candidates for each of the four-yearly local government area elections, from 2008 to 2016, in Australia's second largest inland city and its surrounds. They published their multimedia stories on the Radio Journalism Online blog. This study considers the importance, when framing WIL projects for student journalists, of embracing the traditional and new technical skills and digital literacies that graduates will need to be job ready for multimedia newsrooms. It also considers the impact of recording and telling stories in the talents' or actors' own words on the students' perceptions of the accuracy and reliability of their election reports.
Hazel Jones.	Ethical considerations in the use of student data: International perspectives and educators' perceptions	Concise Monday 1.30 - 1.50 (L3)	As more emphasis is placed on the notion of "Show Me the Learning", institutions and individual staff are looking to the field of learning analytics to provide evidence of the learning that is happening. There is growing concern within the field that this evidence needs to be collected and utilised in ethical ways. However, there is a disconnect between national and international perspectives of the importance of institutional policy and guidelines regarding ethical use of student data, and the perceptions of academics about these guidelines. Although many universities are adopting such policies, results from a survey of academics suggest that such policy and guidelines are low on the ranking of factors that impact their current use and knowledge of learning analytics. Practical strategies are suggested to promote policy and guidelines, with appropriate support mechanisms that enable staff to embrace and adopt learning analytics through efficient, sustainable, and accessible processes.
Trina Jorre de St Jorre, Liz Johnson and Beverley Oliver.	Deakin Hallmarks: principles for employability credentials	Full Monday 11.00 - 11.30 (R8)	Graduates need to be able to articulate and evidence their capabilities in order to secure or create opportunities for meaningful work (Oliver, 2013). Therefore, students should be made aware of the capabilities required in the workplace and encouraged to actively integrate learning experience from their coursework with learning and achievements from other aspects of their lives. However, getting students to engage with graduate capabilities and think ahead about employment is a challenge. Deakin Hallmarks are an extra-curricular work-integrated assessment strategy designed to give students the opportunity to differentiate themselves to employers by recognising outstanding achievement through digital credentials. Here we report on the design principles and processes developed to ensure that they warrant meaningful achievement in the workplace; and encourage students to become aware of the capabilities they will require specific to their intended career.

Authors	Title	Day/Time	Abstract
Sophia Karanicolas, Beth Loveys, Karina Riggs, Hayley McGrice, Catherine Snelling, Tracey Winning and Andrew Kemp.	The Rise of the Flip. Successfully engaging students in pre-class activities through the use of technology and a flipped classroom design template	Concise Monday 2.10 - 2.30 (R7)	Educational literature has acknowledged that teaching students who are prepared for class encourages student engagement and active learning. This is a core reason why the flipped classroom has risen to the forefront of effective learning strategies. However, key to the success of this strategy lies in the ability to motivate students to complete the necessary pre-class activities, posing a real issue in higher education settings. Teachers still ask *'How can I be sure if my students have completed their pre-class activities? How do I motivate students to want to engage in pre-class preparation?* This paper will demonstrate how mindfully designed pre-class learning approaches can successfully motivate students to complete pre-class activities that prepare them for active in-class learning. A pilot design template created by a community of colleagues, highlights how the use of simple technologies aligned to sound pedagogies, effectively engage students through accountability across a range of undergraduate courses.
Gregor Kennedy and Jason Lodge.	All roads lead to Rome: Tracking students' affect as they overcome misconceptions	Full Wednesday 11.00 - 11.30 (L2)	Helping students to overcome misconceptions is a complex problem in digital learning environments in which students need to monitor their own progress and self-regulate their own learning. This is particularly so in flexible, discovery-based environments that have been criticised for the lack of support and structure provided to students. Emerging evidence suggests that discovery-based environments might be ineffective due to students becoming confused, frustrated or bored. In the study reported here, we examined the affective experience of students as they worked to overcome a common misconception in a discovery-based environment. While the results suggest that students experience a range of emotions, they all successfully overcame their initial misconception. Implications for the investigation of student affect in discovery-based environments and the design of these environments are also discussed.
Maryam Khosronejad, Peter Reimann and Lina Markauskaite.	Engineering professional identity practices: Investigating the use of web search in collaborative decision making	Full Monday 11.00 - 11.30 (R7)	Collaborative learning and problem solving are important aspects of engineering professional practice that need to be addressed in preparing competent engineering graduates and forming their professional identities. Taking the *learning as becoming a professional* perspective, we illustrate the diversity of engineering practices in a collaborative decision-making episode, where students' participation in the activity is mediated by their use of web search. We present how our development of the *implied identity* approach could help to understand how technology mediates collaborative sense making in relation to professional practices and identities. We illustrate this by providing examples of ways in which students use web information to justify their decision making.
Kirsty Kitto, Mandy Lupton, Kate Davis and Zak Waters.	Incorporating student-facing learning analytics into pedagogical practice	Full Tuesday 10.30-11.00 (L2)	Despite a narrative that sees Learning Analytics (LA) as a field that enhances student learning, few student-facing solutions have been developed. A lack of tools enable a sophisticated student focus, and it is difficult for educators to imagine how data can be used in authentic practice. This is unfortunate, as LA has the potential to be a powerful tool for encouraging metacognition and reflection. We propose a series of learning design patterns that will help people to incorporate LA into their teaching protocols: *do-analyse-change-reflect*, *active learning squared*, and *group contribution*. We discuss these learning design patterns with reference to a case study provided by the Connected Learning Analytics (CLA) toolkit, demonstrating that student-facing learning analytics is not just a future possibility, but an area that is ripe for further development.

Authors	Title	Day/Time	Abstract
Stephanie Kizimchuk, Katharina Freund, Margaret Prescott, Crystal McLaughlin and Inger Mewburn.	Collective effervescence: Designing MOOCs for emotion and community	Concise Tuesday 2.00-2.20 (L3)	This paper shares the experiences of a course team in designing and delivering a massive open online course (MOOC). It offers insight into how their approach can help build learning communities and enhance pedagogy for online learning through a return to best practice. It will discuss how a combined approach of using a core site in conjunction with social media platforms can temporarily overcome the functional limitations of xMOOCs, more deeply engage students, and improve moderation. Central to this, the concepts of collective effervescence and radical inclusion are shown to be effective principles of course design which facilitate ongoing support networks - an effective and sustained strategy for combating pluralistic ignorance within research education contexts.
Wilfred W. F. Lau	Individual differences in motivations for using social media among university students	Concise Tuesday 3.30-3.50 (R7)	This study aimed to examine individual differences in motivations for using social media among university students. Motivations were measured with a validated social media motives scale. Participants were 348 undergraduate students studying in a university in Hong Kong. Results from a series of MANOVAs showed that there were in general no significant differences in the five motivation variables (entertainment, personal utility, information seeking, convenience, and altruism) with respect to a group of demographic variables (gender, faculty, year of study, experience in using computers or the Internet, and IT proficiency). However, given that students mostly agreed that they used social media to seek free information and to know what is happening recently, educators may encourage students to develop their own personal learning environments and integrate informal and formal learning activities with social media.
Robert Leggo, Peter Steele, George Karliychuk and Fiona Thurn.	Lecture Pods Unlimited	Poster Monday 4.30pm (Hall L)	The Blended Learning Team from the School of Humanities and Communication Arts will demonstrate how we assist with the creation of 'lecture pods'. The presentation will be delivered in video format, showing the actual processes we go through. We'll detail how we work with academics to assist them to convert their teaching from live lectures to presenting to camera. The presentation will also showcase several tools created by Peter Steele, that have made a great contribution to sustainable processes in the school for producing large volumes of lecture pod videos.
Philippa Levy and Travis Cox.	Transformation through transition: learning through 'theory of change'	Poster Monday 4.30pm (Hall L)	The poster presents an overview of the 'MyUni Transform' project underway at The University of Adelaide. This involves institution-wide transition, between May 2016 and December 2017, to a single Learning Management System from three systems currently in use in the University (the move is to Instructure Canvas from, principally, Blackboard Learn and, additionally, Moodle and an in-house system). Rather than implementing transition through automated roll-across of existing learning content and design, the project is approaching the transition process as an opportunity to facilitate significant transformation in blended learning design and practice across the University, in alignment with the goals of its Strategy for Learning, Teaching and Assessment (2016-18). The poster identifies key elements of the change approach that has been adopted, and outlines a 'theory of change' impact evaluation perspective that is seen to have value for ongoing monitoring of, reflection on, and learning from, the project's early stages and beyond.
Qian Liu and Susan Geertshuis.	Professional identity and teachers' learning technology adoption: a review of adopter-related antecedents	Full Monday 10.30-11.00 (R7)	This paper reviews adopter-related antecedents of learning technology adoption by higher education teachers. We, drawing on findings from Management and Psychology, Computing, and Education, suggest an adopter-centered perspective on teachers' learning technology adoption and identify work-related, technology-related, and teaching-related antecedents, which reflect aspects of teachers' professional identity. We further argue that teachers' professional identity shapes their perceptions of innovation characteristics, which in turn affects learning technology adoption. The paper concludes by highlighting that future research and practice should explore aspects of professional identity in order to more fully explain learning technology adoption, and should facilitate the adoption process through addressing the reconstruction of professional identity.

Authors	Title	Day/Time	Abstract
Birgit Loch, Rosy Borland and Nadezda Sukhorukova.	How to engage students in blended learning in a mathematics course: The students' views	Concise Monday 3.40 - 4.00 (R7)	Blended learning strategies are employed at many Australian universities to modernise teaching approaches. However, blended learning implementations may not take into account the views of students during the development process. In this paper, we discuss how students think we, as educators, can engage students in both face-to-face learning and online learning, as components of blended learning. We also report on student suggestions regarding how to build in opportunities to recover if a student has either missed a class, or not completed time-critical online work before coming to a class taught in flipped mode. These are two of a set of seven questions we posed two years ago at this conference, in the context of teaching mathematics in blended mode.
Md Abdullah Al Mamun, Gwen Lawrie and Tony Wright.	Student Behavioural Engagement in Self-Paced Online Learning	Concise Monday 1.30 - 1.50 (R8)	It remains a challenge in online settings to engage students as independent learners without teacher presence. This has led to increasing attention investigating the factors influencing student engagement in this context. As part of a PhD study, this paper investigates students' behavioural engagement with online learning modules without teacher supervision or peer support. The study examines three key constructs of behavioural engagement: student engagement with the task, effort level the student applies to task-completion and finally, following instructions. First, the findings suggest that student engagement was high in 'video' and 'feedback' sections as compared to 'simulation' activities. Second, students invested high effort in task-completion when the learning modules were delivered with instructional guidance. Finally, non-visual learners exhibit more difficulty following instructions in unsupported online settings. The results of this study will contribute to the burgeoning research field promoting the development of online modules that encourage participation of diverse learners.
Dr Yvonne Masters, Dr Sue Gregory and Stephen Grono.	PST Online: Learner voices guiding learning design	Concise Tuesday 2.40-3.00 (R7)	Online teaching has become more pervasive throughout the 21st century, partly a result of new technologies allowing for interactive online learning environments and partly to meet the needs of students who cannot access traditional face-to-face classrooms for all or part of their schooling. Pre-service teacher education has lagged behind this uptake in online teaching, failing to prepare new graduate teachers for the possibility of teaching wholly online to students in a range of learning environments. Pre-Service Teachers Online is a website designed to address this gap by providing pre-service teachers with resources to assist in building online teaching skills. Current pre-service teachers' awareness of online teaching skills were sought, providing the foundation for the website. Presented is how the website was designed to meet identified pre-service teachers' needs allowing participants to reflectively consider how their current perceptions of teaching practices could apply in a blended or fully online classroom model.
Katy McDevitt and Mario Ricci.	From practitioner-producers to knowledge co-creators: An early view of a design-based research project to foster insight generation into MOOCs	Concise Monday 4.00 - 4.20 (R7)	The University of Adelaide established its MOOC initiative, AdelaideX, in 2014 with goals including generating and sharing insights into effective practice in open online learning. Our professional and teaching staff are amassing valuable experience in conceptualising, designing, developing, delivering and evaluating MOOCs and are part of an emerging knowledge community among MOOC-active universities. In 2016, AdelaideX is running a Creating Insights Project, with the goals of feeding innovation at the University, enabling our people to fulfil aspirations towards capturing and sharing their ideas about MOOC making, and securing rich insights which can be fed formatively into future course and program activities. To do so, we have begun to experiment with a design-based model for practice research. In this way, we are positioning the relationship between academics and professionals as investigative partners, a promising means to develop capacity for insight generation in the open learning space.

Authors	Title	Day/Time	Abstract
Jenny McDonald, Danny Liu, Adon Moskal, Richard Zeng, Marion Blumenstein, Cathy Gunn, Steve Leichtweis and Abelardo Pardo.	Cross-institutional collaboration to support student engagement: SRES version 2	Full Tuesday 11.00-11.30 (L3)	Descriptions of cross-institutional, educational technology development initiatives that emphasise what actually works in real-world classrooms are rare. In this paper, we describe a multi-institution collaboration that grew from grassroots classroom needs and proved resilient in the face of institutional change. We explain how the initiative came about, how it survived unanticipated change, and how it led to the development of a new open source learning analytics tool for student engagement. We provide some reflections on the first pilot study of the tool and describe future plans. The authors welcome new collaborators and invite interested readers to evaluate and extend the tool for themselves.
Gillian McGregor and Emma Bartle	Exploring the unknown: Creating a serious game for tertiary education from scratch, a case study	Poster Monday 4.30pm (Hall L)	Serious games offer educators the opportunity to enhance student motivation and engagement, setting the stage for authentic and productive learning (Coates, 2005). Anecdotal evidence suggests barriers to adoption of serious games in education include perceptions of the need for technological expertise and high costs of development. The author created a serious game to assist post graduate professional psychology students to manage the transition from theoretical knowledge to professional practice. This demanding stage of development is key to graduate competence, perceptions of self-efficacy and employability (De Stefano, D'Iuso, Blake, Fitzpatrick, Drapeau, & Chamodraka, 2007; & Skovholt & Ronnestad, 2003). During this developmental stage, serious games provide an opportunity for safe and engaging learning opportunities. This case study provides insight into the theory and principles to be considered when developing a serious game.
Gillian McGregor and Emma Bartle.	Serious games in education: Fact or fad? Comparing training experiences using the digital game "Laurus" to those using a control digital game, a case study	Poster Monday 4.30pm (Hall L)	The use of serious games in education is growing, particularly within the field of health professional training (Graafland, Schraagen, & Schijven, 2012; Wattanasoontorn, Boada, Garcia, & Sbert, 2013). Serious games aim to teach or train whilst simultaneously entertaining and engaging users (Hawn, 2009). Serious games are viewed as a useful methodology for enhancing student motivation for learning and engagement with material (Coates, 2005). Despite being heralded as a cutting edge innovation, research validating the efficacy of serious games demonstrates mixed results (Susi, Johannesson, & Backlund, 2007). A serious game to support training of professional post graduate psychology students was developed by the first author. This paper presents the results of two pilot studies comparing the learning and training experiences of students using the serious game as compared to those using a control serious game and teaching as usual, as an example of an application of serious games in post graduate education.
Catherine McLoughlin and Birgit Loch.	Building cognitive bridges in mathematics: exploring the role of screencasting in scaffolding flexible learning and engagement	Full Monday 11.00 - 11.30 (L2)	Conceptual learning in mathematics can be made more accessible with mathscasts, which are dynamic, digitally recorded playbacks of worked examples and mathematical problem-solving on a computer screen, accompanied by audio narration. Mathscasts aim to enable students to develop deeper understanding of key foundational concepts in order to equip them to undertake degrees in Science, technology, engineering and mathematics (STEM). Previous research has indicated the success of maths screencasts to provide explanations of complex concepts and reinforcement of concepts previously learnt. The project presented here extends current research by demonstrating the value of visual, interactive screencasts for learning of mathematics, and investigates students' perceptions. A survey of student use of screencasts identifies learners' usage patterns, the significance of offering mathematics support via mathscasts in flexible mode, and students' integration of mathscasts into their study strategies. The results show positive implications for the integration of multimodal learning resources in STEM environments.

Authors	Title	Day/Time	Abstract
Mark McMahon and Michael Garrett.	Evaluation of a learning outcomes taxonomy to support autonomous classification of instructional activities	Full Monday 11.30 - 12.00 (L3)	With an increased focus on assuring the quality of student achievement in higher education, there is a commensurate need for tools to assist academics in understanding the nature of assessment and how it can provide evidence of student learning outcomes. This paper describes research conducted the Instructional Activity Matrix; a taxonomy that was developed as the basis of a learning support tool, *Maestro*, that automatically analyses outcomes and assessment statements to show the cognitive level and nature of knowledge inherent in them. Findings indicate that the matrix is a valid tool for defining the nature of learning outcomes and had value in clarifying the nature of assessment and outcomes. However, issues identified with the inherent ambiguity of some instructional statements and their contextually-laden language provided insights into how Maestro will need to be refined to provide appropriate support for teachers, with a range of experience across multiple disciplines.
Wendy Meyers, Alex Swain, Jennifer Gili , Emily Sutton and Sue Pinckham.	Gunya Online - access, engagement, retention and success for Indigenous distance students	Poster Monday 4.30pm (Hall L)	A cornerstone of the Indigenous Strategy at Macquarie University (MQ) is the Gunya Model. A Gunya, in Darug language, is a traditional structure used by Aboriginal peoples as a home and shelter. In building the Gunya Online program MQ is building an online culturally safe place for distance Indigenous students to come together, connect with staff, services and each other as they journey through Higher Education. This poster outlines the early development of the project presenting initial findings from a research report that draws on literature and interviews with staff and students in the development of a model of best practice.
Ronald Monson.	Natural Language Proficiency and Computational Thinking: Two linked literacies of the 21st Century	Concise Tuesday 2.40-3.00 (R7)	Literacy as natural language fluency, is the primary literacy underpinning most learning but there is a new literacy gathering momentum in this information age - Computational Thinking. This paper draws connections between the two; highlighting analogs, differences, and bridges that are transforming both pedagogies while also illustrating a growing educational nexus.
Colin Montpetit and Sonya Sabourin.	Assessing the impact of an “Echo360-Active Learning Platform”- enabled classroom on learning gains in a large enrolment blended learning undergraduate course in Genetics.	Concise Monday 1.50 - 2.10 (L2)	In response to calls from the higher education science community to increase student engagement in learning, scientific teaching (reflecting the true nature of science by capturing the process of discovery in the classroom) and reflective teaching (or scholarly teaching), a genetics course was redesigned as a blended learning course. The new course model has provided several opportunities to engage students in the 5E learning cycle and to redefine the classroom experience. Despite the growing literature on effective design of blended courses, very little research has been conducted and very little is known about the impact of components of blended courses for large enrolment courses in relation to student learning outcomes. The goal of this investigation was to assess the impact of an Echo360-ALP enabled classroom on learning gains in a large enrolment blended learning course.

Authors	Title	Day/Time	Abstract
Adon Moskal, Swee-Kin Loke and Noelyn Hung.	Challenges implementing social constructivist learning approaches: The case of Pictation	Full Tuesday 10.30-11.00 (R7)	Most medical professionals need to make meaning of clinical images collaboratively with colleagues. To develop this ability in our Health Sciences students, we designed a social constructivist learning activity where students jointly annotate clinical images via an in-house web application, Pictation. We conducted a case study with 85 third-year students using Pictation alongside lectures and tutorials. The learning activity was evaluated via a survey questionnaire, interviews, and observations. Three challenges in implementing a social constructivist learning activity were identified: students' inadequate prior knowledge; embarrassment in exposing inadequate understanding to peers; and need for certainty. These challenges pose particular dilemmas for teachers wanting to implement social constructivist learning because such learning approaches inherently imply that students: have incomplete prior knowledge; are willing to expose incomplete understanding to peers; and are comfortable with uncertainty. Our findings and recommendations can serve to guide teachers and academic developers in implementing social constructivist learning in realistic contexts.
Juan Carlos Munoz, Michael Cowling and James Birt.	Using Gamification and Mixed Reality Visualization to Improve Conceptual Understanding in ICT System Analysis and Design	Concise Wednesday 1.50 - 2.10 (R8)	This paper presents a research design and intervention that investigates how the use of mixed reality visualization and gamification can be applied to an ICT systems analysis and design course. The research focuses on a learning approach of an ICT modelling and design framework based on visual augmentation of traditional course content and class delivery. Assessment of the learning impact in regards to learners, system components and their interaction in system scenarios will be performed. Allowing learners to explore and discover information in the form of a gamified *scavenger hunt* that supports scaffolding learning chunks, aims to assist them towards a conceptual understanding of the solution. Educators can incorporate selected representations of key learning artefacts and resources in an augmented capacity using a variety of media such as 2d images, videos, graphics, simulations, and 3d models applied into the design process and promote active learning in the classroom.
Angela Murphy, Hazel Jones and Helen Farley.	Mobile learning in the Asia-Pacific region: Exploring challenges hindering the sustainable design of mobile learning initiatives	Full Monday 3.10 - 3.40 (R7)	Higher education institutions and government departments in the Asia-Pacific region have invested significantly in technological innovation to enhance educational delivery and redress inequality in access to formal education. As a result of the fast-paced growth of mobile adoption and mobile internet access in these regions, universities are able to leverage the affordances of mobile devices to offer greater flexibility to students. Despite the emphasis on enhancing technological capacity, there remains significant challenges to the effective adoption of strategies to integrate mobile technologies in learning and teaching. This article briefly explores 12 projects undertaken at different universities across nine countries. The projects were selected from 28 chapters submitted to an edited book on supporting the implementation of sustainable mobile learning initiatives in the Asia-Pacific region. The motivation and aims of each of the projects are compared and the primary challenges are explored at four levels of institutional stakeholders.
Tam Nguyen, Stephen Abblitt, Colin Hickie, Jenny Pesina and Joan Sutherland.	Academic Development through Intensive Learning Design	Poster Monday 4.30pm (Hall L)	Participating in learning design sessions is a transformative learning experience for academic staff. This poster traces the emergent relationship between an academic and a learning designer during an intensive 4-hour learning design session, visually representing the interplay and intensity of six key domains across the session: approach, emotion, relationship, design-as-process, design-as-product, and capability-building. The poster demonstrates the relationship between the domains and their dispersal throughout a session, to illustrate how the challenge to and transformation of attitudes towards technology-enhanced learning (TEL), helping to overcome common resistance to change, providing a richer, more productive understanding of how academic development can be foregrounded through learning design.

Authors	Title	Day/Time	Abstract
Mark Nichols and Nicky Meuleman.	Reflections of a new educational designer	Poster Monday 4.30pm (Hall L)	Educational design is an area of growing significance in tertiary education, though the career pathway to educational design is varied. Few specific qualifications are available, and so educational designers tend to take up their roles with little experience or in-depth knowledge. The purpose of the study is to investigate one new educational designer's development from new to role to experienced practitioner, in order to identify what new educational designers might expect as they develop. Across the early stage of her educational design role, Nicky Meuleman, educational designer at Open Polytechnic of New Zealand, captured significant encounters and recorded ongoing reflection. This paper summarises and discusses the key themes from those reflections, providing insight into one educational designer's journey from beginner to proficient practitioner.
Lisa O'Regan, Morag Munro, Mark Brown, Moira Maguire and Nuala Harding.	Show me the Feedback: A Multi-Institutional Project Exploring Technology-Enabled Feedback Approaches for First Year	Concise Tuesday 3.30-3.50 (L3)	The Y1Feedback project is a partnership between four Irish Higher Education institutions, which aims to enhance feedback dialogue in first year undergraduate programmes through the use of digital technologies, to better support student transition. The project has conducted a review of feedback practice across partner institutions and a synthesis of feedback literature. Informed by this work, the project has identified a set of features of effective feedback for first year together with a set of technology-enabled feedback approaches. Currently, there are 20 case studies in progress to pilot these approaches. This paper reports the findings from the review of feedback practices and outlines features of effective feedback and approaches that educators can implement to better support first year transition.
Mark O'Rourke.	Using student voice in the design of game-based learning	Concise Wednesday 1.30 - 1.50 (R8)	Game technologies can provide exciting ways to engage and educate students and provide an active learning experience with a goal-directed agency. This research investigates how student voice is integral to the development and trialing of educational computer games in order to effectively target, and add meaning and relevance to learning outcomes. Games can offer a transformational change in pedagogical approaches by being intrinsically motivating, providing immediate feedback and scaffolding skill and knowledge acquisition. The research focused on understanding learner needs by involving students in project based development and examines the rationale behind making a pedagogical shift from unidirectional content delivery to collaboratively designing experience. The study adopted a Design Based Research methodology, within an Activity Theoretical framework.
Linda Pannan and Katherine Legge.	A blended learning model and a design model combine to support academics in pedagogical redesign of the curriculum	Full Monday 10.30-11.00 (L3)	Mostly, blended learning is simply interpreted as the combination of face-to-face and computer-mediated learning (Graham, 2006). Unfortunately, this definition not only hides the complexity and transformative possibilities of blended learning, it can also leave the academic teaching developer without the detail and certainty they need to develop learning designs that address their institution's blended delivery expectations and meet their students' learning needs. Our approach to supporting academic change to blended learning addresses these uncertainties and places emphasis on the pedagogic strategies that guide student learning activity and drive the design of integrated learning experiences across learning environments. We present two models - a four phase blended learning model and a two-layer design model, and demonstrate how the properties of each combine to afford a blended learning design approach. Early indications of its effectiveness are promising and favourable responses to the models' simplicity and use indicate they may support teaching developers across other contexts.

Authors	Title	Day/Time	Abstract
Helen Partridge, Adrian Stagg and Emma Power.	Developing low barrier courses using open textbooks: a University of Southern Queensland case study	Full Monday 3.10 - 3.40 (Hall M)	Open Educational Resources (OER) have continued to gain significant global traction over the last decade, with research claiming the transformative power of these resources for broadening access and participation in Higher Education and driving new pedagogical approaches. In 2015, the University of Southern Queensland funded four open textbook grants as a pilot project that aimed to not only provide students with free and open learning materials, but also purposefully support staff as open practitioners. As part of an institutional commitment to open education, this project actively sought recommendations and strategies from the grant participants to mainstream the creation, use, and reuse of openly-licenced resources within holistic course design to support critical 21st century literacies. A community of inquiry model was used as the mechanism to support a discovery approach to the creation of open materials and qualitative participant data was gathered at key milestones during the grant through semi-structured interviews.
Lynne Petersen, John P. Egan, Elana T. Curtis and Mark Barrow.	On the role of 'digital learning designer' for non-indigenous designers collaborating within culturally grounded digital design settings	Concise Tuesday 2.20-2.40 (L3)	This is a conceptual inquiry into the nature of the role of learning designer from mainstream cultural groups working within culturally-grounded digital design settings. This paper stems from the co-design of an online transition-to-study resource developed specifically for Māori and Pacific students about to begin postgraduate study at the University of Auckland in Aotearoa New Zealand. The resource is the culmination of an extensively planned design project amongst primarily non-indigenous designers in partnership with both indigenous and non-indigenous academics. These reflections from both non-indigenous and indigenous members of the project team are offered for other tertiary-sector designers as reflections and potential sparks - theoretical "seed sowing" (Bihanic, 2015, p. vi-vii) - about the inherently positional and necessarily culturally-grounded nature of the role of digital learning designer.
Michael Phillips, Michael Henderson and Tracii Ryan.	Multimodal feedback is not always clearer, more useful or satisfying	Full Monday 11.30 - 12.00 (R8)	Feedback comments on summative assessment tasks are an important part of students' learning experience. Recently, researchers have noted that digitally recorded comments can be beneficial for both students and educators. This paper compares the clarity, usefulness and satisfaction of digitally recorded and text-based feedback comments produced by 14 tutors in a large Master's level Education unit. A sample of 164 students completed the online survey. Initial analysis of the data reveal mixed results. When secondary variables are accounted for and outliers discounted it is revealed that digitally recorded multimodal feedback processes, in general, can be clearer, more useful and more satisfying. However, it is also clear that using technology such as video is not a silicon bullet to improving feedback. Several potential factors are identified and are discussed in terms of micro- and meso-level contextual conditions that need to be further researched.
Diana Quinn, Paul Sutton, Paul Corcoran and Delene Weber.	Tracking discipline mastery: The development of an online program assessment and evaluation tool	Concise Monday 2.10 - 2.30 (L2)	An online formative program assessment and evaluation tool was created by discipline leaders covering five discipline-specific domains as well as transferrable skills and personal dispositions. Students in first year complete this program assessment, often failing, but the experience is used to motivate them to start their learning journey - that's why they've come to University. Second year students participating in the same program assessment can see their annual progress. Third year students participating in program assessment can confirm how far they have progressed towards discipline mastery, as defined by their discipline leaders. The tool can also evaluate the overall effectiveness of the multiple course-based teaching and learning environments that make up the students' program and provide evidence to support external accreditation requirements. An initial trial of the tool in environmental science and geospatial science has been conducted.

Authors	Title	Day/Time	Abstract
Charlie Reis and Henk Huijser.	Correcting tool or learning tool? Student perceptions of an online essay writing support tool at Xi'an Jiaotong-Liverpool University	Concise Tuesday 2.20-2.40 (R7)	This paper reports on the initial data from an extension project that intends to further develop *Marking Mate*, a self-directed assignment writing support programme developed at Xi'an Jiaotong-Liverpool University (XJTLU) by Eoin Jordan and Andy Snyder. The study explores how students currently use the programme and how they would like to see it being improved. In this paper, we explore the apparent tension between students wanting to use *Marking Mate* as a correction tool and its potential as a learning tool, with reference to the specific Chinese context of the university. An additional tension between a highly contextualised and locally developed programme (such as *Marking Mate*), and widely available online tools that allow for potentially similar outcomes (such as *Grammarly*), is also discussed. It is argued that the programme may be more effective if it is explicitly presented as a learning tool, rather than a correction tool.
Mariana Rodriguez and Robert Hamilton.	Untying the Gordian Knot with Gapminder: A technology-mediated approach to understanding Globalisation processes.	Poster Monday 4.30pm (Hall L)	This poster demonstrates a technology-mediated approach to teaching International pathways students about Globalisation. Tertiary enabling programs have become a vital part of the post-secondary schooling landscape attracting many international students to Australian universities. However, when the distance travelled between cultures is considerable, students can experience cognitive shock moving from one academic culture to another. This can impair the ability to learn when the student has to adapt to a different set of academic traditions, behaviours and expectations. This poster shares experiences of a successful approach developed for a first assignment in the subject International Perspectives, to mitigate issues of student access and equity at the outset of their Foundation Studies Program. Students use Gapminder World to analyse and evaluate data, and create a report including graphic information to explore their country's trail of development. In so doing, students negotiate the revised Blooms' Taxonomy and engage with their affective domain.
Carol Russell.	Contextualizing institutional strategies for technology enhanced learning	Concise Monday 3.40 - 4.00 (Hall M)	An analysis of strategic planning documents for public universities in Australia identifies some patterns in institutional strategies for technology-enhanced learning (TEL). Institutional size, location and social mission are among some of the characteristics that shape TEL support. This study was part of a project to develop guidance on how institutions could contextualize use of the ACODE TEL benchmarking process. Text from publicly available documents was analysed to identify contextual characteristics that appear to be influencing institutional strategies and priorities for TEL. International studies identify a need for rethinking how institutions work. This study provides a snapshot of these rethinking processes in 2016, and some preliminary suggestions on how benchmarking might support these.
Michael Sankey and Rachel Whitsed.	Failing forward in research around technology enhanced learning	Concise Wednesday 1.30 - 1.50 (L2)	There are lessons to be learned from undertaking 'successful' research, but we do not hear much about the lessons learned when your research doesn't come-off. But in many cases there are some very important lessons that can be learned that others may benefit from, particularly for those who are new to research around the scholarship of teaching and learning (SoTL), as opposed to discipline based research that is 'reputedly' conducted from a more empirical perspective. This paper reports on some of the lessons learned by two researchers from two universities on research that could have been done better in relation to technology enhanced learning (TEL). Why do we need to hear about these lessons? For the sake of our students; we want to improve our teaching and don't want to make the same mistakes that others may have done.

Authors	Title	Day/Time	Abstract
Augusto Dias Pereira Dos Santos, Kalina Yacef and Roberto Martinez-Maldonado.	Visualizing Individual Profiles and Grouping Conditions in Collaborative Learning Activities	Full Tuesday 11.30-12.00 (R7)	Collaborative learning has been shown to be conducive to better and deeper learning for particular tasks, but is dependent on a number of factors, including how students are grouped together. We are interested in finding out whether data captured from students working individually and/or collaboratively can reveal useful information about the impact of the grouping conditions on learning. We explore whether these findings can be detected early on (possibly, before students start working in groups). If such information can be reliably captured, then it could be used to drive group formation dynamically and at a large scale. This paper presents our initial visual exploration with two case studies: one from a first-year programming course (N = 372) where students alternately worked individually and in pairs; and another (N = 60) from a concept-mapping environment where students first worked individually and then in groups.
Swee Kit Alan Soong, Lyn Fung Jeanette Choy and Adrian Michael Lee.	Building academics' SoTL capacity through a course on blended learning	Concise Wednesday 1.50 - 2.10 (L2)	This paper provides an outline of a course on blended learning which aims to build academics' scholarship of teaching and learning (SoTL) capacity as well as equipping them with knowledge and skills in designing and developing a prototype of a unit within a course. The paper also describes the underlying principles and frameworks in the conceptual model for designing the blended learning course, and how the various elements of the model relate to one another. Details on how the design of the course is being influenced by the model is also provided. The current progress of the project and possible studies in the future is also discussed at the end of the paper.
Kate Thompson, Sarah Howard, Jack Yang and Jun Ma.	Mining video data: tracking learners for orchestration and design	Concise Wednesday 1.30 - 1.50 (Hall M)	Learning spaces influence how we act, however there is a lack of systemic research addressing the impact of environments on teaching and learning. In this paper, we introduce a hybrid tracking technique in which a colour model is combined with algorithms to identify human positions, and applied to video data. The aim of identifying patterns of movement that could be used to indicate successful collaboration in open plan learning spaces. We apply the method to a previously analyzed dataset, to demonstrate how multiple analytic techniques can be used to build a complex understanding of learner movement in relation to collaboration and learning. We conclude with suggestions of the ways in which the results could be used by instructors to inform orchestration of complex learning environments, as well as directions for future research.
Kate Thompson and Harry Kanasa.	Designing and Analysing STEM Studios for preservice teacher education	Concise Monday 1.30 - 1.50 (L2)	There is a need for approaches to understand the teaching and learning of STEM and STEAM in schools in order to prepare preservice teachers for innovative classroom practice. In this paper we use a combined design approach to examine the activity of school students, preservice teachers and graduate STEAM students in two STEM Studios at a University in Queensland. We present our revised conceptual model based on earlier iterations as part of an OLT funded project. Multimodal learning analytics approaches will be applied in order to understand the integration of knowledge processes, epistemic cognition, collaboration and tool use.
Kerry Trabinger.	Learners Multitasking (Task Switching) during a Virtual Classroom session. Should teachers be concerned?	Full Wednesday 11.30 - 12.00 (L2)	The use of virtual classrooms (VC) in the Vocational Education and Training (VET) sector is becoming increasingly popular due to the ability for learners from any location to access education online in real time with a teacher, and to participate in an environment that simulates a face to face classroom. However, a major area of concern that has emerged is the tendency for learners to multitask (task switch) rather than remain attentive and focused on the content being delivered. This paper reports on findings from a study which investigated whether learners are task switching while participating in a VC and whether this affects the teaching and learning that occurs.

Authors	Title	Day/Time	Abstract
Kerry Trabinger.	Technology Advances in Virtual Classrooms (and how this affects learner engagement)	Poster Monday 4.30pm (Hall L)	As technology evolves and devices become more affordable there are many exciting possibilities for the use of innovative technology in virtual classrooms. However, while some of these innovations can encourage learner attention others afford learners more opportunities to multitask (task switch).
Franziska Trede, Susie Macfarlane, Lina Markauskaite, Peter Goodyear, Celina McEwen and Freny Tayebjee.	Using mobile technology for workplace learning: Fostering students' agency	Concise Monday 4.00 - 4.20 (L2)	Students' agency is an important enabler of productive learning in complex, unpredictable workplace environments. In the study presented here, we explored how mobile technology can help students enhance their workplace learning experiences and develop their capacity to act as learners and future practitioners. We collected survey and interview data from 312 participants, which informed the development of Mobile Technology Capacity Building Framework that comprises thematic resources for students, academics and workplace educators. Its development draws on two sets of theoretical ideas: the importance of agentic learning that enables students to develop their practice capabilities; and the use of activity-centred learning design to distinguish between what can be designed ahead of time and what should be left to students' agency. This study and Framework contribute to understanding how the productive use of technologies can foster students' agency and development of deliberate professionals with a high sense of adaptive expertise.
Beale van der Veer, Tony Carew and Luke Padgett.	Designing a toolkit to support the development of copyright literacy	Poster Monday 4.30pm (Hall L)	The Open Education Licensing (OEL) project team surveyed teaching and other staff in the Australian higher education sector. The surveys informed the design of a Toolkit web application, which would provide tailored information to users by presenting relevant questions and guidance in a decision tree format. The decision tree provides pathways to guidance regarding the licensing of teaching resources for Australian higher education. The software was developed iteratively, allowing subject matter experts (SME) to feed in their content whilst the data system and interface were designed and implemented. A user-centred methodology was employed to maximise usability. The Toolkit used open source technologies and is itself openly licensed. This poster communicates the process of design, development and testing of the Toolkit web application. The lessons learned through this process may help inform the design of other innovative systems that aim to emulate the support provided by SME.
Peter Vitartas, James Heath, Sarah Midford, Kok-Leong Ong, Damminda Alahakoon and Gillian Sullivan-Mort.	Applications of Automatic Writing Evaluation to Guide the Understanding of Learning and Teaching	Full Monday 11.30 - 12.00 (L2)	This paper provides an overview of tools and approaches to Automated Writing Evaluation (AWE). It provides a summary of the two emerging disciplines in learning analytics then outlines two approaches used in text analytics. A number of tools currently available for AWE are discussed and the issues of validity and reliability of AWE tools examined. We then provide details of three areas where the future direction for AWE look promising and have been identified in the literature. These areas include opportunities for large-scale marking, their use in MOOCs and in formative feedback for students. We introduce a fourth opportunity previously not widely canvased; where learning analytics can be used to guide teachers' insights to provide assistance to students based on an analysis of the assignment corpus and to support moderation between markers. We conclude with brief details of a project exploring these insights being undertaken at an Australian institution.
Dale Wache.	Facilitating Summative Peer Review of Teaching: a software based on academic values	Poster Monday 4.30pm (Hall L)	This paper reports on a summative peer review of teaching process implemented in a university. Software was developed to facilitate the peer review process, demonstrate principles of transparency, fairness and equity and support the academic values of collegiality, confidentiality and communication.

Authors	Title	Day/Time	Abstract
Thomas Wanner and Edward Palmer.	From Flipped to Flopped to Flexible classrooms in Higher Education? – Critical Reflections from Australia	Concise Monday 1.50 - 2.10 (R7)	There is currently much hype about the blended learning model of the 'flipped classroom' in higher education in Australia. Many courses at Universities are being transformed into fully or partially flipped classrooms where students prepare for face-to-face classes beforehand so that in-class time is used for active and collaborative learning. We provide six risks related to the flipped classroom based on our critical reflections from designing and teaching a fully flipped classroom. We argue that students' satisfaction and engagement with the flipped classroom model is increasingly eroded by the number of 'flipped' courses and the rising time demands for students and teachers. Other factors that risk the flipped classrooms becoming 'flopped classrooms' are the lack of prior training of students for self-motivated learning; and the dependence on skilled teachers to create inspiring and course content relevant pre-class activities and to run effective collaborative exercises in the class room.
Linda Ward.	learning design@CSU	Concise Tuesday 3.30-3.50 (L2)	Educational Designers at Charles Sturt University have recently completed a professional development program in course design. An outcome of this professional development activity has been the development of online modules which cover various learning and teaching strategies and as a by-product; learning design templates. The online modules are designed to provide an overview of how to use evidence based learning and teaching strategies, with the aim of changing teaching practice to positively influence student learning. After developing these modules, it was recognised that they could be adapted into templates that teaching staff could use directly in their subjects. This paper will discuss the progress of this multi-faceted project that focuses on professional development of Educational Designers and academic staff, development of online modules and learning design templates.
Debbi Weaver.	Technology choices to support international online collaboration	Full Tuesday 11.00-11.30 (R7)	Postgraduate business students participated in an international, fully-online collaboration pilot, focused on cultural intelligence skills needed to successfully navigate the global business world. Student projects utilized a transferrable learning design, with a changeable central case study posing challenges around (in this case) managing cross-cultural teams. This paper focuses on the learning design and choice of technologies to facilitate online collaboration. The combination of using new technology, and quickly developing relationships with counterparts from across the world, proved challenging for both staff and students. However, students quickly adapted, and strategically used the technologies to efficiently collaborate, albeit in ways different to the project leaders' expectations. Overall, the project provided an opportunity for students to network with students from other countries on real-world issues, and gain familiarity with technologies used by multi-national corporations.
Hilary Wheaton and David Hall.	The Sociological Imagination Machine (S.I.M.): using game elements to help learners apply the Sociological Imagination	Concise Tuesday 2.20-2.40 (L2)	A leading online education provider used gamification and a custom built technology to assist the understanding and application of the sociological imagination in first-year Sociology students. In a sixteen-week period, a collaborative team including learning designers, teaching staff, education technologists and a graphic designer, devised and developed a gamified weekly activity for students featuring randomising and roleplay mechanics. Results indicated that the use of gamification improved students' engagement with their class group and assisted them in learning key concepts. The considered and purpose driven use of gamification has proven to be a valuable tool in online learning.

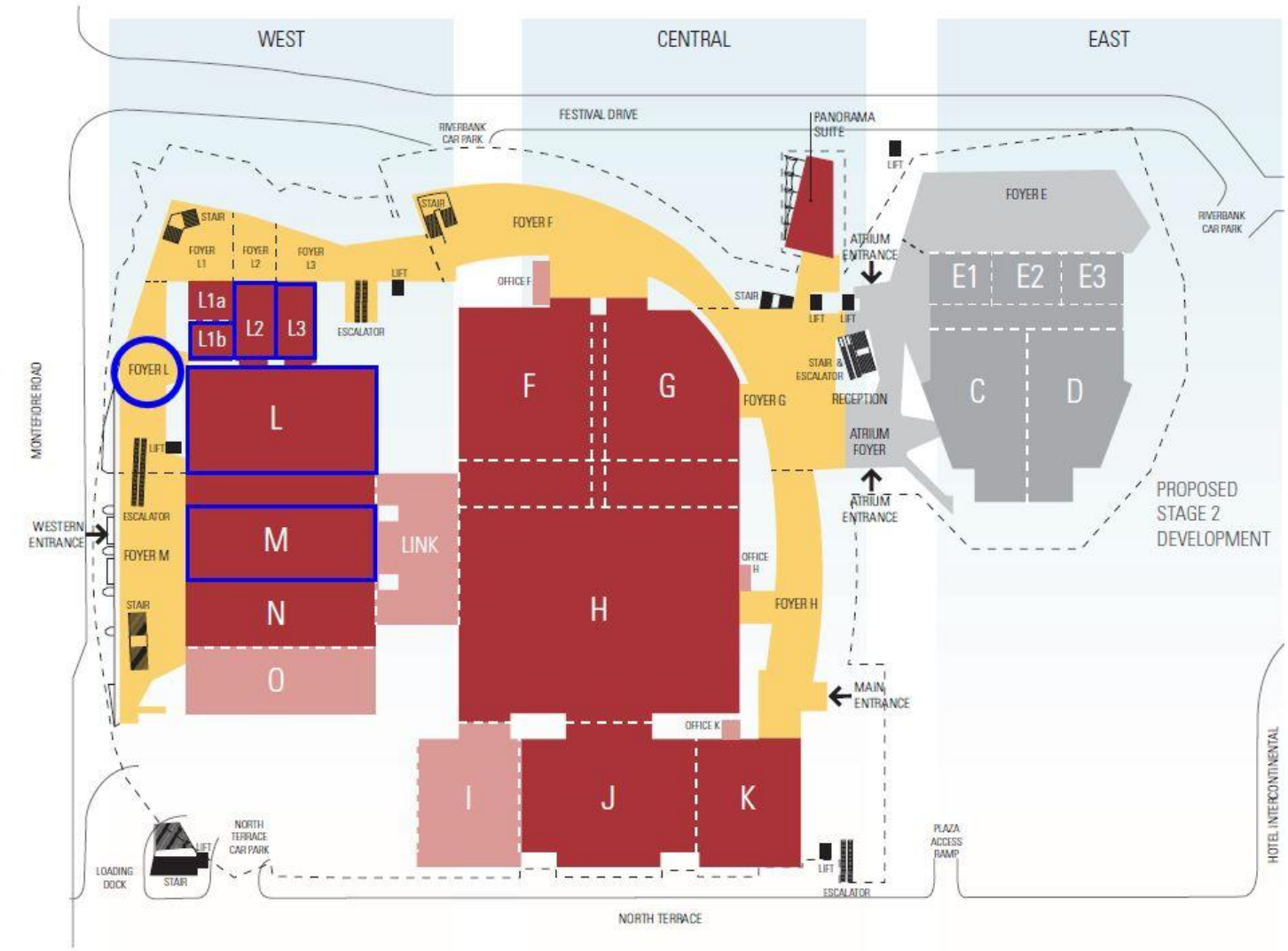
Authors	Title	Day/Time	Abstract
Irena White.	Straddling the technology adoption chasm in university teaching practice using Multi-Mediator Modelling	Poster Monday 4.30pm (Hall L)	This poster presentation demonstrates how a computer simulation can be applied to examine the problem of spreading the adoption of elearning innovations that originate 'bottom-up' in higher education teaching practice. The computer simulation used in this doctoral study allows enabling and inhibiting links to be drawn between factors in 'bottom-up' technology adoption. These factors have been identified from case studies of 'bottom-up' elearning adoption found in the research literature. The resulting computer model provides an interactive view across a whole university system of stakeholder relationships between university management, central support services, elearning innovators and elearning adopters involved in university teaching. The poster provides an explanation of how the computer modelling process works when different stakeholder experiences and perspectives are applied to connect the factors in the model. The application of a computer simulation in interviews for this study addresses the limitations of case study research methods to examine this problem.
Rachel Whitsed and Joanne Parker.	Levelling the playing field: student and staff experiences of a curated, self-assessed, self-paced multimedia resource	Full Monday 3.10 - 3.40 (R8)	SkillBox, a curated, self-assessed, self-paced multimedia resource was developed for use by students as a way to increase their knowledge and confidence specific topics such as statistics, basic mathematics or referencing that are required in many tertiary subjects. A SkillBox uses adaptively scaffolded text, video and self-assessment quizzes, and is provided to students as an optional supplementary resource. We surveyed students and staff to evaluate the success of SkillBox across three teaching sessions. We found that engaging with SkillBox increased students' confidence, attitude and knowledge in the topic area covered in that SkillBox, and that both students and staff found the addition of SkillBox useful and would recommend its use in other subjects. Although more research is needed, we suggest that a resource such as SkillBox can positively contribute not only to student knowledge and confidence in a range of topics, but also to equity, retention, engagement and academic performance in the subjects where a SkillBox is promoted.
Kristin Wicking, Scott Bradey, Stephen Anderson, Cecily Knight and David Lindsay.	No More Lonely Learning: Applying Salmon's Carpe Diem process of subject re-design to three fully online postgraduate nursing subjects in a regional Australian university	Concise Tuesday 2.40-3.00 (L3)	This study contributes to the literature on curriculum design for nursing education. Three fully online, postgraduate nursing subjects in a regional Australian university were re-designed using Salmon's Carpe Diem team-based, two-day intensive workshop process. An exploratory descriptive mixed methods design was used to evaluate both the process undertaken and the deliverables produced in this project. Workshop participants unanimously reported strongly positive experiences during the workshop itself, and both the teaching staff and the students enjoyed a positive, enthusiastic and engaged teaching and learning experience when the re-designed subjects were deployed. Student statistics regarding access to the subject website, and student performance in the subject, were both markedly improved when compared to prior offerings of the subjects. The Carpe Diem process was demonstrated to be fit for our purpose and context.
Julie Willems, Chie Adachi and Yana Grevtseva.	Working with social media in tertiary education: A contested space between academics and policies	Concise Tuesday 3.50-4.10 (R7)	Managing the use of social media in tertiary institutions is not as straight-forward as it may first seem. There is a multiplicity of facets which interplay within this space, from the espoused University policies on the one side of the coin, to the actual practices by students and staff on the other. At times, this misalignment is not the result of deliberate waywardness. For academics, deciphering and adhering to institutional policy whilst simultaneously attempting to enrich students' learning experiences is a difficult feat. This paper explores this contested space, examining the tensions between social media as a disruptive technology, coupled with the interpretation of institutional policies. Our analysis points to a call for clarity in and around institutional policy in the implementation of social media for teaching and learning in higher education.

Authors	Title	Day/Time	Abstract
Julie Willems, Chie Adachi, Trish McCluskey, Iain Doherty, Francesca Bussey, Marcus O'Donnell and Henk Huijser.	The promise and pitfalls of social media use in Higher Education	Symposium Monday 11.00 - 12.00 (Hall M)	Social media is pervasive in all aspects of modern life, including health, education, parenting, entertainment personal relationships and current affairs. In Higher Education however, social media is becoming a site of tension between those pursuing connected and innovative educational practice on one hand and an increasingly constrained policy environment reacting to reputational damage resulting from subversive and risky online behaviour by students and staff on the other. Social media has polarised academics, many of whom dismiss it as time-wasting and trivialising academic work and others who embrace it as an open and evolving form of scholarship and academic practice. Students engage with it for learning despite the expected norms of traditional academic practice. This symposium will highlight and explore key issues dominating current debates around the use and misuse of social media in Higher Education drawing on the wisdom of the crowd to find solutions to such challenges.
Julie Willems, Karen Young, Adam Cardilini and Simone Teychenne.	WIL-fully flipping online: A novel pedagogical approach in STEM	Full Wednesday 11.00-11.30 (R7)	Work integrated learning (WIL) is becoming an important focus in tertiary education as we attempt to prepare students with graduate attributes that are fit for the real world outside academia. Developing students' employability skills during their course of study is the focus of new purpose-created WIL programs. These may be delivered in face-to-face, blended or fully online modes. When online options are chosen as the mode of teaching, and as an alternative to instructivist approaches where material is provided in passive ways, how can the learning engage the students and provide active and connected learning opportunities? The pedagogical approaches, the chosen learning design and associated assessment tasks, all play a key role. This paper reports on the transformation of twin online WIL units at an Australian university through the adoption of a novel fully online flipped learning approach through a Science, Technology, Engineering and Mathematics (STEM) lens.
Paul J Wiseman, Gregor E Kennedy and Jason M Lodge.	Models for understanding student engagement in digital learning environments	Concise Tuesday 3.50-4.10 (L2)	Digital learning environments are increasingly prevalent in higher education. The flexible and less constrained nature of these environments, means students often need to be more autonomous in managing their own learning. This implies that students are sufficiently self-motivated to successfully engage in autonomous learning. The concept of "student engagement" has shown promise in assisting researchers' and educators' understanding of how students' general involvement in study, and their more specific completion of learning tasks, can lead to beneficial outcomes in digital learning environments. However, student
Robin Wright, Luke Padgett, Derek Whitehead and Carina Bossu.	Open Education Licensing: Making online education really work	Poster Monday 4.30pm (Hall L)	Open education will play an important role in digitally enabled learning for a global society. Resources that are openly available for re-use and re-mix are an important part of digital literacy and will be a key component in the online offerings of Australian higher education institutions in the future. However, one of the most significant issues for educators moving into the open environment is the need to understand those copyright and licensing decisions which must be made in order to make resources open. The Open Education Licensing (OEL) project aims to ensure that online material is available for re-use. It also aims to place open content into an evolving knowledge ecosystem in Australian education. The OEL Toolkit will help Australian educational developers make informed licensing decisions for use of their resources in the open environment.

Authors	Title	Day/Time	Abstract
Robin Wright, Carina Bossu, Luke Padgett, Derek Whitehead, Tony Carew and Beale van der Veer.	Open Education Licensing: A toolkit for achieving openness in the global education market	Symposium Tuesday 3.30 - 4.30 (Hall M)	The adoption of open education resources (OER) by Australian higher education can enhance innovation, as well as increase access to teaching and learning in the digital environment. But without a clear understanding of the copyright and licensing challenges inherent in adoption of OER, Australian educators will not be able to create education resources, or disseminate them globally. This panel session will explore the potential impact of copyright and licensing decisions on Australia's creation and use of OER and their global reach. It will provide a forum to introduce the audience to a new Open Education Licensing toolkit, developed by the Open Education Licensing project; the project has been funded by the Australian Office for Learning and Teaching. Panel members will deal with four main topics: copyright licensing in Australia, how open licensing can transform education in Australia, the different ways copyright material can be used, and the toolkit developed by the OEL project. Panel members will discuss the research and development process underpinning the OEL toolkit and ask audience members to see the toolkit interface and explore the benefits it can provide for their own activities.
Jinlu Wu.	Learning through Video Production - an Instructional Strategy for Promoting Active Learning in a Biology Course	Concise Monday 4.00 - 4.20 (L3)	Videos are widely used in education but the pedagogical potential afforded by student's video productions is largely unexplored. This pilot study used video production as an instructional strategy for promoting active learning in a biology course. Students were instructed to build a 3D model and create a video to explain cell structure and function. They then summarized their project proposal, goal, scientific content and innovation in a report. They were suggested to form teams comprising students from different disciplinary areas, and to incorporate interdisciplinary knowledge into their videos. During the project, three psychological needs including autonomy, competence, and relatedness were supported based on self-determination theory in order to enhance intrinsic motivation. Analysis of the data from student feedback, submissions (models, videos and reports) and final examination revealed enhanced active learning and improved understanding of biological concepts. The results also suggest a need for fostering integrative thinking across disciplines.

Venue Map

GROUND LEVEL



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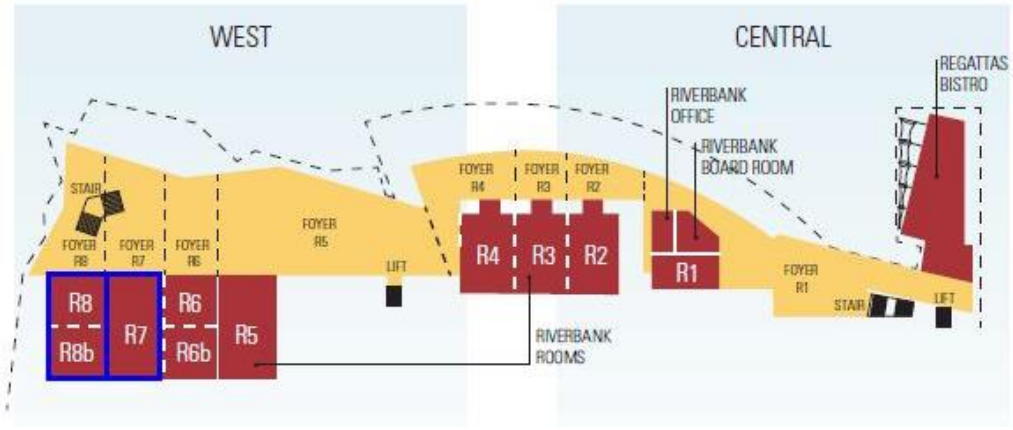

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