14th Annual Conference of the
Irish Learning Technology Association

EdTech 2013

Opening up Education – Content, Learning and Collaboration

May 30th and 31st, 2013

University College Cork

Book of Abstracts

www.ilta.ie

Organising Committee

The Conference Organising Committee is pleased to announce that EdTech 2013 will be hosted by the Irish Learning Technology Association (ILTA) in association with University College Cork.

The 2013 organising committee is as follows (*listed in alphabetic order*) :

Miriam Allen, Catherine Bruen (Digital Skills Academy), Paul Gormley (NUI Galway), Tim O'Donovan (UCC), Kieran O'Sullivan (Waterford IT), Laura Widger (Waterford IT)

Programme Committee

We would also like to thank the programme committee for acting as reviewers for conference submissions:

Gavin Clinch, Fiona Concannon, Mike Cosgrave, Robert Cosgrave,Shane Cronin, Laurence Cuffe, Carina Girvan, Michael Hallissy, Gavin Henrick, Bettie Matheson Higgs, Bonnie Long, Claire McAvinia, Lorna Moloney, Brian Mulligan, Grace M O'Leary, Eugene O'Loughlin, Damien Raftery, Angelica Risquez, Catherine Bruen

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Welcome from University College Cork

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

President's Welcome

I am very pleased to welcome you to University College Cork (UCC) for EdTech 2013, the annual conference of the Irish Learning Technology Association (ILTA). We are delighted to host this event in UCC, and wish you a productive and enjoyable conference.

UCC has a long and proud tradition of shaping minds and opening up education. Founded in 1845 during the Great Famine, UCC went on to establish Ireland's first dedicated centre for adult and lifelong learning. In 1947, the then President, Alfred O'Rahilly, launched the first extramural courses aimed at workers in Cork City. Today, UCC continues to play its part in opening up educational opportunity. According to HEA data, UCC was the leading Irish higher education institution in 2012 for social inclusion and 'equity of access' having a greater number of students from under-represented groups studying here than in any other higher education institution in the country.

UCC has seen its student body grow rapidly in recent years to more than 19,000 students. No longer are opportunities to participate in advanced education confined to a social elite, as this increase in total numbers coincides with a rise in diversification in students' profiles, and in their current and future needs. The demand for access to and participation in flexible accredited learning is a national and international trend and UCC is responding by committing, in its recently published *Strategic Plan 2013-17*, to increasing opportunities for part-time and off-campus learning. In 2012, over 20% of new undergraduate students at UCC were enrolled on part-time courses and the University is currently running programmes in over twenty outreach centres across the country.

There are many ways of increasing flexibility and part-time access to education, and no one model can be the 'silver-bullet' for all learners and staff. We need a diversity of solutions that will suit a variety of learners and learning styles and a range of disciplines. We may anticipate, sometimes accurately and often not, what students will want in the medium to long-term, but we cannot be absolutely certain of the future. As educators, all that we can do in our dual roles as teachers and learners is to equip ourselves to respond nimbly, but reflectively and wisely, to current and emerging trends.   In this forum, facilitated by ILTA, you will be able to discuss and debate how we can use existing technologies in new ways, and how we can develop new technologies and applications.

The sharing of good practice and the knowledge that will be disseminated during this conference will augment contemporary discussions and debate in the area of opening up education. Even more exciting is that new pedagogical understandings and links will emerge as a result of your participation. Conferences such as

EdTech, organised by national networks such as ILTA, are critical in bringing together an array of people with a spectrum of ideas and experience. The 2013 conference programme brings together speakers from academia and industry, spheres often presented in the past as dichotomous. In the formal and informal spaces created by such conferences are the seeds for the forging of new friendships and working partnerships; of collaboration and peer support; of the dismantlement of institutional barriers and walls.

In formal educational settings, such as universities, there occurs perhaps the most visible intersection of digital literacy and traditional literacies, both separate from each other but increasingly symbiotic and enabling of each other. With the democratizing effect of the internet and the exponential availability of information, the challenge lies in embracing and harnessing the technologies to 'flip the classroom' so that as teachers we might use our time with students to encourage them in their acquisition and development of critical-thinking and other essential skills.

You as teachers and researchers are the people that together will deepen and bring forward Irish educators' understanding of how students learn in an increasingly technological world. As professional educationalists, we each have a duty not just to transmit knowledge but to do everything that we can to release the potential latent in all of us, and most particularly our students. We occasionally have access to limited resources, but that should never mean acceptance of limited prospectives. The Irish government's *National Strategy for Higher Education to 2030* rightly articulates a long-term plan for the third-level sector and central to that plan is recognition that higher education is and will be the foundation for wider developments in society. It is very encouraging that the Deputy Director for Education at the European Commission has acknowledged the contribution of EdTech2013 to the debate on the opportunities and challenges afforded by technology-enabled learning (TEL). In time, acronyms such as TEL will become obsolete as the awareness of the technology aspect recedes in our consciousness and it becomes simply, as it has always been, just 'learning'.

I wish each and all of you individual and collective success in the conference and encourage youto find new ways learning, as well as new things to learn. I would like to congratulate the Irish Learning Technology Association for organising what I know will be a thought-provoking and inspiring conference.

Once again, I welcome you all to UCC.

Dr Michael Murphy

President

University College Cork

Welcome from the Chair of ILTA

Dear Delegate

ILTA in association with the Irish presidency of the Council of the EU warmly welcomes you to *EdTech2013 Opening Up Education: Resources, Learning, Collaboration* the fourteenth annual Irish Educational Technology Users' conference.

We are delighted that this year's event is hosted by our colleagues in University College Cork, whose excellent facilities will ensure that you have an exciting, productive and enjoyable experience over the coming days.

The conference is themed in line with this recently launched EU DG Education and Culture initiative by Commissioner Androulla Vassiliou, and has been endorsed and supported by Xavier Prats-Monné, Deputy-Director General for Education. DDG Prats-Monné's message of support and welcome to the organisers and participants at EdTech2013 is included in your book of abstracts.

EdTech2013: The Challenge
The 21st century educational landscape is a rapidly changing space. Traditional education policy models, institutions, work-practices and learning cultures are being challenged to meet the needs of diverse, mobile and LIFE-long learners.

As we grapple with global, national and institutional responses to these challenges, invite you to debate the role, opportunities and challenges afforded by technology-enhanced learning at **Opening Up Education** at **EdTech2013** to address:

Changing learning environments

e.g. the emergence of Massive Open Online Courses (MOOCs) alongside the increasing adoption of non-traditional open, flipped, personal, social and informal learning environments;

Supports for digital literacy development of educators and learners

e.g. by constructing pedagogically useful practices to address issues of data curation, digital identity, and global citizenship;

Policy implementation issues

e.g. National Strategy priorities such as enhanced flexibility in the delivery of higher education programmes; and the enhancement of engagement with innovative pedagogies and the technologies that support these;

 - Enhancing the quality of learning experiences for the 21st century learner

During the conference, we look forward to lively interactive sessions, showcases, and presentations, combined with plenty of informal networking activities in the presence of our wonderful keynote speakers:

- **Sian Bayne**, University and Coursera

- **Catherine Cronin**, NUI Galway

- **Ross Mahon**, Google

- **Kyle L. Peck**, Penn State University

- Eoin O'Dell, Trinity College Dublin

Our Sponsors and Exhibitors

We have been overwhelmed by the generosity and support of our industry partners in supporting EdTech2013 in these challenging times. Our industry partners are an integral part of our community and we sincerely welcome their participation in this year's conference. Check out their wares at the Thursday morning **Elevator Pitch presentation** and make sure to help them feel at home by visiting our sponsor and exhibitor stands for engaging demonstrations and discussions.

Conference highlights

ILTA is delighted to present the following conference highlights which represent key activities and projects prioritised by our members:

2013 Technology-Enhanced Learning Survey (2013) – Executive Report Highlights

TEL Ireland Journal - Launch

The Jennifer Burke Award for Innovation in Teaching and Learning – Live Presentations and Voting

Further details of these events are contained in your conference book of abstracts. All of these activities have been made possible through the participation of ILTA teams and members working together for the benefit of our community.

Finally, we thank you – **the EdTech2013 participants** - for ensuring that ILTA and EdTech continues to reflect the topical grass-roots user-driven interests, concerns and issues of the technology-enhanced community in Ireland. We welcome this opportunity to reflect and celebrate with wonderful achievements of our local and international community as we engage in lively discourse throughout **EdTech2013: Opening Up Education – Resources, Learning, Collaboration**.

We hope that you have a productive, fun and invigorating conference.

Paul Gormley

Chair, Irish Learning Technology Association

On behalf of the ILTA Executive

Welcome from the DDG for Education at the European Commission

Xavier Prats-Monné, the Deputy-Director General for Education at the European Commission:

I would like to congratulate the Irish Learning Technology Association for organising "EdTech2013: Opening Up Education – Content, Learning and Collaboration".

The theme of the Conference, held during Ireland's Presidency of the EU, is of key importance for all of us. Globalisation and technological development are radically changing the landscape of higher education. Technology has the potential to widen access to education, but also to open up the curriculum to knowledge, materials and pedagogies from all over the world and create connections across disciplines and faculties that would otherwise be difficult to establish; but we need to understand better this potential.

The European Commission is determined to support the fundamental educational shift needed in Europe to provide students and teachers with the right skills for the 21st century. We plan to do so with a new initiative entitled precisely "Opening up Education", aiming to enhance the development of Open Education Resources and ICTs, to encourage innovative ways of teaching and learning, and to support the modernisation of education systems in Europe.

We hope that EdTech 2013 will contribute to the debate around the opportunities and challenges of technology-enhanced learning in order to respond to the changes needed in the Irish education context, and beyond.

I hope that your participants will have wonderful and productive gathering at EdTech2013, and look forward to learning about the outcomes of the Conference.

Sponsors& Exhibitors

We wish to thanks the following sponsors of this year's EdTech 2013 event:

Google (SP)	Blackboard (SP)	Panopto (SP)

Screenway (E)	02 (SP)	Stream (E)

iGBL (E)	LTS (SP)	Skills4Study Campus (E)

UCC (SP)	Palgrave McMillan (E)	Waterford IoT (SP)

HEAnet (SP)

Google in Education

At Google, we believe in the power of the web to help people discover, connect, and learn. Education lies at the very core of our company's mission "to organize the world's information and make it universally accessible and useful."

Leading-edge technologies will play a vital role in helping equip future generations with the skills they need to thrive in the workforce of today and tomorrow. That is why we support collaborative learning in communities around the world, and why we invest heavily in education programs initiatives and partnerships through our products and tools.

Our education initiatives focus on three key areas:

- Making learning magical

- Empowering innovative communities

- Building a foundation of technology and access

Last year, Google was instrumental in providing access, resources, financial assistance and innovative products to more than 15 million students and teachers in more than 140 communities worldwide.

We hope that through our continued efforts, we can help raise the level of excellence, awareness, and access in education for future generations of students, teachers and innovators

http://www.google.com/edu/

Building A Better Education Experience

BLACKBOARD, the world's largest eLearning provider, works with its clients to develop and implement technology that improves every aspect of education.

We enable our clients to engage more students in exciting new ways by bringing together several platforms that serve to deliver more than just a learning platform. Through deep integrations many exciting technologies can be accessed in synch with the learning environment. We can bring a social, more collaborative and interactive learning experience to remote students and those on the move; deliver course content and campus information to mobile devices; connect students, the institution, and the wider community with mass two-way communication tools; and after all of this is done, transform data into actionable information enabling your institution to make informed decisions and improve institutional performance. Through our innovative technology, services and expertise we work with our clients to build a better education experience.

Learn more about Blackboard at *http://Blackboard.com* or come and visit us at the Blackboard stand.

Panopto

Since its founding in 2007, Panopto has been creating innovative and affordable video capture and management software that can record any type of input, with any equipment, at any scale, by anyone with a laptop or smartphone.

Universities use Panopto to record lectures, make course materials available on-demand to students, and broadcast campus events. Since 2007, Panopto's software has been adopted by more than 500 universities, companies and government agencies around the world.

Built with technology developed at Carnegie Mellon University's School of Computer Science, Panopto's innovative solutions trace their origins to field research into early lecture capture systems designed for unprecedented scale and automation. Founded by technology entrepreneurs and software design veterans with deep roots in education, Panopto now delivers video capture and management solutions to a wide variety of markets and institutions. The company's growth and development is driven by our commitment to building easy solutions for our customers' complex problems.

http://www.panopto.com

Student Mobile Broadband in Ireland

O2 are delighted to support the EdTech conference here in Cork, and wish all involved every success with the event, as we see technology playing an increasingly important role in education.

Having mobile broadband in Ireland is crucial for students; and so O2 has made it even easier to ensure all students are able to get set up with mobile broadband with some of the best mobile broadband deals available.

Offers are available for students with O2 and HEAnet for mobile broadband from €9.95 per month.

Select the best mobile broadband contract that will work for you. Contract length for the €9.95 monthly plan is 12 months.

Additionally, check to see when we will be visiting your college on www.campus.ie . To discuss your options, simply call in to any O2 store so you can avail of the best mobile broadband deals we offer.

*All O2 Broadband Plans have a data usage limit and a charge of 2c per MB applies for all usage in excess of the data usage limit on your plan.

http://www.o2online.ie
http://www.o2online.ie/o2/shop/student/
http://www.campus.ie

HEAnet is Ireland's National Education and Research Network and provides cutting edge Internet and associated ICT and e-Infrastructure services to Educational and Research organisations throughout Ireland.

HEAnet's e-Infrastructure services underpin academic research and education activity in Ireland with approximately 200,000 students and staff (third-level) and approximately 800,000 students and staff (first and second-level) relying on the HEAnet network each day for their learning and research needs.

It is HEAnet that connects these Irish learners and researchers to the Internet, online educational resources, and to fellow national educational and research networks in Europe, the USA and the rest of the world.

Established in 1984 by the Irish Universities with the support of the Higher Education Authority, HEAnet today provides an essential e-Infrastructure service across all levels of the Irish education system. Our very high bandwidth network connects all Irish Universities, all Institutes of Technology, other higher education institutions (HEIs) and research organisations, in addition to all primary and post-primary schools across Ireland.
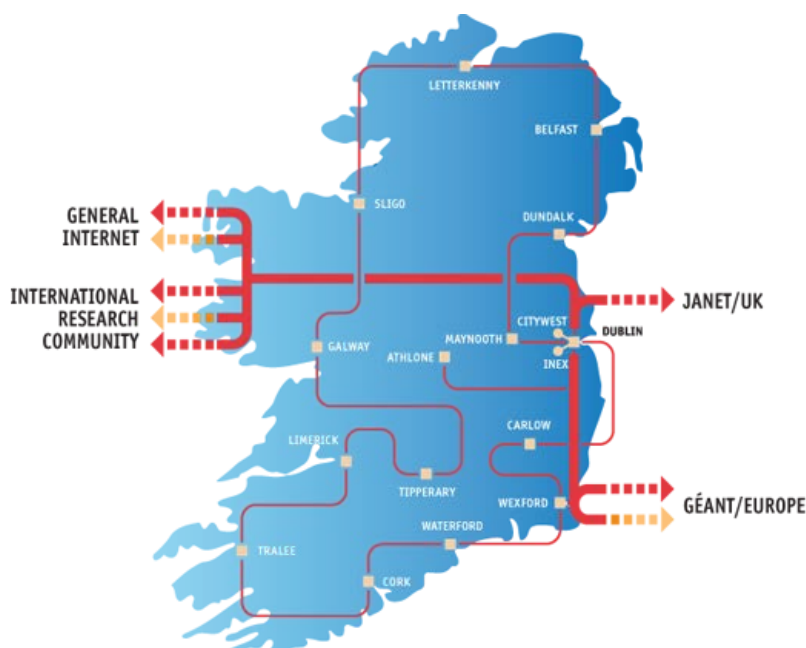
HEAnet is committed to delivering, supporting and maintaining the most cost-effective and technically advanced e-Infrastructure and services to meet the needs of its user community. All HEAnet services are provided with high availability and resilience and are IPv6 and IPv4 compatible. Cost-efficiency is at the heart of the HEAnet operation as its core mission statement is to deliver value for money.

For more details, visit our website *http://www.heanet.ie*

LTS – Learning Technology Services

Learning Technology Services is an information technology and training company providing specialist services and support for a range of Open Source solutions including Moodle, Mahara and Wordpress.

Founded in 2011 by Gavin Henrick, LTS meets the needs of clients throughout a range of sectorsthrough provision of consulting and training services to support open source project implementations.

Gavin has worked with technology in business, learning and development for over 10 years. Most recently Gavin worked with Moodle partners in Ireland (Enovation Solutions) and Canada/USA (Remote-Learner) where he gained valuable experience in Moodle and related technology solutions.

Gavin blogs at (http://www.somerandomthoughts.com) where he regularly provides information on Moodle including reviews of community created plugins and themes.

Gavin has organised the last two Moodlemoot conferences in Dublin in 2012 and 2013 and is currently planning the Moodlemoot in Edinburgh, Scotland for 2014. He is a regular speaker at a number of Moodlemoots and conferences on the use of Moodle focusing on practical examples of usage.

Consultancy
Recent consultancy projects have included the following:
Moodle hosting & support audit -- Moodle tender design -- Moodle installation planning -- Moodle upgrade workshops

Upcoming online courses in 2013
 - Moodle for Teachers Jun 1st, Aug 1st
 - Moodle for Course Designers   Jun 1st, Oct 1st
 - Moodle for Administrators   Jun 1st, Oct 1st
 - Moodle for MySQL reporting   Oct 1st

Training
We can provide a full range of different training options to meet your needs on a range of areas including:
Moodle   Mahara   Wordpress   Social Media

Recent Publications
Moodle Add-ons (Book) : Whether you are a developer, teacher, administrator or project manager, if you wish to enhance your Moodle site with add-ons, this book will provide advice for evaluating add-ons and also help you to identify some great add-ons that will enrich specific aspects of your platform.

Moodle 2.0 for Business (Book) : A beginner's guide that shows you how to share documents, create group activities, dispense online training, and much more, all by setting up Moodle in your business.

Moodle 2 and Repositories (White paper) : This paper is a look into some the repositories solutions available for Moodle 2, their features and the type of integration functionality.

A look at Moodle 2 Themes (White paper) : This paper is a look into some the repositories solutions available for Moodle 2, their features and the type of integration functionality.

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LinkedIn: http://www.linkedin.com/in/gavinhenrick

Screenway

Screenway is an Apple Education Solution Expert based in Galway and we have been providing Apple products & services to the Education system in Ireland since 2001. We want to help you provide the right solution for your Institution.

http://www.screenway.ie

Stream Solutions

Stream Solutions are an Apple Authorised Sales and Service Provider based in Cork. We have proven expertise in providing I.T. solutions to the education sector including design and installation of wireless networks, media lab installation, device deployment and training, mobile device management, managed cloud services, secure file collaboration and software solutions to identify cyber bullying.

http://www.stream.ie

palgrave
macmillan

HIGHER EDUCATION

Palgrave Macmillan Higher Education / Skills4Study Campus

Palgrave Macmillan Higher Education develops books and learning resources principally for University-level students, from undergraduate to graduate, with a focus on the social sciences, humanities, and business. At EdTech 2013, we will be showcasing two key online resources from our best-selling Study Skills portfolio; **skills4studycampus** and **Cite them right online**.

Skills4studycampus has been developed in conjunction with Stella Cottrell and offers a suite of 11 interactive modules for students to enhance and hone their study skills and get the most out of their University or College experience. *Cite them right online* has just launched this month and helps students learn how to structure an accurate reference, offering comprehensive coverage and easy searching across all source types, from print and electronic media to graffiti and tweets.

http://www.palgrave.com

iGBL

The Irish Symposium on Game-Based Learning 2013 will take place on June 6-7 in Dublin Institute of Technology.

Game-based learning (GBL) has attracted increasing interest over recent years due to the rise of digital gaming in popular culture, and extensive research showing the potential of games for facilitating motivation and student-centred learning. Although there is a solid body of evidence on the educational benefits of GBL, it still needs to gain more recognition amongst Irish teachers, lecturers, and policy-makers.

The Irish Symposium on Game Based Learning, now in its 3rd year, provides a forum for teachers, lecturers, students and researchers to disseminate research, exchange ideas and best practice on the use of games and gamification (the use of game elements) for enhancing teaching and learning.

iGBL2013 will offer a dynamic programme with plenty of opportunity for networking and discussion. The programme will include presentations, workshops and pecha kucha sessions as well as interactive poster presentations.

http://igbl2013.wordpress.com

Waterford Institute *of* Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Waterford Institute of Technology

Waterford Institute of Technology hosted the EdTech2011 conference 'Innovation, Technology, Practice: Show Me the Learning'. A number of WIT colleagues are actively involved in the Irish Learning Technology Association and lead ILTA and EdTech projects.

http://www.wit.ie

Technical Information

Conference Wifi

We have three ways you can get online when you visit us in UCC.

Eduroam

If your institution is a member of Eduroam, http://www.eduroam.ie you can your use your existing credentials to join the Eduroam Wifi network

UCC Guest Wireless Access

Connect to the 'UCC Guests' SSID.   When prompted from your browser use the following credentials:

Username: edtech2013

Password: B2Sgwd5B

Internet Kiosks

On the main atrium in the Western Gateway building we have a small open access suite of PCs (located in Room G23)that you can log into using the same credentials as the Guest wireless account above.

Social Networking

Conference: #edtech13

	Edtech 2013 on Twitter	@ILTAtweets
	Join the ILTA group on LinkedIn™	ILTAgroup

Keynote Speakers

Eoin O'Dell

Trinity College Dublin

Dr Eoin O'Dell is a Fellow and Associate Professor of Law in Trinity College Dublin, where he lectures, researches and publishes primarily in the fields of private and commercial law, recently focussing mainly on the intersection of the law and the internet. He has been President of the Irish Association of Law Teachers and Editor of the Dublin University Law Journal. He was a member of the group which advised the Department of Justice on the Defamation Act, 2009, and a member of the Advisory Group on a European Civil Code which advised the EU Commission on common principles of European private law. He is currently chair of the Copyright Review Committee, advising the Department of Jobs, Enterprise and Innovation on reforms to copyright law to optimise creativity and innovation, and their Report is imminent. He blogs and tweets on various legal and education issues at http://www.cearta.ie and @cearta

Ross Mahon

Google

Ross has been at Google for over 5 years and has been on the Education team for 3 of those and responsible for driving awareness of Google in Education across Europe, Middle East and Africa. He is also a member of the Teaching Schools New Technology advisory board and the advisory group for the UK Edtech incubator.

Today he is primarily focused on promoting the use of the web for teaching and learning in schools and universities. Google in Education includes Google Apps for Edu, Chromebooks and Android. Ross will explore trends impacting the Education sector and the challenges we face in educating the next generation.

Catherine Cronin

Academic Coordinator of online IT programmes;
Lecturer in Information Technology at the National University of Ireland, Galway

Catherine's work focuses on online and open education, digital literacies and social media in education. Her current research interests are open education practices and digital identities. In addition to her work in HE, Catherine works with schools and youth groups to explore e-safety and social media for learning.

Catherine is a New Yorker living in Galway; has degrees in engineering and women's studies; has taught in community settings, the Open University and HE in Ireland and Scotland; and is a passionate advocate for the power of social media to connect us and to transform learning.

Sian Bayne

Associate Dean (Digital Scholarship) at University of Edinburgh;
Co-developer of the university's first MOOC 'E-Learning and Digital Cultures' via Coursera

Sian is a Senior Lecturer in the School of Education, and Director of Studies on the MSc in Digital Education. Her research interests revolve around the changes undergoing learning and teaching as it shifts online – current particular interests are around posthumanism and online education, the geographies of distance education, uncanny digital literacies and the role of social media in higher education. She is currently Associate Dean (digital scholarship) in the College of Humanities and Social Science at Edinburgh.

Kyle L Peck

Professor of Education at Penn State University;
Principal Investigator for the NASA Aerospace Education Services Project;
Co-Director of the Center for Online Innovation in Learning (COIL)

Kyle studies and applies innovations in education, and his current interests include Massive Open Online Courses (MOOCs) and digital badges in education. His most recent published thoughts on these topics are on the blog 'EvoLLLution'.

He recently served as Director of the Regional Educational Lab for the mid-Atlantic region and Co-Director of Pennsylvania's Classrooms for the Future Evaluation Project. Kyle was also Co-Founder of the innovative "Centre Learning Community Charter School," and completed two terms on the Board of Directors of the International Society for Technology in Education (ISTE).

Keynote Speakers' Abstracts

Copyright, Technology and Education

Eoin O'Dell, TCD

Abstract

The focus of this talk is on whether copyright reform can open up education, facilitate greater access to content, and encourage collaboration in learning and teaching. The context of this talk is the work of the Copyright Review Committee, whose Report is due any day. Their Consultation Paper (pdf available for download from http://www.djei.ie/science/ipr/crc_consultation_paper.pdf) made many recommendations relating to education, including adding "education" to the "teaching and research" exceptions, making thorough provision for reproductions for persons with a disability, and extending copyright deposit to digital works.

Technology Enabling Education

Ross Mahon, Google

Abstract

Ross's focus will be on the power and potential of technology and Google tools in and out of the classroom.

The next generation of students bring to schools, colleges and Universities a different set of expectations. These "digital natives" have grown up in a world where consumer technology has evolved at a rapid pace and this has changed the way in which they communicate and share information.

Meeting the needs of these students and providing the tools to enable the next generation of teaching and learning provides difficult challenges for educational institutions.

Ross Mahon from Google will explore these trends impacting the Education sector and the challenges we face in educating the next generation.He will also look at how tools like Google Apps for Education can help universities leverage powerful consumer cloud based technologies to engage students and foster creativity in the use of technology for teaching and learning.

On Being an (Open) Educator

Catherine Cronin, NUI Galway

Abstract

We are still in the early days of open education. The boundaries are blurring between physical and virtual learning spaces, formal and informal learning, educators and learners. Open, participatory and social media are not just enabling new forms of communication; they are enabling new ways of learning – networked learning – and transforming our assumptions about the roles of students and teachers. In Joichi Ito's (2011)

words: *"I don't think education is about centralized instruction anymore; rather, it is the process [of] establishing oneself as a node in a broad network of distributed creativity."* But how do we strike a balance between the benefits and risks of openness? And how do we effectively engage with students in open online spaces, in "networks of distributed creativity"? Catherine will explore these questions in the context of current practices of open education, both within and outside further and higher education – drawing on research, highlighting examples, and inviting discussion.

MOOCs at Edinburgh: challenges, successes and strategies

Sian Bayne, University of Edinburgh

Abstract

This talk will share some of the experience of cross-institutional, large scale MOOC provision at the University of Edinburgh. It will present some of the findings from our analyses of user engagement, discuss some of the pedagogical and other challenges we faced, and discuss where we are going next with our MOOC initiative.

Opening Up Education: How Innovations in Online Learning Will Change What We Do

Kyle L Peck, Penn State University

Abstract

This time in which we live and work has been called "Renaissance v2.0." When people look back on this period, it will be seen as a time of great progress, with both intended and unintended consequences. Among the most prominent changes will be those in our field, education. In the coming decade, competency-based approaches, prior learning assessment, massive open online courses, and digital badges will be implemented and refined, and new tools designed to help peers support each other and to scaffold more authentic assessments will be developed. Several times in the history of education people have predicted that technologies would dramatically change higher education, and they were wrong. But this time is different. In this session we will discuss the numerous factors that add up to "the perfect storm" that will change the education landscape -- for the better.

ILTA Events

2013 Technology-Enhanced Learning Survey (IRELAND) – Executive Summary Highlights

The 2013 Technology-Enhanced Learning Survey (IRELAND) is the first survey Irish national survey of TEL usage and strategy. Completed by TEL managers in Irish HEIs, the survey provides a 2013 snapshot of TEL usage along with associated planning, implementation and support factors that underpin TEL adoption (e.g. strategic issues, current tools being used and their supports, and looking to the future).

The survey underpins a longitudinal research project will establish and maintain a strong evidence-base for to advance national and institutional strategic priorities over time, and will provide useful international benchmarking opportunities in the area of technology-enhanced learning.

ILTA has conducted the survey in conjunction with Universities and Colleges Information Systems Association (UCISA) in the UK with a view to progressing comparative analysis and dissemination activities.

ILTA will publish the full 2013 Technology-Enhanced Learning (IRELAND) survey Executive Summary and Report in the autumn, and will present some high level Executive Summary Highlights to EdTech2013 delegates in advance of the official survey launch.

Welcome to *TEL Ireland* – the online journal of the Irish Learning Technology Association (ILTA)

TEL IRELAND JOURNAL

About*TEL Ireland*

TEL Ireland is an open access, peer-reviewed journal which promotes technology-enhanced learning research and innovative practice on the ground.

The journal aims provide an important Irish dissemination channel to showcase scholarly research-led practice from individual, organisational, national and international perspectives.

The philosophy of the journal is to reflect the changing needs and interests of the Irish technology-enhanced learning community, which will inform the thematic focus of *TEL Ireland* publication issues.

As an online journal, traditional print-based and multimedia content are presented to enable multi-modal interaction for readers engaging with new ideas and knowledge.

The *TEL Ireland* journal has a two-part structure: (1) Research and; (2) National Initiatives.

The Research sectionof the journal features peer-reviewed research papers from Irish and international contributors to address particular issue themes.

The National Digest section provides a snapshot of Irish technology-enhanced leaning initiatives in action. The focus of this section is to provide a snapshot of activities and projects that highlight innovative practice to enhance the learning experience in Ireland.

Each initiative is presented in an easy-to-access summary format which includes a title, abstract, name, affiliation, keyword, contact details, and multimedia support material where appropriate. We encourage readers to directly follow up with the contact points of these initiatives for further information, collaboration and/or networking opportunities.

Further Information

TEL Ireland is the online research journal of the Irish Learning Technology Association (ILTA). As a community of professionals committed to the promotion of best practice in technology-enhanced learning, we want to hear from you. We particularly encourage new researchers to submit contributions to the *TEL Ireland* journal to increase the research capacity of the Irish TEL community.

Contact Information

If you would like further information on the *TEL Ireland* journal, to contribute a paper, or to become involved with the peer-review process please email *info@ilta.ie* or *telirelandjournal@ilta.ie*

For further information on ILTA's research initiatives and dissemination opportunities, please visit
http://ilta.ie/activities/research-projects/

With regards and thanks

The TEL Ireland Editorial Team

Jennifer Burke Award for Innovation in Teaching and Learning

The Jennifer Burke Award for Innovation in Teaching and Learning is awarded annually by the Irish Learning Technology Association (ILTA) and Dublin City University (DCU).

The award, presented for the first time in 2009, was made in memory of Jennifer Burke, a well known teaching and learning innovator and a highly regarded friend of the Irish Learning Technology community who sadly passed away in 2007. In addition to her significant contributions to the Irish and international learning technology communities, Jennifer was instrumental to the establishment of ILTA. The award recognises and reward innovative practice in teaching and learning in Ireland, and in particular reflects and remembers Jenn's vibrancy, creativity, energy and passion for learning.

For the first time, EdTech2013 delegates will have an opportunity to directly partake in the Award process. Scheduled to conclude day 1 of the conference, shortlisted nominated project members will be asked to present their innovations for 5 minutes to the EdTech audience, followed by a 10 minute Q&A session. The audience and keynote presenters will vote on their preferred innovation and the winner of the 2013 Jennifer Burke Award for Innovation in Teaching and Learning will be announced at the EdTech conference dinner.

The VLE Usage Survey Five Years in: Overview of Findings and future directions

Robert Cosgrave (UCC), Angelica Risquez (UL), Damien Raftery (IT Carlow), Teresa Logan-Phelan (TCD), Eamon Costello (DCU), Nuala Harding (AIT), Marion Palmer (IADT), Claire McAvinia (DIT), Tom Farrelly (IT Tralee)

Abstract

A rolling longitudinal survey of students' usage of Virtual Learning Environments (VLEs) in various Irish Higher Education Institutions has been ongoing since 2008. The survey instrument used a common set of questions, and on condition of anonymity, the participating institutions pooled their data to allow us to compare and contrast the results. While many institutions routinely conduct in-house surveys or studies from time to time, this study is unique in that it draws on data from multiple institutions, across multiple years, and diverse VLE platforms. By using a standard survey instrument over time, the study provides a detailed picture of how student usage of VLEs has evolved over the past five years, and of how it varies across different institutions and user types.

Our findings isolate some of the key drivers and barriers to uptake and usage of an institutional VLE and how students really use it. In this paper, we present an overview of our results to date, discuss the process around operating the project and consider future directions.

Short Paper Abstracts

Enhancing the quality of learning experiences for the 21st century learner

Amanda Phelan, Orla Daly (UCD)

Abstract

A key consideration in the development of all graduate programmes in University College Dublin School of Nursing, Midwifery and Health Systems (UCS SNMHS) is to make teaching and learning more effective, engaging, and accessible to students who have increasingly diverse learning requirements and preferences.

In 2011 UCD SNMHS developed a graduate level, single semester Professional Certificate in the Management of Elder Abusewhich was delivered in Blackboard via ElluminateLive!supporting delivery of real time lectures in an online classroom. This approach was vital in the successful recruitment of full-time health care professionals to the programme as it meant that the date and time of weekly lectures and online learning activities could be negotiated and agreed at the outset with all students to meet their specific requirements.

A further benefit of using Elluminate Live! was that live sessions could be recorded and made available in Blackboard via a web link and published in a variety of media formats (e.g. mp4 video ; mp3 audio) for download to a range of devices, meeting the requirements of anytime, anywhere access, which also includes mobile devices via Blackboard Learn.

The programme also exploited the potential of technology enhanced assessment, as students were required to work collaboratively on a continuous assessed, group blog (using Blackboard blog tool) which was structured around analysis and synthesis of relevant academic readings.

Evaluation of the programme's blended delivery approach indicated that initially students struggled with ElluminateLive!despite attending a hands-on induction session in UCD. However, students persisted in overcoming this and other localised issues e.g. firewalls; poor Internet connection speeds, as overall, they felt that flexibility and no requirement for weekly travel to attend on-campus, more than compensated for the programmes' technical demands. Students also felt that blogging supported development of their academic writing skills.

Kilmichael Research based Teaching Using XML

Mike Cosgrave (UCC)

Abstract

As we seek to move towards the Humboltian ideal of research based teaching, this paper look at how we can use large text corpora, such as Bureau of Military History Witness Statements form the War of Independence, to bring both research based learning and contemporary digital technology into undergraduate teaching. Transcription and structural markup of primary sources into XML supports the traditional practice of 'close reading' in the humanities, while developing semantic markup allows the introduction of more complex XML/TEI markup and data structures, explicit engagement with developing conceptual models of the material, understanding of the problems of categorisation and encoding of historical sources, and provides the

frameworks for effective 'distant reading' across a range of materials. This paper looks at these issues in the context of assessed student work in an undergraduate class, notes points at which problems arise, and proposes learning outcomes, assessments and rubrics for this work which integrate traditional disciplinary research practices with digital skills.

Tablet Technology in an Engineering Classroom: introducing freeform response

Seamus McLoone, Simon O'Keeffe, Rudi Villing (NUI Maynooth)

Abstract

The use of audience response devices, or clickers, has seen much discussion in the educational literature in recent years. It is well documented that, if used appropriately, clickers can increase student interaction, increase student preparation and improve attendance. Furthermore, they can be used to assess students, to create a fun atmosphere during class and to obtain immediate feedback from students on any given topic (Moredich and Moore, 2007; Caldwell, 2007; Fies and Marshall, 2006). There are several different types of clickers available (Barber and Njus, 2007), but they all have one limiting feature: they do not allow for freeform responses, particularly, in terms of writing a mathematical equation or sketching a circuit. This is of particular relevance to the Engineering and Science disciplines, where explanations requiring mathematics and diagrams are commonplace. In this context, it is the student's knowledge and application of a methodology that is of primary concern. It is typically more valuable to see how a student performs a calculation or draws a circuit or applies a graphical technique then it is to determine whether or not they obtained the final answer. The latter often gives little or no indication of how well students have grasped the essence of the underlying methodology.

This paper presents the use of tablet technology as a classroom response system that can capture immediate information of a student's knowledge and application of a methodology, through the use of freeform response. More specifically, it will outline the basic operation of a student-based sketch application and an associated lecturer-based 'view and correct' application that can be used on tablets or, indeed, any appropriate smart media device. In addition, the paper also presents an initial evaluation of this new classroom response system, based on tests conducted with a group of engineering students at NUI Maynooth.

MOOC-friendly English from Ulster

Arthur Ellis McKeown (University of Ulster)

Abstract

The context

An English language programme has been designed, documented and delivered to enhance the employability of non-native speakers who are resident in Cavan. Participants are mainly Polish, Latvian and Lithuanian.An opportunity has been identified to extend the scope of the programme, exploring the potential of a MOOC.

The need

Word of mouth advertising has resulted in a significant increase in the number of enquiries from those whose current language profile is not yet suitable for the programme.

The MOOC is intended to provide a 'pipeline' from which participants can progress to the current programme.

The response

A six weeks preliminary English language teaching programme in General English at Beginner / Elementary level has been developed for MOOC delivery to provide online access to a series of peer review, quality resources that are available under a creative commons license from a variety of sources.

The elements include:

An initial entry test
A series of short video lectures to provide the teaching input for each of the six weeks
A structured series of vocabulary development, grammar and functional dialogues, supported by a range of exercises to develop listening, speaking, reading and writing skills
A quiz to consolidate work done in each week
An exit test.

The programme is delivered using:

A website to promote the MOOC, with links to its components
A 'lectures' area
Resources for private study
Quizzes and assessment
Discussion forum.
Transfer

Further work is in hand to develop:

Enhancements that can improve the content and format of the existing resource
Opportunities to apply the generic principles to other access route modules to our Certificate and Diploma programmes in business and management
Amendments that will make the MOOC relevant to the needs of Beginner / Elementary level students around the world.

Developing a blended and accredited pathway for an off-campus student cohort

Bridget Carroll, Olive McCarthy (UCC)

Abstract

'Pathways' is a suite of accredited programmes designed for a non-traditional cohort of learners, namely staff and volunteers of over 400 credit unions in Ireland. Pathways is delivered through an industry-academic partnership involving the Centre for Co-operative Studies, UCC, Adult Continuing Education, UCC, and CU Learning and Development at the Irish League of Credit Unions (ILCU). The programmes aim to prepare credit union officers for new statutory compliance requirements and to be of sufficient relevance and quality to play a central role in driving standards of good practice and governance in credit unions. Through their blended learning design, these programmes are representative of changing learning environments and are in keeping with national and university-wide goals of enhanced flexibility in higher education delivery.

A number of challenges present themselves in designing programmes that can meet the needs of a diverse target student group. Most students are post-experience with differing educational backgrounds, IT proficiencies, motivations and geographical locations. The model assumes that post-experience students are likely to embrace a flexible, learner-centred model through which they can learn at their own 'pace and place' and which offers progression routes.

Programme delivery and assessment are blended. Text based modules, a set of carefully constructed and user-friendly written lecture materials which attempt to employ best androgogical practice, are supplemented with face to face tutorials and on-line directed learning supported by e-tutoring.

This paper will explore the various design, development and delivery features of the programmes. It will demonstrate the challenges of designing such programmes and the strategies adopted to overcome same. The next phase of Pathways will be to design evaluations across several criteria to include feedback from students on their learning experience, identifying the lessons for the programmes themselves but also for broader application by educators.

Refocusing the Classroom, An RFC (request for comments)

Laurence Patrick Cuffe (Wicklow VEC)

Abstract

In this talk I wish to describe a proposal to refocus classroom practice using the availability of web 2.0 resources so as to concentrate the teaching task on the students who are most in need of help. This proposal was developed as a result of my teaching practice with adult and second chance learners and represents a response to the educational experience of these learners within the conventional educational system.

Background.

For many of my students their conventional educational experience has been marked by failure and confrontation. "I was foundation level and we did nothing.", "I spent two years sitting at a table with one other student in the class and we just looked at each other." "The teacher didn't have time for questions." These are typical of the response I elicit when I ask my students about their prior educational experience in mathematics. Students have been isolated, ignored or abandoned, because the teacher has to get through the course, and it would be unfair to the able students if they had to stop to answer all the questions.

The changing educational landscape.

This entire conference is themed around the possibilities made available via the internet in the form of MOOCS, Open Course Ware, and online resources such as Alison, Coursera and UDacity. Trends and proposals such as the use of App's to promote individualized self-paced learning via Ipads. Tablets and other devices, as well as new modes of delivery such as blended learning and the flipped classroom represent an educational landscape which is suddenly rich in possibility for the students at the head of the class.

The proposal

Let these students loose, and teach the laggards, the disinterested, and those students who just don't get it.

Reaching the Distant Learner: Remote Exam Proctoring for International Students

Gavin Clinch (Sligo IT)

Abstract

The online, BSc in Construction Management at IT Sligo currently includes twenty five students in ten different countries across six different time zones. In previous years IT Sligo has allowed overseas based students to sit exams at HE Institutes in their vicinity to avoid them travelling to Ireland. A number of issues arise with this procedure:

1)   Setting exam times that fit with each HEIs opening hours - time zones vary over Irish Summer Time from - 7 hours to +11 hours

2)   Couriering exam papers and scripts to remote locations and back in time

3)   Locating an approved HEI

4)   Cost of invigilation

5)   Lecturers do not want to set more than one exam paper

Students located to east and west of Ireland

 The proposed solution is to use a third-party, web-based, proctoring (invigilation) service from Software Secure1. 'Remote Proctor Now' is an on-demand, low cost, convenient and robust online testing environment that will facilitate students sitting exams in their own homes or at their place of work using their own PC or laptop and a webcam.

The remote proctoring service authenticates the student and records both audio and video via student webcam during the exam. It also captures screenshots every few seconds and concatenates these images into a video stream which is reviewed by multiple Certified Review Specialists. These specialists then produce an exam policy violation report and submit to IT Sligo.

Conclusions have not yet been drawn nor data collected as the exams take place mid May 2013. The presentation will address advantages/disadvantages of the service, reliability and security issues, student and staff responses and the implications for future and expanded use of remote proctoring.

References:

http://www.softwaresecure.com/solution/RemoteProctorNow.aspx

Anatomy of Two and a Half Million YouTube Learners: Who's Watching and What are they Learning?

Eugene O'Loughlin (NCIRL)

Abstract

The purpose of this Practitioner/Short Paper is to show and discuss Learning Analytics for a YouTube education channel. Google/YouTube provides an abundance of data about each channel and each video for channel owners to review. These learning analytics may be of interest to some EdTech 2013 attendees who are considering using YouTube in classes and/or setting up their own YouTube Channel. Analytics allow you to

monitor a wide variety of data, and by providing valuable data can help to improve both the channel and its videos.

The YouTube Partner Channel containing 90+ videos now attracts over 1,000,000 learners per year. The videos are categorized into two Playlists: First, a series of "How To…" videos mainly showing learners how to complete tasks in tools such as Excel and PowerPoint. Secondly, a series of "Problem-Solving" videos explains how techniques such as Pareto Analysis and PEST Analysis work. This presentation is proposed to take the audience through the learning analytics of 2.5 million learners. The presentation will cover the following topics and analytics:

YouTube EDU Lifelong Learning Channels

Brief overview of the YouTube Partner Channel

Views

Demographics

Playback locations

Traffic sources

Audience retention

Subscribers

Likes and dislikes

Comments

Earnings

 The presentation will cover trends and patterns, and will show analytical data for who's watching the videos, which are most popular, age and geographical profile of learners, dealing with questions and comments from learners, and how to make money doing this. Seven years of data will be presented, though data for the 365 days previous to EdTech 2013 will be the main focus of the presentation.

 The format of the presentation will be based on using the live YouTube Analytics from the channel rather than screen shots and charts to show same.

Opening up the campus digital identity

Glenn Wearen (HEAnet), Eric Clarke (RCSI)

Abstract

Higher Education Institutions have well-established practices for providing access to their on-campus digital services for staff and students. The greater use of off-campus hosted services and cloud services has extended the use of the campus users digital identity but the use has been limited to accessing the institution specific services and has come with the inherent problems through synchronized passwords, over-provisioned accounts. and inconvenienced users through repeated prompts to enter the campus credential. Federated Access provides a means to securely open up the users campus digital identity for use far beyond the campus with a wide variety of services, allowing for greater collaboration between institutions and the establishment of shared services. This paper discusses 'Edugate', a national implementation of federated access for use by the academic sector and will provide a case study on the use of Edugate to support the establishment of an inter-institutional VLE. An examination of future and potential uses of the campus digital identity beyond Edugate will be presented, and a brief explanation of the open technology standards that underpins Edugate will be provided.

An Investigation of a Custom-built Online Environment for Initial Teacher Education

EndaDonlon (Mater Dei Institute of Education)

Abstract

METIS (Mater Dei Education for Teaching Information System) is a custom-built collaborative online environment for School Placements (SP) that has been developed in the context of a concurrent Initial Teacher Education (ITE) programme at the Mater Dei Institute of Education (MDI). It forms a central data repository where information relating to all school placements undertaken by student-teachers resides as they progress through their four-year ITE programme (including timetables, class-groups, professional development goals, schemes of work, reflective statements, and classroom observations and school placement profiles which are entered by tutors). Upon logging in, users are directed to one of three separate interfaces corresponding to their role: student-teacher interface, school placement tutor interface, or school placement administration interface. Information that enters the system is disseminated via the web-based architecture to the relevant parties in a manner appropriate to their role, with the intention of facilitating communication and rapid feedback between parties, analytical investigation and reflective practice. The central goal of the METIS project is to facilitate the professional growth of student-teachers within their ITE programme.

This presentation will overview the functionality of this online environment before outlining and considering a number of the themes that have emerged through analysis of qualitative data obtained from semi-structured interviews with student-teachers and SP tutors (as well as data from within the system itself). There is evidence of a number of positive contributions to Initial Teacher Education through the development and introduction of METIS at MDI. These include enhanced communication between staff and students during school placements, increased transparency and clarity surrounding the assessment of student-teachers, and empowering the professional development of student-teachers on a number of levels.

Examining Technologies being used by Teachers to Promote Learning

Brian Murphy (UL)

Abstract

Research (Lepper&Hodell, 1996) has shown that technology is having a significant impact on education and that technology and that it has a positive effect on students' attitudes towards learning and their motivation towards it. Recent advancements in technology has seen the modern classroom now have interactive whiteboards; changed from overhead projectors to digital projectors and tablet computers being used as a support for pencil and paper interactions. Teaching through ICT has been integrated more in the classroom to promote student learning and many students now have regular access to this at home and in the classroom. Students now commonly use ICT such as mobile digital devices in their everyday lives whether it is smartphones, laptops or tablets.

Educationalists must ensure that the education system is continually investing in developing technology to meet the needs of the student. Every day new concepts and ideas are being developed, and it is important that education does not lag behind. Technology has the potential to move the learning from a traditional way and engage students more with the subject area being taught, by developing the teachers own pedagogy and offering more effective resources to help develop student understanding of the content. In order for a technology to be used successfully in the classroom the teacher must be comfortable adapting this into their own pedagogy.

Technology should be used as an intermediate between concrete thinking and conceptual thinking. It may be able to bridge the gap between the two types of thinking so that to develop creativity and also cognitive processing. In this context the question arises of how can technology be interacted with effectively in schools to deliver a certain aim or objective and what technologies are best suited for this purpose.

This paper provides a meta-analysis into what technologies teachers are currently adopting and implementing in their own pedagogy. The function of the meta-analysis was to look at the broad range of technologies being used in the classroom and to compare results from these works to ascertain what values make an effective pedagogical technology. The technologies looked at ranged from using smartphone apps to develop understanding in certain areas, using 3D games to improve achievement, digital storytelling for engaged student learning, using augmented reality to develop spatial ability, creating virtual online labs in Science topics, and looking at different ways of instruction such as using social networking, using simulations and digital games.

This paper also examines the role of technologies designed specifically for educational use and as well as others that have potential in this area.

Findings from the research indicate that there are certain shortcomings in knowledge that need to be explored and this will form the basis of future work such as looking at these technologies and investigating they're effectiveness learning wise and cost wise.

The more technology is used in our everyday lives, the more influence and impact it has on how we are able to acquire information and think.

Preparing for a MOOC

Brian Coll, John Donovan, Brian Mulligan (Sligo IT)

Abstract

In February 2013, IT Sligo announced that they would deliver Ireland's first MOOC.

IT Sligo's MOOC will launch this September 2013 and will take the form of a free, six-week online course in Lean Sigma Quality, the foremost quality process improvement approach for companies in the manufacturing and service industries.

In line with leading MOOC provisions internationally, the course at IT Sligo will be free and it won't be accredited by the Institute. However, students still stand to benefit considerably from the experience. Students who complete the programme will receive a certification of completion and those wishing to further their studies have the option of progressing to existing online courses at IT Sligo. The Institute's existing online learning platforms will be used to deliver the programme.

This presentation will outline plans to date for the MOOC at IT Sligo including IT infrastructure requirements, lecture delivery format, pedagogical considerations and issues such as copyright.

Digital Literacies: The New Genealogy curricula

Lorna Moloney (UCC)

Abstract

"Last year, people curious about family trees spent $2.3 billion on genealogy products and services, according to a 2012 study by market-research firm Global Industry Analysts. And while nearly everyone who researches

ancestry is caught off guard by some finding" There is almost no academic research given the risks of identity theft, upsetting revelations and untrained forums crossing the divide between pubic and private spheres.

This research examines the requirements for digital literacies applications as research tools for new genealogy curricula demands and ethical considerations. Following a training needs analysis in developing a genealogy diploma for adult learners at UCC, the use of digital literacies has been closely monitored and is being assessed for ethical professional guidelines in the genealogy training world.

Due to a burgeoning interest in all thing genealogical, professional aspects of genealogy training are being developed. This research is an examination of the tools and strategies required for bespoke genealogy design requirements to keep pace with digital literacies in this field. It poses the questions as to whether academic tools are keeping pace with the professionalisation of the genealogy fields with academic spaces.

Can a WordPress Blog with Asynchronous Chat Aid the Motivation of Irish Oral Students?

Eleanor Moloney, Nina Bresnihan (TCD)

Abstract

A social constructivist approach to second language learning involves ensuring students are immersed in tasks which replicate real-life situations as opposed to completing exercises which have been contrived to practice a particular element of the target language (L2). This paper briefly explains what is meant by a social constructivist approach and why it is an effective method in enabling fluency in second language learning (Harrison & Thomas, 2009). It then explains the importance of an immersive environment to enable a social constructivist approach and the difficulties in creating such an environment without technology. The advances made in Web technology mean that two levels of language immersion can be facilitated through computer aided language learning (CALL): synchronous and asynchronous conversations. Asynchronous conversations describes communication in-which data can be transmitted intermittently rather than in a steady stream, whereas synchronous conversations involve direct communication (Gleason & Suvorov, 2012). The advantages and challenges to students of asynchronous conversations facilitated through asynchronous learning management systems (ALMS) such as webtext chat and voice-thread conversations online will be explained in this paper. The essential support of scaffolding for L2 learners makes this ALMS a blended experience, in that the behaviourist pedagogy of scaffolding will be shown to support meaningful communication in the L2 through the social constructivist activities of the ALMS. Through this project, the ability of ALMS to enable L2 learners to foresee how they could improve the oral communication skills will be queried, and whether ALMS can be used to increase motivation in amotivated L2 learners. It will be shown that asynchronous conversations form an essential stepping stone in second language learning, albeit they deviate from a true social constructivist approach.

Beyond Zero-Hero: A sustainable model for creating e-learning content

Tony Murphy, Dr. Tom Farrelly (IT Tralee)

Abstract

There is a need for a sustainable, efficient model for creating quality e-learning content that lecturers want to re-engage with.

The Hunt report recognised that "the development of open and flexible learning presents administrative and institutional challenges" and in order to meet these challenges "leadership imperative should be accompanied by a range of practical steps to advance the flexible learning agenda at institutional level" (Hunt 2011, p60).

Cosgrave et al (2008, 2011) identified that one of the major issues issues for students and e-learning is lecturers' lack of engagement, which other studies indicate comes from a fear of the technology, unfamiliarity with the technology and a lack of time and institutional support.

The E-learning Development and Support Unit (EDSU) at IT Tralee has been piloting a model to facilitate the creation of over 100 hours of interactive e-learning content in a 20-week period. This presentation shows how the unit took the multidisciplinary team approach from our Ed-Tech 2012 presentation "Zero to Hero" and applied it at course construction level, enabling educationally valuable content to be produced efficiently, through the appropriate distribution of tasks that leads to a sustainable engagement from lecturers.

The presentation also highlights the issues that emerged from challenging the way content is constructed, institutional structures and the role of the instructional designer.

Our experience offers a model that benefits initiatives in technology-enhanced learning that emphasises sustainability in its approach to develop digital literacy among educators and learners.

What's new in Moodle?

Gavin Henrick (Learning Technology Services)

Abstract

The latest release of Moodle saw a number of very interesting features and improvements.

 - **Open Badges** have been causing quite a stir in education over the last year as more and more organisations get involved in designing and releasing badges. In the latest release Moodle can now issue badges at an activity, course or site level so that learners can export the badge into their own backpack.

 - For the last few releases there has been an increasing focus on **improving the user interface** to make the life of a student and teacher easier and in Moodle 2.5 there were a few which stand out including improvements to Forms such as setting pages, improvements to the course view page and the student My Home page.

 - **Mobile and handheld device** access has been a priority for Moodle over the last year and now the new android and iOS version of the Moodle mobile app has been released. This provides a much enhanced experience for the student and teacher alike. In addition, Moodle released a new theme as part of core called "Clean". This theme is a responsive theme which can change the layout of the page depending on the screen size - in addition to some other very nice features.

This session is ideal of existing Moodle user and those interested in using Moodle. We will take people through the latest changes and improvements and provide access to a test site for attendees to explore after the conference.

Research Paper Abstracts

Adapting the Bridge21 Model for 21st Century Learning to the Irish Classroom

Carina Girvan, Claire Conneely, Brendan Tangney (TCD)

Abstract

This paper presents an overview of the first implementation of the Bridge21 model, adapted for use in mainstream second level classrooms to deliver core curriculum content. Based on a report to the NCCA (Authors, 2012), the research is firmly situated within the context of the Junior Cycle reform process and the participating schools can be viewed as innovators in the emerging change process. The schools come from a diverse geographical and socioeconomic background and thus are a representative sample of the wider cohort of secondary schools in the country. A characteristic they share is strong school leadership, which is supportive of the process, and groups of teachers who are open to exploring changes in classroom practice.

There are eight key components of the Bridge21learning model, designed to enhance the quality of learning experiences for the 21st century learner. The first is that technology is an integral tool in the learning process. Content is delivered through student-led cross-curricular, thematic projects. The learning space is designed and configured to support team-based learning. A structured team-based pedagogy is used which focuses on key skill acquisition and content knowledge. There is a special focus on the social context of learning to increase student motivation and engagement. Teachers guide and mentor by orchestrating and scaffolding team activities. Finally, team and individual reflection are incorporated as a regular part of learning.

The intervention described in this paper consists of a series of continuous professional development (CPD) activities with teachers and the training of students to work in teams. Teachers then incorporated elements of the Bridge21 model into their classroom practice in a variety of ways. Data was collected through a purpose-designed student questionnaire focusing on key skills, classroom observations of Bridge21 classes and focus group interviews with teachers.

The key findings of this study are that while schools and teachers are still very much at the start of a much longer process of change, students are keen to embrace collaborative, self-directed learning if it is scaffolded and structured in an appropriate fashion. Specifically, the research sought to investigate a selection of the key skills proposed in the NCCA framework for a new Junior Cycle, and there is empirical evidence that there were modest levels of development over a relatively short period of time. The Bridge21 team are continuing to engage with schools in the reform process and the programme has expanded to include 12 schools nationwide in 2012-13.

Avatars: Barriers to constructionist learning in virtual worlds?

Carina Girvan (TCD)

Abstract

Virtual worlds provide an exciting environment to engage in constructionist learning [1]. The always-on and persistent nature of the technology supports learners in their exploration, testing and extending of their understanding as they engage with objects-to-think-with. Avatars are one feature of the technology which, although often referred to in the literature, are poorly understood in terms of their impact on learning.

This paper presents an instrumental case study into the role of avatars during a distributed constructionist learning experience. 13 groups of learners used SLurtles [1] and S4SL [2] to build and programme interactive installations in a space provided for them on a dedicated island in Second Life. Each group consisted of two students on a multidisciplinary postgraduate course in technology and learning. While groups were able to meet face-to-face, they mostly worked on the installation at a distance from one another.

Following completion and presentation of the installations, participants completed a short profiling questionnaire. Open interviews, students' written reflections, and participant-observations were qualitatively analysed using content analysis.

The findings highlight two key factors that influence the use of the avatar: the learners' technical skills in using the avatar; and their sense of personal connection to their avatar. Avatars provide learners with a sense of co-presence with others, whether or not learners experience a sense of presence or personal connection to their avatar. This suggests that regardless of learners' personal feelings about being represented as an avatar, they have a sense of being co-present with others; sharing, discussing and constructing artefacts together.

Although distinctions between embodied social presence and co-presence may appear to be slight, this study indicates that this may be an important distinction as not all learners experienced a sense of presence. Those learners that did not experience a sense of presence had a negative association with their avatar and described barriers in the use of the avatar as a tool; however, they were able to engage in social interactions and through these interactions experienced a sense of co-presence.

Unlike traditional constructionist environments, such as Scratch, virtual worlds such as Second Life provide users with avatars with which to interact with other people and objects. Although the use of an avatar can be a significant barrier for some, this barrier is lowered when learners interact with others and through their avatars learners gain a sense of co-presence with others which supports their co-construction of artefacts.

Applying instructional design theory within a technology enhanced learning experience to support hand knitters create hand knitting artefacts

Lorraine Fisher (TCD)

Abstract

Learning how to hand knit requires learners to reconstruct a series of procedures, which then replicate the structure of a specific pattern in textile form (Meißner&Eberhardt, 1998). A problem learners' face when learning such complex procedures, relates to the difficulty they experience in visualising, memorising, contextualising and applying procedures (Turney, 2009). To address this problem, researcher implemented an experience designed to help learners see, remember, understand and apply procedures utilising an array of visual / simulatory tools (Mayer, 2005). Working with, or through use of visual tools embedded with a learning experience provided the researcher with a facility to structure content in form designed to help learners identify similarities between concepts (Gagné, 2005). Specifically, combined use of words, pictures or animated sequences (multimedia) helped the researcher to demonstrate meaningful links between concepts (Jonassen, Beissner, &Yacci, 1993). The researcher placed computer simulation at the centre the experience, providing learners with a facility to practice deconstructing and reconstructing complex sequences (Jonassen, Carr, &Yeuh, 1998), as a means of helping them engage with complexity to 'concretise' their learning (Bruner, 1966; Papert, 1993). In terms of the design, the researcher developed a three phase, seven stage instructional process (Gagné, 1974), constructed from a core series of learning objectives centred developing creativity (Glăveanu&Lahlou, 2012) demonstrated through making artefacts by hand (Brinkmann&Tanggaard, 2010). These objectives shaped the subsequent selection, placement and spacing of technology throughout the experience (Cropley&Cropley, 2008). The phase and stage design of the experience provided learners with the option to select, then manage their own journey through the process (Bruner, 1960). This approach facilitated the option to select, focus on or go back to specific elements of the process (Bruner, 1966). Assessment centred on researcher examination of learner generated hand knitted artefacts. Exploration of physical artefacts acted as a platform for providing both feedback to learners in the form of reworking of problem areas, or through the researcher lead, physical demonstration of workarounds (Rogoff, Paradise, Arauz, Correa-Chávez, &Angelillo, 2003). An exploratory case study (Yin, 2012), conducted within an ethnographic lens (Denzin& Lincoln, 2005) informed data collection (Miles&Huberman, 1994), analysis (LeCompte&Schensul, 1999) and categorisation procedures (Auerbach& Silverstein, 2003). Six adult learners' over the age of 18 years of age participated in the study, resulting in the collection of an average of 6 hours of data per participant, per implementation. Research aimed to obtain a more in-depth understanding of role technology played in supporting learners engage with the creative process (Hopkins, Thomas, & Bailey, 1998), and develop skills or strategies necessary to help engage in meaningful problem solving (Jonassen, 2010; Sayer, Wilson, & Challis, 2006). Interim findings suggest that structured application of animation, film and simulator tools purposefully arranged within an instructional experience not only facilitated the 'playing', 'replaying' and manipulation of complex examples, but also provided learners with a frame within which to lead the process.

Diffusion of Innovations: A Useful Model for Understanding and Managing the Technology Uplift for Teaching and Learning in Organisations

Leo Casey (NCIRL)

Abstract

At national and institutional level and across all sectors of education there is considerable capital investment in the technical infrastructure for learning. The task of broadband enablement in schools, and the provision of wireless connectivity and adequate learning management systems for our colleges and universities, is well underway. The engineers have done their bit!

However, relative to these advances there seems little by way of dramatic upheaval in teaching and learning practices in many organisations. Pockets of good practice – yes; but large-scale reforms and improvements are still some way off. One reason may be the absence or paucity of frameworks for understanding the processes whereby individuals and organisations respond to technology innovation.

'Diffusion of Innovations' provides an explanation of how innovations are adopted by a particular target group. An 'innovation' is a new behaviour, process or technology or combination of these. Everett Rogers first devised the approach in the 1980s and since then it has been applied to many fields including technology and education. A key insight from Rogers was his focus on the idea of changes in practice that arise as a result of innovation. His approach was to provide insights on how these changes are communicated within a group or organisation. This notion of 'diffusion' is particularly apt for a school or college context.

An investigation of teacher responses to the opportunities afforded by broadband connectivity is used to illustrate the potential of this approach. Interviews were conducted with teachers in an inner-city Dublin school as part of the evaluation of an exemplar project on school support. Diffusion of innovations provided a framework to describe processes whereby individuals (in this case teachers) make decisions, reinvent innovations to suit their needs and shape their approach based on where they are at and what they would like to achieve. Five qualities influence diffusion and thereby influence innovation: relative advantage, compatibility with existing values and practices, simplicity and ease of use, trial-ability and observable results. Each of these was found in the analysis of teacher interviews.

The implications of this research extend beyond the school setting and provide valuable insights on how organisations in all education settings can structure professional development and support to facilitate meaningful uplift in teaching and learning practices as a result of technical enhancement.

Unique Automatic Assessment Strategies for use in Game Based Learning Scenarios

Neil Gannon (Sligo IT)

Abstract

Over the past decade, the use of gaming technologies for educational purposes has grown. Existing learning platforms [1, 2, 3, 4, 5] such as Moodle, Coursera, Udacity and edX all offer some method to assess learners. The use of multiple choice questions, essays and other online submissions [6] for assessments are common on these platforms. The drawback with such assessment methods (excluding multiple choice questions) is the lack

of scalability and customisation. These techniques still require manual marking and reviewing of all submissions, in an online scenario where class sizes can be hundreds or even thousands then this form of an assessment strategy is unsuitable from both an administrative and educational perspective.

Since 2010, game based learning applications have been delivered on both the Level 7 and Level 8 medical biotechnology courses at Institute of Technology Sligo. These applications are self-assessing and can provided the learner with instant feedback on their current performance as well as all previous results. All data gathered from a learners play session is immediately available for educators to view, analyse and chart learner progress over a period of time. At no point during an assessment does the educator need to be involved, when an assessment is completed, educators are notified and provided with the final marks for each learner.

This study outlines the methodology and outcomes of delivering interactive self-assessing educational applications to higher level learners at Institute of Technology Sligo. This paper details three unique applications capable of instant assessment, instant feedback and the recording of the user's results and play metrics for each play through of an assessment.

The VLE Usage Survey Five Years in: Overview of Findings and future directions

Robert Cosgrave, Angelica Risquez, Damien Raftery, Teresa Logan-Phelan, Eamon Costello, Nuala Harding, Marion Palmer, Claire McAvinia, Tom Farrelly (VLE Research Group)

Abstract

A rolling longitudinal survey of students' usage of Virtual Learning Environments (VLEs) in various Irish Higher Education Institutions has been ongoing since 2008. The survey instrument used a common set of questions, and on condition of anonymity, the participating institutions pooled their data to allow us to compare and contrast the results. While many institutions routinely conduct in-house surveys or studies from time to time, this study is unique in that it draws on data from multiple institutions, across multiple years, and diverse VLE platforms. By using a standard survey instrument over time, the study provides a detailed picture of how student usage of VLEs has evolved over the past five years, and of how it varies across different institutions and user types.

Our findings isolate some of the key drivers and barriers to uptake and usage of an institutional VLE and how students really use it. In this paper, we present an overview of our results to date, discuss the process around operating the project and consider future directions.

What can the VLE tell the MOOC? Implementing change with learning technologies in higher education

Claire McAvinia (DIT)

Abstract

In spite of the ongoing and rapid evolution of new technologies, recent literature in e-learning research has suggested that they remain fundamentally under-used in higher education. All too frequently, there is

excitement and even media hype with the advent of a new system, tool or delivery model (most recently, the MOOC), followed by disappointment when it fails to deliver the changes anticipated.

This research paper examines the historical case of the VLE as an older technology which was mainstreamed across higher education in the 2000s. By the end of the decade, much criticism had been made of the virtual learning environment (VLE) in research for its perceived support for, and perpetuation of, transmission-based teaching. However, on closer examination the research indicated that claims about the shortcomings of the VLE were not always well-founded, and that instead the place of web-based systems such as the VLE in campus-based institutions had not been examined adequately. This has implications for the introduction of other systems on an ongoing basis.

This paper will present and describe research undertaken to examine the adoption of the VLE in the context of one higher education institution in Ireland. The research sought to identify the factors influencing the uptake and use of the technology, using Activity Theory with a mixed methods research design. Data were gathered with four groups at the research site: management personnel with responsibility for institutional decision-making, support staff charged with mainstreaming and supporting e-learning, teaching personnel in departments, and their students. The paper presents the findings from the research, and analyses their implications for future innovations in e-learning in higher education in Ireland. In summary, VLEs were indeed being used predominantly to support existing teaching and learning activities rather than to transform them. However, there was appropriate use of the system in terms of the activities of Teachers, and they were also beginning to develop new ways of using the technology to mediate their activities. Furthermore, analysis of the data gathered revealed that institutional support of the introduction of the technology dissipated after the initial decision-making processes had been completed, and this had implications for the mainstreaming and pedagogical adoption of the system.

The Activity Theoretic analysis suggested that, rather than identifying the shortcomings of a particular technology per se, it is more important for institutions to plan for the development and ongoing support of e-learning – whether for their VLEs or for other e-learning innovations. Closer working between academic developers and e-learning supporters is needed, and an "activity-led" approach should be taken with lecturers seeking to develop their use of new technologies further. Developmental activities could then be supported and facilitated by the teaching and learning service, whether or not such activities would be mediated by e-learning. The paper concludes by proposing this as a sustainable model for future work.

Using Social Networking Site to advance Student Academic Practice from Information-Sharing to Collaboration and Innovation

Orna O'Brien (UCD)

Abstract

Much of current research on the possible use of Social Networking Sites focuses on the social or information student use. This paper demonstrates how a SNS, in this case Facebook, can help increase a student's academic engagement at third level. Engagement is understood as the effort and time a student invests in educational activities in or out of class, which are empirically related to college outcomes (Kuh, 2009). Engagement encompasses aspects including interactions with faculty, involvement in co-curricular activities and peer interaction. Building Pollara and Zhu's (2011) observations that students believe online collaboration assists learning, this chapter demonstrates student academic engagement using Facebook on UCD's 'Business Information Systems Management' module. Data was collected using student surveys, archival Facebook information and student interviews. The part-time, postgraduate student group are a less researched cohort regarding SNS usage. Much of the research to date has focused on the use of Facebook amongst younger

students (e.g. Junco 2012), however, little research is available regarding its uses for part-time students who are generally older.

The case study supports Junco's (2012) observation that Facebook can be academically advantageous to students. The benefits here to using Facebook in teaching and learning also included the development of educational micro-communities as suggested by Bosch (2009). In this case, Facebook stimulated critical thinking and engagement in academic debate. This case demonstrates that a SNS can allow for student engagement in a way that traditional educational environment cannot. This module promoted student engagement beyond just information-sharing, demonstrating high levels of student collaboration and ultimately theoretical innovation with the module concepts. It also provides an important insight into post-experience, postgraduate usage of SNSs and examines if Facebook can be used as a learning tool to academically engage students.

Helping Hansel & Gretel find their way in mathematics

Tomás Mac Eochagáin (Griffith College Dublin)

Abstract

Mastering mathematics requires learners to grasp and apply interrelated concepts and processes. Many of these processes rely heavily on other underpinning techniques. For example, exponential functions build on multiplication; multiplication on addition; and trigonometric associations draw from Pythagoras. These linked interdependencies can be likened to the series of stones followed by Hansel & Gretel to return home having been abandoned in the woods.

Most students at some stage in their education inevitably miss a stone or two in their understanding of mathematics. This research paper presents the author's experience of developing an online bounded knowledge domain (OBKD) for learners enabling them to address the specific individual gaps in their own learning.

The design of the online educational resource is informed by developments and prevailing trends in both technology and learner expectations. In particular, it is designed for use and interrogation by learners via their computers and mobile devices. It offers them informal 24/7 on-demand availability directly linked to their social media activity.

The scope and composition of the OBKD are strictly and deliberately bounded, with limits set in exact accordance with the programme's official syllabus and intended learning outcomes. By covering the entire prescribed programme in the breadth and depth required … and absolutely nothing else … learners can use and return to the OBKD confident of effective and efficient support. By being bounded, the OBKD differs markedly from the types of boundless resources and interconnections provided by YouTube, Wikipedia and Google.

Many mathematics and science related programmes could have been selected to monitor and evaluate learner engagement with an OBKD. For many reasons, the author considered the mathematics programme at Leaving Certificate (Ordinary) level the most suitable. This selection provided the opportunity for significantly increased learner cohorts. It also afforded greater research reliability and objectivity by enabling the author to monitor and evaluate the OBKD's usage and engagement by otherwise unknown independent learners.

In line with educational constructivists and related pedagogy, the OBKD uses the programme's prescribed syllabus and learning outcomes for its basic scaffolding infrastructure. The programme is sub-divided into component topics, for example algebra, calculus and trigonometry. Units extend the granularity within given topics. For example the trigonometry topic includes units on: right angled triangles, trigonometric functions, scalene triangles, sine and cosine rules, etc.

Online resources at unit level include: video presentations, course notes, syllabus requirements and worked examples. OBKD user navigation is currently provided from a virtual learning environment, which also tracks each learner's engagement with the OBKD's constituent components.

By providing unrestricted access to free online resources for Leaving Certificate learners, the OBKD shares key characteristic features of massively open online courses (MOOCs). The author promotes the OBKD by delivering free in-person revision programmes to over 1,200 sixth year students and directing them to the OBKD's additional resources.

The OBKD has evolved over three years. Further plans are in place for author and collaborative development.

The motivation to continue comes from hundreds of learners who repeatedly return 'to fill in one of their missing stones'.

The Nature & Effect of Social Web Interaction: A Framework for Teaching & Learning Authors

Adrian O`Connor, Niall Seery, DonalCanty (UL)

Abstract

At any one time, there exists a technical alternative to the solution of a technological problem, reflecting the respective technological, scientific and intellectual resources of that time, Hansen (1997). However, the selection of a solution cannot merely be explained internally, either by the failure of former solutions or by a need to reduce uncertainty in learning. Instead, it must be regarded as the outcome of a process of social choice.

Viewing learning as a sequence of social choices set within a framework of technical possibilities creates opportunity for discussing the cultural relationships and values that are a critical part of a socialist paradigm. This paper focused on the role of design as a mediator between technological possibilities and social choices. This study recognises the potential of virtual space, provided by advances in cloud technology, in facilitating the means of capturing the social nature of design education.

Accordingly, the research concentrated on the nature and effect of synchronous and asynchronous networked interactions that occur within web-based learning environments. To ensure that social web interactions were not undermined by poorly designed learning activities or restricted by specific outcomes that limit meaningful enquiry, the methodology focused on a semi-open design brief. Therefore ensuring that, socio-technological understanding is not added as a separate dimension to the learning activity, but rather is an integral part of it.

In conjunction with a debriefing questionnaire, study focus group, and teacher interview, the natural evolution of the methodology encompassed a participant-as-observer (Cohen et al, 2007) means of holistically documenting teacher and student discourse. Analysis of the data presented to evidence student capability and the multitude of interactions that became apparent throughout the learning activity, identified three domains in which cognitive thought processes occurred;

Constructivist Domain - formalised due to inherent nature of the authentic design task, which required pupils to construct, capture, communicate and cogitate evidence of capability and learning,

Psychosocial Domain - transpired by cause of the interactive activities that leads the mind of the learner to reconcile cognitive contradictions through the richness of social interactions and the quality of design analysis,

Idiosyncratic Domain - materialised in response to the physiological peculiarity and unpredictable nature of design as a course of discovery.

The findings present a conceptual framework to inform teaching and learning, in which cloud technology integrates social interaction with the acquisition of factual and theoretical knowledge. In such pedagogy, the black-box of the real world of understanding is opened, enabling learners to network around challenging concepts within stimulating interactions.

Within the framework of social web interaction for teaching and learning, there are rich opportunities for establishing networked learning communities in which the traditional boundaries of time, culture, language, and institution are blurred and new configurations for learning become possible. In support of Seery et al (2011), the creative activity that is core to the educational objective of design is no longer confined to or constrained by the scheduled learning environment, instead forms a catalyst for an exercise in synthesising social web interaction.

Open data, implications for teaching and learning

Robert Joseph Griffin (IADT)

Abstract

Data is the raw material of the knowledge economy. Capturing, curating, storing, searching, sharing, analysing, and visualising it is big business. Governments worldwide are increasingly publishing public sector data in open formats for anyone to reuse. Information about demographics, the economy, legislation, transportation, meteorological, environmental and much more is being published freely on the internet with no restrictions on its use.

Commitments made by the Irish government in the "eGovernment 2012-2015 reform plan" and proposed participations in the "Open Government Partnership" (OGP) mean that more public sector data will be available in Ireland. Access to high value machine readable datasets will provide many opportunities for teaching and learning.

This paper examines the implications of open data and membership of the OGP for education in Ireland. The current standing of open data in Ireland with regard to legislation, organisations and resources in Ireland are reviewed. The experience of membership of the OGP for the United Kingdom is summarised in order to explore the possibilities.

Projects and research will benefit greatly from having access to this data. In addition to complementing current subjects new courses and modules will be required. The skills requires to manipulate, interpret and use this data will be need to be taught. This paper examines what these skills are.

This flood of data does create its own problems and data literacy "the ability to identify, retrieve, evaluate and use information to both ask and answer meaningful questions" will be an important skill. In addition to being a resource open data is a subject of much academic research in of itself. Open Data can be used for making better government decisions, transparency and trust.

The publication of academic research is another area being influenced by open data. New open access publishers are launching all the time offering free, full text, quality controlled scientific and scholarly journals. Why make this information difficult or expensive to find why not publish it for free on the web?

The open data movement is gathering momentum worldwide and Ireland is well placed to capitalise upon the opportunity that it presents. With a strong technology sector and being home to many of the companies involved in big data, cloud computing and application development. Membership of the OPG will bring many benefits such as more transparency, public participation, collaboration opportunities and economic benefits.

Open Data is anticipated to be a driver for economic growth. Educators need to be trained in the required skills to use this data and programmes and modules need to include them in their curriculums. This paper concludes with recommendations regarding the best way for educators to learn about what is available and how to use it to complement their teaching materials.

Sometimes it is good to talk - towards a signature pedagogy for synchronous online tutorials

Michael Hallissy (H2 Learning and Hibernia College)

Abstract

Currently there is great excitement in higher education institutions in relation to the potential use of Synchronous Computer Mediated Conferencing (SCMC) technologies, such as Adobe Connect, Elluminate, Wimba and Microsofty Lync, to facilitate critical discussion online. Since the development of the first online course in 1988 by the Open University (OU) (Mason, 2001), institutions have provided the 'live' contact with students through onsite tutorials and summer schools. Now SCMC technologies appear to provide a technological solution to this long-running challenge. However, it appears that the installation of such tools does not necessarily equate to tutors and students engaging in live critical discussions, as evidenced by a recent case-study within the Masters of Arts in Teaching and Learning (MATL) programme in Hibernia College. Though these technologies can accommodate live interactions between tutors and students there still appears to be a tendency by faculty to adopt a "transmission" teaching perspective as opposed to a dialogic perspective, where critical discussion is to the fore.

This paper will analyse a series of tutor case-studies against 8 discussion dispositions recommended for the facilitation of critical discussion in HE (Brookfield and Preskill, 2005). The paper will review the theory in this area and locate *discussion as a form of teaching* within both a cognitive and situative perspective of learning (Mayes and de Freitas, 2005). It will argue the need for critical live discussion in online graduate courses and will analyse an existing data set comprised, of interactional analysis data and tutor interviews, against the 8 discussion dispositions. This process will identify a signature teaching pedagogy for each tutor and this in turn will inform an overall signature pedagogy for the course. The paper will propose that this is a new and exciting area of professional practice in which other tutors should contribute by reflecting on their own practice and in sharing their signature pedagogies with colleagues.

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The Benefits of Using Instructor-Developed Screencasts to Support College Students' Learning of Maths: Insights from an Irish Case Study

TunkuBadariahTunku Ahmad, Frank Doheny, Nuala Harding, Sheila Faherty (Athlone IT)

Abstract

This article reports on a case study undertaken to explore college students' views of the benefits of screencasts in enhancing their Maths learning experience at an Irish institute of technology. A total of 47 screencasts – developed for 14 topics for Year 1, Year 2 and Year 3 mandatory Algebra and Calculus courses taught by one instructor – were uploaded onto the college's Moodle site for students to access. An open-response survey asking about the benefits of the screencasts and how they helped students to learn the course content was administered online. Out of the total population of 266 students taking the courses, 138 responded to the survey constituting a response rate of about 52%. The data were analysed using an inductive thematic content analysis, in which student feedback was scrutinized and categorized according to the central ideas they shared. Themes that represented different types of screencast use and benefits were generated from this clustering of feedback. Consistent with previous studies, the findings show that a vast majority of students (88.4%) used the screencasts to fulfill myriad learning needs, and viewed the videos as an extremely useful tool that enhanced their Maths learning experience, stating that they were "very helpful," "very informative," "easy to follow," "very practical," and "a brilliant asset to have." The narrative data pointed to ten primary benefits of screencasts, which included supporting flexible and personalized learning, supplementing lectures and enhancing understanding of keyskills, delivering a vicarious learning experience, facilitating exam revision and material review, providing multimodal support for Maths learning, helping students to keep track with Maths modules, filling up gaps in notes, serving as a memory aid, providing a tighter match with course content, and making Maths learning more enjoyable. The findings have positive implications for screencasts as a promising tool for Maths learning in future decades.

Improving learner engagement throughgamification of your course

Gavin Henrick (Learning Technology Services)

Abstract

Gamification has been a growing area of interest in the last few years. Games like World of Warcraft and other online games have introduced more achievement, title and reward based concepts to facilitate a more user-centred game experience.

Applying these and similar techniques to a course takes some time and planning, but at least now with the features released over the last few years it is now easier than ever in Moodle.

This session will demonstrate the application of some gamification techniques to a Moodle course.

Practice Exchange Abstracts

Engaging with Forums

Karen Joan Sutton (Griffith College Dublin)

Abstract

A Forum was introduced so that classroom and distance learners can communicate online (with myself and classmates) while also using it as a forum on which additional information (social media clips and url's), activities and homework can be posted. Students are encouraged to post their feedback, comments and research.

Forum use varies according to learnermode; distance learners are more inclined to print off additional information whereas classroom learners tend to complete homework exercises. The challenge faced is incorporating the Forum into the module, with learners using it as a learning tool rather than viewing it as 'supplemental'.

Addressing the Digital Gap in Adult Literacy through the Blending of the Language Experience Strategy with Digital Storytelling

M.Teresa Gonzalez (TCD)

Abstract

Research shows a correlation between low literacy levels, social exclusion and inequality. These issues have been exacerbated by the rapid change of new technologies thus affecting the types of literacy needed to be an included and functioning member on the Information Age Society. There is a lack of ICT designs in Adult Literacy to address these issues. The purpose of this research was to create and examine a framework that blends the Language Experience Strategy with Digital Storytelling. Writing a personal story empowers the learner while using digital tools prompts a desire to get out of the digital divide.

Students as producers of digital resources

Bettie Matheson Higgs (UCC)

Abstract

While carrying out geological fieldwork on the Dingle Peninsula, second year undergraduate students were challenged to produce digital resources. The students worked in groups to create a collaborative, yet informal,

1-2 minute video of one aspect of their research findings. Preparing the video resource resulted in intensive engagement by the students, and a rich learning experience. The resources created were shared with other groups in the evening. In this social learning setting, natural (uncontrived) peer review, and self-assessment occurred. The video resource was submitted for assessment along with the traditional student work. Benefits, sustainability and challenges will be discussed.

Technology in Action

Since EdTech2010, ILTA has introduced a 'Technology in Action' presentation strand highlightsuccessful synergies between education and eLearning partners.

We want to showcase how partners have identified pedagogical and technical needs, which have beenaddressed collaboratively with eLearning solution providers to enhance the teaching and learningexperience. All case studies have been road-tested by user-groups and include the following elements:

 - Pedagogical/Teaching and Learning need

 - Technological Solution

 - Update on progress- how things have been going

 - Demonstration of the technology

 - Lessons Learned/Next steps

2014 Invitation

We invite colleagues/institutes and eLearning providers to develop Technology in Action case studieswhich ILTA will promote and showcase on the 'Industry/eLearning Collaboration' section of the ILTAweb site. A selection of these case studies will be invited to present at EdTech2014.

For more information please email info@ilta.ie

Using Apple Technologies (iTunesU and iBooks) to create authentic and personalized teaching content

Sean O'Gradaigh (NUI Galway)

Abstract

Second Level Irish Medium (SLIM) Schools have traditionally been poorly resourced in choice and variety of curricular content available to student and teacher. In certain subjects at Leaving Certificate level this shortage of teaching resources is distinctly prevalent where there isn't even a core textbook available *as Gaeilge*. This has been a challenge for both teachers and students in this sector and particularly for Initial Teacher Education (ITE) students who choose to do their school placement in Irish Medium Schools.

The DGO (DioplómaGairmiúil san Oideachas) in NUI Galway is the only ITE programme in Ireland, which specialises in preparing student teachers to teach in SLIM schools. The importance of creating authentic and personalised content *as Gaeilge* has always been emphasised on the DGO programme as has the acquisition of the required skills to create high quality digital teaching resources.

This paper reports on recent Curricular Content Creation projects, carried out on the DGO programme in the past 2 years. It discusses the rationale in adopting the Apple platform for the creation of these resources. It also looks at the successes of these projects in terms of dissemination and how these teaching and learning resources have been received in schools.

Further integration of Apple Technologies on the ITE programme will also be discussed. This includes a 1:1 iPad initial teacher student cohort beginning in September 2013. The possibilities, advantages and opportunities offered by this development, to the ITE programme, will also be examined.

Seán Ó Grádaigh is a lecturer in the School of Education, NUI Galway where he teaches the Education Technologies module on the DioplómaGairmiúil san Oideachas (DGO) initial teacher education programme. His background is in digital media development in education.

Online Assessment of Reflective Practice and Teamwork: Technology-Enhanced Learning in theFinal Semester

Cicely Roche (TCD)

Abstract

This assessment design introduces online reflective practice and the collaborativeproduction of a wiki in a process designed to stimulate discussion and deliberationand introduces the methodologies to the online environment in a structured mannerthat facilitates both individual and social constructivism.During the series of eight weekly journal 'reflections' on individual workshops,students become aware of their own thinking on the role of the pharmacist in'Addiction Pharmacy' and 'take a position' with respect to related societal challenges.The group wiki exercise, completed online between weeks four and seven,requires small groups to reach group consensus on a 600-word document. Rubricsguide both learning and assessment.

The session will report on activity on Blackboard, the outcome of the assessmentprocess and a review of a feedback survey completed by both students andworkshop leaders, voluntarily and anonymously, following completion of the seriesof workshops.

'Engaging Students Through Video: A Technology in Action Case Study'

PANOPTO AND UCC

Abstract

This presentation showcases how University College Cork and Panopto successfully collaborated to enhance the student learning experience through the use of live, recorded, and reusable video resources. Delegates will get first-hand feedback into the pedagogical issue being addressed, the implementation of the Panopto video solution, and the lessons learned. Audience interaction is encouraged through the question and answer concluding session'.

Moderated Posters

Action Research - an exploration of the problems of embedding a VLE into art and design educational practices at a Further Education College

Frank Kehoe (Dun Laoghaire VEC)

Abstract

This project aimed to investigate why the Teacher uptake of using a Virtual Learning Environment (VLE) within a Further Education college has been slow. The setting for this study was a Further Education College located in south Dublin focusing on its Design department, which allows students to gain industry skills across the different spectrum of design including Interior, Jewellery and Landscape Design. The College introduced a VLE, Moodle a few years ago but the uptake within the Design department has been poor.

Action research was chosen as the research approach. Interviews were held with five members of the course team to acquire their views on the VLE and their use of it in the department so far.

The overall research questions were focused on:

Why are Art & Design Tutors slow in their response to embedding a VLE into their educational setting?

Can the 'Studio' element of Art and Design courses really work with a VLE or is there a clash between the traditional Art and Design establishment and the use of new technology?

Analysis of the interview transcripts revealed several themes, some which were expected such as additional training but also some surprises such as the suitability of the VLE for use with studio based work. This project was the first step in improving the Teacher's practice with their use of the VLE. The motivation behind the study was to expand the Teachers use of the VLE over the next year, to increase their skills and pilot the full use of the VLE for one of the courses as part of a blended approach.

Semantic discussion forums

Mike Cosgrave (UCC)

Abstract

Discussion tools in Existing VLEs have few or no integrated tools to analyse student learning. This poster proposes tools not only for integrating social network analytics, but also why we need to semantically tag and track key concepts within posts in order to make student learning in discussions visible. This poster will argue for the importance of semantic markup in discussion tools using screenshots of existing VLEs and UI mockups of semantically aware discussion tools to argue the case for this element of next generationsVLEs

The use of computerised intervention to support reading fluency development in Irish primary school children

Laura Lee (UCC)

Abstract

The potential of computer games for improving reading skills has been a subject of much discussion and research in recent years. To date, however, researchers have failed to establish consensus on this topic. Considering the drastic cuts in special needs provision which many Irish schools have experienced in recent years, it is now vital to explore flexible, cost effective educational tools which can be used to support the needs of vulnerable students. The present study evaluates the effectiveness of one such tool, Graphogame-Fluent; a set of online educational games designed to improve the English reading fluency ability of struggling readers .

Participants in the on-going intervention (n = 87) are 8-12 year old monolingual and bilingual primary school children in the 3rd-6th classes. 44 children nominated by their teachers as being poor readers were divided into two groups, one receiving intervention from February-March 2013 and one from April-May 2013. The progress of these two groups will be compared against each other and also against a control group of 43 randomly selected average readers from the same classes. Students play Graphogame either at home, in school or both. Playing is encouraged for 25 minutes a day for 7 weeks. An online assessment built into the game will provide an evaluation of children's reading skills at three points throughout the intervention period (January, April and June).

Preliminary results concerning the effectiveness of the Graphogame-Fluent intervention will be presented. Qualitative analysis of interview data concerning the usability of the games and the student's engagement with and experience of them will also be presented. Finally, recommendations concerning the practical implications of implementing intervention in a school environment will be offered.

Co-ordinating and running a computer literacy project for disadvantaged young people: a volunteer's experience

Aidan O'Dwyer (DIT)

Abstract

This contribution will report on the author's experiences of co-ordinating and running, as a volunteer, pilot computer literacy projects for young people. These projects were established with the St. Vincent de Paul charity, because a lack of knowledge of information technology is a new form of poverty, cutting off job opportunities and maintaining social exclusion. It was felt that though the formal educational system recognises the issue, resources were inadequate to reach all those, in the most disadvantaged areas of Dublin, who would benefit from such learning.

DIT Kevin St. kindly made a computer laboratory available, and the first project took place over an eight-week period in spring, for two hours every Saturday morning. Ten 13-16 year old persons, drawn from the south inner city community surrounding the college, learned aspects of word processing, graphics, and the use of the

internet, with many fun elements. Presentations were made to the young people on completion. In a review of the project, the informal college atmosphere and tutor communication skills were praised.

Following the success of the first project, a summer project, focusing on computer skills, and with a sporting element, was run for six mornings in a two-week period in July. In a three-hour period each morning, two hours were devoted to the computer course, followed by one hour in the swimming pool at the college. A visit to McDonalds was also arranged after two of the mornings. Eight 13-16 year old persons participated successfully.

Though the projects were successful, it proved difficult to subsequently continue them, as their success rested on a narrow volunteer base. Full reflection and evaluation of the projects will be provided in the contribution; incorporating third level student service learning is a promising mechanism for a more sustainable and structured project approach in the future.
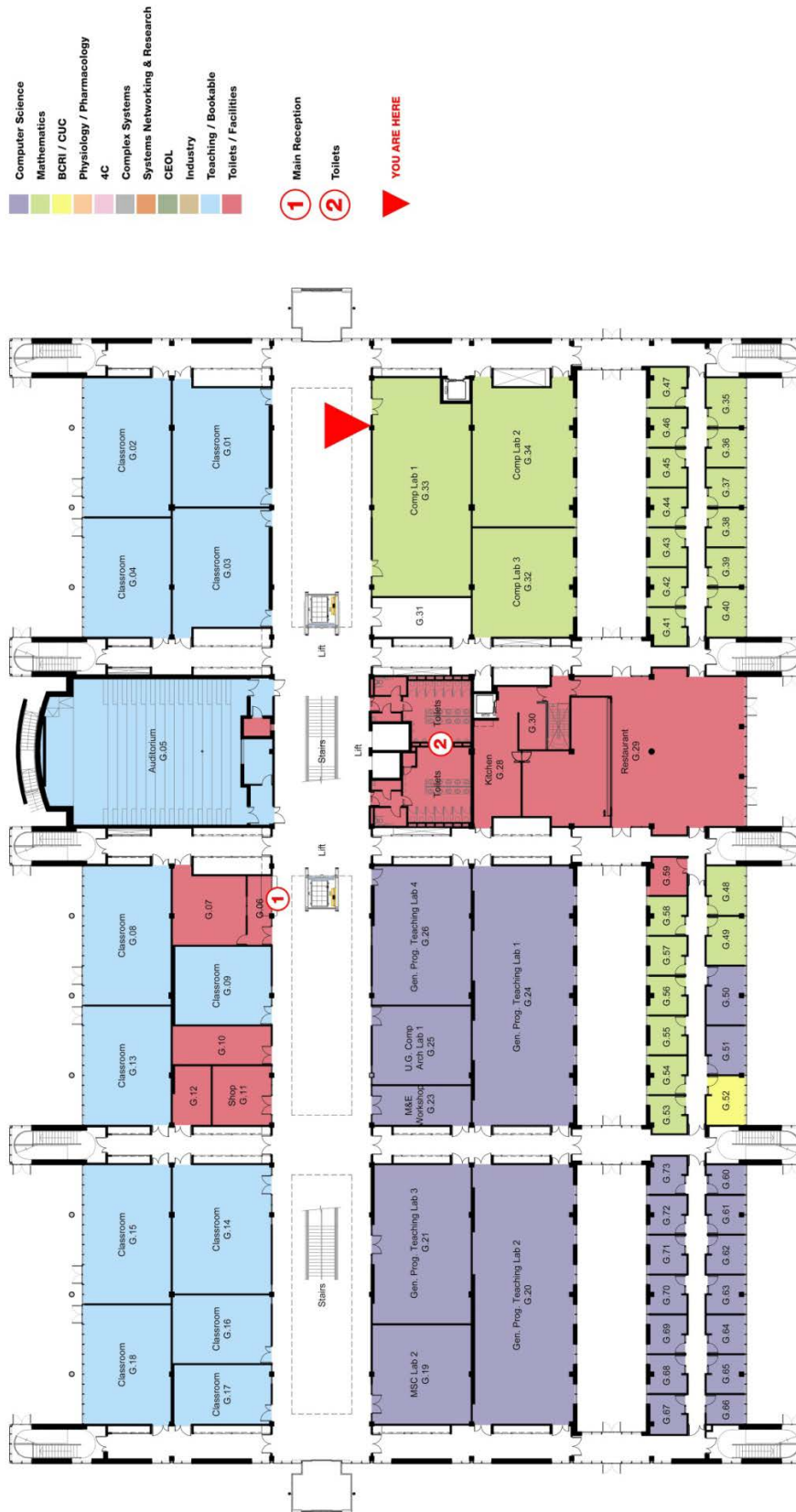
The Challenges of Teaching the Windows 95 Generation

Cathal David Freeman (NUI Galway)

Abstract

The objective of this research is to study the attitude of undergraduate students towards technology in their education. The majority of current first year undergraduate students were born 1994/95 which coincided with the historic launch of Windows 95. This resulted in the explosion of access to personal computers andprecipitated the arrival of internet into many homes. These students present a unique challenge to third level education due to their lifelong exposure to technology. The daily exposure of technologies such as games consoles, mobile phones and the internet have been a nor m throughout the lives of this trendsetting generation. The impact of this culture has many implications on this generation's views and attitudes towards technology and its relevance to their daily lives. This research project involves a study of first year undergraduate attitudes to higher education learning, and identifies their appetite for the greater integration of social networking and other multi-media content. From basic communication of course information through to group collaboration and social activities, we have identified a strong hunger for more use of commonly used social networking sites for educational purposes.These results present a range of new opportunities and risks for third level teachers. The interface between teachers and students has always been challenging (Yo and Macaro, 2004) .Technology now makes this increasing challenging, but also opens up many exciting possibilities. In reality, the student mentality towards notions of information acquisition, and participation are heavily influenced by their technological background. Therefore, their attention levels are contingent on rapid stimulation similar to the conditions of a computer game environment. In some cases this cohort are experiencing near addictive levels of stimulation in their home environment and must now grapple with a Victorian style education system. This research aims to bring attention to this specific cohort of students and the challenges involved in engaging with them over the coming years.

Venue Plan

GROUND FLOOR

Legend:
- Computer Science
- Mathematics
- BCRI / CUC
- Physiology / Pharmacology
- 4C
- Complex Systems
- Systems Networking & Research
- CEOL
- Industry
- Teaching / Bookable
- Toilets / Facilities

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