EdTech2011

Innovation, Technologies & Practice: Show me the learning!

12th Annual Conference of the Irish Learning Technology Association

Book of Abstracts

1st - 2nd June 2011



Waterford Institute of Technology

www.ilta.ie

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Organising Committee

The Conference Organising Committee is pleased to announce that EdTech 2011 will be hosted by the Irish Learning Technology Association (ILTA) in association with Waterford Institute of Technology.

The 2011 organising committee is as follows:

Names (in alphabetical order) Catherine Bruen Paul Gormley (ILTA chair) Jen Harvey Frank Heraughty Aidan McGrath Muireann O'Keeffe Nuala Sweeney Laura Widger Institution Trinity College Dublin NUI Galway Dublin Institute of Technology Waterford Institute of Technology Dublin Institute of Technology ILTA Waterford Institute of Technology

Programme Committee

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

Names (in alphabetical order)	Email:
Eric Bates	eric.bates@dit.ie
Catherine Bruen	cbruen@tcd.ie
Fiona Concannon	fiona.concannon@nuigalway.ie
Vincent Farrell	vincent.farrell@dit.ie
Mark Glynn	Mark.Glynn@ioti.ie
Jenny Lawlor	Jenny.Lawler@dcu.ie
Aarthy Krishnamurthy	aarthy.krishnamurthy2@mail.dcu.ie
Leon McCarthy	Leon.mccarthy@ul.ie
Larry McNutt	Larry.McNutt@itb.ie
Daniel McSweeney	Daniel.McSweeney@itb.ie
Mark Melia	mark.melia@enovation.ie
Morag Munro	morag.munro@dcu.ie
Alex O Connor	alex.oconnor@cs.tcd.ie
Eugene O'Loughlin	eoloughlin@ncirl.ie

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Waterford Institute *of* Technology

Welcome from WIT

Welcome to Waterford Institute of Technology

Waterford Institute of Technology welcomes the opportunity to host Edtech 2011, the annual conference of the Irish Learning Technology Association. As an institution with a full-time equivalent student cohort in excess of 6,500 and 3,000 part-time students, we continue to strive to enhance learning through the use of technology in the delivery of programmes, a key theme of this ILTA conference.

A wide range of factors should be considered when integrating technology into the delivery of curricula in these challenging times where all educational institutions are required to do more with less resources. Critical issues such as learner attitudes, technological advances and technological constraints, the skills of lecturers in working with technology, the content to be learned, the quality of the instructional material and the interactions that take place between participants and the instructor and the students themselves should all be debated.

To promote the use of technology in the delivery of the curriculum, often the emphasis needs to be less on the technology and more on the sharing of knowledge, and engagement. Communities of practice such as ILTA play a key role in ensuring that due consideration of the pedagogy of learning is applied when attempting to understand the application of technology in the delivery of learning in practice.

The Institute is committed to supporting and developing good learning and teaching practices, developing the physical, social and technological environment in support of learning, teaching and assessment, identifying and facilitating further enhancement in learning, teaching and assessment. These are themes that will be addressed during the conference and the sharing of knowledge will assist in enhancing the delivery of programmes across third level education in Ireland.

On behalf of the Institute, I would like to congratulate the Irish Learning Technology Association on organising such a highly interactive and engaging conference. I hope that your visit to the Institute will be a memorable and enjoyable occasion and you will have an opportunity to visit the extensive teaching and learning facilities that have been developed on campus in recent years.

Tony McFeely

Acting President, Waterford Institute of Technology



Welcome from Chair of ILTA

Dear Delegate,

ILTA warmly welcomes you to **EdTech2011**, the twelfth annual Irish Educational Technology Users' conference. We are delighted that this year's event is hosted by our colleagues at Waterford Institute of Technology (AIT), whose excellent facilities will ensure that you have an exciting, productive and enjoyable experience over the coming days.

The conference theme **'Innovation, Technologies and Practice: Show me the Learning'**, affords us the opportunity to reflect and celebrate the wonderful achievements of the Irish learning technologies community in challenging times as participants share high-impact innovative initiatives from the chalk face, as well as providing insights into technology-enhanced learning spaces over the coming years.

Conference Highlights

Participants can avail of a rich programme featuring research, practitioner short paper, practiceexchange quick-fire presentations and ePosters covering:

- · Mobile learning and learning devices
- New skills for employability
- Sustainable models of innovation
- Shifting boundaries: from social networks to learning communities
- Creativity and learning design

Due to popular demand, EdTech2011 will again feature the '**Technology in Action**' strand to showcase successful synergies between education and eLearning partners that have been road-tested by educational user groups. The five pedagogically-driven case studies will cover: online meeting rooms; ePortfolio systems; integrating online lab use in the curriculum, and Open Education Resource (OER) multimedia production.

Participants can look forward to being informed, entertained and challenged by our wonderful keynote speakers: **Finbarr Bradley**, educationalist and co-author of 'Capitalising on Culture, Competing on Difference: Innovation, Learning and Sense of Place in a Globalising Ireland'; **Lizbeth Goodman**, founder of SMARTLab, Professor of Inclusive Design for Education, and Chair in Creative Technology Innovation at UCD; and **Ewan McIntosh**, Head of NoTosh Limited, and leading expert in digital media for public services.

Free Conference Workshops

In response to the needs of the ILTA community, EdTech2011 see the introduction of free hands-on workshops to provide an extra dimension to your conference experience. Participants can avail of: beginners and advanced digital animation (with Medea2020); learning design (with Ewan McIntosh); and the Mobile Learning Gadget Show (YouTube, apps, iPads and gizmos with Eugene O'Loughlin and Laura Widger).

The Jennifer Burke Award for Innovation in Teaching and Learning

A highlight of the conference will be the presentation of the third Jennifer Burke Award for Innovation in Teaching and Learning to **Dr. Michael Seery (DIT**), for his winning submission '**Using Pre-Lecture Resources In Your Teaching**' in the area of Chemical and Pharmaceutical science.

Our Sponsors and Exhibitors

We have been overwhelmed by our industry partners' continued support and commitment to EdTech in these challenging economic times. They are an important part of our community and we sincerely welcome their participation in this year's conference. Check their wares at the **Elevator Pitch** session and make sure to help them feel at home by visiting their stands for engaging demonstrations and discussions.

We hope you have a productive and enjoyable conference.

Paul Gormley, Chair, Irish Learning Technology Association (ILTA)

Exhibitors and Sponsors

ILTA wish to kindly thank the following sponsors and exhibitors for their support:



Texthelp Systems Ltd - Exhibitor









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Blackboard Collaborate - Sponsor



Blackboard Collaborate»

Irish Computer Society - Exhibitor



HEANet - Sponsor



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Pearson Education is the world's leading higher education publisher. We strive to produce textbooks and resources that will help instructors and students to improve their teaching and learning experience in colleges and universities. With an emphasis on producing high quality textbooks and media solutions, attuned to our customers needs, we are continually developing new and innovative products and technologies to meet this end.

We look forward to welcoming you to the Pearson stand at the Edtech 2011 Conference- where you can see, and learn more about these exciting books and supporting resources."

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The Higher and Professional Education team help people to learn at college, at university and throughout their working lives. Our reference and textbook programmes are published under the world's leading imprints including Prentice Hall, Financial Times Prentice Hall, Longman, Addison-Wesley, Allyn & Bacon and Benjamin Cummings.

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In a brain-powered world, we believe that no job is more important than helping people to learn

Further Information:

http://www.pearson.com



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Enovation Solutions

Enovation Solutions is a technology and management consultancy providing specialist and bespoke services since 2000. With offices in Dublin and Paris, Enovation is enjoying strong growth in Europe and further afield. As one of the largest Moodle partners worldwide, we are leaders in the provision of eLearning solutions based on open source technologies across a broad spectrum of clients and sectors.





Education & training

Using proven and stable open source products we provide bespoke and tailored solutions to help our clients manage and deliver online learning and foster collaboration among their staff or learner cohort. In this way we cost effectively offer greater levels of functionality and flexibility than can be achieved from expensive proprietary solutions.

- Learning Management Systems
- Online Portfolios
- Content Management
- Collaboration portals

Digital archiving

We have built up considerable expertise around digital content storage and open management. Using source technologies we implement online document management solutions to allow for tracking, workflow and version control for trusted document exchange. In a research context we develop open access research repositories which can be searched and harvested over the internet.

- Research repositories
- Learning content repositories
- Document management solutions



NDLR

www.ndlr.ie Email: info@ndlr.ie



National Digital Learning Resources (NDLR)

The NDLR mission is "to promote and support Higher Education sector staff in the collaboration development and sharing of learning resources and associated teaching practices".

A key impact of the online NDLR service is to support greater collaboration in developing and sharing of digital teaching resources and associated teaching experience across all subject disciplines and communities of academics and to promote good practice use and re-use of existing resources. By being empowered by the support of communities of academics, staff from different disciplines can share effort and expertise as they raise the bar collectively for how they support their students learning, embed research in their teaching and potentially embracing partnerships with research and industry, both in Ireland and Internationally.

The aims and objectives of the NDLR service:

- To support individual, group and community HE sector staff in the collaboration and sharing of digital learning resources and associated teaching practices across all subject disciplines in all Irish HE Institutions
- Provide a repository platform for storage, search and retrieval facilities for shared resources
- Provide a Community Portal to showcase and support communication and collaboration across subject areas and institutions
- Support coordination of collaboration within and across different subject communities through the SMARTCoPs and partner institutions
- Promote usage and sharing of digital resources and associated teaching expertise through national programme of training and events
- Support open access digital rights management of teaching resources.

3 stage evolutionary pathway for supporting NDLR users

Individual Academics – Level 1

Local Innovation Projects (LIPs)

The NDLR, through the local Institutional representative, provides support and encourages the development and sharing of reusable teaching and learning resources to members of academia through the coordination of a number of local initiatives and local supports

Groupings of Academics – Level 2

Learning Innovation Community Support Projects (LINCs)

The NDLR, through the services provided by the NDLR core support team, supports cross-institutional linking between academics and projects with shared interests through the following activities

SMART Communities of Practice - Level 3

Sustainable, Manageable, Active, Relevant and Reflective, Targeted (SMART CoPs)

SMART CoPs are cross-institutional subject discipline related communities associated with locally funded institutional learning innovation projects (LIPS) and cross-institutional collaborative projects funded (LINCs). They are nurtured and sustained from support given to individual academics and groupings at both local and national levels. SMART CoPs are focused on targeted funded RLO development through projects, and evolve from successful collaborations through LINC projects.

Learning Objects



Learning Objects, Inc. is the leader in enterprise-scale social software for learning.

Campus Pack, powered by Learning Objects, Inc., is a social learning platform that combines Web 2.0 technologies, including wikis, blogs, podcasts and more, with any e-learning environment. Campus Pack is deployed as Course Components, which seamlessly integrate into any VLE; as Personal Learning Spaces, where students and instructors manage and share academic and co-curricular content; as Community Areas, which enable departments, organizations and ad hoc communities to collaborate both inside and outside the institution.



Contact Details: Peter Shipley

Learning Objects, Inc., 829 7th Street NW, 2nd Floor, Washington, DC 20001

Email: sales@learningobjects.com Phone: +1-202.350.9983. Ireland mobile 353.86.245.6305

www.learningobjects.com

MJTechnologies



MJTechnologies specialises in professional interactive technologies for the classroom. We supply complete solutions that are value for money and meet your technological and educational needs. As a leading supplier of SMART technologies we offer significant experience and expertise.

Advancements in interactive technologies has improved collaboration, interaction and student learning at all levels of education. We supply tools that add value to your interactive whiteboard, document cameras for projecting images, response systems for assessing students, and classroom management software to keep students focused on learning.

The new SMART 8070i interactive delivers crisp, high-definition images. You can write with a pen or your finger and erase with your fist. You can touch the screen to open documents, launch applications and navigate the Internet. Touch gestures allows you to manipulate objects with gestures like zoom, rotate, pan, flick and toss. Two people can write, erase and manipulate objects simultaneously – the 8070i automatically recognizes what each user is doing and responds accordingly.

One of the newest items launched to the market is the Fizzbook Spin. It combines netbook, e-reader and touch screen tablet functionality. The Fizzbook was designed based on real feedback from students and teachers and succeeds in meeting all of the needs of that market.

Visit our stand at Edtech 2011 to see and experience our interactive tools and technologies for the classroom. More information can be found at www.mjtechnologies.ie"

Contact Information:

Office Address

MJ Technologies 41 Williamstown Village Waterford Ireland

Contact us by email

Email: james@mjtechnologies.ie

Contact us by phone

Office: 051 820770 Mobile: 086 8720201

Website

http://www.mjtechnologies.ie/

Blackboard Collaborate



Blackboard Collaborate»

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Formed by the union of industry leaders Wimba and Elluminate, Blackboard Collaborate delivers open, education-focused collaboration that enhances learning, reduces costs, and improves outcomes by enabling anywhere, anytime, instruction, meetings and help. Our comprehensive solutions empower you to collaborate your way with Web, video, and audio conferencing; presence and instant messaging; and content creation and social learning.

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- Integrate within your eLearning environment to facilitate adoption
- Increase enrollment by opening courses to remote students
- Improve retention by making online courses interactive
- Save money by reducing or eliminating travel and related expenses
- Enable communication between different campuses

Articulate

articulate Empower rapid e-learning with a set of powerful authoring tools.

www.articulate.com

With e-learning software tools that empower anyone to quickly and easily create engaging courses, presentations, quizzes, and surveys, everyone ends up looking good. At Articulate, our mission is simple. We make everyone involved in organizational e-learning — subject matter experts, trainers, and instructional designers — into teaching and training heroes.

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Articulate Online Effectively track e-learning activity without the usual cost and hassle.

Medea Awards

Moving Images in Education European (MEDEA) Awards

Calling out to all creative minds who produce educational media: be sure to participate in the MEDEA Awards! Submit your entry online before 16 September 2011 to have a chance to win in one of the award categories:



The MEDEA Awards competition now in its 4th year has emerged as a unique forum where excellent examples of media-based learning resources are rewarded with the aim of promoting good practice. It responds to a growing pressure to provide more relevant and attractive learning opportunities to citizens through the use of ICT in general and media in particular and aims to exploit existing knowhow and experience in the use of media in education and training in Europe.

Link to: MEDEA Awards at: http://www.medea-awards.com/

MEDEA2020 brings together 6 of the leading partners in the MEDEA Awards network, from Spain, Italy, France, Belgium, Ireland and Poland. The outcomes of MEDEA2020 include an expanded network of partners in all European countries exchanging information and expertise, five hands-on workshops in Ireland, Spain, Italy, Poland and France which will be summarised on video and published online. It also includes an online community of practice and an online searchable resource base of relevant materials. The project will also include awards to recognize European Collaboration and special topics in 2011 and 2012, two annual European high-profile conferences on the topic of Media and Learning to be held n Brussels in November 2012 and November 2013 and the establishment of the MEDEA Foundation ensuring the ongoing viability of the MEDEA community.

Link to MEDEA2020 project at: http://www.medea2020.eu/





Student Mobile Broadband in Ireland

O2 are delighted to support the Edtech conference here in Waterford, 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. Offer 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.



Wireless Routers

Please note the wireless routers supplied for the conference are available to purchase in store, and are an excellent wi fi resource, in addition to boosting performance and coverage in the home or office.

Contact details:

Website: http://www.o2online.ie

HEANet



HEAnet is Ireland's National Education and Research Network and is a collaborative endeavour between its member institutions.

Dedicated to the education and research communities, HEAnet now has over 50 member institutions. These include Universities, Institutes of Technology, and other Education and Research bodies. In addition, HEAnet provides services to Ireland's 4,000 primary and second level schools.

With a commitment to research and e-learning, and with proven experience in building and operating world-class e-infrastructure, HEAnet provides high quality, value-for-money Internet services to circa 1,000,000 students and staff across all sectors of the education and research community in Ireland.

HEAnet has created a comprehensive portfolio of innovative services to the highest standards of best practice to address the needs of its client community. These include:

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- Connectivity
- Network Management
- Applications
- Security
- Multimedia
- Middleware, e.g., Edugate
- Customer Services

For further information:

Tel: 01 660 9040

Email: info@heanet.ie

Web: www.heanet.ie

Technical Information

Eduroam is a service run by HEAnet which allows staff and students from any participating college to log onto the wireless network in any of the other participating colleges using their normal home college username and password.

Current members of Eduroam are:

- 1. Athlone Institute of Technology
- 2. Cork Institute of Technology
- 3. Dublin City University
- 4. Dublin Institute for Advanced Studies
- 5. Dublin Institute of Technology
- 6. Dun Laoghaire Institute of Art Design and Technology
- 7. Dundalk Institute of Technology
- 8. Galway-Mayo Institute of Technology
- 10. Institute of Technology Blanchardstown
- 11. Institute of Technology Carlow
- 12. Institute of Technology Tallaght
- 13. Institute of Technology Tralee
- 14. Letterkenny Institute of Technology
- 15. Limerick Institute of Technology
- 16. National College of Art and Design
- 17. National College of Ireland
- 18. National University of Ireland, Galway
- 19. Royal College of Surgeons in Ireland <
- 20. Trinity College Dublin
- 21. University College Dublin
- 22. University of Limerick
- 23. Waterford Institute of Technology



Keynote Speakers

This year's keynote speakers are certain to engage our participants in an energetic, challenging and dynamic experience. We are delighted to be able to announce our EdTech 2011 keynotes:

Finbarr Bradley

Educator and former professor at DCU, NUI Maynooth and UCD, and coauthor of 'Capitalising on Culture, Competing on Difference: Innovation, Learning and Sense of Place in a Globalising Ireland'.

Further details: http://www.intinn.ie

Ewan McIntosh

Ewan is regarded as a leading expert in digital media for public services. His company, NoTosh Limited, invests in tech start-ups and film on behalf of public and private investors, works with those companies to build their creative businesses, and takes the lessons learnt from the way these people work back into schools and universities across the world.

Further details: http://www.edu.blogs.com/

(See page 60 for further information)



Professor Lizbeth Goodman

Lizbeth is Professor of Inclusive Design for Education and Chair of Creative Technology Innovation at University College Dublin, where she is an Executive Board member leading the Creative DNA strand of the new Innovation Academy between UCD and Trinity College for the HEA, and heading up the UCD Higher Research Strategy Committee's New Strategy Proposal for Innovation and Creative Media Arts Research, as well as leading on Research for the School of Education. SMARTIab's new European main base is now evolving in bespoke studios at UCD, whilst new studios are also opening in Seattle at the University of Washington and in Toronto at the Ontario College of Art and Design, with other high level research sites due to come on stream soon.

Further details: http://smartlab-ie.com/





Short Paper Abstracts

Short Paper (S1)

Motivation and Constructivist E-Learning Environments in Psychiatry

Kieran O'Loughlin St. Vincent's University Hospital, Elm park, Dublin 4 oloughlk@hotmail.com Allys Guerandel, School Of Medicine & Medical Science, University College Dublin (UCD), Belfield, Dublin 4. Niall Watts Media Services, University College Dublin (UCD), Belfield, Dublin 4. niall.watts@ucd.ie;

ABSTRACT

Aims

The aim of this study is to improve our understanding of the student learning experience in eLearning environments. We specifically aimed to determine what characterizes student thinking, emotion and behaviour in computer-assisted learning environments and how such observations may be understood in the context of the student's underlying motivational orientation (intrinsic or extrinsic motivation).

Background

Computer-assisted learning environments are increasingly being utilised in universities to meet the challenge of teaching the psychiatry curriculum to increasing numbers of students despite static or diminishing numbers of teachers. We have introduced optional elearning resources for students to facilitate learning in certain components of the psychiatry curriculum in University College Dublin. In traditional classroom environments research suggests a relationship between intrinsic motivation (which refers to doing something because it is inherently enjoyable to the individual) and certain distinct student behaviours, emotions and cognitions. It is conceivable that despite the optional nature of usage some students are more extrinsically motivated when using elearning resources (because of perceived external pressures). In traditional learning environments such a motivational orientation is associated with distinct emotions, cognitions and behaviours of its own. It remains unclear if such observations maybe extrapolated to computer assisted learning environments.

Method

This is a mixed methods study with both quantitative and qualitative elements. A motivational orientation questionnaire was used to determine the motivational orientation of student users of our elearning resources. Distinct groupings based upon thematic analysis of answers were determined. Interviews and focus groups were conducted. Exploratory thematic analysis and an interpretive approach were used. A constant-comparison method of examining relationships between the emerging codes and current models of motivational orientation was carried out.

Results

There were significant qualitative but not quantitative differences in the way students used our elearning tools. Intrinsically motivated users did not do more, rather they did different things. Certain learning behaviours (e.g. curiosity, explorative behaviour) were associated with intrinsic motivation. Differences in thinking and emotion were also evident between students, with intrinsically motivated students adopting a more reflective, deeper approach to learning.

Conclusion

These results allow some insight into what users do with the elearning materials provided to them, adding to the limited field of literature concerned with the interaction between and student motivation, thinking, behaviour and emotion in computer-assisted learning environments.

Short paper (S2) VideoCasting for Teaching and Learning

Martin O' Hanlon School of Electronic and Communications Engineering Dublin Institute of Technology (DIT) martin.ohanlon@dit.ie

ABSTRACT

Podcasting refers to the distribution of audio or video files in digital format. A podcast can be downloaded from the Internet and listened to or viewed repeatedly. Podcasts are rapidly gaining acceptance in education, building, as they do, on the emerging technologies that students are using in their daily lives (Kennedy, Judd, Christward, Gray and Krause, 2008). For educational purposes there are three main ways that podcasts can be employed: through substitutional, supplementary and creative use (McGarr, 2009). Substitutional use involves recording a past lecture and making it available for review. Supplementary use requires additional material to be made available on the pod cast and the last, creative use, might involve students producing there own podcasts as a way of enhancing their learning. This paper discusses an action research project undertaken in the School of Electronics and Communication, D.I.T. for first year engineers taking a Computer Programming module. The project entailed creating short videos (4- 8 minutes) and making them available online and for download by the students. The video material was supplementary in nature and was targeted on areas of perceived difficulty within the module.

It was envisaged that the videos would be viewed as many times as the student required and would be available in a format that maximised access. While much of the material covered in the podcast is already available through online notes it is hoped that the format and availability of the podcasts will "enhance convenience, flexibility and accessibility to learning" (Frydenberg, 2006). This paper will discuss issues regarding producing the videos, the technology used and also the feedback (through surveys and discussion) from the students on the effectiveness and appeal of learning through videos.

Frydenberg M. (2006) Principles and pedagogy: The two P's of podcasting in the information technology classroom. In *Proceedings of the Information Systems Education Conference 2006*, v23 (Dallas). [verified 10 March 2011] http://proc.isecon.org/2006/3354/ISECON.2006.Frydenberg.pdf

Kennedy, G., Judd, T., Churchward, A., Gray, K. & Krause, K. (2008). First year students' experience with technology: Are they really digital natives? *Australasian Journal of Educational Technology*, 24(1), 108-122.

McGarr O. (2009) A review of podcasting in higher education: Its influence on the traditional lecture. *Australasian Journal of Educational Technology*

Short paper (S3)

Digital Learning Objects & Pre-Service Teachers - A Step too Far?

Alison Egan Marino Institute of Education Griffith Avenue, Dublin 9 Ireland alison.egan@mie.ie

ABSTRACT

This paper reports on a work in progress study where pre-service student teachers choose an elective course on Web 2.0 in the Classroom, and create digital learning objects. The paper discusses Web 2.0 technologies, specifically blogging and podcasting and reviews their uses in an educational context. The study finds these student teachers when given specific direction can create their own digital learning objects and have ideas as to how they'll implement them, in their future classrooms. Extending the course to all year groups as a mandatory requirement of their course, is a recommendation of the study, and forms part of an ongoing work in progress in the Institution.

Short Paper (S4) Promoting Reflective Writing amongst Psychiatry Students

Kieran O'Loughlin

St. Vincent's University Hospital, Elm park, Dublin 4 oloughlk@hotmail.com Niall Watts Media Services, University College Dublin (UCD), Belfield, Dublin 4. niall.watts@ucd.ie;

Allys Guerandel,

School Of Medicine & Medical Science, University College Dublin (UCD), Belfield, Dublin 4

ABSTRACT

Reflective practice is recognised as a skill crucial to lifelong learning. The Medical Council of Ireland (2007) lists the encouragement of a "reflective practice" process as one of the key indicators of good practice in assessment. In an effort to promote reflective practice in psychiatric trainees psychiatry lecturers in University College Dublin created an online learning unit on reflection and reflective writing in 2010. Our short paper outlines the development and subsequent use of an innovative elearning resource and associated discussion forum for teaching the skills of reflection and reflective writing to psychiatric trainees.

The elearning unit consists of an interactive lesson on reflection developed within 'Articulate', a commercial, PowerPoint based authoring tool. Articulate allows authors to add quizzes, interactive exercises and attachments to a PowerPoint presentation and publish it in a web format. Once the development was completed and approved by the lecturers, the elearning unit was uploaded to Blackboard, the institutional virtual learning environment (VLE), where students could access it.

The programme was supported by an online discussion forum. This discussion takes place at three, increasingly deep, levels of reflection. This mirrors the assessment method, which requires students to demonstrate ability to engage in descriptive, dialogic and critical reflection by means of a reflective essay of 1,500 words. This essay is part of their formal assessment.

The introduction of the elearning unit has provided consistent teaching across the various teaching sites. It has allowed the exchange of ideas and experiences through the discussion forums.

This unit on reflection in medical practice is the first of its kind to be introduced at undergraduate level in Ireland and is in its first year of use. Feedback from the students has been positive and will enable the lecturers to focus on specific areas within the unit which can be developed further

Short Paper (S5)

Being Creative with Less Resources – an online Designing eLearning Module

Catherine Kane Centre for Learning Technology (CAPSL) Trinity College Dublin, College Green, Dublin 2 catherine.kane@tcd.ie

ABSTRACT

The current economic crises has left many of us stretched with staff cuts and a reduction in resources – this paper looks at how we can practice what we preach by delivering eLearning support through eLearning.

At the Centre for Learning Technology at Trinity College Dublin we offer a consultancy service to academic staff wishing to develop eLearning. The initial consultancy often covers similar ground regardless of the project and the academic is regularly sent away to develop a module description and to write learning outcomes for the eLearning project. This prompted me to consider if this first consultancy could be delivered through an eLearning module - eliminating the need for an initial consultancy and saving valuable staff time.

Secondly, the content was all available because I was already teaching a fact-to-face workshop on designing eLearning for which I had course evaluations. As it is not always possible for staff to attend my workshops on scheduled days I believed that the development of this module would have a second purpose. I could schedule staff to take the course online over a period of time when I would make myself available for mentoring and feedback - thus eliminating the need for a training room and also facilitating more access for the academic who could now take the course from their office or home.

Once the first draft was available and following the methodology we practice in CLT on evaluation, I asked my peers in other Centres of eLearning to evaluate my module content. I also had a number of academic staff take the module and evaluate the relevance, usefulness and interface from a usability perspective. This paper reports on my findings and whether indeed eLearning can help us deliver a better service in these difficult times.

Short Paper (S6)

Implementation of Digital Storytelling with Pre-service Teachers: Challenges and Lessons Learned

Bonnie T. Long School of Education National University of Ireland, Galway, University Road, Galway, Ireland.

b.long1@nuigalway.ie

ABSTRACT

Digital storytelling is being used in education to enhance reflection (Barrett, 2006), build literacy skills (Banaszewski, 2002) and promote 21st century skills (Porter, 2008). Digital storytelling consists of the production of a short, 3-5 minute video, produced by someone who is not a media professional, and usually constructed as a thought piece on a personal experience (Matthews-DeNatale, 2008). The creation of the digital story includes incorporating multimedia components such as images, music, video and a narration, which is usually the author's own voice (Dogan & Robin, 2006).

This paper explores the potential of digital storytelling as a technology enhanced learning process for pre-service teachers, and will investigate how creative ICT's and innovative pedagogies can be combined effectively to enhance reflection on practice. The reflective practitioner model has long been seen as the appropriate model for the professional development of teachers (Sutherland, 1997). However, deep reflection can be difficult for most pre-service teachers (MacLeod & Cowieson, 2001). One way of evidencing this reflection and deep learning could be through the creation of digital stories (Barrett, 2006), which have been shown to facilitate reflection on experience (Kearney, 2009).

Over the last two years, digital storytelling has become a large part of the Education Technology section of the Post Graduate Diploma in Education (PGDE) course in the NUI, Galway School of Education. In the 2009-2010 school year, a unit on digital storytelling was designed and implemented with the PGDE students. During this first implementation, eighteen students voluntarily created digital stories as a partial requirement for their reflective portfolios. This year, the whole cohort has been required to create a digital story. Practicalities for designing a unit on digital storytelling, assessment of digital stories, lessons learned during the first implementation, and subsequent changes to the design of the digital storytelling unit of instruction for the second year of implementation will be discussed.

Short Paper (S7) Podcasting as a Novice in a Legal Environment

Anne Egan School of Law, National University of Ireland, Galway, Ireland anne.egan@nuigalway.ie

ABSTRACT

Technology, for the most part, fills me with apprehension and dread. It was, therefore, with great trepidation that I engaged with podcasting as a learning tool for the Bachelor of Laws (LL.B) Family Law class during the past academic year. The purpose of using podcasts was to correlate reading material given to the students with the lectures and to emphasise particular aspects of each reading, which were then reflected subtly in the year long examination paper. Ease of use and the flexibility for students to listen to the podcasts either via laptops or personal equipment, for example, MP3 players, was the justification of using this type of technology. Campbell observes that "For most of us, podcasting will involve a little preparation ... once you get the hang of a few technical issues common to any kind of audio recording, you'll be on your way."[1] On the contrary, experience has taught me that a lot of preparation is the key to successful podcasting; in particular the writing of scripts proved to be an invaluable tool in ensuring that the podcasts were successful recorded.

This paper explores the journey undertaken by me as an innocent abroad entering the world of learning technologies. It focuses on the challenges faced both at a technological and personal level during this exercise. In particular, the paper draws on student evaluations and their experience of downloading and utilising podcasts from "Blackboard". Of particular interest were suggestions made by the students as to how the podcasts could be improved for future groups. The paper also focuses on research conducted in Australia on podcasting for law students and the difficulties that may arise in using technologies in a legal environment.

[1] G. Campbell "There's Something in the Air – Podcasting in Education" available at http://net.educause.edu/ir/library/pdf/erm0561.pdf

Short paper (S8)

Can I have that in a different colour please?: BB9, making the interaction more visual, more dynamic.

Ron Hamilton School of Creative Arts Dun Laoghaire Institute of Art, Design & Technology (IADT) Ron.hamilton @iadt.ie

ABSTRACT

This practice-based project was initiated January 2011, in a level 8 project module with stage 1 Visual Communication Design students (School of Creative Arts, IADT). Up to this point the VLE (Blackboard) was essentially employed as a document store, no more. The project started with the intent of making the VLE more visually engaging, to complement and support project work in a day-to-day studio setting for design students. The design studio is a typical art and design workspace with no ICT set-up. However, the first year group bring their own laptops into studio sessions, and this enables the integration of Blackboard into the studio space and project practice.

To encourage more active engagement of students with the VLE, three areas of focus were chosen: 1. Visual research methods; 2. Model (visual) answers, and; 3. Streamlining formative assessment and feedback. At the end of the project module in February the students completed a questionnaire (qualitative and quantitative) to measure satisfaction with the process so far.

Since the initial project module ended it has been announced that IADT will upgrade to BB9 in September for the 2011/12 academic year. Taking what was learned in stage 1 of the research the same project module was set-up in BB9. A focus group made up of students who completed the initial project module were invited to reflect on and evaluate the changes to the new version of the project module set-up in BB9. This practice-based research project has three stages planned over the next three academic years, with the first stage completed. This presentation is a map of the project so far, back linking to stage 1 and forward linking to stage 2.

Short Paper (S9)

Re-thinking the Lecture: Audio podcasts and telling stories

Catherine Cronin Information Technology, College of Engineering & Informatics, NUI Galway, Galway Catherine.cronin@nuigalway.ie

ABSTRACT

As lecturers, we often share PowerPoint presentations with students by posting them on the VLE. Intended as useful learning aids, much is missing from these inert objects. Often lost in translation from live lecture to static, online presentation are: context, transitions, shades of meaning, and the interactions and development of ideas which happen during class discussions.

Audio podcasting has the potential to capture some of these important elements. This presentation describes a project which piloted the use of audio podcasting to enhance learning. The project was undertaken in a 2nd year Professional Skills module in 2010. Typical practice for this module, and others in the BScIT programme, is that the lecturer produces one presentation for each lecture, for the purposes of both lecturing and posting to Blackboard as reference notes for students. This year, the lengthy presentation for each lecture was replaced by 3 items: a short presentation was produced for each class – to prompt reflection and discussion with students. Secondly, a concise summary of the key points of the lecture was posted to Blackboard. After the lecture, an audio podcast summarising the lecture was recorded and posted, telling the story of the session, i.e. the key points of both the lecture and the class discussions. These short audio podcasts (approximately 5 minutes in length) were recorded very simply, using an iPhone.

From both student and lecturer perspectives there were benefits. Student feedback was positive for all 3 elements: audio podcasts, in-class presentations/discussions and summary notes. The lecturer found that this approach, which put a clear value on discussion and student input, appeared to enhance both learning and the class atmosphere. Next year we will encourage student podcasting.

Short paper (S10)

To what extent does audio feedback support large student cohorts?

Rachel Fitzgerald

Northhampton Business School University of Northampton, Northampton, United Kingdom rachel.fitzgerald@northampton.ac.uk

ABSTRACT

The NSS, National Student Survey, regularly highlights student dissatisfaction with feedback, identifying factors such as timeliness, personalisation, specific information on how to improve in a clear and understandable manner and the level of detail given to students related to learning outcomes. In a large cohort, achieving these targets in feedback can be difficult to achieve and students are more likely to be at risk of receiving rushed and vague feedback as lecturers strive to return results as quickly as possible.

In his research into the use of digital audio for feedback in the JISC Sounds Good Project, Bob Rotherham suggests that audio may be a way to assist "lecturers looking for a way of giving students

good quality feedback on their work whilst saving time" Rotherham (2008, p1). Saunders et al (2005) suggests that a good teacher is one will take advantage of ICT opportunities in order to enrich the students experience, and this research evaluates the potential to provide meaningful, quality feedback to a large group of first year students on a Information Management programme at Northampton Business School using digital audio as the method of providing feedback.

Using an action research methodology, this research evaluates the process from the creation of the digital audio files right through to the personalised approach of returning the files to the students. This paper analyses the effect of the experience on the lecturers involved and through subsequent group discussion and questionnaires, this research also evaluates the thoughts of the students involved and considers the impact overall from both home and international students.

Early results indicate that for large cohorts there is no simple answer but electronic feedback is seen as more beneficial and digital audio may have some unexpected benefits for stakeholders.

Rotherham, B. (2008) Using an MP3 to give feedback on student assignments; Educational Developments; SEDA; 8:2

Saunders, M., Charlier, B., Bonamy, J. (2005) Using Evaluation to create 'Provisional Stabilities'; Evaluation the International Journal of Theory, Research and Practice; 11:1; 37-54

Short Paper (S11)

E-portfolio as a tool for formative and summative learning: the LOLIPOP (Language on-line portfolio project) experience.

Fionnuala Kennedy Waterford Institute of Technology, Waterford, Ireland fkennedy@wit.ie

KEYWORDS

e-portfolio, language learning, European Language Portfolio, self-assessment, reflection.

ABSTRACT

The aim of this paper is to evaluate the application of an electronic version of the European Language Portfolio in the context of higher education in Ireland. The paper will trace the development of e-portfolios and their possible application for formative and summative learning that promote autonomous and life-long learning. The advantages of e-portfolios over paper versions will be discussed, to show how the possibilities for interactivity and collaboration enhance the learning experience and foster higher level thinking skills. This will be followed by a brief introduction to the principles and aims of the European Language Portfolio (ELP) launched by the Council of Europe in 2001.

Against this background, the Language on-line portfolio project (LOLIPOP) will be introduced and evaluated. This EU-funded Socrates-Lingua project (2004 – 2007) developed an electronic version of the European Languages Portfolio with three key components, Passport, Biography and Dossier, combining self-assessment, reflection and development of learner autonomy with an enhanced intercultural dimension. It has been widely used across Europe and also in Japan since project completion. A review of feedback from learners in an Irish institution will show how the LOLIPOP Portfolio has created an environment that supports reflection, collaboration and goal-setting in language learning and intercultural contexts. LOLIPOP allows learners to self-assess their learning achievements, to set targets for future learning and to reflect on their experiences of learning in formal and informal settings. Student feedback shows that the concept of reflection and self-assessment was new to the students, they found it challenging, but also rewarding.

Short paper (S12)

Supporting Students with Disabilities to utilize Assistive Technology (AT) in their Learning

Michelle Power Waterford Institute of Technology, Cork Road, Waterford, Co. Waterford, Ireland. mapower@wit.ie

ABSTRACT

Students with disabilities account for 4% percent of the national student undergraduate population in the Irish Higher Education Sector (AHEAD, 2010). Assistive Technologies (AT) have proven beneficial in supporting students with disabilities to engage and complete their learning activities and overcome challenges related to their disabilities in an educational environment (Craddock, 2004). The range of technology, associated functionality and access to software and devices has dramatically improved over the past number of years.

However, it is not enough to simply supply a device and this is confirmed by Martin and McCormack (1999) who indicate that 53% of all users of AT abandon their technology, with "lack of support" being cited by over 60% of all users as the primary reason for the abandonment. The Disability Office in Waterford Institute of Technology (WIT) is heavily focused on providing access to assistive technologies but also on supporting students in its effective usage recognizing that the assessment of need, training and ongoing support are critical to the successful adoption and use of AT. The paper reflects on the experiences of the WIT Disability Office in integrating AT into everyday learning activities of students with disabilities resulting in a positive impact on teaching, learning and student achievement. The author also looks forward at the new challenges and opportunities of integrating AT into general education curriculum.

Short Paper (S13)

What Are Students Doing On Their Laptops?

Brendan Lyng Waterford Institute of Technology, Waterford, Ireland bling@wit.ie

ABSTRACT

With the falling price of mobile devices, the rapid growth in tablet computers, the increased availability of free on-campus wifi access and the increasing trend toward remote hosting of digitised course materials, mobile devices (such as laptops and tablet computers) are rapidly becoming a feature in the under-graduate classroom. Despite the growing prevalence of laptops and tablets, there is no clear consensus in the literature on the value of using mobile computing devices as learning aids. Research has shown that in-class laptop use can create many positive outcomes whilst giving rise to many negative consequences. This presentation will deliver, in succinct terms, the primary arguments for and against laptops as in-class learning aids. It will use the topology of the published and validated Laptop Effectiveness Scale (LES) to report the in-class laptop behaviour of a group of 44 under-graduate students. The LES is a four construct scale that quantitatively measures the in-class behaviour of laptop users; it assesses the academic and non-academic use of laptops (such as watching movies, playing games and communicating). In addition, the presentation will outline the amount of class time that students typically spend using laptops; it will also report students' perceptions of the quality of their laptop-assisted learning experience. As the LES is a standardised survey, a comparative analysis will be possible between the findings of this study and other published work. The findings, as detailed in this presentation, will be based upon a non-random sample of under-graduate students. The research findings, though not generalisable, will inform educators on what their students are doing when they use laptops in the classroom. It will add to debate on whether laptop use should be permitted in the first place. It will also assess the relative benefits and drawbacks of in-class laptop use both for educators and for under-graduate students. The presentation will conclude with suggestions as to how best integrate laptop and tablet computers into the third-level classroom.

Short Paper (S14) Managing a Practical Computing Class with an iPad

Barry O' Loughlin School of Business, Athlone Institute of Technology Dublin Road, Athlone, Co. Westmeath, boloughlin@ait.ie Noel Tierney, School of Business, Athlone Institute of Technology Dublin Road, Athlone, Co. Westmeath, Sean Connell, School of Humanities, Athlone Institute of Technology Dublin Road, Athlone, Co. Westmeath,

Michael

Thornton, School of Engineering, Athlone Institute of Technology, Dublin Road, Athlone Co. Westmeath

KEYWORDS

iPad, Applications, Practical Computing Module, Classroom Management Software, LanSchool

ABSTRACT

This paper describes the use of an iPad and a proprietary application for the iPad, namely Teacher to control classroom management software, namely LanSchool in an IT laboratory during practical computing classes.

Classroom management software together with a mobile device (in this case an iPad) puts an instructor in a better position to manage the classroom as he/she moves around the room. This provides the instructor with the capacity to monitor the progress of each of the students within the class from the iPad screen. Direct personal communication with the student terminal to and from the iPad is also possible.

This research has been conducted using an action research approach. Students studying on a Higher Diploma in Computing course have been the key subjects in the research. The module used to deliver this technology-enhanced instruction is an application module (Database Applications) delivered in a computer laboratory.

Student feedback has been very positive and they appreciate the fact that they are being monitored by the instructor on a more constant basis than permitted with the traditional use of LanSchool. This allows the instructor to prioritise the order that he/she visits student machines to view progress on a practical problem. The application also allows students to communicate privately with the instructor through the iPad, thereby facilitating an easier form of communication for less confident students.

Short paper (S15)

The Prototyping of a Software Tool to aid Teaching Large Classes in a Computer-Equipped Environment

Léon McCarthy

Department of Computer Science & Information Systems, University of Limerick, Limerick, Ireland leon.mccarthy@ul.ie

ABSTRACT

Lecturing large groups of students is an administrative challenge, one that can be aided with the use of technology-based tools. The author identified tasks within teaching that could be automated with the design of a bespoke software solution. The prototype was to be an audiovisual tool to aid in the delivery of large lab sessions, automating attendance taking as well as randomly choosing students during Q&A and presentations sessions.

Students are comfortable with technology mediating their learning environment. Could the author put the onus on the students to log their own presence, reducing his task load and making students responsible for themselves?

Students are less than forthcoming when it comes to Q&A sessions. Could this barrier be broken? Rather than the lecturer picking individuals, a programme could choose someone to present an opinion or demonstrate an assignment.

The pretext for these questions is the lab session conducted in a room equipped with computers, network access and projection facilities. The students' skill-set was one of audiovisual literacy and elearning familiarity. These parameters influenced the specifics of the prototype.

An audiovisual tool was developed iteratively. Students first create an image file 'attendance-card'. On arrival in the lab, students submit their own file. The tool loads all files, exports an attendance list and then loads all images into an audiovisual matrix. On the lecturer's command, the tool visualizes the images at speed until the lecturer pauses and an image is chosen. All selections are remembered by the tool and are not again chosen. Hence, all students get picked equally during the semester.

The author will present his reflections on using this tool for the first full semester and suggest wider uses for a similar tool in varying teaching environments.

Research Paper Abstracts

Research Paper (R1)

Synthesised Voices for the Teaching of Irish

Neasa Ní Chiaráin

Phonetics & Speech Laboratory, Centre for Language and Communication Studies, Trinity College Dublin, College Green, Dublin 2 E: nichiarain@tcd.ie

Ailbhe Ní Chasaide

Phonetics & Speech Laboratory, Centre for Language and Communication Studies, Trinity College Dublin, College Green, Dublin 2 E: anichsid@tcd.ie

KEYWORDS

Computer Assisted Language Learning (CALL), Irish language, use of synthesised voices, ICT

ABSTRACT

The promulgation of ICT in Irish schools has been a major part of the educational endeavour over the past number of years. Much of this has been taken up with the provision of the hardware and infrastructure necessary for the use of ICT in classrooms throughout the country. Less attention has been paid to the provision of the necessary software and suitable materials to facilitate teaching and learning in the context of the Irish education system. The present project is being developed in the Centre for Language and Communications Studies (CLCS) at Trinity College Dublin and aims to develop teaching materials for use in second level Irish language classrooms.

The development of Computer Assisted Language Learning (CALL) has a tradition stretching back to the 1960s and beyond. PLATO (Programmed Logic for Automated Teaching Operations), originally developed by the University of Illinois in the early 1960s, represented the first major technological development which made CALL possible. The CALL programs of that time were relatively rigid and determined the course of the lesson in a predefined way. In more recent years, however, greater interaction between learner and computer is possible thereby reducing the controlling role of the computer program.

CALL programs have developed in response to the prevailing language teaching theories of the day ranging through audiolingual, audiovisual and communicative approaches. At present the emphasis is on learner autonomy and on the maximisation of interactivity between learner and computer.

The team at the Phonetics Laboratory in CLCS is working on a system to develop synthesised speech in the three major dialects of Irish (available at www.abair.ie). To date, a Gaoth Dobhair and Connacht version have been completed and a Corca Dhuibhne version is in progress. The present project aims to exploit this work for its potential use in Irish language classrooms. A screenreading facility has been produced for use by learners who have visual impairments. An interactive game (The Language Trap), the graphics for which were produced by Neil Peirce under the supervision of Prof. Vincent Wade of the Knowledge & Data Engineering Group, School of Computer Science and Statistics, TCD has been developed, and the synthesised speech has also been applied to virtual conversers in a game-like scenario developed in collaboration with Cathy Ennis under the supervision of Prof. Carol O'Sullivan at the Graphics, Vision and Visualisation Group, TCD.

This paper examines the possibilities for the use of these materials in classrooms and the further use of synthesised voices for use as readers of prescribed materials or teacher selected materials, as aids to literacy for the general learner, learners with specific learning difficulties such as dyslexia, and others such as those with visual impairment. Although developed in the context of the Irish language, the principles emerging from this project have implications for the teaching and learning of all second/foreign languages.

Research Paper (R2) What can I say?" Academic freedom, freedom of expression and the internet

Kevin C O'Rourke Learning Teaching & Technology Centre Dublin Institute of Technology 14 Upper Mount Street Dublin 2 Ireland kevin.orourke@dit.ie

KEYWORDS

Digital natives, Web 2.0 technology, privacy, academic freedom.

ABSTRACT

In cyberspace, everybody is equal. From commenting on an article in a newspaper or journal, promulgating your personal opinions in a blog or sharing your beliefs on microblogging services such as Twitter, to editing an entry in Wikipedia, rating a service (or a teacher), or venturing into your own multimedia productions on YouTube, Web 2.0 technology has certainly democratised the internet. Ultimately the implications for education's traditional hierarchy of wisdom are enormous, both for good and bad, but we have only just begun to appreciate the fall-out from this situation. Concerns about our students - the "digital natives" who regularly use the technologies but often score poorly on information literacy skills - manifest themselves in debates around cyber bullying, plagiarism and an alleged blind faith in Wikipedia. But it goes deeper: confidential data about students and personal e messages can be deliberately copied and forwarded, or even accidentally shared with the world, sometimes with grave repercussions for the sender, the recipient and the subject; digital data itself can be eternally reproduced but never actually destroyed; private opinions, whether expressed in writing or speech, can be retrieved from archived materials long forgotten. Opinions expressed by individuals in a private capacity can embarrassingly be made public in this way, and cyber surveillance can monitor almost every activity of individuals. The distinction between public and private grows ever narrower as personal details about everybody can be retrieved in seconds via Google, and employers have been known to examine the Facebook activity of potential employees to discover what they are really like. What are the implications of all this for academia? This session seeks to examine some of the situations where the internet has not impacted positively on our educational practices. It will ask whether academic freedom of expression, as traditionally conceived, will ultimately be enhanced or inhibited by technology. Above all it will attempt to open a wider debate concerning what the internet might do to our education system, both for good and for bad, in the coming years.

Research Paper (R3)

The Quick Win meets the Trojan Horse: The impact of formative Web 2.0 assessment on the adult blended learning experience at NUI Galway

Paul Gormley

Centre for Excellence in Learning & Teaching (CELT), Arts Millennium Building, NUI Galway paul.gormley@nuigalway.ie

Anne Walsh

Open Learning Centre, Ballard House, Westside, Galway, Ireland. Anne.walsh@nuigalway.ie

KEYWORDS

Adult learners, VLE, blended learning, Web 2.0, evaluation.

ABSTRACT

Introduction:

The paper analyses the learning experiences of 50 adult learners undertaking a new third-year module 'the Virtual Learning Environment (VLE)' as part of a four-year blended learning BA in Education and Training programme offered by the Open Learning Centre at NUI Galway from January to March 2011.

The Research Context:

The adult learner course participants are professional educators and trainers across a range of contexts encompassing the ICT industry, FAS, the army, navy, and Garda services plus primary, secondary and tertiary professionals. The BA in Education and Training comprises a number of 5 and 10 ECTS standardised modules delivered in seven-week self study blocks which include one or two-day face2face workshops during week four of each module. The module assessment comprises and a written assignment along with an end of term examination worth 70% and 30% of the module marks respectively.

The Research Question:

The 'Virtual Learning Environment' 10 ECTs module was designed to leverage evidence-based adult learning research findings along with the affordances inherent with Web 2.0-supported learning activities, tools and assessment opportunities.

The structure and delivery of the VLE module differed from the standard BA in Education and Training mode in three significant ways: (1) the module content was delivered through traditional print-based material coupled with Blackboard for the first time; (2) it was examined through a series of formative online continuous assessment tasks comprising 30% of the module marks combined with a 50% written assignment and a 20% examination; and (3) the tutor support changed from a 2-day to 1-day workshop augmented with 24 hours of online eModerating activity support over the seven-week delivery period.

The primary focus of this research analyses how the introduction of Web2.0 continuous assessment tasks impacted on adult learner motivation through the attainment of 'quick win' marks from Web 2.0 mediated tasks. The secondary 'Trojan Horse' research focus investigates how continuous assessment tasks promoted student engagement with the course content (print-based and Blackboard-based resources), their peers (via community blog activities) and ultimately their experience of the module (articulated through reflective journal posts).

Research Methodology and Findings

The research was analysed through both quantitative (pre and post-module surveys) and qualitative (blog and reflective journal) methods. Most students were had not used Blackboard or Web 2.0 technologies prior to this module and were naturally anxious at the prospect of being assessed in this manner. However, findings confirm that the students engagement was greatly enhance by the introduction use of Web-based continuous assessment; and that the students felt motivated by prompt feedback and 'quick wins' marks. Students admitted that they would not have engaged with the content as deeply if the 'constructive alignment' of tasks and assignment marks was not present.

Applicability of Research:

This research will be used to review the next iteration of the VLE module, as well as the strategic development of the wider BA in Education and Training degree programme. The conclusions and lessons learned will be of relevance to learning designers, blended learning practitioners, and programme managers/administrators.

Research Paper (R4)

Supporting student learning with pre-lecture eresources: design, implementation and evaluation

Michael Seery,

School of Chemical and Pharmaceutical Sciences Dublin Institute of Technology <u>michael.seery@dit.ie</u> Claire Mc Donnell

School of Chemical and Pharmaceutical Sciences Dublin Institute of Technology Claire.mcdonnell@dit.ie

ABSTRACT

This presentation will outline the development, implementation and evaluation of online resources to reduce the cognitive load of in-class lecture material to a group of first year chemistry students. Students complete one resource prior to each lecture. The aim of the resources is to introduce students to some key ideas and terminology prior to the lecture, so that their working memory during the lecture can focus on application and integration, rather than familiarisation with new terminology. These resources had a short quiz associated with them which was linked to the gradebook in the VLE. The design of the resources was underpinned by the principles of cognitive load theory.

Issues around the implementation of the resources will be discussed, as will a comprehensive evaluation of their effectiveness, along two strands. The first was a quantitative analysis examining the extent to which students accessed the resources as well as their semester test and examination marks. In previous years, a large, highly significant difference between semester and examination marks was observed between students with prior knowledge of their discipline (chemistry) and those without prior knowledge.1 Therefore, a key test for the pre-lecture resources was their effectiveness in decreasing the cognitive load for novice learners, and thus reducing or eliminating this difference between students with and without prior knowledge. Analysis of semester and examination marks showed that there was no difference in the marks obtained in either the semester or the end-of module examination marks in the current year.

The second strand of evaluation involved a mainly qualitative approach. Students were surveyed at the beginning and end of the semester to gain insight into their attitudes and experience of using the prelecture resources. This was followed up by semi-structured interviews with 8 students which allowed the different ways in which the learners experienced the online pre-lecture resources to be probed in greater detail.

This study has demonstrated the potential of pre-lecture e-resources in assisting novice learners in their study of new concepts in technical disciplines.

Research Paper (R5)

The Effect of Text Messaging on Student Affective Learning

Paul Hayes,

School of Computing, National College of Ireland (NCI), Mayor Street, Dublin 1, Ireland p.hayes@ncirl.ie

Stephan Weibelzahl,

School of Computing, National College of Ireland (NCI), Mayor Street, Dublin 1, Ireland sweibelzahl@ncirl.ie Tim Hall

Educational Media Resesarch Centre, University of Limerick, Limerick, Ireland Timothy.hall@ul.ie

KEYWORDS

Text messaging, SMS, affective learning, immediacy.

ABSTRACT

The quality of the communication between instructors and students has been shown to be one of the key factors in the quality of the learning experience of students. However, as is often the case in higher education, communication between instructors and students is very limited due to such factors as large class sizes, limited contact time and student reluctance to approach instructors. This research investigates the effect of using text messaging for out-of-class communication between instructor and student on student affective learning. While educational institutions generally place most emphasis on student cognitive learning it has been shown that affective learning is also crucial especially to the development of independent and life-long learners. Learning in the affective domain includes the manner by which people deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations and attitudes. While out-of-class communication between instructors and students can impact all types of student learning it has its greatest impact on student affective learning. One of the primary reasons for this is that the out-of-class communication enhances student perception of instructor immediacy. Immediacy is defined as behaviour, which increases psychological closeness between communicators. Research studies in instructional communication suggest that enhanced instructor immediacy is linked to more positive student-instructor relationships engendering positive attitudes, increased interest and motivation by students as well as improved attendance, retention, engagement and learning. A yearlong research study was conducted into the use of text messaging for out-of-class communication and its effects on student perception of instructor immediacy. Both quantitative measures of immediacy and qualitative feedback from students show that the instructor is perceived as closer, more approachable and responsive when text-messaging services are offered. The student feedback also reveals that the use of text messaging has other positive effects on student affective learning, including enhanced motivation and engagement. Some limitations of the studies are discussed, as are the implications of the findings in terms of improving communication and enhancing student affective learning in higher education.

Research Paper (R6)

Using Blogs, Podcasts and Twitter to Support Assessment in a M.Sc. in Environmental Systems at the Galway–Mayo Institute of Technology

Mark Kelly Department of Building and Civil Engineering, Galway–Mayo Institute of Technology, Dublin Road, Galway <u>Mark.Kelly@gmit.ie</u>, follow @SitePass, passivesite.blogspot.

KEYWORDS

assessment, blogs, Twitter, podcasts.

ABSTRACT

The purpose of this paper is to examine how blogs, podcasts and Twitter contributed to the assessment strategy of two postgraduate modules on the M.Sc. in Environmental Systems at the Galway–Mayo Institute of Technology during the 2010/2011 academic year.

The Sustainable Building Design and Construction module was delivered in Semester 1. Two in-class open book assessments represented 16 per cent of the 100 per cent continuous assessment module. Feedback from these assessments involved a self review process using model answers and assessment criteria. This was supplemented by feedback podcasts, where potential solutions were outlined to promote conceptual understanding and encourage further investigation of the topics examined with the aim of `feeding ahead' to inform the other elements of the assessment strategy i.e. project work and debate presentations.

In semester 2, the assessment strategy of the Passive House Design and Construction module required students to submit two blog contributions worth 15 per cent of a 70 per cent continuous assessment mark. The two blog contributions consisted of a review of an international passive house case study selected by the student and a critical analysis of a peer–reviewed paper assigned by the lecturer.

Twitter was used a learning support tool for the module generally but more specifically for the blog assignments and other assessment work. It also provided an easy way to notify the `followers' of any updates on the module blogs (either from the lecturer or the students).

The project is ongoing but our initial reflections informed by student feedback is that the use of blogs was successful in engaging the students in the assessment process while also providing a useful format for peer and self review. Twitter was identified as being useful mobile learning support tool especially for other more traditional assessment elements. Further reflections and experiences of the students will be presented following receipt of module feedback sheets.

Research Paper (R7) Lost Knowledge and the Academic Community to Come

David Brancaleone

Limerick School of Art & Design, Limerick Institute of Technology, Moylish Park, Limerick, Ireland. David.Brancaleone at lit.ie.

ABSTRACT

How do we want to prepare for the [academic] community 'to come' (Agamben, 1990, Derrida, 1993, Badiou, 2001)? In such a putative community, learning to learn would figure high on the list and criticality would be considered crucial. This paper takes a dialectical approach, through critique and case study, highlighting first what hinders criticality, before exploring ways of fostering lost knowledge. What triggers the question are three practical experiences: first, participation in Knowledge 2008, a teaching and learning conference, second, theoretical research, and third, practice-based research on alternative modes of engagement, outside a logic of learning outcomes, in the face of the bureaucratization of education, its marketization and commodification. The findings of the conference give a name to what we are up against:[1]

Learners are adept at technology, so what is needed is theory, methodology and learning to learn: "it is best to concentrate on theoretical and critical skills. We need to concentrate on "finding out what kind of people students are."[2]

The Conference found that we are "still stuck in the nineteenth century audit culture of delivering targets, levers and pulleys" – a critique levelled at the business culture in which Thatcher landed education, but also at the mechanical, anti-theoretical culture that it promoted, both of which Ireland is busy adopting today..[3]

It agreed that students have developed a tick-box approach, expecting teachers to "deliver" the skills at the expense of other learning, as a reductive approach to learning seen as a skills-based achievement-for-assessment, at the expense of the other knowledges that do not conform to this model.

Course documents follow pre-existing templates that do not include teaching and learning assessment criteria; they tend to be behaviourist, goal-oriented, measuring attainment only numerically. Assessment within modularized programmes fail to do justice to all the teaching and learning that takes place in college. Only "allowable" bodies of knowledge are implicit or explicit in the learning outcomes.

Modularization over-atomises the disciplines, encourages division between skills and enquiry. Can we find ways to work beyond it? Benchmarks, governing course content, are formula-driven, with the inevitable consequence that they result in what some consider questionable bodies of knowledge.

Compliance with modular requirements comes at the cost of losing the very aspect that characterises third level education: criticality. Should assessment be formative, include what has happened outside the classroom (prior experience and knowledge)? Should it include other knowledges?

Experimentation: authorities fail to reward risk and creativity and assessment criteria do not build in time for explorative thinking, such that intentional (thoughtful) activity is given excessive value.[4]

This paper is in two parts: the first, argues that marketisation, grounded in neoliberal economics, privileges quantitative, at the expense of qualitative education and that learning outcomes cannot deliver what they promise. What is lost in the process of education being exchanged as a commodity? The second outlines the valuable lessons from an on-going case study on non-assessed projects, driven by seeking alternatives to the learning outcomes dominant paradigm, adopting instead a student-centred approach.

[1] The Knowledge Conference (attended by forty-five UK institutions (and one Irish one, represented by LIT), at the "Knowledge" Conference, 2008, Annual Forum, Art and Design Media Centre, 1 May 2008, The Lowry, Salford Quays, Manchester, organised by the Higher Education Academy (UK).

[2] Richard Berger, Reader in the Pedagogy of Media at the Centre for Excellence in Media Practice, Bournemouth University.

[3] Bruce Brown, Pro-Vice Chancellor for Research at the University of Brighton discussed the impact of the British Research Assessment exercise on art and design.

[4] Judith Mottram, Professor of Visual Art, Nottingham Trent University.

Research Paper (R8)

Game-Based Learning in Ireland: Challenges and Opportunities

Patrick Florent Felicia Waterford Institute of Technology pfelicia@wit.ie

ABSTRACT

Evidence has suggested that video games can develop a wide range of skills such as problem-solving, literacy, logic, or spatial awareness. However, information is still needed to determine how video games can be successfully integrated in the curriculum to complement current teaching methodologies. Teachers and lecturers are key to the introduction of GBL in the classroom and need to be supported with appropriate resources and information

The authors have therefore conducted a project to understand how video games can be used to support teaching in Irish education, determine factors that facilitate their use and deployment in educational settings, and consequently increase both motivation and learning outcomes on the part of the students

This presentation will show a preliminary analysis of a survey that focuses on how GBL is perceived by Irish teachers and lecturers. The analysis presents how instructors think GBL can improve learning and students' behaviours, how teachers employ video games in their classrooms, and factors that may facilitate or prevent the introduction of GBL in formal education, as well as teachers' gaming propensity and ICT skills.

In the light of the results, the author will draw some conclusions on how GBL is perceived in Irish education, and decisions that could be made by policy-makers in order to promote and improve its use and acceptance amongst instructors.

Practice Exchange Abstracts

Practice Exchange 1 Videocasting for IT Training Assessment

Noreen Henry Galway Mayo Institute of Technology, Castlebar Campus, noreen.henry@gmit.ie

ABSTRACT

In the past the IT Training assessment involved each student planning, developing and delivering an open IT training session on campus. However, for most of the sessions no one outside the class group attended resulting in an anti-climax for the student - giving a training session to their classmates and tutor is just another presentation.

This year a different approach was taken the students were given the choice of how they deliver the training session – via the web, or in person - seventeen (17) of the twenty-two (22) students chose the web option.

How come my brilliant idea didn't work?

Eugene O'Loughlin School of Computing, National College of Ireland (NCI), Mayor Street, Dublin 1, Ireland E: eoloughlin@ncirl.ie

ABSTRACT

For one academic year I decided to use a spare mobile phone with a free number from Meteor (ie - not my personal phone) as a means for students to contact me either during or outside of the classroom. I asked the students to use the service to let me know if they found the going difficult, needed anything covered again, or ask questions about anything related to the course. Instead I got (very few) queries relating to things like: "What date is the test on?", "What's on the exam paper?", and "Is there a tutorial next week?". My efforts at using texting as a value-add to learning failed miserably.

What went wrong?

Online Assessment of Team Member Effectiveness

Jenny Lawler School of Biotechnology Dublin City University, Glasnevin, Dublin 9. jenny.lawler@dcu.ie

ABSTRACT

The allocation of individual marks for group projects at 3rd level can often be contentious. While group work is accepted as an excellent peer learning tool, the issue of students coasting through on the work of their cohorts can lead to angst among students. In this Practice Exchange, I will discuss the use of the CATME tool (Critical Assessment of Team Member Effectiveness). CATME is a free web-based software tool that allows individuals within a group to rate themselves and their peers on a number of categories, customisable by the lecturer. Advantages and drawbacks of this system will be presented.

Supporting Students with Disabilities to utilize Assistive Technology (AT) in their Learning

Michelle Power Waterford Institute of Technology, Cork Road, Waterford, Co. Waterford, Ireland. mapower@wit.ie

ABSTRACT

Students with disabilities account for 4% percent of the national student undergraduate population in the Irish Higher Education Sector (AHEAD, 2010). Assistive Technologies (AT) have proven beneficial in supporting students with disabilities to engage and complete their learning activities and overcome challenges related to their disabilities in an educational environment (Craddock, 2004). The range of technology, associated functionality and access to software and devices has dramatically improved over the past number of years.

However, it is not enough to simply supply a device and this is confirmed by Martin and McCormack (1999) who indicate that 53% of all users of AT abandon their technology, with "lack of support" being cited by over 60% of all users as the primary reason for the abandonment. The Disability Office in Waterford Institute of Technology (WIT) is heavily focused on providing access to assistive technologies but also on supporting students in its effective usage recognizing that the assessment of need, training and ongoing support are critical to the successful adoption and use of AT. The paper reflects on the experiences of the WIT Disability Office in integrating AT into everyday learning activities of students with disabilities resulting in a positive impact on teaching, learning and student achievement. The author also looks forward at the new challenges and opportunities of integrating AT into general education curriculum.

Using the NDLR as e-portfolios

Angelica Risquez Centre for Teaching and Learning, University of Limerick, Limerick, Ireland angelica.risquez@ul.ie

ABSTRACT

The NDLR site (powered by Mahara) was used to pilot e-portfolios in the context the Postgraduate Diploma in Teaching, Learning and Scholarship. This option offered students the opportunity to link to existing communities of practice, become more aware of the wealth of learning resources available, and encouraged them to contribute their work to it. Students were trained at the beginning of the academic year in the system to use the portfolio to showcase their work, their learning blog, CV, etc., and were encouraged to submit it for comments/grading.

Practice Exchange 2

A students perspective in group teaching

Mark Glynn Institutes of Technology Ireland, First Floor, Fumbally Square, Fumbally Lane, Dublin 8 mark.glynn@ioti.ie

ABSTRACT

The aim of this paper is to highlight how technology can address the challenges associated with group learning. Data collected for this paper was obtained from personal reflections from lecturers participating as part time students in DIT. A qualitative approach was taken using semi-structured focus group interviews. This paper concentrates on the challenges of group communication and general administration of the group.

There are numerous examples in the literature of group work. This study focuses on the students perspective in group work. Specifically the paper concentrates on the application of technology to facilitate challenges associated with group work.

Use of Articulate in the development of postgraduate generic and specific skills.

Dina Brazil, Institute of Technology Carlow Kilkenny Road Carlow dina.brazil@itcarlow.ie Kieran Germaine, Institute of Technology Carlow Kilkenny Road Carlow germaink@itcarlow.ie Damien Raftery Institute of Technology Carlow Kilkenny Road Carlow damien.raftery@itcarlow.ie

ABSTRACT

In the Dept. of Science and Health at IT Carlow, postgraduate students of the Enviocore research group are required to master general and specific research skills as part of their level 9 and 10 research programmes. A series of learning resources were prepared using Articulate as part of postgraduate induction and also to capture important technical skills used in the research laboratory. As part of the initial phase of this project, draft resources were made available to postgraduate and were applicable undergraduate students. A survey was carried out to determine student feedback on the resource and to make appropriate modifications.

Using Podcasts to Support Undergraduate Legal Education at IT Carlow

Allison Kenneally Institute of Technology Carlow Kilkenny Road Carlow allison.kenneally@itcarlow.ie

ABSTRACT

This academic year, a team of four law lecturers explored the potential of podcasts to aid undergraduate students learn concepts in our discipline. Each lecturer developed a small number of podcasts, with related learning materials such as a short online quizzes or presentation outlines. One interview-style podcast was created with a visiting speaker. We will discuss our experiences in creating the podcasts, the broadly positive reaction from students and possible future work.

Poster Demonstrations

Using interactive graphics to assist student learning in control engineering

Aidan O'Dwyer School of Electrical Engineering Systems, Dublin Institute of Technology, Kevin Street, Dublin 8, Ireland. aidan.odwyer@dit.ie

ABSTRACT

This poster will report on, reflect on and evaluate the author's use of an 'interactive learning module' to enhance student theoretical understanding and practical ability in control engineering. This software, available gratis at http://www.calerga.com/contrib/1/index.html, is designed to 'develop engineering intuition and a working knowledge of proportional-integral-derivative (PID) controllers' (Guzman et al., 2008). For more than a decade, the author has used IT tools to enhance student learning in the discipline, facilitating the evolution from a traditional didactic lecture and laboratory course to a learner-centred approach (O'Dwyer, 2006; O'Dwyer, 2009). The interactive learning module that is the subject of this contribution has been used over the past two academic years with students taking a Level 8, Year 4 course and a Level 9 course in the subject. The tool is particularly useful to allow students to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information, which is part of a programme outcome specified by Engineers Ireland for Level 9 programmes (Engineers Ireland, 2007).

The author's experiences are that the tool further facilitates student self-learning in the discipline when compared to previous IT tools used; the tool includes a variety of user-friendly menus for setting parameters, a facility for storing results and intuitive graphic displays. The way in which the tool is used to assist student learning will be demonstrated to interested viewers of the poster; the poster itself will also develop the discussion in more detail.

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What teacher knowledge is required to mediate synchronous online learning spaces?

Michael Hallissy Hibernia College Dublin, 2 Clare Street, Dublin 2, Ireland. mhallissy@hiberniacollege.net

ABSTRACT

This poster will present my research proposal in the area of teacher knowledge and synchronous learning environments. I am enrolled in year five of the International EdD in the Institute of London where I am currently finalising my thesis proposal.

As Director of the Masters of Arts in Teaching and Learning (MATL) within Hibernia College I have identified that many of our tutors are experts within their subject field and are experienced teaching in face-to-face settings. But many find it challenging to mediate synchronous online classrooms where they are engaging with students at a distance. This poses issues for institutions in relation to how support their faculty to develop the knowledge and skills needed to successfully teach in synchronous online learning settings. There is significant research on how tutors can mediate asynchronous learning environments but there has been limited research to date on the knowledge required to teach using synchronous tools, such as Interwise, Wimba and Elluminate. This raises issues around how we can best prepare teachers to teach in such environments

My thesis proposal builds on a presentation I made at NAIRTL 2010 where I surveyed a selection of MATL students in relation to how they viewed the purpose of synchronous tutorials. This poster will articulate my research question, the research population, where the research will be conducted and the proposed timeline. It will also discuss the issues and rationale behind the study and will present a selection of the literature reviewed around the topic of supporting tutors to mediate online learning spaces. I will focus the review on identifying the knowledge and strategies best suited to creating social constructivist online learning spaces.

The rationale behind this study is to alert online course providers of the need to develop a comprehensive tutor support programme for online tutors, as all too often institutions focus on providing tutors with the knowledge to use the software applications but not on how to engage learners. I am currently trialling a number of online support workshops with a group of tutors and these are informing my research on how we might support tutors improve their teaching online.

Using a computer with data acquisition to estimate a model for the eye-brain-hand motor response

Aidan O'Dwyer School of Electrical Engineering Systems, Dublin Institute of Technology, Kevin Street, Dublin 8, Ireland. aidan.odwyer@dit.ie

ABSTRACT

Traditionally, the modelling of real systems in engineering, using transfer functions, is done in a mathematically intense manner. However, non-traditional learners such as mature students, part-time students and students without a conventional second-level educational background may not have strong mathematical foundations; in addition, all students increasingly expect technical work which is practical and which motivates independent learning. The proposed contribution will report on, reflect on and evaluate an innovative experiment developed by the author to estimate a transfer function model of a persons' eye-brain-hand motor response. In the experiment, carried out an a PC with data acquisition capability, the person is successively asked to track, with a mouse, ten sine wave signals at different frequencies on a computer screen. A typical example of one sine wave input signal, and a person's tracking attempt, is shown in Figure 1.

Figure 1: Typical tracking attempt



Based on an average of the data recorded, a Bode plot is drawn from the data, and a transfer function for the motor response is developed from the plot.

Six years of student experiences of the experiment will be reported, including the results from a student feedback exercise; students reported, for example, that the work complements and enhances understanding of lecture material and that it is fun and interesting. Overall, the author has found that the experiment motivates effective learning for most students, as

- The experiment provides direct user feedback
- The experiment takes a short time to complete (10 minutes, typically)
- A competitive edge among (typically, male) students is frequently observed, with a desire to have the shortest reaction time
- A motivational aspect for some students is the application of the idea in biomedical engineering, in, for example, the diagnosis of some motor response disorders.

Listen. Re-listen. Podcasting for Feedback (and Feedforward) of Undergraduate Laboratory Reports.

Julie Dunne, School of Food Science and Environmental Health, Dublin Institute of Technology julie.dunne@dit.ie

Barry Ryan

School of Food Science and Environmental Health, Dublin Institute of Technology barry.ryan@dit.ie

ABSTRACT

There are many published guidelines which aim to clarify the principles of good assessment. Effective assessment should allow students to become confident in making judgements about their own work, which ultimately takes account of the long term purpose of learning (Nicol, 2010). Therefore self-assessment, peer and teacher feedback should be an integral part of the assessment process. Indeed, Bloxham and Boyd (2007) identify feedback as 'the most important aspect of the assessment process in raising achievement', while other studies suggest a link between feedback and retention (Denton, 2003). The use of technology in providing feedback is still under-utilised, with Podcasting feedback in its infancy; however studies have reported positive results from audio feedback (Lunt and Curran, 2010).

As part of a project to re-structure the laboratory assessment for a third year undergraduate Food Chemistry module, the use of Podcasts for providing feedback to improve laboratory written reports has been introduced and evaluated. These Podcasts are part of a feedback package, which also includes peer feedback, and weekly face-to-face feedback discussion meetings with the teacher. The Podcasts were a scripted summary of generic feedback on laboratory reports from the weekly meetings, and were recorded using Audacity software. The short recordings were divided into the sections of a normal laboratory report and were made available to the students in the form of MP3 files, and posted on the Institute's VLP Webcourses. Students had not received feedback in this format before. They could listen directly, or download the recordings to a personal device and listen to them 'anytime, anywhere'. Furthermore, it was envisaged that the recordings would 'feedforward' to other laboratory modules, and could be saved for future use.

Pedagogical evaluation took the form of an anonymous multiple choice questionnaire (n=32) and an independent academic facilitated discussion forum (n=8). Results suggested a very positive reaction to the audio feedback, both for the Food Chemistry module, and also other related modules.

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Improving the undergraduate laboratory learning experience through on-line pre-lab resources, assessment redesign and formative feedback.

Barry J Ryan School of Food Science and Environmental Health, Dublin Institute of Technology barry.ryan@dit.ie

ABSTRACT

Undergraduate science students are often overloaded in the laboratory; time constraints to complete the required aspects of the laboratory in a safe manner, to understand the key concepts of the experiment and to deepen their knowledge of the area (Johnstone, 1997). Students, therefore, have little 'brain space' to process the new; and often time, complex, information in the laboratory. Students blindly follow the laboratory protocol and seldom interpret correctly the observations, or results, made during the experiment. Additionally, it is common for undergraduates, particularly first year students, to remark that they do not receive appropriate instruction on how to write an effective scientific laboratory report (Wiebe et al, 2005). This is compounded by the insufficient, or inappropriate, feedback offered to students permitting improvement in their next submission. Finally, weekly report submission places an emphasis on submission at any cost; consequently a trend of quantity rather than quality is observed in lab reports.

This poster describes the effect of on-line pre-lab resource provision, redesigning assessment methodology and the introduction of one-to-one lab report feedback on the student learning experience in a first year experimental techniques laboratory. Pedagogical evaluation took the form of an anonymous multiple choice questionnaire (n=47) and an independent academic facilitated discussion forum (n=13). Students commented that the key laboratory technique skills, data collection and scientific report writing improved over the study; citing that on-line pre-lab preparation and assessment strategy redesign proved critical for their engagement and motivation. The role of one-to-one feedback was also noted as crucial to student learning and development. However, there exists a number of areas for further improvement where student suggestions, collected during formal and informal module evaluation, will be used to develop this module in the future.

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Mendeley Facilitated Undergraduate Research Collaboration: A Student Perspective

Brendan Lyng Waterford Institute of Technology, Waterford, Ireland bling@wit.ie

ABSTRACT

Mendeley is a desktop and online reference management tool featuring built-in document sharing and collaborative functionality. It possesses many features that are attractive to academics and students alike, such as in-text citations and the automated construction of properly formatted reference lists. Most attractive of all is Mendeley's price, its basic package (which contains all of the features outlined above) is free.

First year students of an undergraduate course were recently issued two separate assignments in two unconnected modules. Both assignments featured a significant literature review component. The use of Mendeley to record references and share documentation was a requirement on the first project. Mendeley was not required on the second project.

This electronic poster, developed using Prezi, will:

- give an overview of Mendeley
- outline students experiences using Mendeley as a reference manager
- · describe students experiences of using Mendeley's collaborative functionality
- outline the percentage of students who used Mendeley in their second literature review, despite it not being required
- summarise student reasons for and against their adoption of Mendeley
- describe a lecturer's experience of working with Mendeley to monitor collaborative activity in project groups

Social media supporting learning and research

Claudia Igbrude, Learning Teaching & Technology Centre Dublin Institute of Technology 14 Upper Mount Street Dublin 2 Ireland claudia.igbrude@dit.ie Muireann O'Keeffe

Learning Teaching & Technology Centre Dublin Institute of Technology 14 Upper Mount Street Dublin 2 Ireland <u>muireann.okeeffe@dit.ie</u>

ABSTRACT

Many higher education institutions are still investigating the use of social media tools for education. Literature suggests that educators are experimenting with social media for various reasons, including communication with students and alumni, enhancement of the first year student experience, supporting students and innovative assessment techniques. This is a continuing exploration of social media tools used across the Dublin Institute of Technology (DIT).

The Learning Teaching and Technology Centre (LTTC) at DIT offer support workshops in using social media tools such as Twitter, Facebook and LinkedIn for learning. Workshops consider key principles of the social web (Web 2.0) and the emerging uses of the social web to support social, collaborative and networked learning as well as the the communities arising from these.

More recently, links have been made with DIT Research Development Services with a view to developing strategies for DIT researchers in the use of social media.

According to the Research Information Network (http://www.rin.ac.uk/) researchers have a huge amount to gain from engaging with social media in various aspects of their work, as social media can have impact on how researchers communicate, collaborate, build knowledge and disseminate research information and form networks.

This poster will describe the past and current initiatives at DIT to support social media tools for learning and research.

Theories of social learning, networked learning and communities of practice will be compared to the characteristics of social media, and suggestions will be made on progressing educational and research practice using social media tools. Experiences of social media from other educational contexts will be considered as well investigation of social media engagement in research settings. The poster will also include suggestions for efficient management of social media tools.

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FASTER (Financial Accounting eLearning Resources)

Damien Raftery, Institute of Technology Carlow Kilkenny Road Carlow damien.raftery@itcarlow.ie Luke Fannon, Athlone Institute of Technology, Athlone, Co. Westmeath Ifannon@ait.ie Susan Brennan Institute of Technology Carlow Kilkenny Road Carlow Susan.brennan@itcarlow.ie

ABSTRACT

The electronic poster will describe a collaboration between three Institutes of Technology to develop a series of interactive, media-rich elearning resources to support students learn aspects of financial accounting. It will showcase a sample of the resources, as well as illustrating pedagogical, instructional design and technical considerations in their development.

This collaborative 'open education' project grew from previous work by two academics from one college. Their local project had the specific goal of enhancing the usefulness of the virtual learning environment for delivery of their full time introductory financial accounting courses by producing reusable accounting resources that would offer increased flexibility and content as part of a blended learning/teaching approach. The results of the ensuing collaboration between accounting lecturers from three Institutes of Technology are a series of learning resources to support a more open and flexible approach to teaching financial accounting, as well as strengthening professional ties between project participants.

Each resource introduces learners to the key concept through a short, interactive presentation. Learners are guided through a worked example, with videos showing the development of the solution. A problem is presented that learners are encouraged to first try and then answer a series of short questions, each question accompanied by a hint in the form of an image taken from a model solutionin-progress. Immediate feedback is provided. Each resource also includes a review quiz, which draws randomly on a small bank of questions so it is different each time it is attempted.

This collaboration was supported by the NDLR under their LiNCs funding, with training and elearning support provided by local teaching & learning units as well as the NDLR. The resources were developed using Articulate Studio, with integrated videos developed using Camtasia and Screenr.

The Virtual Pharmacy

Nicola Cantwell

Institute of Technology Carlow Kilkenny Road, Carlow nicola.cantwell@itcarlow.ie

ABSTRACT

Project Participants: Nicola Cantwell BSc. Pharm. MPSI, Damien Raftery MSc MA

When working with Pharmacy Technician Students in IT Carlow, one of the most frequently encountered problems was the lack of appropriate sources of information. Books and websites accessed by the students tended to fall into one of two categories: 1) great information about the medicines, but non-compliant with Irish legislation or 2) completely inappropriate and aimed at those buying medicines illegally over the internet.

In order to try to ensure that students only used information from suitable sources and to link with Irish legislation, The Virtual Pharmacy was developed. It is a work in progress and is an online resource developed for pharmacy technician students in Ireland.

Guided images, labelled diagrams, timelines and FAQs developed using Articulate were used to provide students with study aids in the OTC, dispensary and veterinary departments of community pharmacies. Suitable references were provided to encourage students to increase their knowledge base.

The resources are currently being used to enhance learning during lectures, tutorials and practical classes. The resources have been prepared to train students to work within the auspices of the Pharmacy Act 2007 and can be added to by anyone teaching in these areas.

The feedback from students has been positive and since the resource was posted to Blackboard in IT Carlow, tracking figures have shown that the students have accessed it regularly.

The Virtual Pharmacy was also made available to an online forum – Poitigeir.Com – used by pharmacists and again the feedback has been positive. Two of the forum users have used the learning tool to teach new staff in the workplace.

The Virtual Pharmacy is set up to be a flexible teaching and learning resource, in order for the user to use either a traditional or innovative approach to work. It is suitable to use as a standalone revision aid for the student, or the individual resources can be incorporated into a standard PowerPoint presentation.

Learning and teaching with games

Patrick Florent Felicia Waterford Institute of Technology pfelicia@wit.ie

ABSTRACT

The electronic poster aims to explain the rationale, benefits and applications of Game-Based Learning in higher education. Using a highly-visual and interactive presentation, the author will describe the evolution of GBL from its early applications up to current developments, including technology employed, underlying pedagogical strategies, success stories, and empirical evidence.

This poster will act as a information kiosk that attendees can consult and interact with in order to understand how GBL can effectively be deployed, the necessary conditions for successful outcomes, and resources that they can use to start with GBL.

This inspiring presentation will be of interest to any lecturer and teacher interested in leveraging the educational and motivational potential of video games. It will address the opportunities, challenges and limitations of video games as a learning medium. It will include a combination of empirical evidence, graphics, movies, and thought provoking ideas that should inform and inspire teachers and other instructors willing to assess and deploy this new educational paradigm.

Reaching Out: A Pilot Postgraduate Communication and Outreach Module

Bridget Geraldine Kelly, Centre for Sensor Web Technologies (CLARITY), Science North, University College Dublin, Belfield, Dublin 4 Ireland bridget.kelly@ucd.ie Philip Smyth

Systems Biology Ireland Conway Institute Belfield, Dublin 4 Philip.smyth@ucd.ie

ABSTRACT

Most science concepts are difficult to explain and communicate to a non-specialist audience. The breadth of specialist scientific areas and the jargon associated with each area tend to create barriers to understanding. With competition for research funding ever increasing, it is vital that science researchers can convey their research and its relevance to the various groups in society. With this in mind, a postgraduate module in communication and outreach was piloted in University College Dublin to promote presentation and communication skills in postgraduate students of science and technology related disciplines. Primary school students were chosen as the outreach audience, based on the rationale that if a scientific concept can be expressed simply and explained to a 10 year old child, then that scientific concept can be explained to anyone. Course participants engaged in scholarly discussion with their peers on best practices from a communications and outreach perspective. During this module, delivered through seminars, workshops and tutorials, students were given two opportunities to perform science outreach activities with primary school students from fifth and sixth classes. During this module, the eight participants were encouraged to be creative and to put their own slant on existing outreach activity as well as develop their own outreach activities based on their PhD research.

Feedback from students and lecturers: Technology Enhanced Learning improving the learning experience of students

Eileen O' Donnell School of Computer Science & Statistics, Trinity College Dublin, odonnee@scss.tcd.ie

ABSTRACT

Technology is pervading all areas of education and training. The use of interactive whiteboards is on the increase in our local primary schools. The use of learning management systems and e-learning platforms are encouraged throughout the higher education sector. Increasingly, mandatory courses for staff are provided in the form of online training, for example: manual handling and emergency response training. This research was undertaken to establish students and lecturers opinions regarding the use of Technology Enhanced Learning (TEL). In the context of this study, the terms Technology Enhanced Learning methods in the form of blended learning. Overall, a significant number of students and lecturers were of the opinion that the use of Technology Enhanced Learning was having a positive effect on the learning experience of students. The final conclusion was that e-learning blended with other teaching methods when used effectively, further improves the learning experience and better prepares students for work.

eLearning and the impact of an Identity Lifecycle Manager on VLE use

Muiris O'Grady ICT Office, Dun Laoghaire Institute of Art, Design & Technology (IADT) <u>muiris.ogrady@iadt.ie</u>

ABSTRACT

This poster shows the impact of Identity Lifecycle Manager (ILM) has had on student and staff engagement with eLearning at IADT.

Each year students' and lecturers' response to the VLE was very much determined by their initial experience of the VLE. If they encountered difficulties or the VLE did not have modules relevant to them then this tended to have knock-on negative effect on the take up of learning technology. IADT wanted to reduce and eliminate these anomalies and improve the learner's experience with learning technology. This was where an identity lifecycle manager (ILM) was implemented. An ILM is means of ensuring that students registered at IADT have the same login for the IADT network and the VLE and that VLE access is enabled within 24 hours of registration.

In summary the ILM

- Monitors changes to staff and student record system and updates the VLE automatically
- Automatically enrols students on their relevant programmes and modules and from the student record system
- · Automatically enrols teaching staff allowing them access to their programmes / modules
- Module names are consistent with the programme documents
- Direct entry students who were usually 'the forgotten' students now have access to their modules on the VLE within 24 hours of registering

The impact of the ILM includes increased use of the VLE across programmes and for more modules within programmes. Access to the VLE is now assumed by staff and students. The ILM has enabled the VLE to be accepted as mainstream and considered as mission critical to IADT. This work was supported by ICT and SIF2 projects DRHEA Enabling eLearning strand and IOTI / DIT Flexible Learning project over the last two years.

Online HR Orientation in a Service Industry

Mercy Kesiena Clement-Okooboh School of Computing, National College of Ireland (NCI), Mayor Street, Dublin 1, Ireland

ABSTRACT

Online HR Orientation in a Service Industry

This paper describes of technology, specifically a Virtual Learning Environment Moodle in the delivery of online human resource orientation education in a Service Industry.

Research supports the use of e-learning to improve the knowledge and skills of line managers on the policies and procedures of the organisation. This organisation adopted the systematic approach to this online module, and this can termed as 'Training specifically designed to meet defined needs' (Gunnigle, 2006, p.238).

"HR policies are continuing guidelines on the approach the organization intends to adopt in managing its people. They define the philosophies and values of the organization on how people should be treated, and from these are derived the principles upon which managers are expected to act when dealing with HR matters" (Armstrong, 1999, p.259).

The technology used for this online course is Moodle, Moodle is a software package for producing internet-based courses and web sites (course management system which can be used for online class delivery, group fora, internal training, sharing of resources). Moodle was chosen because it is a free open source learning platform that has a range of functionality covering content creation and delivery, communication, collaboration and management, including tracking and assessment tools, together with tools like PowerPoint, Adobe Captivate and video to create a lot of activities, quizzes and interactivity for the learners.

Designing this online course added real value to the organization in cutting costs in this present economic climate, as well as making the module always accessible to participants which was convenient for participants who had a busy work schedule to leave their sites for face-to –face sessions.

Using ICT for learning and development in this manner also meant that policies subject to rapid change can be easily updated and employees kept informed of such changes.

Designing this programme to fit the needs and schedules of the organisation using Moodle has proved to be the best method of making sure the online learning and development initiative is effective and helps to ensure support for it.

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An online resource to assist students learning experience while on study abroad

Andrew Stuart School of Computing, Dublin Institute of Technology (DIT) andrew.stuart@dit.ie

ABSTRACT

The concept of a student spending part of their undergraduate course in industry or commerce is not new. It is remarkable however, to note how little literature exists on how best to manage, evaluate and support such a period of study abroad.

This presentation will draw on the group work of students from the M.Sc. in Applied e-Learning within the Dublin Institute of Technology.

The aim of this project is to assist students to get the most out of their placement / internship experience outside of the Dublin Institute of Technology, and particularly outside the Republic of Ireland. In order to enhance students learning experience while abroad, the use of blended mobility is paramount; this blend of physical and virtual mobility, through the online resource will help scaffold their cultural, employment and academic experiences. Virtual mobility is used to enrich and support physical mobility as a way of preparing the student for their cultural experiences prior to and during their placement. This resource provides synchronous and asynchronous communication with their home institute while abroad and reinforces the importance of reflective practices.

This virtual mobility was created through the development of an online resource, end the Student Away K.I.T. (Keep in Touch). This resource can be accessed by DIT students through WebCourses, these students have been studying within DIT over the past few years and are proficient at using Blackboard WebCourses in their scholarly activities. At the Macro level, the learning content on the Student Away K.I.T. includes: on-line assessments, e-Portfolio, past student testimonials and information on working abroad.

This project has begun to address the gap in the literature regarding virtual mobility of students studying abroad, however further development is required in order to address all aspects of this resource

Sustainable Models of Innovation in Technologyenhanced Learning

Aarthy Krishnamurthy, Jennifer McManis, Rory O'Connor, Sabine Moebs

aarthy.krishnamurthy2@mail.dcu.ie

ABSTRACT

In 1987 the Brundtland report [1] coined the seminal definition for sustainability; it defined that development is sustainable, "... if it meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable models of innovation in technology-enhanced learning have to build on this definition. Otherwise they run the risk of adding to the plethora of alternative definitions [2].

Our use of the term innovation builds on the original definition by Schumpeter [3] and a more recent approach to innovation from innovation studies [4]. Innovation as "a successful combination of hardware, software and orgware, viewed from a societal and/or economic point of view" [4] allows the combination of innovation and sustainability and the definition of a sustainable model of innovation.

In this paper we aim to apply the Brundtland sustainability definition and Schumpeter's definition of innovation to the context of technology-enhanced learning (TEL). We define sustainable innovation for TEL to be: 1) the support of innovative delivery formats now and in the future while maintaining simple consistent author input mechanisms and consistent user interfaces for learners as well as authors and 2) the support of access to technology enhanced learning over multiple device technologies [5].

This paper identifies the aspects that made the Macintosh user interface a successful example for innovation [6]. A case study contrasts these aspects with the interface of the learning management system Moodle's user interface. The comparison leads to an identification of the main concerns followed by recommendations for a sustainable model for innovation in technology-enhanced learning. The challenge for sustainable models of innovation in technology-enhanced learning appears to be the avoidance of development of systems that do not allow for further innovation without a loss of consistency of the user interface.

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Sustainable Models of Innovation

Anne Watson Alphalingo anne@alphalingo.ie

ABSTRACT

I have built educational software to put a school on the web. I believe that Educational Technology is the way forward and I believe that my product will have a large impact on teaching and learning in schools by improving the inefficiencies of the old traditional methodology in teaching.

Alphalingo developed software, which can transform any school subject into a workable platform of teaching and learning. It can put all school curricula and any course content on the web whether it is in video or in animation format.

Please see our German web tool at the below link. This is a sample of what we can do for other subjects as well.

http://www.youtube.com/watch?v=A_O2DAB7BrU

Our German webtool is a 3D flash animated German programme for beginners, suitable for first year secondary school students doing their Junior Certificate ranging from ten to fourteen years of age including fifth and sixth primary school students of German.

The programme teaches dialogues, vocabulary, verbs, grammar and letters. Each of these sections is divided into a preparation section and a practice section. The Alphalingo tool provides the vocabulary and grammar in the preparation section. This is tested in the practice section. There is an automatic corrector and the score is recorded to monitor any progress. All learning activity is recorded and can provide statistics to the end-user. Reports can be run daily, weekly, and monthly.

It is extremely user-friendly and easy to understand, that even teachers who are anxious or apprehensive about advanced technology will have no problem in using our software. They will experience how useful and time/cost effective it is to self manage their work as well as having an assistant in the classroom.

SOME BENEFITS OF THE GERMAN WEBTOOL:-

While teaching, I noticed how much time outside of teaching went into planning and preparing lessons, administrative duties, correcting students' work, photocopying, storing work in filing cabinets, etc.

Ninety percent of the teachers and students tasks can be done by a computer. With my teaching experience, software and vision I will be the first to create a school on the web.

Technology in Action

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

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

- 1. Pedagogical/Teaching and Learning need
- 2. Technological Solution
- 3. Update on progress- how things have been going
- 4. Demonstration of the technology
- 5. Lessons Learned/Next steps

The following five invited case studies cover a diversity of education and eLearning contexts.

1. TCD/Learning Objects

2. ITTallaght/Enovation

3. WIT/Pearson

"Always Learning - Pearson: supporting Academics in Ireland" (Michelle McKenna, Sales Manager for Ireland along with Liz Hanway, E-Specialist for Ireland)

a. Overview: We will be looking at the most prominent labs used in Ireland to support academics in delivering high quality teaching to their students. These have been proven to save lecturers time and also to improve students level of engagement as well as their final grade.

b. Solution: With the changing market place of Irish institutions, Pearson recognises the challenges facing education and have invested millions in developing online resources to help lecturers save time in marking, improve student retention, engagement, student progress and employability through our MyLab and Mastering programs.

c. Lessons Learned: Best practice for using our labs through integration into courses with accreditation attached. We also offer the opportunity for academics to talk to other academics to share their experiences of using Pearson Mastering and MyLabs through case studies, webinars and our Faculty Adviser program.

d. Who this presentation will be of interest to: all academics teaching Business, Maths, Engineering, Science and Psychology

4. NDLR/Articulate

5. Blackboard Collaborate/DIT

2012 Invitation

We invite colleagues/institutes and eLearning providers to develop Technology in Action case studies which ILTA will promote and showcase on the 'Industry/eLearning Collaboration' section of the ILTA web site. A selection of these case studies will be invited to present at EdTech2012.

For more information please email info@ilta.ie

Workshop Options

The Mobile Learning Gadget Show

Learn how to use an iPhone to integrate Moodle/VLE, Flickr, and YouTube to enhance the learning and teaching experience. The iPhone opens up a vast array of opportunities for learning and teaching at the tap of a switch. In this workshop you will learn about the iPhone in education – the iClassroom. If your answer to any of the following questions is "Yes", then this workshop is for you:

- Could you make use of a class YouTube Channel?
- Have you got something to record?
- Do you want to show students how to do something, but you have no time in class?
- Could your students do with some extra revision using short videos?
- Would you like your video to display in a Moodle course page?
- Do you throw out student lists, drawings, and class work at the end of the class for example flip chart pages?
- Do you want your students to get excited about Social Media and Learning at the same time?

Come along to the Mobile Gadget Show. Bring your iPhone (or any similar device) and share in the experience of combining YouTube, Flickr, and Moodle in the iClassroom.

Eugene F.M. O'Loughlin, M.A., Ph.D. (Dubl.), School of Computing, National College of Ireland, IFSC, Dublin 1. ++353-1-4498561 www.eugeneoloughlin.com

Medea Workshops on Animation

There will be two MEDEA Workshops on Animation. The workshop follows the ideas of Deborah and Philip addressing basic learners on day 1 but progressing the course level on day 2 so that beginners can continue and intermediate level learners can join in on day 2.

Involvement of MEDEA laureates is focused in the first sessions every day, but they also contribute to the rest of the day: supporting learners, relating to their own experiences, evaluating the results and work of the learners.

Tutors are:

- Yannick Mahé, CNDP, France and winner of the MEDEA Awards European Collaboration Award 2010
- Philip Penny, IADT, Ireland
- Deborah Arnold, Vidéoscop-Université Nancy 2, France
- Mathy Vanbuel, ATiT, Belgium

DAY ONE: BASIC LEVEL, TUESDAY MAY 31, 09.30 to 16.00

Basic Level: This workshop begins with a presentation and discussion on animation as a way of engaging learners. It will then cover different types of animation including both 2D and 3D. It includes a short hands-on session with different software tools used to create animation. Participants will then be taken through the first steps in creating an animated movie and the principles of animation. Participants will be shown winning examples of animation from the MEDEA Awards.

9:30 – 10:30	Animation as a way of engaging learners	PP
	Examples of using animation to support learning (from medea, with 1 or 2	DA
	snow cases by medea winners), entries from finalists, winners and other	IVIL
	submitted entries using adobe flash to produce animation. This first session	
	will also include a presentation from one of the medea awards winners	
10:45 – 11:00	Coffee break	
11:00 – 12:30	What is animation?	MV
	Different types of animation: 2d, 3d, stop motion	ML
	Different tools for creating animations: flipbook, animated gif, powerpoint,	
	moviemakers, flash and other animation software e.g. Anime Studio,	
	ToonBoom (FlipBoom e.g.), Maya, StudioMax, AnimatorHD etc	
	Creating an animated movie: where to start, what do you need?	
	Principles of animation	
12:30 – 13.30	Lunch	
13:30 - 14:00	Creating a story: the narrative of animated movies, what 's different?	DA
	Creating the scenario, different formats of scripting	ML
14:00 - 15:00	Choosing the right tool to produce the animation	MV
	Hands on with different tools: a first acquaintance with softwares and tools	ML
15:00 – 16:00	Creating a short single sequence with a tool of choice, the importance of time	All

DAY TWO: BASIC LEVEL Continued + INTERMEDIATE LEVEL, THURSDAY JUNE 2, 14.00 to 17.00

Intermediate Level: This workshop will explore the use of animation in a pedagogical context based on the examination of a real-life example in which the production process will be explained along with the extent to which it had an impact on learning. It will touch on how animation can be used to motivate and stimulate the learner and to aid understanding of complex abstract concepts. There will also be a brief hands-on session on the creation of scenarios and storyboarding from an educational and media production perspective. The workshop will include first steps in the development of a short animated movie plus discussions.

Workshop with Ewan McIntosh Design Thinking: Genuine Epic-Scale Problem-Based Learning from Whole-School Planning, to Supporting and Measuring Learning

Project-based learning has been let down in too many instances with "fake", academic, theoretical problems that need solving. The learning processes involved are at best fuzzy for most educators: what is "collaboration", "student-designed" and "student-led" learning?

- Learn from the creative practices of some of the best media and tech companies in the world, with whom Ewan McIntosh has spent the past four years.

- Find out what the independent and collaborative learning skills and processes these growing creative industries, and other business, require.

- Hear inspiring mini-talks, guest speakers joining virtually from around the world and participate in a series of highly engaging discussions and exercises.

Attendees will

- understand the process of design thinking;

understand how to find great problems for learners to solve, that involve the whole school curriculum;
 learn (by using) new techniques for getting the best ideas, language use and higher order thinking out of students;

- see how design thinking can be used as a curriculum planning tool across a whole school;

- see real world examples of wholly student-led learning leading to more creative outcomes and better attainment, from kindergarten through to Higher Education;

- know where to go, who to follow, what to read to find out more and engage their whole school in a fresh approach to teaching and learning.

About Ewan McIntosh

Ewan was a French and German High School teacher, before moving from the classroom into technology research and leadership as Scotland's first National Advisor on Learning and Technology Futures. He later helped set up one of the most ambitious investment funds from a public service broadcaster in the UK, the \$100m 4iP Fund from Channel 4 Television.

Now he's CEO of NoTosh Limited (notosh.com), a startup that works with creative industries on the one hand, and then takes the processes, attitudes and research gained from working on those projects to the world of education, providing schools, districts and Governments all around the world with ideas, inspiration and research on how to better engage teens.

His latest creative project was co-directing the digital side of the Scottish National Party's re-election campaign, resulting in a historic landslide majority win that technically "wasn't possible". Education projects are many and varied, working with schools on design thinking and developing leadership, and turning the textbook on its head through our interactive developments.

Ewan and his team are all about engaging people, whether they're voters, customers or kids in a classroom.

NoTosh has helped make history. Get insight to the social media, messaging and strategy behind our co-direction of the digital election campaign for the SNP that helped win an "impossible" majority as Scottish Government, and see what it means for education: http://bit.ly/mGiUF3

Ewan McIntosh CEO, NoTosh Limited learning | digital | design thinking

27 Lauriston Street, Edinburgh, EH3 9DQ. United Kingdom. e: ewan@notosh.com b: http://edu.blogs.com t: http://twitter.com/ewanmcintosh m: 00 44 (0)791 992 183