

Pre-Conference Events

Sunday, 3rd December 2006

8:30–2:00 Registration (Foyer @ the University of Sydney, Camperdown Campus)

9:30–12:30 Morning and Full Day Workshops

Workshop 1: A comprehensive introduction to Elluminate Live! A web browser based synchronous learning and teaching environment (Room 230)

Presented by Stephen Rowe and Allan Ellis

Workshop 2: How to develop 'on-demand and on-the-go' ubiquitous educational multimedia for connected communities (Room 224)

Presented by Margaret M. Maag

Workshop 3: Online information literacy e-learning modules from the OIL project: Project background, module use, and adaptation for use in new contexts (Room 229)

Presented by Bronwyn Hegarty and Jenny McDonald

Workshop 4: Architectures for effective online learning and performance (Room 432)

Presented by Elena Kays and Rod Sims

Workshop 6: Giving effective and interactive presentations (Room 234)

Presented by Tony Koppi and Elaine Pearson

Workshop 7: What makes blended learning good? A conceptual model supported by real examples (Room 236)

Presented by Josie Csete, Paula Hodgson and Peter Duffy

Workshop 8: Using iPods and iTrips as knowledge acquisition tools for problem-based learning in the workplace (Room 227)

Presented by Paula Williams and Beth Hobbs

12:30–1:30 Lunch (Staff common room, 401)

1:30–4:30 Afternoon and Full Day Workshops

Workshop 1: A comprehensive introduction to Elluminate Live! A web browser based synchronous learning and teaching environment (cont.) (Room 230)

Presented by Stephen Rowe and Allan Ellis

Workshop 2: How to develop 'on-demand and on-the-go' ubiquitous educational multimedia for connected communities (cont.) (Room 224)

Presented by Margaret M. Maag

Workshop 3: Online information literacy e-learning modules from the OIL project: Project background, module use, and adaptation for use in new contexts (cont.) (Room 229)

Presented by Bronwyn Hegarty and Jenny McDonald

Workshop 4: Architectures for effective online learning and performance (cont.) (Room 232)

Presented by Elena Kays and Rod Sims

Workshop 9: Course redesign within a community of practice model (Room 433)

Presented by Diane Salter

Workshop 10: Designing engaging online learning experiences (Room 434)

Presented by Anouk Janssens Bevernage and Sue Dark

Workshop 11: Embedding quality guidelines into e-learning practice (Room 227)

Presented by John Milne and Andrew Higgins

6:00–8:30 Registration, Welcome Reception and Software Awards (Sydney Opera House)

Main Conference Program

Monday, 4th December 2006

8:00–5:00 Registration (Foyer)

8:05–8:55 ascilite Community Mentoring Breakfast (Cafe)

9:00–9:15 Welcome and Conference Opening (Verbruggen hall)

Chaired by Peter Goodyear

Professor Judyth Sachs

9:15–10:30 Keynote 1 (Verbruggen hall)

Chaired by Peter Goodyear

Assessing who is learning and how
J. Michael Spector

10:30–11:00 Morning Tea and Poster Session 1 (Foyer)

Chaired by Mary-Jane Mahony

1. The Merlin Affair: Addressing students' needs in learning media law through the use of multimedia environments (#52)
Des Butler
2. Understanding the impact of tablet PCs on student learning and academic teaching (#212)
Steve Clark, Lucy Taylor, Joanne Pickering, Andrew Wait
3. New activity centred technology challenges students of midwifery: An evaluation (#26)
Ingrid D'Souza, Maria Miller, Jeremy Gauder, Ian Kershaw
4. "I haven't studied for twenty years and now I have to do it online": Online orientation for postgraduate students in veterinary science (#15)
Hannah Forsyth, Meg Vost, Jenny-Ann Toribio, Sarah Graham, Karen Black, Ruth Laxton
5. I want to tell you a story... (#74)
Martin Jenkins, Kenny Lynch
6. Do we know what skills our students think are being tested in exams? (#66)
Jennifer Lingard, Laura Minasian-Batmanian, Ian Cathers, Mary-Jane Mahony, Gilbert Vella
7. Team Contribution Tracking System (TeCTra) for assessment of individual contributions in groupwork (#183)
Andrew Litchfield, Ryszard (Richard) Raban
8. A French Master's degree in e-learning: Are the students' needs met? (#25)
Debra Marsh, Rachel Panckhurst
9. Interactions of students in online graduate courses (#49)
Joyce McCauley, Susan Wegmann, Catherine Stoicovy, Mary Robbins
10. Podcasting and education: Time to start listening (#200)
Leon Newnham, Charlynn Miller
11. There's more to it than instructional design: The role of individual characteristics in hypermedia learning (#94)
Maria Opfermann, Peter Gerjets
12. Debating pain: A collaborative online group activity (#58)
Grace Tague, Liz Devonshire, Allan Molloy, Stephen Loftus, Philip Siddall
13. All the world's a stage: Using dramatised scenarios to foster discussion in online management courses (#27)
Keith Tyler-Smith
14. Online learning modules: Does one version fit all? (#70)
Alexandra Yeung, Siegbert Schmid, Roy Tasker

11:00–12:25 Concurrent Paper Sessions 1

SESSION 1.1. ICT strategies and organisational change (Verbrugghen hall)

Chaired by Meg O'Reilly

1. Who will own the new VLE? Sharing practice, problems and alternative solutions (#95)
Chris Jones, Gráinne Conole
2. Implementing e-learning across a faculty: Factors that encourage uptake (#120)
Paul Sheehy, Gerard Marcus, Federico Costa, Rosanne Taylor
3. Dissemination of innovations: A case study (#182)
Shirley Alexander

SESSION 1.2. E-learning practices in engineering (Music workshop)

Chaired by Allan Christie

1. Prototyping a wholly online IT unit (#85)
Annegret Goold, Naomi Augar
2. Online student portfolios for demonstration of engineering graduate attributes (#108)
Stuart Palmer, Wayne Hall
3. Educational design and online support for an innovative project-based course in engineering design (#168)
Iain McAlpine, Carl Reidsema, Belinda Allen

SESSION 1.3. Online discussions in university courses (Recital hall West)

Chaired by Gerry Lefoe

1. Online facilitation: Strategies for gaining engagement in different OLEs (#20)
Chris Hughes, Sophie di Corpo, Lindsay Hewson
2. Student evaluations of elearning technologies in undergraduate psychology: A blended model for the future (#38)
Fiona A. White, Martin Daly, Karen M. Scott
3. Design and evaluation of an e-learning environment to support the development and refinement of clinical reasoning and decision-making (#189)
Justin Newton Scanlan, Catherine McLoughlin, Nicola Hancock

SESSION 1.4. Technologies, instructional design and teaching practices (Ensemble room 2169)

Chaired by Kar-Tin Lee

1. Learning with wireless mobile devices and social software (#50)
Thomas Cochrane
2. Persistent technologies: Why can't we stop lecturing online (#167)
Stephen Sheely
3. Pragmatic approach to learning materials (#195)
Denise Sweeney, Willy Sher
4. Reinventing and reinvigorating instructional design: A theory for emergent learning (#197)
Elena Kays, Rod Sims

SESSION 1.5. Teaching and learning strategies (Ensemble room 2174)

Chaired by Mike Keppell

1. Analysing the efficacy of blended learning using Technology Enhanced Learning (TEL) and m-learning delivery
Kevin Johnson, Cathal McHugo, Timothy Hall
2. Is role-play an effective teaching approach to assist tertiary students to improve teamwork skills? (#136)
Joseph Luca, Deanna Heal
3. Research: Evaluation of an online essay writing module: information literacy e-learning module project (#157)
Dawn Coburn, Dave Keen, Wendy Ritson-Jones, Bronwyn Hegarty, Jenny McDonald
4. An experience with conducting a role-play in decision making for a food and nutrition policy course (#207)
Pippa Craig, Leah Bloomfield

12:30–1:30 Lunch (Foyer)

1:30–2:55 Concurrent Paper Sessions 2

SESSION 2.1. Intercultural e-learning: Experiences of research in a Sino-UK context (Verbrugghen)

Symposium chaired by David McConnell and Gordon Joyes

1. An activity theory approach to the exploration of tutors' perceptions of effective online pedagogy (#221)
Gordon Joyes
2. Collaboration for inter-cultural e-learning: A Sino-UK case study (#222)
Sheena Banks
3. A participatory design approach to the development of online tutor training materials: A case study from China (#223)
Zehang Chen
4. Chinese higher education teachers' conceptions of e-Learning: Preliminary outcomes (#224)
David McConnell, Jianhua Zhao

SESSION 2.2. E-learners' needs and on-line identities (Music workshop)

Chaired by Cathy Gunn

1. Who's learning? Responding to the needs of a culturally diverse world of online learners (#138)
Andrea Hall
2. Personality type and learning environments: Two case studies (#152)
Ainslie E. Ellis
3. Spatial imaginings: Learning and identity in online environments (#153)
Reem Al-Mahmood

SESSION 2.3. Researching cognition in e-learning (Recital hall West)

Chaired by Bob Corderoy

1. The 'copy and paste' function: A flawed cognitive tool in need of redesign (#45)
Michael Morgan, Gwyn Brickell, Barry Harper
2. Using educational technologies to understand how learners solve problems (#175)
Kristine A. Elliott, Gregor E. Kennedy
3. Using fMRI to explore interactivity and cognition: A methodological case study (#186)
Barney Dalgarno, Gregor Kennedy, Sue Bennett

SESSION 2.4. Assessment and feedback in online learning (Ensemble room 2169)

Chaired by Shirley Agostinho

1. Electronic delivery of oral feedback on graphic design projects (#72)
Coralie McCormack, Mary-Jane Taylor
2. Impact on student learning: Student evaluations of online formative assessment in fluid mechanics (#174)
Karen M. Scott, Mary-Helen Ward, Graeme Wood
3. Beyond marks and measurement: Developing dynamic and authentic forms of e-assessment (#196)
Catherine McLoughlin, Joe Luca
4. Whose assessment in a problem based learning medical program? (#219)
Peter Davy

SESSION 2.5. Learning communities and collaboration (Ensemble room 2174)

Chaired by Rob Phillips

1. Sustaining and transferring curriculum and pedagogical innovation through establishing communities of practice (#43)
Robert Fox, Lee Yeung, Nancy Law, Allan Yuen, Alison Yueng
2. Fostering communities of practice during the creation of an online classroom-based simulation (#48)
Brian Ferry, Lisa Kervin
3. Learning from Web 2.0 practices: A tool to support real-time student collaboration (#112)
Tim Plaisted, Stuart Irvine
4. The role of e-teaching in e-learning (#185)
Jacquelin McDonald

3:00–3:45 Afternoon Tea and Poster Session 1 (cont.) (Foyer)

3:45–5:15 Concurrent Paper Sessions 3

SESSION 3.1. Infrastructures, management and monitoring (Verbruggen hall)

Chaired by Mary-Helen Ward

1. Monitoring eLearning environments through analysing web logs of institution-wide eLearning platforms (#62)
Paul Lam, Christina Keing, Carmel McNaught, Kin-Fai Cheng
2. Analysing teaching design repositories (#133)
Danyu Zhang, Rafael Calvo, Nicholas Carroll, John Currie
3. Tools used in Learning Management Systems: analysis of WebCT usage logs (#208)
Rob Phillips

SESSION 3.2. Podcasting practices in education (Music workshop)

Chaired by Helen Carter

1. iPod, uPod? An emerging mobile learning tool in nursing education and students' satisfaction (#92)
Margaret Maag
2. Podcasting, student learning and expectations (#132)
Belinda Tynan, Stephen Colbran
3. Everyone's learning with podcasting: A Charles Sturt University experience (#171)
Anthony Chan, Mark J.W. Lee, Catherine McLoughlin

SESSION 3.3. Collaborative problem-based learning (Recital hall West)

Chaired by Sue Dark

1. A blended approach to collaborative learning: Can it make large group teaching more student-centred? (#125)
Belinda Allen, Alan Crosky, Iain McAlpine, Mark Hoffman, Paul Munroe
2. Student learning processes using an online PBL module in an art and design education course (#139)
Kim Snepvangers, Iain McAlpine
3. The role of problematizing in online knowledge building (#143)
Ming Lai

SESSION 3.4. Graphics and learning design (Ensemble room 2169)

Chaired by Chris Jones

1. What do first year students think about learning graphics packages? (#37)
Joshua McCarthy
2. Integrating culture in the second language curriculum through a three-dimensional virtual reality environment (#56)
Sachiyo Sekiguchi, Paul Gruba, Abdul Rahman Al-Asmari
3. Educational animation: Who should call the shots? (#140)
Richard Lowe
4. The use of a visual learning design representation to document and communicate teaching ideas (#173)
Shirley Agostinho

SESSION 3.5. Teachers as researchers: Design, action and reflection (Ensemble room 2174)

Chaired by Linda Creanor

1. Innovation through action learning (#59)
Beth Hobbs, Paula Williams, Louise Turnbull
2. Professional development for professional developers: Who's learning about e-learning from whom? (#169)
Margaret O'Connell, Robyn Benson, Gayani Samarawickrema
3. Design-based research and the learning designer (#177)
Deidre Seeto, Jan Herrington
4. Reflective practice in lesson design (#218)
Chun Hu, Miriam Weinel

5:20–6:20 ascilite Annual General Meeting (Music workshop)

Tuesday, 5th December 2006

8:00–5:00 Registration (Foyer)

8:05–8:55 ascilite Campus Representatives' Breakfast (Cafe)

9:00–10:30 Concurrent Special Sessions

SESSION 1 (Verbruggen hall)

Chaired by Geraldine Lefoe and Meg O'Reilly

ascilite and the Carrick Resource Identification Network project
Geraldine Lefoe, Meg O'Reilly and Jenny Millea

SESSION 2 (Music workshop)

Chaired by Catherine McLoughlin and Roger Atkinson

Publishing your research in journals: 'Meet the editors'
Catherine McLoughlin, Roger Atkinson, Gráinne Conole and John Hedberg

SESSION 3 (Recital hall West)

Chaired by Rob Ellis

E-learning for campus-based universities: Engaging the executive
Rob Ellis, Shirley Alexander, Eddie Gulc and Sandra Wills

10:30–11:00 Morning Tea and Poster Session 2 (Foyer)

Chaired by Mary-Jane Mahony

1. Developing online postgraduate coursework to promote change in animal industries (#22)
Hannah Forsyth, Chris Moran, Jaime Gongora Ruth Laxton, Julius van der Werf
2. Benchmarking e-learning: The UK experience (#82)
Eddie Gulc
3. Reducing staff and student workload: Redevelopment of an online law unit (#119)
Kerryn Jackson, Bill Potter, David Lindsay, Len Webster, Kathy Buxton, Melissa deZwart
4. Investigating teachers authoring their own learning designs (#229)
Matthew Kearney, Anne Prescott, Kirsty Young
5. Learning to teach online online: Training remote facilitators in postgraduate veterinary science programs (#14)
Ruth Laxton, Hannah Forsyth, Jenny-Ann Toribio
6. The collaborative work between learning technologists and academics in implementing online learning (#216)
Yik Sheng Lee, Siaw Way Poh
7. Semi-automated assessment and workload expectations mapping (#117)
Melinda Lewis, Mary Jane Mahony, Ann Poulos
8. Evaluation of genetics educational technologies used by science teachers (#135)
Amy Nisselle, Gregor Kennedy, Sylvia Metcalfe, MaryAnne Aitken
9. Bringing together accessibility research and enterprise activities (#217)
Elaine Pearson, Steve Green
10. Pilot study to review use of WebCT in taught units (#137)
Lynnae Rankine, Janne Malfroy
11. Living English simulation learning for non-native English speakers (#44)
David Ross, Fiona McMullen
12. What is ED? (#131)
Elizabeth Tuckerman
13. 21st Century higher education management: Networked educational management (#79)
Philip Uys
14. Developing effective digitally-enhanced blended learning environments: A comparative study of Australian universities (#81)
Philip Uys, Janet Buchan, Linda Ward
15. Blending synchronous and asynchronous forms of communication in an online teacher education class (#130)
Miriam Weinel, Chun Hu
16. Multimedia learning and the World Wide Web: Considerations for learners with a mental retardation (#90)
Peter Zentel, Maria Opfermann, Jan Krewinkel

11:00–12:25 Concurrent Paper Sessions 4

SESSION 4.1. Learning objects (Verbrugghen hall)

Chaired by Cathy Gunn

1. The trial of learning objects: Exploring the design and delivery of VTE courses with learning objects (#19)
Ron Oliver, Mark McMahon, Peter Higgs, Rose Shum, Lisa Wait, Dominic Lou
2. An Agile method for developing learning objects (#64)
Tom Boyle, John Cook, Richard Windle, Heather Wharrad, Dawn Leeder, Rob Alton
3. Learning object: A new definition, a case study and an argument for change (#99)
Jenny McDonald

SESSION 4.2. Opportunities and challenges in collaborative learning (Music workshop)

Chaired by Caroline Steel

1. Computer-mediated interaction in context (#78)
Mary Thorpe, Steve Godwin
2. To post or not to post: Undergraduate student perceptions about participating in online discussions (#124)
Philippa Gerbic
3. Collaborative learning: Some possibilities and limitations for students and teachers (#150)
Matt Bower, Debbie Richards

SESSION 4.3. Educational design (Recital hall West)

Chaired by Gregor Kennedy

1. Who's designing what for whom? Comparing taxonomies in web-based educational design galleries (#144)
Tim Lever
2. Thoughts on blogging as an ethnographic tool (#164)
Mary-Helen Ward
3. Describing a design pattern: Why is it not enough to identify patterns in educational design? (#227)
Christian Voigt, Paula M.C. Swatman

SESSION 4.4. Staff development and change (Ensemble room 2169)

Chaired by Don Sheridan

1. Taking ownership of technology: Educators as LMS learners (#35)
Iain Doherty, Michelle Honey
2. Bringing e-learning home: An experiment in embedding e-learning using departmental e-learning advocates (#101)
Brett Lucas
3. Blogging for learning: Integrating social networks for staff development (#184)
Rod Sims, Diane Salter
4. Modelling blended learning environments: Designing an academic development blog (#214)
Geraldine Lefoe, Wendy Meyers

SESSION 4.5. Content-oriented applications and personalised learning (Ensemble room 2174)

Chaired by Linda Creanor

1. Throwing a pebble into the pond: E-portfolios and student engagement (#68)
Hazel Willis, Phil Gravestock, Martin Jenkins
2. Sharing open courseware content through learning objects standards (#128)
Sergio Freschi, Rafael Calvo
3. Towards a reference model for the personal learning environment (#141)
Mark Johnson, Paul Hollins, Scott Wilson, Oleg Liber
4. Designing reusable online clinical reasoning templates: A preliminary evaluation (#147)
Helen Wozniak, Mark Hancock, Joanne Munn, Gosia Mendrela

12:30–1:30 Lunch (Foyer)

1:30–2:55 Concurrent Paper Sessions 5

SESSION 5.1. Realities of reuse, migration and repurposing of e-learning designs (Verbruggen hall)

Symposium chaired by Mary-Jane Mahony

1. Re-purposing an online role play activity: Exploring the institutional and pedagogical challenges (#36)
Elizabeth Devonshire
2. Reusing learning designs: Role play adaptations of the Mekong and Ha Long Bay e-Sim (#170)
Kate Lloyd, Melissa Butcher
3. Facilitating uptake of online role play: Reusability, learning objects and learning designs (#190)
Sandra Wills, Anne McDougall
4. Repurposing an online tutor training resource (#193)
Jenny Pizzica, Mary Jane Mahony, Elizabeth Devonshire

SESSION 5.2. Assessment practices in online learning (Music workshop)

Chaired by Kar-Tin Lee

1. Increasing success in first year courses: Assessment re-design, self-regulation and learning technologies (#41)
David Nicol
2. Supporting peer assessment of individual contributions in groupwork (#159)
Richard Raban, Andrew Litchfield
3. Iterative learning: Self and peer assessment of group work (#198)
Mark Freeman, Diane Hutchinson, Lesley Treleaven, Chris Sykes

SESSION 5.3. Strategic and instructional perspectives (Recital hall West)

Chaired by Mike Keppell

1. Driving online education: The Swedish Net University - A case study in purpose and pedagogy (#18)
Michael Christie
2. Perspectives of stakeholders on eLearning in science education at university (#51)
Robert A. Ellis, Tom Hubble, Andrellyn C. Applebee, Mary Peat
3. Moving towards a university-wide implementation of an ePortfolio tool (#209)
Sarah Lambert, Linda Corrin

SESSION 5.4. iPods and video in education (Ensemble room 2169)

Chaired by Meg O'Reilly

1. Why don't students attend lectures and what can be done about it through using iPod nanos? (#28)
Susan Shannon
2. A partnership for iPod pedagogy: Using the technology of millennial learners across educational contexts (#111)
Lisa Kervin, Doug Reid, Jeff Vardy, Carroll Hindle
3. Recorded lectures: Looking to the future (#118)
Kathy Buxton, Kerry Jackson, Melissa deZwart, Len Webster, David Lindsay
4. Impact of video recorded lectures among students (#179)
Alan Swee Kit Soong, Lay Kock Chan, Christopher Cheers, Chun Hu

SESSION 5.5. CMC, language and discourse (Ensemble room 2174)

Chaired by Mary Thorpe

1. Mediated electronic discourse and computational linguistic analysis: Improving learning through choice of effective communication methods (#16)
Rachel Panckhurst
2. Teaching with technology: Using online chat to promote effective in-class discussions (#17)
Leanne Cameron
3. Argumentation and text-based conferencing: Who is learning and what is being learned? (#29)
Caroline Coffin, Ann Hewings, Sarah North
4. Learner identities in transition: Getting to know our students better through a comparative investigation of two British and Australian postgraduate programs (#123)
Sophie di Corpo, Siân Bayne

3:00–3:45 Afternoon Tea and Poster Session 2 (cont.) (Foyer)

3:45–5:15 Concurrent Paper Sessions 6

SESSION 6.1. Understanding e-learners' experiences (Verbrugghen hall)

Chaired by Bob Corderoy

1. Who's learning and how? Researching the learner experience (#93)
Linda Creanor, Kathy Trinder, Doug Gowan, Carol Howells
2. Using the internet for professional development: The experience of rural and remote professionals (#116)
Anthony Herrington, Jan Herrington
3. An in-depth case study of students' experiences of e-learning - how is learning changing? (#127)
Gráinne Conole, Maarten de Laat, Teresa Dillon, Jonathan Darby

SESSION 6.2. Visualisation and feedback (Music workshop)

Chaired by Shirley Agostinho

1. Understanding complex calculations: Automated spreadsheets with built-in feedback (#166)
Graeme Wood, Mary-Helen Ward
2. Use of visualisation software to support understanding of chemical equilibrium: The importance of appropriate teaching strategies (#114)
Anula Weerawardhana, Brian Ferry, Christine Brown
3. How does hypermedia support learning? The role of different representational formats and varying levels of learner control for the applicability of multimedia design principles (#89)
Maria Opfermann, Peter Gerjets, Katharina Scheiter

SESSION 6.3. Educational paradigms for new literacies (Recital hall West)

Chaired by Gerry Lefoe

1. Designing for disruption: Remodelling a blended course in technology in (language) teacher education (#115)
Debra Hoven
2. New students, new learning, new environments in higher education: Literacies in the digital age (#162)
Dale Holt, Ian Smissen, Stephen Segrave
3. Online student contracts to promote metacognitive development (#211)
Mark McMahon, Joe Luca

SESSION 6.4. Monitoring and organisational change (Ensemble room 2169)

Chaired by Karen Scott

1. Gathering online representations of practice about assessment for use as a professional development tool: A case in
Gail Wilson, Rosemary Thomson, Janne Malfroy
2. Benchmarking e-learning in UK higher education (#96)
Derek Morison, Terry Mayes, Eddie Gulc
3. Who is learning? A preliminary study of an online elearning dissemination strategy (#172)
Mary Jane Mahony

7:00–10:00 ascilite Conference Dinner (Dockside, Cockle Bay, Darling Harbour)

Wednesday, 6th December 2006

8:00–3:00 Registration (Foyer)

9:15–10:30 Keynote 2 (Verbrugghen hall)

Chaired by Peter Goodyear

Orchestrating integrated learning scenarios
Pierre Dillenbourg

10:30–11:00 Morning Tea (Foyer)

11:00–12:25 Concurrent Paper Sessions 7

SESSION 7.1. Staff development (Verbrugghen hall)

Chaired by Sue Dark

1. E-Scholars: Staff development through designing for learning (#57)
Diane Salter
2. A pragmatic and strategic approach to supporting staff in inclusive practices for online learning (#75)
Elaine Pearson, Tony Koppi
3. Professional development for online teaching practices (#106)
Julia Hallas

SESSION 7.2. Emerging technologies in learning practices (Music workshop)

Chaired by Chris Jones

1. You, me and iLecture (#87)
Julie McElroy, Yvette Blount
2. Going with the grain: Mobile devices in practice (#91)
John Pettit, Agnes Kukulska-Hulme
3. The evolution of audiographics: A case study of audiographics teaching in a business faculty (#194)
Stephen Rowe, Allan Ellis, Bao Tran

SESSION 7.3. Analysing and designing online discussions (Recital hall West)

Chaired by Helen Carter

1. Analysing online discussions: What are students learning? (#65)
Deborah Cotton, Jon Yorke
2. Whose technology enables learning through discussions? The "shoutboard": A new design for asynchronous discussions (#104)
Rozz Albon, Lina Pelliccione
3. Learning through online discussions: A focus on discourse analysis and language functions (#178)
Dai Fei Yang, Peter Goodyear

SESSION 7.4. Understanding and designing for net generation (Ensemble room 2169)

Chaired by Mary Thorpe

1. The Lectoria service and students with disabilities (#67)
Jocasta Williams
2. Questioning the net generation: A collaborative project in Australian higher education (#160)
Gregor Kennedy, Kerri-Lee Krause, Kathleen Gray, Terry Judd, Susan Bennett, Karl Maton, Barney Dalgarno, Andrea Bishop
3. E-learning: Do our students want it and do we care? (#192)
Leonie Arthur, Bronwyn Beecher, Roslyn Elliott, Linda Newman
4. Implementing new technologies across the organisation: The LAMS@Macquarie project (#226)
Robyn Philip, Angela Voerman

12:30–1:30 Lunch (Foyer)

1:30–2:55 Concurrent Paper Sessions 8

SESSION 8.1. Educational paradigms and teaching approaches (Music workshop)

Symposium chaired by Gregor Kennedy

1. Moving from face-to-face to online classrooms: The reflective university teacher (#55)
Faye Wiesenberg, Elizabeth Stacey
2. At the limits of social constructivism: Moving beyond LMS to re-integrate scholarship (#158)
Lisa Wise, James Quealy
3. Teaching through technology-enhanced environments in higher education: Moderating for effective computer conferencing (#199)
Maria Zenios

SESSION 8.2. Interactivity and feedback in ICT-supported learning (Recital hall West)

Chaired by Allan Christie

1. Learning, study and review methods 101: A fun way to learn and study complex theoretical content (#103)
Cheryl Howard
2. Fun and feedback at the press of a button (#151)
Debbie Richards, Catherine Braiding, Alan Vaughan
3. Audience response systems in practice: Improving Hong Kong students' understanding of decision support systems (#213)
David Banks, Ann Monday

SESSION 8.3. Teachers' beliefs and adoption of e-learning (Ensemble room 2169)

Chaired by Don Sheridan

1. Influence of teacher beliefs on web-enhanced learning experiences: Learners and teachers (#148)
Caroline Steel
2. E-learning adoption: Staff development and self-efficacy (#156)
Bronwyn Hegarty, Merrolee Penman, Dawn Coburn, Oriel Kelly, Cheryl Brown, Beverley Gower, Grant Sherson, Maurice Moore, Gordon Suddaby
3. How experienced teachers learn in the information age (#201)
Natalie Senjov-Makohon

3:00–3:45 Conference Awards, Handover and Close (Verbrugghen hall)