

ascilite 2006 Workshops

Last updated: 19 September 2006

Full-day workshops

Workshop 1: An Introduction to Elluminate Live!

Presented by: Stephen Rowe & Allan Ellis

Abstract

The workshop will offer participants a mix of demonstration, discussion, questions, and small group work including links to other sites both within Australia and overseas. Participants will learn about and have the opportunity to try out a range of available tools, how the program connects national and international participants and the range of support and training resources available from Elluminate. In addition to hearing and seeing what instructional models are being used with the program (national and international), participants will be able to join in discussions about using these models in their own discipline areas.

Workshop 2: How to Develop 'On-Demand and On-the-Go' Ubiquitous Educational Multimedia

Presented by: Maag Margaret

Abstract

Interactive technological tools that facilitate different forms of online communication, learning, and collaboration among educators, students and colleagues across international borders will be presented, demonstrated, and taught to workshop delegates. Participants will create their own blogs, enhanced podcasts, and vodcasts while demonstrating an understanding of Real Simple Syndication (RSS). Also, the concept of "wikis" will be introduced and demonstrated as tools for group collaboration and editing of files located on the Internet. Be prepared to have fun while learning about many Web 2.0 applications.

Workshop 3: Online Information Literacy e-Learning Modules from the OIL project: Project background Project background, module use, and adaptation for use in new contexts

Presented by: Bronwyn Hegarty & Jenny McDonald

Abstract

The workshop is based on the outcomes of the e-CDF 423 Information Literacy e-Learning Modules project, funded by the Tertiary Education Commission in New Zealand. The workshop will be conducted over a full-day starting with a short presentation about the project on which the workshop is based, and proceeding with experiential activities including lots of hands on experience in a computer lab so that participants can explore the modules. There will also be short presentations about the evaluation and research processes associated with the modules, and the features of the modules and the editing environment which support adaptation for use in new contexts. These will be interspersed with experiential activities. Participants will also be able to try out the online editor to customise the modules for their own areas of teaching and learning, or educational development.

Workshop 4: Architectures for Effective Online Learning and Performance

Presented by: Elena Kays & Rod Sims

Abstract

The workshop is designed as an interactive and participative session where the presenters will pose key challenges in the creation of emergent, engaging and motivational online learning environments. Using multi-disciplinary perspectives, participants will engage in discussions and activities designed to contextualise these challenges and develop environmentally-specific design and development solutions for their online learning programs. The expertise of Dr Kays and Dr Sims in the international higher education sectors as well as contemporary online learning environments will ensure participants have access to a set of tools to maximise the success of online learning teaching and learning.

Morning workshops (half-day)

Workshop 5: Improving your publications profile (free workshop)

Presented by: Craig Zimitat (ascilite Executive)

Abstract

The workshop will introduce participants to (i) the academic publication process (with the opportunity to examine reports from assessors and some microwriting exercises, role of editors etc.), (ii) selection of journals in which to publish (quality - rejection rate, impact factors, citation rates), and (iii) the writing process.

Workshop 6: Giving effective and interactive presentations

Presented by: Tony Koppi & Elaine Pearson

Abstract

The purpose and value of conferences is in the conferring - to seek feedback, to compare experiences and interpretations, to engage participants with the issues, to convince, and to evaluate one's own beliefs, yet many presentations do not address these desired outcomes. If you would like to explore more effective ways of representing your ideas to participants, encourage other perspectives on the paper and initiate feedback and reflection, then this is the session for you.

Workshop 7: What makes blended learning “good”? A conceptual model supported by real examples

Presented by: Josie Csete, Paula Hodgson & Peter Duffy

Abstract

With the current state of web technology, teaching and learning is not limited to the classroom context but is readily extended to learners studying online and outside formal class times. This workshop aims to demonstrate the various ways the Web can be used to effectively assist teaching at the university level by showcasing real success stories of eLearning supported by the e3Learning Project in Hong Kong (<http://e3learning.edc.polyu.edu.hk/>). Using examples from a variety of disciplines -- nursing, business, design, engineering, languages, and science, this workshop will demonstrate how the Web can foster interactions with content, instructors, and peers. The Web materials are drawn from more than 100 purpose-built learning objects, utilizing many different web tools and methods like animations, simulations, quizzes, games, and peer critiques. Participants

will receive access to working examples of the three types of interaction and are encouraged to bring their personal computers to the workshop.

Workshop 8: Using iPods & iTrips as knowledge acquisition tools for problem-based learning in the Workplace

Presented by: Paula Williams & Beth Hobbs

Abstract

The world of Web 2.0 and syndicating websites with RSS in many ways emerged out of the blogging phenomenon and the so called 'blogosphere' is a testament to the power of blogs as a social networking tool. Now we have the new version or second phase of the Internet called Web 2.0 often referred to as the Read, Write, Web. The ability to produce information rather than just consume it is what sets Web 2.0 services apart from the preceding phase of Web 1.0. It's time to drop the 'e' from elearning and just talk about learning. Currently in tertiary education Web 2.0 tools are being used by teachers and students on the fringes of the organisation's formal eLearning framework. So what does Web 2.0 mean in teaching and learning? Is there new found optimism because Web 2.0 has lowered the threshold allowing anyone and everyone with a browser to create and publish information? This workshop is interactive and will cater to participants interested in workplace teaching and learning. Attendees will learn about and discuss innovative ways of applying the workshop's concepts to their specialised fields of practice. The participants will work in groups to produce a mini lecture suitable for an ipod. This mini lecture will demonstrate how expertise and knowledge can be collaboratively shared without headsets and using only one ipod to a large number of people in the workplace. Participants will learn how itrips and radio transmitters can broadcast podcasts to the workplace. The idea of this workshop is to illustrate how trainees can use ipods and itrips as knowledge-acquisition tools to tap into expert instructional advice for in situ problem-based learning.

Afternoon workshops (half-day)

Workshop 9: Course Re-Design Within a Community of Practice Model

Presented by: Diane Salter

Abstract

This half-day workshop is designed to allow participants to learn about the design and implementation of a new program for staff development initiated at Hong Kong Polytechnic University. The design of this programme provides a community of practice model for staff to work on course re-design. This approach can significantly reduce the amount of time needed for curriculum development at a minimal cost without compromising the creation of an effective learning environment. The implementation of this program, at the institutional level, includes Professional Development, Subject Development, Implementation and Evaluation and Dissemination. In the workshop, in addition to learning about the program design and implementation, participants will learn about and apply the process of 'applied learning mapping' that faculty use as the framework for redesigning their course when they participate in this staff development program. The 'applied learning mapping' process is designed to shift instructors from a tendency to focus on content coverage, and presenting content, to the design of a learning environment that promotes student interaction and engagement with the content.

Workshop 10: Designing engaging online learning experiences

Presented by: Anouk Janssens-Bevernage & Sue Dark

Abstract

Engaging the online learner remains a major challenge for e-learning designers and facilitators. How do we inspire the learner and energize the learning environment without any visual clues and when learning is not taking place concurrently? Many online courses consist of nothing but instructional material –interactive or not -- and others provide a forum for exchange. The expected peer-to-peer interactions may be disappointing when course designers and facilitators have regarded the online discussions as an ‘add on’. Developing these collaborative learning opportunities as the backbone of an online course promotes constructivist principles. VLE software supports discussion forums and other interactive tools to manage learning in groups. However, interesting online discussions don’t just happen and collaboration does not automatically lead to learning. Meaningful learning through collaboration online needs to be carefully designed to reflect the active learning that is promoted by the e-learning literature. This workshop introduces some of the basic concepts of engaging and collaborative learning design for online environments. Workshop participants will be given an opportunity to experience hands-on what it takes to make this happen.

Workshop 11: Embedding quality guidelines into e-learning practice

Presented by: John Milne & Andrew Higgins

Abstract

How can a set of quality guidelines bring real performance improvements for e-learning practitioners? This workshop will introduce e-learning quality guidelines that are: flexible so that they can be applied to the diverse tertiary context, easy to use, and able to evolve as understanding on best practice develops. This workshop will explore how to apply the guidelines to a participant’s institution and discuss their future development.