



# ascilite 2011

CHANGING DEMANDS,  
changing directions.



Wrest Point | Hobart Tasmania Australia | 4-7 December 2011

## WORKSHOP PROGRAM



# WORKSHOP SCHEDULE

AN EXCITING RANGE OF WORKSHOPS is on offer as part of **ascilite** 2011. Workshops will be held on Sunday 4 December 2011 at Wrest Point.

Morning: 9am - 12pm	Break: 12pm - 1pm	Afternoon: 1pm - 4pm
<b>Full day workshop 1</b>		
iPadagodgy 2.0: Exploring the affordances of the iPad for student-generated media production		
<b>Full day workshop 2</b>		
The challenges and scope of creating and editing an interactive electronic book		
<b>Morning workshop 1</b>		<b>Afternoon workshop 1</b>
Getting your class into a virtual world: where to start		e-learning evaluation research: Theory and practice
<b>Morning workshop 2</b>		<b>Afternoon workshop 2</b>
Operationalising good practice in technology-enhanced learning and teaching		Efficient e-assessment workflows
<b>Morning workshop 3</b>		<b>Afternoon workshop 3</b>
Using social networking in higher education		ET meets E2: Enthusiastic teachers meet engaging education via video conference lectures
		<b>Afternoon workshop 4</b>
		Investigating key issues in developing distributed leadership capacity for the quality management of online learning environments.

Please note that full-day workshops cost \$300 and include lunch, morning tea and afternoon tea. Half-day workshops cost \$150 each and include morning or afternoon tea.



# FULL DAY WORKSHOP 1



## iPadagogy2.0: Exploring the affordances of the iPad for student-generated media production

Thomas Cochrane | James Oldfield

A hands-on investigation of enabling student-generated content captured, collated, created and edited on mobile devices (in particular the iPad), bridging authentic learning environments and student eportfolio generation. In particular the workshop will focus upon the use of iOS applications such as iMovie (iPhone & iPad) and Garageband (iPad) for student media generation and editing. The workshop will explore sharing and integrating student-generated content via web 2.0 sites such as YouTube, Audioboo, and SoundCloud. Additionally we will explore the creation and distribution of e-books (epub format) for use on the iPad. The workshop will use a social constructivist pedagogical foundation and utilize mobile Twitter as a group sharing and collaboration tool.

By the completion of the workshop participants will be able to:

- evaluate the potential of the Apple iPad to enhance tertiary education today within a social constructivist pedagogy (Pedagogy 2.0);
- create, edit and upload to YouTube a movie entirely from the iPad using iMovie;
- evaluate examples of student-generated content and student-generated learning contexts using the iPad;
- record, edit and share via web 2.0 a PODCast or audio soundtrack entirely on the iPad using Garageband; and
- create a basic e-book for publishing to the iPad.

### Who should attend?

Participants should attend this workshop if they are interested in using mobile technologies in their teaching, or wanting a practical overview of how to use the iPad for media creation and sharing. Participants will require basic computer and cellphone skills, and a willingness to sign up for a range of free mobile web 2.0 services to explore. Participants will also need to create an iTunes Store account.

### Facilitator profiles

*Thomas Cochrane BE, BD, GDHE, MTS, Mcomp, PHD Student*

Thomas is an Academic Advisor (e-learning and Learning Technologies) with Te Puna Ako, Unitec, New Zealand. His research interests include mobile learning, web 2.0, and communities of practice. He is currently implementing mobile learning trials for his PHD thesis, "Mobilizing Learning: Transforming pedagogy with mobile web 2.0". The trials will harness the potential of social software tools using wireless mobile devices such as PDAs, netbooks, smartphones, and the new generation of tablet devices.

*James Oldfield BCom, CertHE, MCom*

James Oldfield is a lecturer (Information Systems) in the Department of Accounting and Finance at Unitec, New Zealand. His role at Unitec includes providing e-learning support for the department as an e-learning community coordinator. James' research interests include educational games and m-learning. He is currently implementing an iPad and netbook project within an introductory information systems class allowing students to integrate the technology into their learning experience both in and out of the classroom. James is also developing an educational game incorporating mobile technology for use in the classroom.

# FULL DAY WORKSHOP 2



## The challenges and scope of creating and editing an interactive electronic book

Dr Madhumita Bhattacharya | Dr Nada Mach | Dr Mahnaz Moallem | Mike Mimirinis

Editing or publishing a book in interactive electronic format is challenging and requires careful decision making, long term planning and commitment to be successful. What does one need to do to edit, author and publish an e-book successfully? In this workshop the facilitators will share their experiences editing and publishing an e-book. They will show examples of an e-book and discuss how e-books are different from print books, and why one might be interested in publishing an e-book. They will provide tips and strategies for identifying the needed topics and issues for publication in their fields. Facilitators will group the participants on the basis of their areas of interest and expertise and assist them in writing a book proposal, developing their own online environment for announcements, communication and interaction, and a workable plan to manage such an environment. Workshop facilitators will demonstrate, teach and provide hands on experience about different available tools to add multimedia and interactive features in the book. Participants will also be able to understand the importance of social networking tools for 21st century publications.

By the completion of the workshop participants will be able to:

- identify the topic or issue that is worth publishing;
- identify the steps of publishing an e-book;
- develop a comprehensive procedural outline for editing an e-book;
- differentiate between the processes for publishing an interactive e-book from publishing in print;
- acquire the skills for selecting a platform for communication and updates between and among authors and editors;
- come up with a draft proposal for an e-book and upload the proposal for further comments and feedback;
- create an interactive concept map for the book outlining the possible chapter titles; and
- embed multimedia features and hyperlinks in a document.

### Who should attend?

Academics and others interested in publishing, editing and authoring electronic books should attend this workshop. No prior knowledge is required. However, participants should be interested in editing or publishing an e-book in their areas of expertise or be interested in submitting their work for publication in an e-book. Participants should bring their own laptops to this tutorial.

### Facilitator profiles

*Dr Madhumita Bhattacharya*

Madhumita is a scholar and academic consultant, currently working with the University of Victoria, Canada. She has more than 20 years of research and teaching experience in universities in India, the United Kingdom, Japan, Singapore, Australia, Estonia and New Zealand. In the recent past she was an Associate Professor at Athabasca University, Canada and Senior Lecturer at Massey University. Madhumita specializes in innovative learning environment design and e-portfolios. She is a recipient of several research grants. She is the author and co-author of more than 100 publications in journals, conference proceedings and book chapters. Madhumita serves in many academic committees and journals as a member of review boards.

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# FULL DAY WORKSHOP 2

## The challenges and scope of creating and editing an interactive electronic book

### Facilitator profiles continued

#### *Dr Nada Mach*

Nada is Associate Professor and Coordinator of the Secondary Student Teaching Program in the School of Education, California State University, USA. Nada is a frequent presenter at state, national and international educational technology conferences. She was co-director of two PT3 (Preparing Tomorrow's Teachers to Use Technology) Grants from the U.S. Department of Education from 1999 to 2004. She held a CPB Next-Steps Grant (1997-8) and a California State Educational Technology Grant (2000-01). She has published papers in numerous conference proceedings and educational journals, and has served on editorial boards for several journals and educational technology conferences (e.g. NECC).

#### *Professor Mahnaz Moallem*

Mahnaz is a Professor at the Watson School of Education, University of North Carolina, USA. She has received teaching excellence awards. Mahnaz is the coordinator of the Instructional Technology Master's Program. Her areas of research interest are: instructional design models & principles; development of instructional materials for different delivery systems, particularly Web-based instruction; design & development of online collaborative learning environments; program design & evaluation; assessment & evaluation of learning & instruction; applications of learning & thinking styles theories for the design & development of instruction; and new and emerging technology to improve learning & instruction.

#### *Mike Mimirinis Doctoral thesis submitted*

Mike is a researcher with Middlesex University, United Kingdom. He has previously worked as an ICT teacher in England and Greece. His current research interests include approaches to learning and Virtual Learning Environments, methodology of internet-based research and integration of learning technologies in cross cultural settings. Mike was recently involved in EU-funded projects aiming to provide training of e-learning professionals.

# MORNING WORKSHOP 1



## Getting your class into a virtual world: where to start

Dr Helen Farley | Sue Gregory

The objective of this workshop is to provide participants who are new to teaching in a virtual world with:

- ideas on how to get started in virtual worlds and where to find appropriate resources and support;
- guidance on how to work with small and large groups of students; and
- an understanding of appropriate pedagogies and activities.

The participants will go away from the workshop with a clearer understanding of what they can achieve through teaching in a virtual world and how to secure institutional buy in.

### Who should attend?

This workshop is suited to educators, educational and instructional designers and developers, curriculum developers and teachers at the coalface, and academic developers interested in using virtual world technologies but who are unsure of where to start.

### Facilitator profiles

*Dr Helen Farley BVSc, MA, Grad. Cert. Ed (Higher Ed), MEd (ICT), PhD*

Helen is Senior Lecturer and Mission Leader (Mobility) at the Australian Digital Futures Institute, University of Southern Queensland. She is building on USQ's early lead in the use of virtual worlds in higher education. She was the project leader of the UQ Religion Bazaar project at the University of Queensland on which she has written several publications and conference presentations. She is currently working with a range of academics on virtual archaeology, language learning in Second Life, virtual and indigenous builds as restorative environments, and mobility in higher education. Her research interests revolve around learning futures, the affordances of virtual worlds for higher education, postgraduate supervision in VWs and immersion and presence. She is also interested in and published on MulSeMedia, gestural interfaces and authentic movement in 3D virtual spaces.

*Sue Gregory BA, GradDipEd, MEd (Computer Education), PhD Candidate*

Sue is a Lecturer in ICT Education at the School of Education, University of New England. She is a long-term ICT adult educator with over 20 years experience. She manages several virtual world spaces including classrooms and a playground for her students. She has been teaching in Second Life for the past four years and is focused on adult learning, engagement, immersion and the efficacy of role-play in virtual worlds. In particular, Sue has been exploring student perceptions of their learning in a virtual world. Sue is the Chair of the Australian and New Zealand Virtual Worlds Working Group (VWWG) and Project Leader of an ALTC funded project on virtual practical experience: VirtualPREX.

# MORNING WORKSHOP 2



## Operationalising good practice in technology-enhanced learning and teaching

Professor Mike Keppell | Associate Professor Gordon Suddaby | Natasha Hard

This workshop will explore the outcomes of an ALTC Good Practice Report on 18 completed and 13 partially completed ALTC funded projects in the broad category of Technology Enhanced Learning and Teaching which has been undertaken by the workshop facilitators. The workshop is located within the context of the ALTC's objective to "develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education". The Good Practice Reports which the ALTC has commissioned and published are an important element of the ALTC's Legacy provisions.

The objectives of this workshop embody the aims of the ALTC Good Practice initiative. In doing this, the workshop will focus on the objectives of the Technology Enhanced Learning and Teaching Good Practice report by promoting the results outcomes and initiatives which have emerged from the analysis of the projects and the wider literature. The workshop will focus on engaging participants with the findings of the Good Practice Report, with the aim of developing a range of ideas, strategies and initiatives which they will be able to implement within their own institutions. In addition it is intended to explore options for collaborative initiatives across their wider educational sectors. The workshop objectives will also focus on the 'now what' aspect of specific projects, exploring options and ideas for ongoing development of the project outcomes, by taking the initiatives to the next level.

The workshop objectives are:

- dissemination of the findings of the Good Practice Report in Technology Enhanced Learning and Teaching;
- development of strategies and initiatives for the implementation of identified ALTC Technology Enhanced Learning and Teaching projects within and/or across specific institutions and/or discipline areas; and
- identification of further opportunities to disseminate and continue to develop specific projects and initiatives.

### Who should attend?

Workshop participants should be primarily staff working in the area of professional development/academic development associated with technology-enhanced learning and teaching. This would include staff located within faculties and schools and academic staff within disciplines who have an interest in implementing technology-based initiatives and ideas.

See next page for facilitator profiles.

# MORNING WORKSHOP 2



## Operationalising good practice in technology-enhanced learning and teaching

### Facilitator profiles (continued)

*Professor Mike Keppell PhD, MEd, BEd, BHMS (Ed)*

Mike is currently working in the roles of Director, The Flexible Learning Institute and Professor of Higher Education at Charles Sturt University. Prior to this, he worked at the Hong Kong Institute of Education as Associate Professor and Head of the Centre for Learning, Teaching and Technology (LTC) from 2003 – 2007. Before joining the Institute of Education, he was Head of the Biomedical Multimedia Unit, Faculty of Medicine, Dentistry and Health Science, The University of Melbourne from 1998-2002 and Head of the Interactive Multimedia Unit, Division of Distance and Continuing Education, Central Queensland University from 1994-1998. His research focuses on learning spaces, blended and flexible learning, learning-oriented assessment, authentic learning and transformative learning using design-based research. He is widely published and has completed numerous keynote and invited presentations. He is currently President of **ascilite**.

*Associate Professor Gordon Suddaby*

Gordon is Associate Professor, Scholarship of Teaching and Learning with the National Centre for Teaching and Learning at Massey University. In his second term as President of the Australasian Council on Open, Distance and Elearning, (ACODE - <http://www.acode.edu.au>), he is also a current auditor for the New Zealand Academic Audit Unit and the Australian Universities Quality Agency. He led the successful Massey bid to host the New Zealand National Centre for Tertiary Teaching Excellence (Ako Aotearoa - <http://www.ako.aotearoa.ac.nz>). His research and publishing interests cover a broad range including academic development, e-learning, and factors impacting on student outcomes and success.

*Natasha Hard BBusM/Arts*

Natasha holds the position of Project Manager and Research Assistant with the Flexible Learning Institute at Charles Sturt University. In this role, Natasha is responsible for the execution of project work plans, management of day-to-day operations and budgetary issues, the review of deliverables and the effective application of the FLI methodology and project standards. The two projects on which she is currently working are focused on the efficacy and implementation of different blended and flexible learning and teaching strategies.



# MORNING WORKSHOP 3



## Using social networking in higher education

Leanne Cameron | Miriam Tanti

In this workshop we will fully discuss and demonstrate the benefits and the challenges of introducing higher education students to social networking in an educational context.

During the session participants will:

- explore the concept of social networking;
- investigate the place of social networking in higher education;
- become proficient users of a number of social networking tools;
- carefully examine the moral, ethical and legal issues surrounding social networking. These will include, but are not be limited to:
  - sharing of personal details and photographs;
  - copyright infringement;
  - defamation; and
  - bullying, harassment and offensive material; and
- determine the value of social networking in their own context.

### Who should attend?

Anyone who teaches and/or designs learning and is considering introducing social networking in the near future would gain some benefit from this workshop. The ability to use a web browser is the only technical skill required. Participants need to bring their own laptops/iPads/phones if they want to individually participate in the hands-on sections of the workshop during which they will access the internet.

### Facilitator profiles

*Leanne Cameron*

Leanne Cameron is currently working with the Australian Catholic University as a Lecturer in Educational Studies. She has successfully introduced Social Networking in her Diploma of Teaching/Masters of Education unit. Leanne has spent a number of years working to effectively integrate technology into learning environments. Prior to working at ACU, she worked at MELCOE and with the Australian Centre for Educational Studies at Macquarie University, Sydney.

*Miriam Tanti*

Miriam Tanti is currently working with the Australian Catholic University as a Lecturer in Educational Studies and Information and Communication Technology. She has successfully developed communities of practice in all of her undergraduate and postgraduate courses using a variety of social networking applications. Miriam has spent many years researching and implementing transformative learning environments. She also runs NSW Institute accredited professional development sessions for practising teachers on ways to effectively integrate ICT into education.



# AFTERNOON WORKSHOP 1

## e-Learning evaluation research: Theory and practice

Associate Professor Rob Phillips | Associate Professor Gregor Kennedy

This workshop will focus on how to gather evidence that the e-learning environments we develop are supporting students' learning. Studies of e-learning involve a mixture of evaluation and research and we use the term 'evaluation research' to capture this idea. In the workshop, we will discuss e-learning evaluation research in the context of different disciplinary and interdisciplinary research approaches, recognizing that there is no one 'right' way to do e-learning evaluation research.

Participants will:

- refine their understanding of both evaluation and research;
- examine the phases of the e-learning lifecycle;
- consider a range of possible evaluation strategies;
- apply these strategies to an actual e-learning project plan (real or desired); and
- develop a draft evaluation plan for an e-learning initiative of relevance to their work.

### Who should attend?

This workshop will be of interest to any teacher or developer engaged in e-learning initiatives, and interested in evaluation and research into their work. Examples will be from higher education but the workshop should be of relevance to teachers in other types of educational institutions. A broad understanding of academic research methods is desirable.

Participants must bring outline details of an actual or planned e-learning project with them. This is important as a significant part of the workshop will be hands-on planning.

### Facilitator profiles

*Associate Professor Rob Phillips*

Rob currently works in the Educational Development Unit at Murdoch University. He has worked as a researcher and academic at universities in Australia and Germany since 1982, with a background in theoretical chemistry and computer science. He has worked with educational technology since 1992, designing and project managing educational technology development projects across most discipline areas. Current research interests include evaluation research in e-learning, including academic analytics. Rob has a strong publication record, and is active in the management of two journals: AJET and Research in Learning Technology. He is a life member and past-president **ascilite** and is a HERDSA Fellow and ALTC Citation recipient.

*Associate Professor Gregor Kennedy*

Gregor is Director of eLearning and Associate Professor of Educational Technology at The University of Melbourne. His current work involves leading the University's strategy in technology-enhanced learning and teaching, supporting staff in the use of learning technologies, and undertaking research in the area of e-learning. He has a background in psychology and has spent the last 15 years conducting and overseeing research and development in educational technology in higher education. His research interests include approaches to educational technology research and evaluation, including academic analytics. He has published widely in these areas. He is a long-standing member of the **ascilite** and is an editorial board member of AJET.



# AFTERNOON WORKSHOP 2

## Efficient e-assessment workflows

Professor Stephen Colbran | Michael Garner | Nicola Shapland | Dr Felicia Zhang | Dr Duncan Nulty

This objectives of this workshop are:

- to summarise the literature in relation to e-assessment workflows;
- to discuss policy implications of e-assessment;
- for participants to develop an understanding of the issues surrounding e-assessment workflows;
- to demonstrate ReMarksPDF integration with Blackboard 9.1;
- to discuss ReMarksPDF integration with Moodle 2.0;
- to discuss modern electronic approaches to moderation for marking teams; and
- to discuss how ReMarksPDF may assist TEQSA data collection, moderation and monitoring learning standards.

### Who should attend this workshop?

This workshop is designed to cater for anyone involved with or interested in electronic marking workflows – e-submission, allocation, marking, moderation and release. This includes those responsible for learning management systems, staff of Teaching and Learning Directorates, academics responsible for learning and teaching, and anyone involved with marking assessment.

### Facilitator profiles

*Professor Stephen Colbran BCom(Hons), LLB(Hons), LLM (Hons), PhD, Grad Cert HE*

Stephen is a Professor of Law at the University of New England and creator of ReMarksPDF. ReMarksPDF has been funded by the Australian Learning and Teaching Council, Monash, Deakin, OUA, UNE and Commercialisation Australia. ReMarksPDF is a cross-platform Feedback Management System designed to significantly improve feedback to tertiary and secondary education students. Professor Colbran may be contacted at [stephen.colbran@une.edu.au](mailto:stephen.colbran@une.edu.au) or at [www.remarkspdf.com](http://www.remarkspdf.com).

*Michael Garner B.IT (Applied Computer Science)*

Michael is the Manager for Learning & Teaching Systems, Division of Information Services at Griffith University, responsible for Blackboard, Wimba, Echo360 and other learning technologies at the University. Michael has worked closely with the Blackboard Learning Management Systems over the years developing a number of integrations and toolsets, working closely with the academic community to identify and develop strategies for engaging technology.

*Nicola Shapland BPharm, Dip MP, Grad Cert Higher Ed*

Nicola Shapland is a multi faceted academic at Griffith University recognised with numerous teaching awards for her expertise in teaching, learning and assessment. She is actively involved in the quality assurance of achievement standards at the university and strongly advocates for the quality improvement of assessment at all levels. She has successfully implemented her own consensus moderation processes and is a leader in mentoring others. An Assessment Fellow with Griffith Institute for Higher Education she is working on a strategic university project to develop and embed sustainable consensus moderation processes.

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# AFTERNOON WORKSHOP 2

## Efficient e-assessment workflows

### Facilitator profiles (continued)

#### *Dr Felicia Zhang*

Felicia possesses a Bachelor of Arts degree, from the University of Queensland; a Graduate Diploma in Education from University of Melbourne; a Master of Arts degree in Applied Linguistics from the University of Melbourne; a Teaching English as a Foreign Language Certificate (TEFLA) issued by the Royal Society of Arts, United Kingdom; and a Doctorate in Education from the University of Canberra. She is currently a senior lecturer in Applied Linguistics and Chinese at the University of Canberra. She lectures regularly in Vietnam, China and Australia to prepare English and foreign language teachers to integrate computer technology in their day-to-day teaching. Her research interests include the use of speech technology in language teaching and acquisition, e-learning, integrating computer technology in curriculum design in Education. She has published many articles in these areas. She is the 2003 winner of Australian Awards for University Teaching.

#### *Dr Duncan Nulty*

Duncan is currently Senior Lecturer in Higher Education at the Griffith Institute for Higher Education, Griffith University. He has worked in several large universities and accumulated more than 20 years of experience in teaching, course and program evaluation, together with policy related research (mostly on assessment), including his doctorate. He has a significant and sustained record of academic leadership and community service. He has designed and developed software used for student evaluation of programs, courses and teaching in nine Australian universities. He has widely provided academic leadership and consultancy on assessment, evaluation, and curriculum design, including through high quality research papers. He has taken a leading role in the development and implementation of a number of strategic university policies and systems. These include evaluation of programs, courses and teaching, course approval and evaluation and program planning, approval, monitoring and review.





# AFTERNOON WORKSHOP 3

## ET meets E2: Enthusiastic teachers meet engaging education via video conference lectures

Dr Tina Bavaro | Dr Meg Stuart | Paula Williams

By the completion of the workshop participants will be able to:

- contextualise a videoconference (vcf) lecture learning environment;
- conceptualise engagement for learning;
- recognise factors that indicate learner engagement and non-engagement;
- experience strategies that may enhance learner engagement during videoconference lecture delivery;
- extend their 21st Century tertiary teaching repertoire;
- engage in design based research to develop a professional learning model;
- compile an e-toolkit (an assembly of tools & resources) to support pedagogical practice; and
- reflect on strategies to enhance professional learning and future teaching practice.

### Who should attend?

This workshop is aimed at tertiary instructors presently delivering lectures using videoconference technologies and those that may use these technologies in the future. Another target audience is that of tertiary staff supporting academic development. Participants should have some familiarity with the challenges of engaging large classes and effectively incorporating technologies into the learning environment. Some experience using Moodle (Modular Object-Oriented Dynamic Environment) would be advantageous but not essential.

### Facilitator profiles

*Dr Tina Bavaro B.Ed, M.Ed., Ed.D*

As an academic developer in the Learning and Teaching Centre, Australian Catholic University, Tina builds capacity in and supports curriculum design, pedagogy and the use of appropriate technologies. Tina's doctoral studies focused on Curriculum & Instruction in particular the development of instructional systems using technology. She is a recipient of the NSW Minister's Quality Teaching Awards. Her learning and teaching expertise spans over thirty years of which include twenty years in higher education.

*Dr Meg Stuart BAppSc, MSc, PhD, Grad Cert Health Sciences (Education)*

Meg is Associate Professor and Assistant Head of School at the National School of Physiotherapy, Australian Catholic University. Meg's position includes both management and teaching responsibilities. In this role as Course Coordinator, she is responsible for ensuring equity of student experience across the two campuses where the Physiotherapy program is taught. Meg coordinates a number of pre-clinical science units, and teaches across both the Brisbane and North Sydney campuses. Her academic career spans twenty five years at two institutions.

*Paula Williams B.Ed, Dip. Biomedical Sciences; Master of Circumpolar Health and Wellbeing Cert IV. Assessment and Workplace Training*

Paula is National eLearning Coordinator for the Faculty of Health Sciences, Australian Catholic University. Paula's background spans twenty years of experience in the field of education. As an instructional designer she has managed multiple national projects for TAFE NSW. Many of these projects have been exploring the benefits of 'cutting edge' emergent technologies for teaching and learning. Since 2000 she has presented at leading e-learning conferences around Australia including a host of workshops. She has been a consultant for many TAFE Colleges and Universities.



# AFTERNOON WORKSHOP 4

## Investigating key issues in developing distributed leadership capacity for the quality management of online learning environments (OLEs)

Associate Professor Dale Holt | Dr. Stuart Palmer | Judy Munro | Associate Professor Ian Solomonides  
Associate Professor Maree Gosper | Professor Margaret Hicks | Dr Michael Sankey | Amgad Louka

The workshop will enable participants to:

- develop an understanding of the literature on distributed leadership and its relevance to the quality management of online learning environments;
- enhance their understanding of the key issues and domains of activity involved in the quality management of OLEs;
- appreciate the dynamics of distributed leadership as practised by a range of Australian universities with major commitments to OLEs; and
- actively contribute to the development of a quality management framework for OLEs and the institutional mechanisms required to manage such environments effectively.

### Who should attend this workshop?

This workshop is directed at those in either formal or informal leadership and management positions who contribute to the quality management of online learning environments at the institutional, faculty or departmental levels. Staff may be in academic leadership, teaching or development roles, or non-academic professional and technical roles.

### Facilitator profiles

*Associate Professor Dale Holt BCom, DipEd, GDDistEd, PhD*

Dale is Associate Director of the Institute of Teaching and Learning at Deakin University with active participation in educational design, professional development and research. Dale has coordinated major academic professional development programs and his responsibilities see him heavily involved in supporting staff applying for University and national teaching awards and development grants. He was awarded a Carrick Citation for Outstanding Contributions to Student Learning in 2007, and was Project Leader of the 2007 ALTC funded project on the strategic leadership of teaching and learning centres. He was also a project team member of a 2008 ALTC Competitive Grants project on e-simulations and 2008 ALTC Leadership project on subject coordinators.

*Dr. Stuart Palmer BEng, MBA, DTech, GCHE*

Stuart is a Senior Lecturer in the Institute of Teaching and Learning, Deakin University. Stuart is an active researcher in the area of online teaching and learning, having a range of publications in this area. Stuart has significant experience in quantitative and qualitative data analysis and has conducted many evaluations of teaching and learning initiatives, including the analysis of institution level data relating to staff and student use of learning management systems. Stuart has a track record in the successful management and completion of external grant funded projects, including the ALTC Leadership project - Strategic Leadership for Institutional Teaching and Learning Centres: Developing a Model for the 21st Century.

*Judy Munro BSc*

Judy is Project Manager in the Institute of Teaching and Learning at Deakin University. She is a very experienced project manager with 29 years in the IT industry, performing application design, development and project management within the manufacturing, finance, education and agricultural sectors. Her career highlight was managing a 3 year project where a Foreign Exchange Dealing system was designed, developed and then implemented in 23 countries worldwide, giving Judy the opportunity to work at many offshore points. Judy managed the Deakin Online project; redesign of the website and the development of a student and staff portal. Most recently Judy managed the two year national ALTC Project; Building academic staff capacity for using eSimulations in professional education for experience transfer.

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# AFTERNOON WORKSHOP 4

## Investigating key issues in developing distributed leadership capacity for the quality management of online learning environments (OLEs)

### Facilitator profiles (continued)

*Associate Professor Ian Solomonides BEd(Hons) PhD*

Ian is the Director of the Learning and Teaching Centre at Macquarie University and has oversight of the Academic Development, Learning Technology, Learning Systems, Accessibility, Student Evaluation, and Administration functions of the Centre. Originally from the UK, Ian completed a BEd(Hons) as a mature student before obtaining a PhD in Engineering Education. He worked on various learning and teaching enhancement projects in the UK in the disciplines of engineering and design. Ian has maintained a strong practical and research interest in the student experience throughout his academic career and has a current focus on student engagement, peer review, and standards in higher education. Ian is an Executive Member of the Council of Australian Directors of Academic Development (CADAD).

*Associate Professor Maree Gosper*

Maree is an Associate Professor in Academic Development (e-learning) at the Learning and Teaching Centre at Macquarie University. Over the past 10 years Maree assumed a range of responsibilities in professional and organisational development of teaching and learning in higher education, with a focus on the integration of emerging technologies into practice. A current focus is on the development policy, planning and quality enhancement frameworks for technologies in learning and teaching. Maree is a long standing member of ACODE, having served on the Executive. She has successfully led two externally funded research and development projects the most recent of which was the ALTC funded project: The Impact of Web-Based Lecture technologies on Learning and Teaching (2006-2008).

*Professor Margaret Hicks Ed D, MEd, Grad Dip in Rdg and Lang Ed, BEd*

Margaret is the Director of the Learning and Teaching Unit at the University of South Australia. Margaret has worked in higher education for over 20 years and her research interests include academic development in higher education, student learning in higher education and preparing teachers for university teaching. She has led the University's approach to integrated staff and student service provision and provided leadership in major initiatives such as the a foundation to university teaching course (Teaching @ UniSA), the Graduate Certificate in Education (University Teaching), and UniSA's approach to academic integrity. She is currently co-sponsor of the University's implementation of its new Learning Management System. She has recently led a national ALTC project on Preparing Academics to Teach in Higher Education.

*Dr Michael Sankey D Ed, MEd, BA (Honours), BA (Visual Arts), Dip Art & Design*

Michael is currently the Director of the Learning and Teaching Support Unit at the University Southern Queensland (USQ). Michael specialises in the areas of e-learning pedagogies, multimodal and web design, visual and multiliteracies. He also chairs the key university committee that oversees the core ICT-based systems used to support learning and teaching. With a background in art and design he is passionate about the ways in which aesthetically enhanced learning environments can better transmit concepts to students of all backgrounds. Michael is an active member of the Australasian Society for Computers in Learning in Tertiary Education (**ascilite**), and is a life member of the International Visual Literacy Association (IVLA).

*Amgad Louka BA (Media Studies), MA (Communications)*

Amgad is Director of the Educational Technology Advancement Group and the Learning and Teaching Unit in the Office of the DVC (Academic) at RMIT University. Over the past 19 years he has undertaken a number of roles in the tertiary sector (Monash & RMIT) in areas of learning and teaching enhancement and support. Predominantly these have focussed on the strategic incorporation of technology in support of sound educational outcomes. Currently he contributes to RMIT University's strategic direction setting, as well as, the development and implementation of the Academic Plan and Learning & Teaching Strategy. This is achieved by providing leadership and coordination of Universitywide initiatives. Amgad served on the Executive of ACODE in 2008 and 2009. He was also involved in the development of the ACODE Benchmarks.