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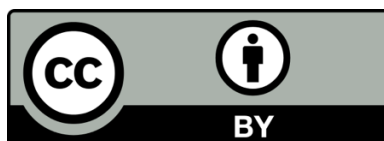
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## CONCISE PAPERS



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## **Assuring Quality in Online Learning is a Global Challenge: International Collaboration on Course Quality Creates a Glocal Solution**

Deborah Adair<sup>1</sup>

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The promise of online learning – increased accessed (anytime/anywhere) for all learners – continues to be threatened by perceptions of weak academic rigor and outcomes. The need to demonstrate quality online education exists in every country; however, the more localized these efforts the more barriers are raised for cross-border educational opportunities. To what extent must quality be contextualized? What can be learned from efforts to create an inter-institutional, international shared understanding of quality to broadly advance the practice of online education?

The Quality Matters (QM) initiative has overcome local resistance to a standards-based quality assurance process and its quality standards form the basis for a shared understanding of online course quality in almost 1200 institutions (primarily post-secondary but increasing at the secondary level) in 49 US states and 12 countries. The QM standards are widely considered the gold standard for quality course design in the US context. In an international context, however, the heterogeneity of educational systems, goals, structure, and government regulation require that standards be adapted to local needs and requirements.

Five years of collaboration to adapt U.S. based, course-level quality standards with various institutions and organizations in non-English speaking regions has yielded useful lessons about such cross-border collaboration and the differences and similarities in context and process. These initiatives have revealed an opportunity for developing an international quality rubric that can form the core for all localized adaptations. The challenge now, and the solution, is agreement on essential quality indicators for online courses regardless of country of origin.





## **Gamification for the Win!... Or Not? Evaluating Student Engagement in a Gamified Application**

Samantha Adams<sup>1</sup>, Magda Barnard<sup>1</sup>, Ronel Du Preez<sup>1</sup>

<sup>1</sup>Stellenbosch University, South Africa

Gamification has grown in popularity as it offers an innovative approach to teaching and learning that speaks to the interests of the current generation of students. Gamification pedagogy underpins the development of learning activities or technologies that engage and motivate students. Gamification in educational environments could prove its worth towards enhanced student engagement and ultimately student success.

The research forms part of a larger study employing a Design Based Research (DBR) approach to develop a gamified learning management platform for an Industrial Psychology module and evaluate its influence on student engagement. DBR advocates a process of iterative cycles that serve to develop educational technologies and result in context specific design principles. To this end, gamification principles were integrated and iteratively evaluated in a game, titled Career Hero. This presentation will focus on the quantitative evaluation of two iterations of the game.

A within-subjects experimental design was employed, and a questionnaire compiled from existing scales measuring behavioral-, emotional- and cognitive engagement employed. Supporting data was also collected from activity logs and website analytics. The descriptive statistics, reliability analysis and mixed model repeated measures analysis of variance (ANOVA) results of two cohorts ( $n = 285$  and  $n = 195$ ) are reported and compared to establish where the refinement of the intervention improved student engagement. Findings point to the influence of game elements on student engagement and the need to advocate for theoretically and empirically sound explorations of practices in using gamification pedagogy to support student success.



## **Game On: Identifying Game Elements that Facilitate Student Engagement in an Industrial Psychology Context**

Samantha Adams<sup>1</sup>, Ronel Du Preez<sup>1</sup>

<sup>1</sup>Stellenbosch University, South Africa

With the numerous challenges facing higher education, concerted efforts are required to support student success and enhance the quality of teaching and learning. A significant predictor of student success is student engagement that is underpinned by the provision of educationally purposive activities. Strategies for facilitating student engagement are well documented and with the increased use of technology, these strategies have also been extended to online environments yielding new avenues for creative and innovative approaches that support purposive educational practices. A recent addition to game-inspired interventions in education is educational gamification, which offers tools to design learning environments that stimulate motivation and foster engagement. The study thus sought to uncover the features of a gamified intervention that facilitates student engagement.

Through systematic, iterative micro-cycles of research, proposed by the design-based research approach, two gamified online learning interventions were developed, applied and evaluated in two Industrial Psychology modules. This presentation will report on the key learnings from these studies specifically the game elements employed and the observed influence on the dimensions of student engagement (i.e behavioral, emotional and cognitive engagement). The primary contribution of this presentation is to demonstrate the complex and dynamic interaction between game elements and the engagement dimensions in the process of student engagement. The findings offer key insights into the features required to design gamified learning environments that facilitate student engagement and will contribute to the enhancement of the pedagogical and educational use of the tools educational gamification provides.



## **Quality Assurance in the Distance Learning Teacher Preparation Institute: Lessons from the Distance Learning Institute at the University of Lagos**

Folashade Afolabi<sup>1</sup>

<sup>1</sup>Distance Learning Institute, University Of Lagos, Nigeria

Open and Distance Education in Nigeria has gradually grown and expanded over the decades as government and educators recognizes its potentials to meet the yearning of desired individuals for education increases. This growth has resulted into a paradigm shift from traditional face-to face mode of instruction to where individuals can learn at their convenience outside the conventional system of education. However, the concern about the quality has become source of concern. There are various perceptions that teachers trained through distance education are of poor quality compared to their counterparts trained through the conventional mode. To erase the wrong perception, there is need for approach of assuring quality in teacher preparation through Open and Distance Learning Institute. To this effect, this paper examines the various quality assurance policies, systems and procedure put in place for ensuring quality in Distance Learning Institute, University of Lagos. The investigation further measures perceptions of one hundred and seventy-three participants of how quality have been sustained overtime under six main headings and challenges facing them. Results however, gave rise to recommendations for decision regarding improved quality distance education with special focus on the teacher education programmes of the Distance Learning Institute University of Lagos, Nigeria.



## Readiness of Omani Students for MOOCs

Dr Aisha Salim Al-Harathi<sup>1</sup>

<sup>1</sup>Sultan Qaboos University, Oman

There were 81 million learners taking 9,400 Massive Open Online Courses (MOOCs) from more than 800 universities around the world (Class Central, 2017). In Oman, a small country in the Middle East, there is no formal offering of MOOCs. This study investigates the level of readiness of Omani higher education students to benefit from taking MOOCs. Student readiness for MOOCs is defined in terms of the availability of three sets of skills required for MOOCs: technological, metacognitive, and motivational skills. The study sample consisted of 428 students from different higher education institutions in Oman, of those 70% reported they were not even familiar with the acronym “MOOC”, while only 5% reported taking one. Contrariwise, 71% reported they will enroll in such courses in the future. On all the other skills, students reported a high level of readiness, scoring above 4 on a 5-point scale, except for self-directed learning. These results indicate a high level of readiness of Omani students to take MOOCs, which questions the role of higher institutions in catching up with the fast-moving phenomenon of MOOCs.



## Creating the Amazon of Higher Education

Susan Aldridge<sup>1</sup>

<sup>1</sup>Drexel University Online, USA

In 2016, Drexel University Online (DUO) launched a research project to uncover pockets of digital learning innovation worldwide, which served as the impetus for its website, Virtually Inspired, an open educational resource that showcases how the latest technologies are harnessing the potential of online education. Three years later, this project has yielded ample evidence that given both its transactional and experiential value, digital technology remains the most practical, inclusive and cost-effective method for seamless and equitable access to expert knowledge. But to reimagine online education to reach its full potential for transforming lives and societies to enable better futures, it will be necessary to realign the attitudes and principles, norms and practices that have traditionally powered the academy.

Under this new scenario, higher education becomes a lifelong pursuit, rather than a degree-driven activity, grounded in a connected learning environment that incorporates a robust learning community. This environment will function as a glocalized, adaptive and self-organized digital ecosystem – much like Amazon – that supports and documents personalized education on demand, thus empowering its community members to move in and out at different times, from different locations, for different purposes. In this session, we will explore how online learning might be reimaged as a digital ecosystem, to support a transformative culture of and unfettered access to lifelong learning. Toward that end, we will facilitate an in-depth discussion around the attributes of a well-conceived ecosystem, along with an effective operating theory to use as a framework for its design and continuous innovation.



## Creating the Amazon of Higher Education

Susan Aldridge<sup>1</sup>, Marci Powell<sup>1</sup>

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## **Purposefully Aligning Pedagogy with Technology in an Online Teacher Professional Development Course**

Bohdana Allman<sup>1</sup>

<sup>1</sup>Brigham Young University, Utah, USA

Purposefully aligning pedagogical structures and strategies with presentation and delivery features and related technological affordances should be considered when developing online learning designs with a goal to better support student success. This paper explores purposeful alignment and decision-making process during the construction of an online teacher professional development course grounded in sociocultural practices. Inquiry into the design process was guided by self-study of practice methodology (S-STTEP) within a larger design-based research project. The interrogation was self-initiated, self-focused, improvement-aimed, collaborative, and used qualitative methods and exemplar validation. The analysis revealed the existence of a design space for repeated examination of tensions, negotiation of specific solutions, and purposeful alignment of pedagogy and technology. The concept of pedagogical intent is proposed as a conceptual tool to guide the alignment process and is defined as (1) a careful consideration of how the intended learning experience should emerge for the learners in a specific context, (2) identifying core methods and strategies that would facilitate this learning experience, and (3) purposefully aligning intended content, activities, and tools with available technological affordances. Examples of using pedagogical intent and its components will be presented to demonstrate the use of this conceptual tool in the design process. These findings recognize the importance of attending to underlying pedagogy, which is necessary while designing and developing online instruction. Purposefully aligning underlying pedagogy with technology is also significant as we seek to reimagine online education, develop transformative online pedagogies, and ultimately positively impact the lives of individual learners and their societies.



## Online Education in the Fourth Industrial Revolution Era

Mohamed Ally<sup>1</sup>

<sup>1</sup>Athabasca University, Alberta, Canada

As online education moves into the Fourth Industrial Revolution (4IR), there is a sense of urgency to make the shift to integrate 4IR technologies into online education. Other sectors such as businesses, industries, and entertainment are starting to use 4IR technologies, such as artificial intelligence, internet of things, robotics, and data analytics to personalize services, and to become more effective and efficient. This presentation will provide results from a research study that investigates the role of the tutor and online organization in the 4IR era. A central question asked in this study is, “How can online education benefit by adopting 4IR technologies?” For example, in the past online learning was used to deliver theory courses. How can online education use 4IR technologies such as, robotics and artificial intelligence to teach hands-on skills at a distance and allow remote access of equipment? How can the technology personalize learning for each learner and increase presence to improve interaction between tutors and learners and between learners? At the same time, online educators must consider how best to use 4IR technologies for the benefit of all learners. The next generation of online learning must prepare learners across the globe for the future by adopting the “good” of 4IR technologies.



## Nonverbal Communication in the Community of Inquiry: Two Sides of the Same COIN

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A previous study on nonverbal communication in the text-based, asynchronous online learning environment confirms that electronic nonverbal cues (eNVC) exist, and they are grouped under the categories of chronemics, visuals, silence, and electronic style-effort-tone (eSET). These eNVC can influence the social and teaching presences in the Community of Inquiry (CoI). Exploring the impact of nonverbal communication on the CoI framework results in the creation of the CoIN model, illustrated as a two-sided image of the same spiral, with the learning experience at the center and eNVC at the end. The dynamic movement between the learning experience and eNVC goes through the same stages, but opposite sequencing, depending on the starting point, as described below:

- Side A: Awareness: eNVC convey messages about the individuals' personal characteristics, attitudes, and feelings. Others perceive these messages embedded in patterns of actions and behaviors, which they interpret in clusters within a context. These interpretations may result in emotional reactions that can influence the learning experience.
- Side B: Practice: To achieve desired learning experiences, educators should consider the influence that emotional reactions resulting from the interpretations of the perceived messages conveyed through eNVC may have.

This paper presents the CoIN model, discussing how it may be used for the professional development of online faculty by increasing their awareness of the influence eNVC may have on the learning experience (Side A), and/or helping them implement best practices that lead to desired learning experiences through the intentional use of certain eNVC (Side B).



## Reading Between the Online(s): Moving Towards an Emotionally Present Online Pedagogy

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The original Community of Inquiry (CoI) framework describes the online educational experience as a domain where social, teaching, and cognitive presences overlap. Although many emerging studies support the existence of an emotional presence as a distinct entity, articulating its important positionality in the existing model remains a challenge; potentially because emotions are ubiquitous to all the presences, and they are conveyed through both nonverbal and narrative communication. Despite commonly accepted views about the absence of nonverbal communication in text-based, asynchronous online discussions, this paper expands on a prior study that shows they do exist as electronic nonverbal cues (eNVC). In this paper, we use these findings to reimagine CoI by repositioning the existing presences as three concentric circles surrounding the educational experience which constitutes the focal point. The emotional presence becomes the fourth and foundational circle upon which all the other presences are contingent. The eNVC are subtly represented by the contour lines defining the circles, waiting for the savvy educator to “read between the lines” of emotions playing out during the text-based, asynchronous online learning activities.

With the inexorable move from campus-centric to an online education model, online faculty training is taking on increased importance. A thorough complete understanding of the primacy and ubiquity of the need for emotionally present pedagogy has become a necessary competency. This paper explores the powerful transformative potential of extending COI to include the emotional presence in professional professoriate development. There is substantive skill to be gained through the pragmatic practice of considering eNVC.



## **Innovative Learning Design: High Impact Practices in an Online Environment**

Maureen Andrade<sup>1</sup>

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Higher education instructors are redesigning student learning experiences to focus on application. They are also emphasizing the development of cross-cutting learning outcomes valued by employers (e.g., communication, critical thinking, teamwork) (Hart Research Associates, 2015), and measuring learning in more authentic ways. An increasingly common platform for these engaged learning experiences is the ePortfolio, which entails students creating artifacts that represent their learning, accompanied by reflection. This qualitative study explored student learning outcomes of a team ePortfolio in an online organizational behavior course. The purpose of the assignment was to help students demonstrate their learning and apply organizational behavior concepts such as communication, conflict resolution, leadership, and teamwork. Students wrote reflections about their learning and analyzed teamwork effectiveness. They also reviewed and commented on other teams' ePortfolios. The course was designed to model an organization with the following components: orientation, trainings, and tasks. Course content was provided through an Open Education Resource textbook. The framework for the study was UNESCO's four pillars of learning—learning to know, do, live together, and be (Delors, 2013). Student end-of-semester reflections were analyzed to identify learning outcomes. Findings indicate extensive evidence of learning related to all four pillars. Students exhibited active and engaged learning by applying course concepts both within their teams and in their current areas of employment. Students recognized inherent challenges related to virtual communication, but demonstrated the ability to apply course concepts, particularly teamwork, to increase their learning and develop personal attributes reflecting the cross-cutting skills needed in the workforce.



## **An Intelligent Price Elasticity Tutor for Undergraduate Economics**

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Educating our future citizens in economics and finance is important to advance the future of society. They provide valuable insights in making decisions for everyday life - from making investments to spending with credit cards. Many students in college, especially first generation college students, find it hard to understand economics concepts due to lack of student-teacher interaction times and their inability to study independently due to other commitments. In this presentation, we present teacher-authored intelligent tutors as a solution to alleviate this problem. We describe the design and implementation of an intelligent tutor for students learning the concept of price elasticity in an undergraduate economics online classroom. We built a responsive tutoring system with Carnegie Mellon University's "Cognitive Tutor Authoring Tools" that challenges the students with quantitative problems, provides immediate feedback, and timely help that supports student learning. We explain our research-based design that provides a friendly and welcoming student interface, adroit and augur software behavior, and scaffolds student learning through appropriate clues and hints.



## Building Bridges Over Troubled Water: eLeadership Literacies for Technology-Enhanced Learning in Complex Times

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Despite several decades of efforts, the integration of educational technology in higher education (HE) is still unsatisfactory. It has been suggested that one of the reasons for this is a lack of strategic thinking and leadership. Grounded in a multidisciplinary approach combining literacy and leadership theories, this doctoral study explores the attitudes, mindsets, understandings and behaviours of HE decision-makers in relation to technology-supported teaching and learning. The perceptions of teachers with respect to such leadership are also addressed, as is the complex political, hierarchical and cultural environment in which this leadership operates. This paper concerns two of the three phases in the ongoing study: firstly, the development and validation of a framework of e-leadership literacies for technology-enhanced learning (TEL) in HE via an online Delphi study with 31 international experts; secondly, the application of this framework in three Mixed Methods case studies conducted in European campus-based universities. The Delphi study resulted in the definition of e-leadership literacies (TEL-eLL) as “a set of attitudes, understandings and mindsets which enable HE leaders to address complex problems relating to the integration of technology-enhanced learning.” It also produced a framework of 69 specific e-leadership literacies considered necessary for today’s leaders to make strategic, informed decisions about TEL. Within the case studies, semi-structured interviews were conducted in order to determine congruence between the TEL-eLL framework and the lived experience of governance members as well as senior and middle managers. Specifically, a combination of closed and open coding was applied to identify the effective presence of e-leadership literacies as well as new concepts to be considered. The framework was also used to design a quantitative survey of HE academic staff to explore their perceptions of TEL leadership in their institution. Finally, content analysis of key documents served to determine the extent to which TEL-eLL are reflected in institutional strategy. Taken together, the findings provide important insights into the complex contextual environment in which TEL leadership operates. It is hoped that this study will help HE leaders to develop a more strategic, nuanced appreciation of the human, environmental, technological and societal implications of online learning, fostering and mobilising appropriate leadership attitudes and behaviours to improve the way technology is used for teaching and learning.





## Lecturer Voice and Agency in Transformative Online Pedagogies

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Curriculum in the Open Distance Learning context is premised on the notion that all learners are homogeneous and have been exposed to the same type of instruction as their peers. In reality, students are diverse in terms of linguistic capacity and their preparation for critical engagement of textual intentions; a basic requirement for successful throughput in the ENG2601 module at UNISA. Students' performance in both formative and summative assessments in this module, reveal that their linguistic challenges impede their conceptual understanding. Their lack of development in textual critical engagement prevents them from forming or defending any subjective arguments. Curriculum enactment, a significant factor of learning is dependent on the agency of the actors involved in teaching and learning. However, given the nature of open distance learning and the lack of face to face contact, lecturer agency (professional discretion as an expression of voice) is crucial. This paper seeks to report on a qualitative case study that examined a module teams' efforts to effectively align content, provide teaching and assessments to resolve the conflict of student overload and confusion. Further proactive measures employed in the teaching of the ENG2601 module to address learner diversity is described. These actions concur with Ramdas' (2016) argument that "Constructive alignment of curricula in terms of content, formative and summative assessments are imperative for student success in higher education and career pursuits." Revision of the assignments and exams' structure required the construction of questions that involved longer answers that incorporated both technical and in-depth knowledge of the course content. This was scaffolded in the first assignment which prepared them for the essay required for the second assignment and the exams. Further entrenchment of this pattern was facilitated by E-Tutors' tuition and responses to student queries.



## The Times They Are 'A-Changin': Mapping Emerging Teaching Modes as a Techno-Social System

Magda Barnard

Stellenbosch University (SU) in South Africa is, as many other traditional universities, in the process of expanding its reach to new knowledge markets through the use of online and blended learning models. Since 2018 a so-called 'hybrid learning strategy' has been accepted as one of the strategic foci of the SU's Learning and Teaching (L&T) portfolio. As a result, a new business model is currently being developed to grow organisational capacity for the design and delivery of high-quality academic offerings to off-campus students. Programmes that are redesigned in hybrid format would allow learners to meet with facilitators for block contact sessions, yet a large part of the learning will be facilitated in a fully online format. In this paper, the complex process of piloting a new mode of teaching and learning is framed as a technosocial system, comprising not only of emerging ICT-related infrastructures, but also of the complex social context which animates it (Hofkirchner, 2015).

It is widely acknowledged that introducing new technologies in the curriculum tends to trigger significant changes in the activities and interpersonal relationships within the learning environment (Lim, 2002). The effect of such organisational disruptions at the complex techno-human interface are, however, notoriously hard to predict or control, but can be better understood through a systems thinking approach (Allenby & Saretwitz, 2011). The authors of this paper, both actively involved in the hybrid redesign of a number of programmes at SU, attempted to identify the enabling and hindering factors for role players within the learning design system, as they respond and adapt to an emerging institutional business model. Agent-based modelling was applied to map the co-evolving roles of academics, instructional designers, professional support staff, faculty management and administrative staff. A process of document analysis, observation and individual interviews allowed for the significant information feedback loops to be identified. The results demonstrate how flexible practices can be fostered within (healthy) organisational hierarchies, and how porous learning design systems – drawing from other knowledge domains beyond the university infrastructures – could enable organisational resilience.



## **Lies, BS, and Fake News Online: A Way to Understand Digital Literacy through the Epistemologies of Ignorance**

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In this paper we examine digital literacy as part of online education and explicate how it relates to the philosophical study of ignorance. Using data from a study which explores the knowledge producing work of undergraduate students as they wrote course assignments, we argue that a 'social practice' approach to digital literacy in online learning contexts can help explain how epistemologies of ignorance may be sustained. The literacy activity of students in digital environments is supported and shaped by powerful historical, social, and economic forces, or 'sponsors' of digital literacy who, through their digital platforms and technologies, offer users both opportunities and the potential to constrain and suppress. How students, therefore, make use of these opportunities, and how they come to make sense of the constraints and work through them (or not) is a challenge facing educators. In online learning contexts, if students are restricted in what they can know because they are unaware of exogenous actors (e.g. algorithms), and how they guide choices and shape experiences online, then a key issue with which theorists of digital literacy should contend is how to educate students to be critically aware of how power operates in online spaces. The challenge for education is twofold: to understand how particular forms of digital literacy practices pave the way for the construction of ignorance, and to develop approaches to counter it. Understanding epistemologies of ignorance in digital environments has implications for the practice of online learning both within and beyond educational contexts.



## **Preparing Leaders, Managers, and Educators for Realising Technology Enhanced Learning (TEL) in Their Organisations**

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As more institutions grapple with incorporating technologies into the classroom — either in blended or purely online formats — there is an ongoing need for educational programmes that provide decision-makers with the necessary skills and competencies for navigating these often new spaces. Such spaces must be manoeuvred with care and with a holistic and contextual approach, as any adoption of technology requires transformation across the organisation, from education design and delivery to administrative tasks and service and support offerings. In addition, critical success factors must be considered, such as the implementational approach used and the roles of leadership, management, and faculty. The University of South Africa (Unisa) is a remarkable example of a leading higher education institution currently in the midst of this transformation. To support institutions such as Unisa, the University of Oldenburg offers a certificate programme that is designed to equip managers, leaders, and educators with the theory and practice necessary for integrating technology enhanced learning (TEL) within their education environments. This Certificate of Advanced Studies (CAS) in Online Teaching and Learning (OTL) focuses on the various aspects of realizing TEL in organisations, from understanding the basic principles and theories of TEL to the design of instructional environments and learner support. This session would examine the ongoing partnership between Unisa and the University of Oldenburg in delivering the OTL certificate programme for educators and managers, as well as discuss the business model, programme content, student experiences, and foreseeable applications.



## Primary School Assessment Guidelines for Technology Enhanced Learning of STEM Subjects

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The European Horizon 2020 NEWTON Project is focused on designing, developing and deploying innovative TEL solutions in primary, secondary and tertiary institutions. Assessments were carried out in each institution level and this presentation is focused on a primary school case study, which employed the following innovative technologies and methodologies: Virtual Reality, Virtual Labs, gamification and game-based learning. The case study employed two types of experimental classes, one employing the NEWTON TEL-based lessons as an introduction to a topic and the other one using it as a revision tool. The revision experimental group was initially presented the same content by their usual teacher around 10 weeks before the TEL approach. All assessments and applications employed were saved on the NEWTON project learning management system, NEWTELP. The assessment guideline presented here is focused on various aspects. Prior beginning the TEL activities, a Demographics questionnaire was provided to participating students to assess their general background and their usual technology usage habits. Following this, their pre-study Motivation and Affective state towards school and STEM subjects was evaluated together with their pre-study knowledge test on the topic. Following the TEL approach lessons, their post-study Motivation and Affective State was evaluated, together with their knowledge post-test. As this case study was employing a novel learning management system, its Usability and the usability of the employed applications were also assessed. Last, but not least, interviews with learners and teachers were carried out in order to obtain a more informal feedback from all participants.



## Getting Recognised: Accrediting and Promoting Professional Learning in Distance Education

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Academic professional development can be key to empowering online educators to be more innovative and make informed decisions about enhancing learning and teaching, as they work in fast changing and new times. However, significant pressures and changes in the work and careers of academics have impacted on their practice and the way they perceive professional development. Workloads have increased dramatically over recent decades leaving very little time for building their own capacity. In an attempt to create professional development opportunities for its educators, which also recognise individual professional learning, the Open University (OU), UK, has developed a pathway to the Higher Education Academy (HEA) Fellowship and accredited since 2016 by the now AdvanceHE. The Applaud scheme – accrediting and promoting professional learning and academic development – offers OU educators the opportunity to claim both an OU Applaud fellowship and external recognition as an Associate Fellow, Fellow or Senior Fellow of the HEA. Applaud has been designed for those who teach or directly support student learning at all levels across the university. This presentation will further explore Applaud and uncover some of the benefits and challenges of managing such a scheme. It will also discuss the opportunities of engaging in such a scheme for individuals, faculties, and most importantly, students. We will also discuss issues and strategies on how award and recognition could assist in promoting professional learning and building capacity of online educators, as well as how the lessons and insights gained from Applaud could be applied outside the UK.



## The Status of Inclusivity and Quality of Online Learning at BOU: Students' Experiences and Perceptions

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Technology in higher education, particularly ODL contexts, has the potential for increasing educational access to marginalized populations. In this paper, a marginalized population refers to the learners with physical, geographical, mental impediments for them to equitably access the ordinary education offered. For such learners, the trend has been to assume that online provision will address their needs without the establishment of their unique characteristics and diverse contexts. Research has established that there is diversity inclusivity range for programmes and courses (Laird, 2010, 2014). Inclusivity is about recognizing the diversity of students based on age, geographical location, gender, disability and interrogating how the learning environments cater for this diversity. Based on the literature, this paper adopts Laird (2011) model which denotes 12 diversity inclusivity items in higher education. These will be used to assess the experiences of students' online learning environments at BOU and how they address their diverse educational and circumstantial issues. For the case of BOU, an ODL institution, the Masters of Educational Leadership degree (MEdEL) will be used. MEdEL is offered by blended learning mode through MOODLE and face-to-face tutorials.

The students enrolled in this programme are mainly older, full-time employees in the secondary schools working as school administrators, senior teachers and school heads living in the wider parts of Botswana. They have diverse geographical and infrastructural contexts which are critical in influencing their inclusivity of online experiences and improve their outcomes. Though most of these students are working, they have deficiencies in digital skills and competencies and internet connectivity challenges. This study will use the previous highlights from literature on inclusivity practices for quality learning experiences- Laird's model of diverse inclusivity-, to evaluate how the diverse educational and circumstantial contexts shape the experiences of student learning. The study will use document analysis and reflection on practice at BOU on the MEdEL programme. Following the analysis, gaps will be identified and suggestion for possible strategies to close them. Furthermore, implications to practice and the potential to apply the findings to similar contexts will be explored.





## **‘Online Was Great as We Could Access It in Our Time’: Insights on Blended Learning within an Ordinary Level Degree**

Deirdre Breatnach<sup>1</sup>

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Blended learning offers students opportunities for flexible learning. It is integral to how instruction is developed and is adopted across higher education with some scholars referring to it as the new ‘normal’ (Dzubian et al., 2018). Providing meaningful learning through an online format involves engaging appropriately with relevant technological tools to support student learning outcomes (Dabbagh, Marra and Howland, 2018). The BA in Early Childhood Practice (BA ECP) is a blended (80% online) ordinary level degree programme (Level 7 award). The BA ECP is delivered jointly by two Irish Higher Education Institutions (HEIs): Mary Immaculate College, University of Limerick and the Institute of Technology, Tralee, Co. Kerry. The overall aim of this inter-institutional BA ECP is to respond to demands for accessible, flexible graduate pathways in the field of Early Childhood Care and Education in Ireland and to encourage access to a third level programme.

Three cohorts of BA ECP students have completed their studies on this degree which was designed to open opportunities for learning through an accessible and flexible degree programme. This paper outlines the learning experiences of this course from the viewpoint of the staff involved in the design and delivery of this degree as well as exploring the perspectives of three cohorts of students who have completed this blended programme. Data for this research project was collected through the use of an on-line survey which provided quantitative data and some qualitative commentary on engagement with this programme. The findings outline the views of staff and students on how theoretical concepts and practice-based knowledge are developed within a blended learning format. In particular, the student experiences provide very interesting insights on the benefits and challenges of studying on a flexible degree programme. The paper presents discussion and recommendations on future revisions to this degree and to other blended programmes within HEIs.



## Closing the Distance with an Open Smile

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On-line learners arrive at their devices with a complex range of emotions. Very often fear or anxiety are at the forefront. These emotions might relate to past experiences in education carried forward into their current enrolment, especially if a learner has predominantly negative associations with education. It is worth remembering however, that no-one enrolls in on-line education because of fear or anxiety. The motivating emotions behind enrolment are hope, excitement, and very often pride. Learners want something from their participation in on-line studies, they hope for change, some form of transformation, and they are excited about what this might mean for themselves and their families - it might be a career change, new skills and knowledge, or new ways of thinking and being. They are proud in making that commitment to themselves and others. In the provision of on-line learning, educators need to be especially mindful of the influence of emotions and affect in learning because we cannot read the faces of our learners, we cannot sense their mood or read their body language, and we cannot manage or even know the physical environment within which they learn. This paper provides understanding of the power of emotions and especially 'affect' as a force for transformation within the context of on-line learning. The paper also offers a range of practical strategies for ways tutors and facilitators can create positive emotional climates and leverage learners' positive emotions in on-line learning environments.



## Online Learning Support and Development: The Studiosity Experience

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While the number of online learners continues to grow there is increasing concern over poor retention, progression, and completion rates. For example, Woodley and Simpson (2014) estimate the international graduation rate for online distance learners undertaking degree programmes is often at around 10% or less. In the United Kingdom they report the completion rate of students studying through the Open University is around 22% over an eight-year period (Brunton, et. al, 2016). Set against this background in this paper we describe a pilot implementation of Studiosity for online students studying primarily off-campus through Dublin City University (DCU). In brief, Studiosity is an example of an unbundled student learning support and development service offered by an Australian company, which includes access to a live online subject coach to help answer questions at the point of need along with the opportunity to obtain constructive feedback on written assignments within 24-hours. It needs to be noted that Studiosity is a commercial online solution to help institutions increase the level of student success.

After describing the nature of the two main services offered through Studiosity we report on the findings of the pilot implementation phase for DCU Connected online course offerings over two semesters. As part of the formal evaluation the paper shares initial responses from staff, monthly analytics on how students have engaged with the service over the pilot phase, and preliminary results of a student survey. While student feedback has been overwhelmingly positive, with clear evidence of the perceived value and impact of the writing service in particular on their learning and development, the paper notes a number of deeper issues associated with managing the successful implementation of an outsourced educational solution. In particular, the evaluation illustrates the importance of fully embedding such a service in the fabric of the course design and overall culture of the programme offering. In this respect the major lesson is that the success of an innovation like Studiosity depends on both the nature of the service and how it is implemented in the institution and introduced to key stakeholders. So far the Studiosity pilot has demonstrated the potential of new business models for student learning and development and we expect uptake of the service to continue to grow over the next academic year.



## **A Game of Thrones: The Open Battle between Publications**

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This paper is set against the backdrop of a growing battle between open and closed access publications in the burgeoning field of Online Education. It explores the tension within and between different business and publication models in the struggle to attract readers and high-quality papers. Notably, in terms of open business models, Perkins and Lowenthal (2016) identified over 270 open access journals alone in their comprehensive analysis of publications in the broad area. When this number is combined with those available in more traditional closed publications the reality is that most people find it almost impossible to keep up-to-date with everything that is published annually. To help address this problem over the past three years (2016, 2017 & 2018) a team in the National Institute for Digital Learning (NIDL) at Dublin City University (DCU) has published a list of what it has perceived to have been the top 10 open access journal articles produced over the course of each year. This paper critically reflects on this ongoing exercise, including the underlying assumptions, selection criteria, methodology, findings and wider observations from the experience.

More specifically, it reports on some of the emergent trends: (i) the blurring of boundaries between closed and open publications; (ii) the growth of review and meta-analysis articles; and (iii) the changing status and continuing value of more traditional closed publications. While the final list of top 10 articles over all three years, and those already identified in 2019, cover a wide range of topics and provides a valuable resource for researchers, practitioners and students undertaking postgraduate study, an important question remains: Is there a danger that we are fighting amongst ourselves in the quest for openness? That said, is too much openness really a bad thing? After all, in the words of George Martin, author of A Games of Thrones, 'A mind needs books as a sword needs a whetstone, if it is to keep its edge'. Mindful of this analogy the paper discusses strategies to help stay at the leading edge of the Online Education literature and at the top of the publication throne by drawing on our insider experiences of identifying the best of open scholarship. It concludes by inviting other educators to share and critically reflect on their own experiences of professional reading and publishing in the battle for (open) scholarship.



## From Disposable Assignment to Social Good: Piloting an Open Pedagogy Assignment

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This paper reports on the pilot of a transformative online and open pedagogy assignment with an undergraduate, developmental and educational psychology module. This module is part of the DCU Connected BA in Humanities (Psychology Major) programme, which is the only open access, online, undergraduate psychology programme delivered by an Irish higher education institution, Dublin City University. This is the first online, undergraduate programme accredited by the Psychological Society of Ireland. Following the open pedagogy principle of empowering students to create and share information, the module team sought to enhance the assessment design such that its third and final assignment changed from being an applied assignment in which students produced a ‘mock’ report for schools that was marked but not shared outside of the module, to one where they produce a communication to the public that is openly shared. The assignment brief asks students to first write a literature review on mental health and wellbeing in the young in the context of the steps post-primary schools take to protect adolescents from risk and increase wellbeing. Secondly, students are asked to create a communication, in the form of a digital information pamphlet or an infographic, that can be shared with the public, advising schools and educators on how to improve adolescent mental health and wellbeing. At the point of submission students have the option to grant permission for the team to publically share these digital pamphlets and infographics. A research study to evaluate the pilot is under way.



## **“You Have the Asylum World and You Have... the Study World”: Duelling Identities in Refugees Learning Online**

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This paper reports on the early findings from a longitudinal, qualitative study of the transition experiences of refugees studying online in Dublin City University (DCU). In 2017, DCU became a ‘University of Sanctuary’, offering scholarships to refugees for both campus-based and online programmes. Online learning programmes can provide the flexible access to higher education for groups such as refugees who are currently not well represented within higher education. Access to higher education has been identified as a mechanism through which refugees may be integrated into their host society.

The study seeks a greater understanding of these learners’ experiences in the study lifecycle’s early stages, such that programme teams may better facilitate their transition into the university, and to enhance their student success. More specifically, the aspect of the study presented in this paper focuses on the identity work in which refugees engage as they begin online study. Data was collected from seven participants using semi-structured online interviews. The participants, five males and two females, were refugees to Ireland, six of whom were still in the process of seeking asylum at the time of data-collection. Transcribed data was inputted into the NVivo software package and analysed using a data-led methodological framework grounded in Discursive Psychology/Discursive Social Psychology. This methodology was chosen as it allows for an in-depth examination of how participants construct and negotiate their identity in everyday settings and interpersonal interactions.

Findings from the analysis indicate that these learners’ transition experiences are typical in a number of ways as they: form new student identities while managing their existing identities; begin to feel, to a greater or lesser extent, that they belong in the institution; make friends; and establish support networks with fellow students, academic staff and administrators, and in their personal lives. However, these learners also constructed a distinct and stark divide between two duelling identities, describing a struggle or conflict between their identity as a refugee, in particular those going through the asylum-seeking process, and their new identity as a online learner. Becoming an online learner was constructed as a way to escape the stressful ‘asylum world’ that participants otherwise inhabited, connecting higher education study with potential future identities to which participants aspired. Identification with the university was emphasised in contrast to their disidentification with the ‘asylum world’.



## Transforming ePortfolio Practice: Lessons Learned from ePortfolio Ireland

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Eportfolios have emerged as an integral element of the learning landscape in higher education in the last 10 years. Eportfolios are seen as a dynamic medium for recording and showcasing student learning as well as a powerful tool for reflection (Hosego & Parker, 2009). In Ireland, there has been a relatively slow pace of adoption of eportfolio. This was due to the lack of government policy drivers, no distinct Irish eportfolio community, and a scarcity of funding (Farrell, 2018) In response, Eportfolio Ireland was established in 2017 as a practitioner-led professional learning network with aim of sharing and developing eportfolio research and practice in Irish education (Donaldson, Buckley, Farrell, Uí Choistealbha, 2018). This community of practice, facilitated by a voluntary steering group holds online and face-to-face events to support professional development and ongoing collaboration between eportfolio practitioners in Irish higher education institutions. This paper provides a snapshot of current eportfolio practice within the Eportfolio Ireland network.

Drawing on the literature interspersed with Irish eportfolio examples of practice, this paper illustrates the five key purposes of eportfolio in higher education: assessment, placement, careers, development and student experience. The authors will illustrate the flexibility and affordances of eportfolio-based learning which is reflected in the diversity of approaches, disciplines, and applications across the community. This paper will be particularly useful for international delegates who wish to learn about the success of Eportfolio Ireland as a practitioner-led professional learning network in Ireland, and may wish to draw on some of the lessons learned by the steering group. This paper considers the future direction of eportfolio practice in Irish higher education and shares plans for further research to transform Eportfolio practice in Ireland.





## **An Alternative Credential System through Competence Accreditation by Blockchain**

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In a global world, the increasing mobility of students, experts and academic staff across countries and continents requires a dynamic and trustable process to ensure sources and to certificate identities. In addition, a significant decrease of administrative burden is of paramount importance in any High Education Institution, and most notably in those with online settings. The e-paper trail of a registered student, since the previous step to formal enrolment, up to the last one after the official graduation is full of milestones that involve diverse actors (students, teachers, staff), signed documents (diploma official registration, academic transcript, etc.), and a complex administrative structure designed to guarantee the long term documents preservation, the authentication of actors involved, and the authenticity of documents.

This research is focused on three problems: 1) How to store e-credentials in a way that can assure their future preservation and worldwide acceptance; 2) How to find an accreditation process based on integrity and high reliability; and 3) How to reduce de e-documents administrative burden, preserving their traceability and validity. The research addresses these problems through the use of the blockchain technology in order to provide a bottom-up accreditation system, from the very basic building block of any academic programme (i.e. competences, skills and knowledge) to the final degree accreditation. In doing so, every meaningful part of the learning itinerary, at any academic level (competences, subjects or degree) will be registered and accredited by a reliable system, will be immediately valid worldwide, anytime, and with a reduced administrative workload.



## Designing Online Learning for Educators in Early Childhood Education and Care (ECEC)

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<sup>1</sup>VIA University College, East Jutland, Denmark

This EU-project aims to extend understandings of the competences required for working in ECEC settings, and aim to support the development of these competences technological. As part of the project three online courses are developed. The three online courses contains six modules each, and focus on different aspects of child-centred practice. One course focusing on child-centeredness thru stories. Another course present and discuss perspectives on child-centred practice from an embodied perspective, and the third course is dealing with documentation in ECEC settings. Inspired by different learning design methods the project participants co-create an overall learning design framework for the online courses. The aim was to design and develop learning outcomes, that can be shared, incorporated and adjusted to adapt local settings and routines where appropriate. One of the challenges in the design was to frame processes that can be unfolded in short meaningful sequences in a daily practices in ECEC settings. A second aspect that is relevant to address is identification of common academic/theoretical understanding and cultural perspectives on quality in ECEC - practice, which required special attention in the design of the course regarding content and didactic. At the conference we will present the learning design framework developed and the primarily observations from a co-creative process where learning designers, researchers and practitioners is collaborating. The presentation addresses challenges in condensing theoretical work in short presentations, and will discuss dilemmas and possibilities in ensuring coherence and progression in and between the online sessions.



## Bringing the Fully Online Class to Life in a Higher Education Programme

Julie Byrne<sup>1</sup>

<sup>1</sup>Trinity College Dublin, Ireland

Despite the growth of online education many online courses are considered to be content centred and focused on individual work (Lehman and Conceição, 2014). This is problematic in online higher education when we often try to recreate traditional courses by using small, private online courses (SPOC) using massive and open online technologies but aiming to create a closed and intimate ‘class’ of interconnected students. This can be seen as the challenge of optimising social presence (Short, Williams & Christie, 1976), a topic of interest to many modern scholars of online learning. To harness the potential of fully online learning in a SPOC, students must interact with each other in a respectful but robust manner and display behaviours that build a sense of connection and class spirit despite their dispersed realities. Without the backstop of a shared physical space, lecturers must display behaviours to build a safe and vibrant online learning space that promotes student engagement. This challenge requires students and lecturers to develop skills beyond the technological domain. This paper reports on the early findings of a research study on the digital teaching and learning behaviours of experienced online lecturers and students in Trinity College Dublin. This paper focuses on the experiences of lecturers and aims to identify the behaviours that they use to bring the fully online class to life in a higher education programme.



## Upskilling Today's Workforce by Reimagining Online Content

Andrea Carroll-Glover<sup>1</sup>

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Saint Mary's University of Minnesota is developing self-paced online credentials designed to serve professionals seeking to upskill or advance within their profession. This work reimagines existing program content found in the current Master's Business Intelligence and Data Analytics online degree program and repackages content into smaller modules. Ultimately the goal is to design a new business model that meets the needs of an entirely new market. Using input from industry professionals, two self-paced online learning modules are in development. The first two module topics include: (1) Telling a Story with Data: Capturing and Communicating Key Insights and (2) What Can Go Wrong in Data Science? Challenges and Solutions for Business Professionals. The first module will provide professionals working with data with information on and scenarios related to identifying and communicating key insights from business-related data for use in high-level decision-making. The second module will provide information on the common pitfalls in data science along with practical solutions to how to avoid and overcome these challenges in business settings. Content can be consumed individually, in a combination and will support professional development, allows for micro-certification and the future possibility of applying towards college credit. This approach addresses the growing demand of the market by providing just-in-time content for working professionals in high demand segments. While Saint Mary's University is early in the process of building the new business model, it is expected that testing and learning in the market will yield an exciting new business model for the university.



## **What is it Really Like to Work with an Online Program Manager (OPM)?**

Andrea Carroll-Glover<sup>1</sup>

<sup>1</sup>Saint Mary's University of Minnesota, Minneapolis, USA

Having worked with two of the world's largest for-profit online universities, I learned that technology and innovation will disrupt the traditional Higher Education space. At the same time, while the online for-profits had the first mover advantage, I knew that once traditional universities figured the whole "online" thing out, it would become a game changer for online education. Enter the Online Program Management model (OPM). Fast forward 13 years later, I have now made the move to the non-profit higher education side with a far more traditional, faith-based institution learning its way in the online education world. Lacking the initial financial resources to stand up an online model from scratch, Saint Mary's University of Minnesota wisely opted to partner with a well know OPM. Now 7 years into the partnership, the relationship has infused greater discipline, best practices, increased the level of professionalism of the University as a whole. In addition, the diversification of the model has fuelled enrolment growth and scale in difficult times through the introduction of 16 fully online partner programs. With all the strengths and benefits of partnering with an OPM, a forward-looking institution needs to consider the next chapter of online enrolment growth. How does a University continue to fuel innovation and differentiation as the OPM model seeks to apply methods that benefit multiple and competing institutions? That is the question Saint Mary's is faced with and will be working to solve for while continuing to leverage the power of the OPM model.



## **Responding to Canada’s Emerging Care Crisis for Older Adults: A No-Cost Online Learning Experience**

Lorraine Carter<sup>1</sup>

<sup>1</sup>McMaster University, Ontario, Canada

According to the Change Foundation, in Ontario, Canada, over 3 million Ontarians act as family caregivers, spending an average of 21 hours weekly providing care around the clock, with many having jobs and other commitments outside the home. Many caregivers report feeling distressed, and indicate cost and a lack of information as barriers for obtaining additional support. As a response to this increasing crisis, Caregiving Essentials is an open access, no-cost online course that was launched by McMaster University Centre for Continuing Education, the THRIVE group, and the McMaster Institute for Research on Aging in October 2018. Funded by the Ontario Ministry of Seniors Affairs, this eight week course has been piloted twice with primary caregivers of older adults, many of whom are older adults themselves. Each step of the project ranging from curriculum development, selection of an online learning platform, participant recruitment, course facilitation, and evaluation were enabled by strong partnerships. Evaluation data suggest that the course is a valuable learning experience for caregivers and a way of connecting participants with others living similar experiences. Course content leverages evidence-based information on aging found at McMaster’s Optimal Aging portal. The course is housed in Desire2Learn’s open learning platform and presents information pertaining to the caregiver identity, legal and financial considerations, navigation of complex health care systems, self-care, and common health conditions. In this session, information about the caregiver-participants, lessons about partnerships, insights based on the evaluation strategy, and plans for scaling up this important program will be shared.



## **New Digital Learning Pathways for Languages**

Una Carthy<sup>1</sup>

<sup>1</sup>Letterkenny Institute Of Technology, Donegal, Ireland

There are compelling sociolinguistic and psycholinguistic arguments for harnessing digital platforms for learning languages, as Irish HEIs prepare to reimagine their teaching practices in the context of Ireland's National Digital Strategy. At international level, the EU's Digital Education Action Plan highlights the need for a European hub which would improve learning and teaching, facilitate internationalisation and support greater cooperation between HEIs across Europe. Ireland's connection with its European partners could only be strengthened by such a learning hub, as it prepares to meet the challenges of Brexit, the United Kingdom's imminent departure from the European Union. At national level, widening access to language provision has become a new challenge for Irish HEIs in the context of the Languages Connect Strategy 2017-2026, with its ambitious target of 20% participation in third level language learners. From a psycholinguistic perspective, the underlying pedagogy of new learning pathways requires careful consideration, to ensure that more students will engage in second language acquisition. The findings of a recent nationwide study suggest that learners favour methodologies that emphasise oral competencies and positive learning environments that build confidence for meaningful interaction. This study collected quantitative and qualitative data from 14 Institutes of Technology in the Republic of Ireland. Virtual platforms provide an opportunity to create such learning environments. A European hub (similar to the ETwinning platform at second level), connecting language learners with native speakers of their target language, could be embedded into such learning pathways, thereby lending authenticity to the learning process and developing learner autonomy and intercultural competence.





## **An Engaging Focus on Building Online Rapport through Informal Interaction**

Marcia Lygia Casarin<sup>1</sup>, Charlotte Nirmalani Gunawardena<sup>2</sup>

<sup>1</sup>Abed \_ Associacao Brasileira De Ensino A Distancia, Sao Paulo, Brazil

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The design of the social environment online presents many challenges to both instructional designers and instructors. This presentation will address how to build rapport and a cohesive online learning community through creative informal interactions. We will address these techniques from the perspectives of instructional designers working in the Brazilian higher education context. Motivation to engage in online learning is one of the core elements of course success, and we have focused on building rapport and informal instructor and peer interaction as a path to increase student engagement. Rapport can be built when the members of a learning group have opportunities to exchange aspects of their lives and preferences. In this presentation, we define informal interactions in the online context, and demonstrate how various techniques such as music and songs can enhance the cohesion of a group and the development of an online community. This is especially important in the Brazilian context as students thrive on social interactions as they engage in learning. As channels for informal interactions, we show how the variety of resources offered by social media, such as Instagram, Pinterest, Twitter, Whatsapp, Youtube or even Wordpress can be harnessed to build the social environment. We discuss how Brazilian students have engaged with these social media sites and how the informal interactions have led to their interest in learning. We call especial attention to the evaluation design that attributes value to these informal interactions in parallel to value assigned for formal graded online activities.



## Who Am I When I Teach Online? Exploring Lecturer Identity Processes in Online Learning

Dara Cassidy<sup>1</sup>

<sup>1</sup>RSCI, Dublin, Ireland

Online learning offers the potential to make high-quality education accessible to populations that are currently under served. This is particularly salient in developing economies where the education infrastructure is insufficient to meet demand, resulting in lost opportunities at the individual and the national level. The development of quality online education programmes is complex, however, involving collaboration between academic, technical and support staff. For lecturers accustomed to classroom-based delivery, the move to online formats generally requires a shift in pedagogical approaches and a change in work practices that may not be fully appreciated. In order to encourage and empower lecturers to embrace online delivery, it is helpful to understand how elements of their teaching practice support their professional identity. This qualitative case study examined the identity processes at play for lecturers who participated in the development of a predominantly online diploma programme in order to gain insights into how best to support lecturers embarking on such journeys. It examined the threats to identity posed by the requirement to adopt new pedagogical practices (Westberry et al, 2015), the need to cede control to technologists (Hanson, 2009) and the impact of the perceived disconnection from students (Shelton, 2018). The study outlines how co-design practices and instructional design elements can be used to navigate these identity challenges and outlines ways in which lecturers can better be assisted to develop online teaching identities.



## Finding Common Ground for Reimagining Online Chemistry Education for Better Futures

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There appears to be some reluctance by Departments of Chemistry in most English- speaking Caribbean territories to embrace the use of fully online chemistry courses and virtual chemistry laboratory activities despite its proven potential to influence student learning in other areas around the world. This study determined the key stakeholders' views on this potentially controversial issue. A mixed method research design was employed in this study which was conducted among Caribbean Higher Educational Leaders of Departments of Chemistry based in four Caribbean territories. Utilizing in the quantitative aspect of the study, an adapted version of the Science Teachers and Online Instructional Concerns (STOIC) survey, this study determined inter alia that there is a significant difference in the attitudes and perceptions between faculty and administrators towards online and face to face delivery of chemistry lectures but with regard to virtual chemistry laboratory exercises both stakeholders shared a common view. The qualitative portion of the study utilized interviews which determined the perceived barriers to implementation of fully online chemistry courses and virtual laboratories. The results of this study provides tangible evidence for the existence and the need for the adoption of the emerging concept of e-leadership among Caribbean Higher Education leaders and impetus for such leaders to overcome the perceived barriers to migration of chemistry courses to online learning.



## Conceptualising Tertiary Open Access in Distance Education: An African Context

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The purpose of this paper is to conceptualise open access to Higher Education (HE) in Distance Education (DE) institutions in South Africa. In response to the student driven #FeesMustFall campaign which raised issues of openness and access, the South African government implemented a 0% fee increment for the 2015/16 registration period and subsequently free education for a certain level of low income households. However, being a developing country the concepts of free tertiary education, along with openness and access to HE seem to be problematic due to the stagnant economy. An understanding of the concept of access to free education is imperative to prevent ‘techno-bureaucratic fixes’ that do not promote growth and have not brought about change within the South African universities (Prinsloo, 2016). Although studies in HE have examined openness and access, limited research has focussed on conceptualising open access at a DE institution such as UNISA. As such, this study provides additional insight into the complex reality of DE regarding the promotion of sustainability of open access in the complex environment of an emerging economy. Through implementing a systematic review the paper highlights the encompassing praxis that shape DE institutions; bringing to the fore the definition of “free access” and openness to higher DE in South Africa. The preliminary findings indicate that a well-planned funding model can be achieved, however, hard questions must be asked on its sustainability and or the long-term repercussions. This calls for rethinking of openness and free access to distance higher education.



## Virtual Practice Digital Textbook Services on Learning Cloud: A Case Study from Korean National Open University

Kwang Sik Chung<sup>1</sup>

<sup>1</sup>Korea National Open University, South Korea

For the computer science majors, in order to maximize their learning, programming lectures should be accompanied by immediate or ideally simultaneous programming practices to apply the learnt theories. However, in current e-learning environment, programming practice is only possible after watching the lectures, and this has always been a problem especially for novice learners of programming. In the proposed Korea National Open University digital textbook services(KNOU DTS), virtual programming practices learning contents with lecture videos, digitized textbook, quizzes or lecture notes are delivered through KNOU DTS. KNOU DTS is newly defined as learning contents delivery service and device that is new learning service prototype of KNOU. In KNOU DTS for virtual programming learning contents are constructed on Oracle Ravello cloud. Oracle Ravello(learning cloud) provides with virtual Android SDK and program execution API and X window. KNOU digital textbook services builds and executes student's Android application programs on Oracle Ravello and virtual Android Studio 8. Android application program results are then displayed directly on the student's smartphone or desktop PC by KNOU DTS. By doing so, the student can now watch digital textbook with their choice of videos, notes, or even practices. The results show that more than 50% of the participants positively responded to this service and also felt that they had less difficulty in building and executing the programs.



## TELMOOC: Shared Learning in a MOOC about Technology-Enabled Learning

Martha Cleveland-Innes<sup>1</sup>, Nathaniel Ostashewski<sup>1</sup>, Sanjaya Mishra<sup>2</sup>, Dan Wilton<sup>1</sup>

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The use of inquiry-based learning methods in a MOOC environment provides a challenge to the use of transmission model and behaviorist approaches to learning in a MOOC. A Massive Open Online Course for teachers in the developing world offered a unique instructional approach to model and inform the use of technology for learning. This technology-enabled learning MOOC, or TELMOOC, is built on a scalable social-learning, inquiry-based, design. This instructional method requires interactive engagement opportunities, active cognitive presence, relevant problem-solving opportunities, and co-metacognition. According to Garrison, contemporary learners engage in the process of thinking and learning collaboratively as preparation for living and working in complex, global, societies. Participant response to TELMOOC suggests this is possible in a MOOC environment. TELMOOC realized high-levels of participation and above-average completion rates.

Two unique design elements are 1) collaborative learning opportunities through loosely-facilitated micro-community engagement and 2) an authentic completion assignment of a publically-shared, Open-Education Resource (OER). This OER assignment submission was a shared template for individual technology-enabled teaching plans for both in-person and online learning design.

Preliminary results of the TELMOOC evaluation will be reviewed and discussed. Learning analytics demonstrate varying levels of engagement and co-engagement that map in unique ways to forum participation, synchronous events, and assignment completion. In addition, TEL MOOC participant evaluations indicate that engaging participants in social-learning, inquiry-based, micro-communities through discussion, problem-solving, resource sharing, and authentic activity plan development is scalable support for developing competence for technology-enabled learning through MOOCs. TELMOOC is now being translated for delivery in China.



## Assessing Emotional Presence in Communities of Inquiry: From the Instructors' Point of View

Martha Cleveland-Innes<sup>1</sup>, Xiaoying Feng<sup>2</sup>, Annette Garner<sup>3</sup>, Jimmy Jaldemark<sup>4</sup>, Glenise McKenzie<sup>3</sup>

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For Garrison, a Community of Inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct meaning and confirm mutual understanding. In this study, we add Lehman's argument that emotions are necessary to create a presence in an online learning environment and suggest that emotional presence supports reflection and knowledge construction. Using the Community of Inquiry theoretical framework and measurement tools as a base, this study measures to the extent to which instructors identify the existence of emotional presence among their students. This identification of emotion may allow instructors to respond according, if and when needed, to deflect or direct emotion in reference to building presence and, ultimately, a community of inquiry. In 2016 pilot testing of a revised CoI measurement tool, written from the instructor's point of view, was tested in faculty development workshops. Following this pilot test, the instrument was used with a total of 287 higher education faculty from Portland, Oregon USA, in Beijing, China, and Sundsvall, Sweden. Results indicate a correlation between years of teaching and acknowledgement of emotion but not a separate place for emotional presence in the community of inquiry framework. This is in contrast to studies of online learners where emotional presence emerges as a unique element in a community of inquiry. This paper presentation will review these findings in contrast to other similar studies and facilitate discussion of possible differences in perceptions of emotional presence between instructors and learners.



## Tales of the Unexpected: Who Killed the Exam?

Gavin Clinch<sup>1</sup>

<sup>1</sup>Institute of Technology, Sligo, Ireland

It is 2025 and assessment by final exam lies bleeding and lifeless on a classroom floor. It is rushed to ICDE where a group of anxious academics gathers to await news. A blood-spattered consultant emerges to inform a solemn-looking audience that the exam is dead. The consultant explains that the very best EdTech people and Assessment teams had done everything they could to resuscitate the exam but haemorrhaging was too extensive. A pathologist will deliver the final cause of death but the crime team suspects 'death by a thousand cuts' citing some of the complications:

- 2020 - An international survey of students' 'academic integrity' reveals that 54% of undergraduate students admit to cheating in an exam or written test.
- 2021 - The technology behind Google glasses is used in the development of '2020 Vision' - a contact lens that allows the wearer to access the internet and use the lens as a screen.
- 2022 - Online invigilation – once seen as an innovative technology and positive disruption is doomed following a ruling by the European Court of Justice.
- 2023 - A computer bot named DECES becomes the first Bot to successfully complete an online, degree programme.
- 2024 - Exams had been used to assess low-level skill and content knowledge and managing faculty workload but now agreed on new models of authentic assessment that demonstrated a learner's ability to evaluate, synthesize and create, both as an individual and as a team member. Students were now required to embed their own experiences in their assignments.





## **Bending Without Breaking: New Supports for Flexible Learners**

Gavin Clinch<sup>1</sup>

<sup>1</sup>Institute of Technology, Sligo, Ireland

This paper reports on a new intervention designed to support flexible, lifelong learners at my institute. In September 2018 two staff members were recruited to the role of Online student Advisor (OSA) with a remit to be “a first point of contact and a source of ongoing support for online students, from the student’s application process through course engagement and finally to their graduation”. The OSA acts as a conduit between the online student and the various functions and units of the institute and plays an active role in student recruitment, support, and retention. The OSA provides career advice, reviews applications and course eligibility, and actively monitors online students’ engagement in the VLE via Intellibord’s dashboards and data analytics tools – intervening when students are falling behind or becoming disengaged. The Online Student Advisors are assigned to a number of programmes across Levels 6, 7, 8 and 9 of the Irish NFQ, one in the Faculty of Engineering and Design and the second in the Faculty of Science. Each OSA supports approximately 500 students across these programmes. The OSA role is currently in pilot mode with a full review of the efficacy of the intervention to be completed by September 2019. The conference presentation will report on findings from the review including survey feedback from students, programme coordinators, and Heads of Department. It will also report on specific cases where the intervention of the OSA has resulted in retention of students at risk of dropping out.



## Making Prior Learning Count: Success Stories of the My Experience ePortfolio Toolkit

Gavin Clinch<sup>1</sup>, Carina Ginty<sup>2</sup>

<sup>1</sup>Institute of Technology, Sligo, Ireland

<sup>2</sup>GMIT, Galway, Ireland

The Connacht Ulster Alliance (CUA) is a group of Higher Education Institutes in Ireland comprising GMIT, IT Sligo and LYIT. In 2013, a Recognition of Prior Learning (RPL) development team within the CUA initiated a project titled 'My Experience' to inform, support and facilitate Irish or international applicants in applying for RPL to gain entry onto a programme or seek exemptions from parts of a programme. In 2015, the team released the My Experience RPL Toolkit consisting of:

- 1) an RPL information website for candidates at <https://www.myexperience.ie/>
- 2) an RPL online e-portfolio assessment tool at <https://www.rplportfolio.ie/>
- 3) an online course on RPL Skills for higher education staff at [www.cpdlearnonline.ie](http://www.cpdlearnonline.ie)
- 4) a level 9, 10 Credit teaching development module aimed at RPL assessors and mentors.

As a paperless tool, the e-portfolio provides for the electronic submission of evidence and allows the applicant to submit their portfolio in a sequence of stages resulting in the creation of a professional e-portfolio which includes for certified learning; experiential learning; references; work experience outputs and motivational statements. Since launching the e-portfolio assessment tool over 250 RPL applicants have built an e-Portfolio RPL application. Each year, the institute assessor and RPL applicant experience have informed adaptations and further enhancements to the RPL assessment tool. Version 3 of the tool is currently in place and Version 4 is planned for release in 2019. This paper will report on the potential for this project to lead to the development of a national centre for validation of prior learning.



## Investigating the Carbon Footprint of an Online Programme: Paperless Grading and Assessing

Maébh Coleman<sup>1</sup>

<sup>1</sup>TU, Dublin, Ireland

Universities and HEIs can lead the way in sustainability. Habits are developed by students at an early age and with technologies available a paperless approach in academia is now possible and can act as a catalyst to trigger students to implement a greener way of living in their own lives. TU Dublin recently ran a 'Green Week' which focused on cycling to college and encouraging general awareness of the green agenda and the way to achieve an overall sustainable educational environment. Programmes can also play their part by becoming paperless and efficient, this paper explores how a green approach can be incorporated in to module teaching and administration for online courses. Instructors in undergraduate and master programs have the option to have continuous assessments submitted and graded in a paperless fashion using the VLE. This paper explores the 'green' credentials of online grading as opposed to the traditional paper-based method by examining the case of a Continuous Professional Development course which was launched by TU Dublin in 2018.

This programme has implemented a fully paperless approach that is fully supported by industry partners, national skillnets and is assessed using a uniform/harmonious set of rubrics across CPD modules of different disciplines. Despite the successes, implementing a fully paperless educational experience in a traditional educational setting may be challenging. Some steps in the process may not be technologically advanced enough to allow for a full end to end paperless encounter, for example examination procedures and regulations that include unnecessary printouts. This paper asks how we can define the carbon footprint of an online course and if online grading can play a role in delivering more sustainable programmes. The paper will investigate the barriers, challenges and opportunities outside of the course by comparing a 'traditional' programme with a newly implemented and fully paperless programme. In this research, a carbon footprint model for an online programme is developed from the literature. This is tested by comparing a 'traditional' and an 'online' programme using quantitative course data, and qualitative data from 10 staff, 50 students and industry partners. The findings will be of interest to all academic managers and to online educators who seek a greener more sustainable approach to their practice.



## **Peer-to-Peer Assessment, Grading and Knowledge Sharing: Can it Really Work? A Case Study of the 'Workshop' Tool in Moodle**

Maébh Coleman<sup>1</sup>, Kathryn Cormican<sup>2</sup>

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This paper explores the design, process and outcomes of peer-to-peer formative learning in online modules using the Moodle 'Workshop' module for formative learning and knowledge sharing in a postgraduate, online context. Both quantitative and qualitative data from two separate iterations of the tool are used to build a unique perspective on formative assessment in the online learning space. Firstly the paper will uncover the theoretical underpinnings of peer-to-peer learning, formative assessment and online design to create a conceptual framework of the space. The research will then outline a design for the integrated framework that was tested using the 'Workshop' module on Moodle in two separate programmes. The paper will then analyse data retrieved from log-file records to understand the nature and interactions and compare them with an analysis of user (student) queries on the process throughout all steps of the workshop. The research will demonstrate that peer-to-peer formative assessment is a powerful tool that can be effectively managed in the online learning space. The findings demonstrate the many benefits that can be gained from such interactions, but also the challenges that lie behind it and suggest ways which were found to manage this process from a design and deployment perspective. The findings illustrate an innovative way to encourage critical analysis skills in their cohorts whilst balancing this with maintaining a positive online environment. This paper will be useful for practitioners, educators and managers who wish to promote peer-to-peer knowledge-sharing in online contexts for postgraduate (and other) students.



## **The Blended Learning Model of the YU-Bridging Program at York University English Language Institute: Innovative Learning Design for Student Success**

Meghan Collins<sup>1</sup>, Sally Abu Sabaa<sup>1</sup>, Kareen Sharawy<sup>1</sup>, Lindsey Gutt<sup>1</sup>

<sup>1</sup>York University English Language Institute, Ontario, Canada

York University English Language Institute has recently restructured its English for Specific Purposes (ESP) portion of their YU-Bridge Program (YUB) to a blended model for student success. The YUB is a pathway program to York University where students are conditionally admitted to the university and need to take 20-hours of Academic English and ESP per week in addition to two university credit courses over two semesters. These demands require robust language support for the students in Academic English and university study skills. Before the blended model, there was poor attendance and low performance in the 2-hour face-to-face (F2F) ESP class, which led to increased drop outs and low GPA in the credit courses. Therefore, the YUB-ESP was restructured into a 4-hour blended model to improve student success taking into consideration student motivation to do certain activities independently online, and the need for scaffolding and practice. The blended design includes online asynchronous “Independent Lecture Preparation” and “University Skills Modules”, followed by a 2-hour synchronous Online ESP class to integrate the asynchronous components, and a 2-hour in-class F2F-ESP to develop communicative skills for university tutorials. The online structure was created using storylines embedded in Moodle and allows for instant assessment and feedback to the students. Since its launch in January 2018, this model has increased retention from 69% (2015) to 93% (2018), and the students’ GPA has increased by 72% in the credit-courses. This presentation will outline this innovative model of blended ESP and show specific examples of the online components. This presentation will outline this blended model of ESP and show specific examples of the online components.



## **Evolving the Experience for Online Learners through Technology and Good Pedagogy**

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Teaching is a complex task. Ensuring that each learner has the tools and opportunities they need to be successful, increases this complexity. Establishing accessibility in course materials – true accessibility – is just down right daunting. Instructors must provide an accessible and inclusive learning environment, but individual student needs can quickly overwhelm even the most conscientious instructor. How each student approaches coursework is dependent on many factors, including, but not limited to, their past experiences, current motivations, and available time and time-management abilities. The strategic integration of digital tools into instruction can provide students with some control over their educational journey, taking the burden off instructors to identify and implement individual interventions for each student. Herein we propose the pairing of communication accessibility and peer review to elevate the learning experience for the students in any environment. Increased accessibility focuses on the desire for students to have course content in multiple forms.

One effective way of generating multiple forms of content is through the instructor's use of a speech to text system. This approach captures the content of a discussion and the richness of an active learning environment in a way that is very different from what even the best interpreters or captionists can provide. Using Microsoft Translator (<https://translator.microsoft.com/>) through web and application-based access allows students who are deaf / hard-of-hearing or for whom English is not their first language to increase their comfort level with the course materials, the instructor, and their peers. Students report a high level of satisfaction with this technology, despite the word error rate of 10-15%, due to the inclusivity they feel in the accessible environment.

A second technique to improve the student experience is to engage them with one another in an environment where the instructor is not their only assessor. Peer review has long been touted as a mechanism to improve student success in writing, but only recently has been considered more broadly for application in STEM courses, critical thinking, and problem solving. Using well-designed assessments in peerScholar (<https://peerscholar.com/>), any classroom (virtual or face-to-face) can embrace peer review and collegial engagement of students in the betterment of the overall experience.

We will report on the use of these tools in face-to-face and fully online non-majors courses, demonstrating increases in student satisfaction and performance when students feel included in and committed to their learning.



## Should There Be Open Access to Textbooks? A Study of Higher Education Staff Perceptions

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Textbooks are increasingly acknowledged as a contributory factor to the inflationary cost of higher education borne by students. Open Textbooks, as a form of Open Educational Resources (OER), have been posited as a possible solution. Several surveys have been made of educators, to gather their perceptions of OER and open textbooks. The most notable of these, by the Babson group, has shown an increasing awareness of OER and open textbooks over recent years. Little is known, however, about perceptions of open textbooks in Ireland. This study sought to address this gap by developing and distributing a survey, targeted at staff in higher education in Ireland. We sought to target those in educational and educational technology leadership roles, educational technologists, and library staff. Here we present results of this study. Our results confirm those from other countries in many respects but we also made interesting new findings which highlight, for instance, that staff may believe there to be trade-offs between the rights of students and their own academic freedoms. These perceptions may need to be discussed, debated and disentangled further if open textbooks are to gain more widespread adoption and ultimately help address one of the costs of access to higher education.



## Emotions in Online Foreign Language Learning Environments: Current Research and Future Directions

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Research on foreign language (FL) learning is calling more and more attention on learners' individuality (MacIntyre, Gregersen & Mercer, 2016), and there is a prominent emphasis on the study of FL learners' emotions (Dewaele & MacIntyre, 2014). Nevertheless, little research has been conducted on the emotions of online FL learners (El-Hariri, 2017), despite the fact that computer-mediated communication (CMC) and telecollaborative practices for FL learning are expanding nowadays, and have a vast potential to foster FL learners' skills (Helm, 2015). In contrast to traditional learning environments, online learning contexts might affect learners' emotional states due to the use of technology (Jauregi, 2015), for which the role of learners' emotions in CMC practices represent a compelling area of research (Baralt & Gurzynski-Weiss, 2011). In this paper, we present a focused literature review based on the articles of indexed journals and book chapters which have been published on this topic during the last decade. The aim of the study is to examine which emotions are being more researched in online FL learning contexts, and to analyse which research methodologies are being employed in these type of studies. The results of this study will contribute to the understanding of online FL learners' emotions, and will illustrate which are the future research directions on this topic.





## **A National Approach to Supporting Open Education in Higher Education**

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Realising the potential of open education within higher education requires a multifaceted, incremental and sustainable approach, including active support for individual open practice and an explicit commitment to open education at programme, institutional and national levels. Ireland's National Forum for the Enhancement of Teaching and Learning in Higher Education advocates this approach in its work to advance and support open education in higher education. While open educational resources (OER) and open educational practices (OEP) offer diverse ways of 'opening up' higher education to increase access, enhance teaching and learning, and foster learner agency, the use of OER and OEP across higher education remains low due to multiple barriers (Harold & Rolfe, 2019; Hodgkinson-Williams & Arinto, 2017; National Forum, 2015). The National Forum supports open education in two main ways, in both cases collaborating closely with students and staff in higher education institutions. Firstly, we leverage national and international open resources to enable and support individual open practice in learning and teaching. Secondly, we support the development of enabling policies for digital and open education (National Forum, 2018). This session outlines our national approach and activities, positioning this in the context of other national open education initiatives of which we are aware. In the session we will share open resources we have adapted and developed, reflect on results and challenges we have faced, and invite discussion and feedback.



## Robot Virtual Graduation at the University of Glasgow

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Many postgraduate students now undertake education online. Online distance learning (ODL) brings flexibility, facilitating global access to courses and the ability to fit studying around other commitments. However, this mode of study can potentially result in students feeling isolated in their studies (Rovai, 2001), compared to on-campus students. This is a global issue that requires a local solution. The University of Glasgow (UofG) has introduced a virtual graduation for the College of Medical, Veterinary and Life Science. Graduation at UofG is a centuries-old, traditional occasion. Until this year, virtual graduation was not provided; thus, ODL students missed this unique experience, due to work commitments or geographical location. Other institutions have included ODL students in graduation via a large screen. At UofG, we had the vision of creating an experience that more replicated the experience of on-campus student (e.g. being at eye level with the Principal) and this therefore creating a more personal experience (Ridings et al., 2002). A radio control car was customised, and students tuned in globally via Zoom to graduate. The overall conclusions were the ceremony went relatively smoothly. However, there were challenges; for example, one student joined the ceremony late, which was distracting for others. The pilot also highlighted that greater clarity of audio, especially the Principal's speech, would have improved the experience. Student feedback also showed the need to provide a brochure, including the historical background to the ceremony, and expectations for virtual graduation. This project feeds into wider research of ODL student belonging.



## **Sauna, Sausage and Sisù: Designing and Implementing an Online Distance MBA Program in Finland**

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Finnish Universities of Applied Science were originally established to serve the vocational higher education needs of local employers and thus provided mostly face to face degree programs in Finnish. Since 2007 there have been a number of drivers to diversify and internationalize the student body beyond this original student profile. This presentation will examine the design and first two years of implementation of an online distance education MBA in Educational Leadership. This global program, offered in English, would allow those working in educational leadership settings to continue with their careers while studying and apply their learning to their authentic work situations. The program was designed so that the diversity of the student body would form a crucial part of the overall learning experience.

Using concepts drawn from literature on authentic eLearning, iterative enquiry models and ideas around Connectivism and the networked learner, the aim was to create a program that enabled and supported a networked heutagogy. A particular focus has been given to building the strong relationships of trust that underpin Finnish education in general and adapting these to the online community of students and faculty. The program, established in 2017, will accept its third cohort of 27 students in August 2019, representing 22 nationalities from around the world. The presentation will include an examination of the lessons learned from the first two years of implementation and the changes we have made and continue to make to improve the learning experience of the students and faculty.



## The ProBabiLity Approach to a Better Understanding of Diversity in an Ever-Changing World

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The authors created the diversity case study and delivered it at a Human Resource Student Conference in the Netherlands. The objective was to achieve a better understanding of disabilities by working on a real-life case study, using a problem-based learning approach. Students collaborated and researched with other students from various European countries, to find a solution during the three-day period. They had to define disability and establish whether the case study could be categorized as either an inequality or an injustice. The key motivation was to immerse students in the theme of “diversity” as an essential aspect of human resources. As part of the success criteria, students’ interrogated diversity and decided that it can be triangulated into discrimination, difference and dominance. The methodology involved the lexicon of facilitated learning by trying to solve the problem using a seven-step approach of clearing difficult or unclear words or terms, defining the problem, analyzing, reorganising, and systematically defining the aims of learning and reporting. The findings included the student’s innovative approach to enquiry, to determine if the case study was a result of the disability, discrimination or harassment and the results disseminated to peers through poster presentations. The authors wish to explore if the case study and PBL approach could be recreated in a virtual exchange, with an international group of learners. The students require digital pedagogical competencies using cultural interactions and the development of collaborative partnerships. The authors intend using similar case study design to integrate other aspects of human resource management.



## University for the Working Class? Seriously?

Lorraine Delaney<sup>1</sup>

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The paper explores Irish policy in relation to university access for under-represented groups, in particular adults and those from a lower socio-economic background. While Irish public policy strongly promotes access by these cohorts, participation is currently positioned strongly within full-time, campus based provision. Irish policy presents full-time participation as largely unproblematic. Yet we know from the literature that adults' preference part-time study, and have delayed their participation in HE primarily for reasons related to social class. This paper illustrates how access is not a simple concept and outlines tensions in relation to policy and practice. Drawing on a case study of recent online distance graduates (n=268) from Dublin City University (DCU), the paper explores the profile of the graduates and their HE access experiences, addressing a gap in the literature on this cohort. Findings indicate that graduates tend to share a common social class background. Social class has influenced, whether, when and how they participate in HE. This paper identifies some potential options to enhance university access by under-represented social groups. The opportunities presented by online distance HE in improving access to university education are highlighted, as are ways to help ensure widening participation intentions can indeed be taken seriously.



## Open Is as Open Does: Transforming Instruction through Open Resources

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Open and OER-Enabled pedagogies empower students to learn through active participation in the conversation of scholarship. The five permissions that are commonly associated with open resources, to retain, reuse, revise, remix and redistribute, have expanded the opportunities for innovation in instruction. This paper describes a librarian-instructor's efforts to apply open pedagogical concepts to information literacy instruction and can serve as a case study for increasing openness and flexibility in online education more broadly through transformative online pedagogies. Librarians have traditionally been champions for access to knowledge, routinely contributing freely available resources to support research and instruction online, such as meticulously crafted research guides and informative video tutorials. They often stand at the front lines of open educational resource initiatives on their campuses, advocating for the need for textbook affordability and the potential that exists in open resources. What happens when those who promote and create open resources use them to shape how they teach? Open pedagogical approaches to instruction can inspire students to move past knowledge acquisition to knowledge creation, and support individual student interests and talents while expanding the conversation globally. This paper will describe a practitioner's experience in providing more openness in information literacy instruction. Come and explore how open pedagogical approaches can enliven and transform conversations surrounding technology and the world while supporting individual student interests, skills and talents.



## Blended Learning Apprenticeships: The Gateway to Lifelong Learning?

Andy Dodson<sup>1</sup>

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An apprenticeship can be a pathway for a first job, improving skills or a change in career. Regardless, it provides lifelong learning opportunities. University College of Estate Management (UCEM) is the leading provider of online education in the build environment who have ventured into Level 3 Apprenticeships, expanding its offering from higher education qualifications. Apprenticeship students balance their studies alongside work and family lives. It is imperative that the UCEM understands causes of poor engagement with its virtual learning environment (VLE) by the apprentices who are studying in a flipped blended approach. A research project was undertaken to identify factors that would increase VLE use in apprentices aged thirty and over as they generally have more commitments outside of study and work than younger students. Whilst the results did not support the Zeldman three click theory: ease of use, time saving navigation features and awareness of functionality improved satisfaction and did significantly improve usage. Even with the 20% off-the-job training time allocated for apprentices, time poverty is an issue and any options that allow for learning content to be accessed efficiently have proved popular. If older students are more satisfied with their educational experience then it is more likely that they will undertake further study and recommend flexible online learning as a lifelong learning opportunity to their peers. Academic staff and educational technologists must consider that older learners are unlikely to be as digitally aware as younger generations so systems that are not intuitive will deter students from engaging.



## CHAT-Based Design Principles for Ab Initio Blended Learning Courses

Oisín Doinn<sup>1</sup>

<sup>1</sup>Ideas Lab, Dublin City University, Dublin, Ireland

In recent years there has been massive growth in the number of people learning a new language for the first time. Coinciding with this growth in the number of ab initio learners there has also been a substantial rise in the number of open and freely available online language learning resources such as massively open online courses for language (LMOOCs) and mobile language learning apps. Despite the increasing availability of digital language learning resources, the non-integration of these resources within formal face-to-face language courses at ab initio level continues to be an observable trend. This paper proposes a set of Cultural Historical Activity Theory (CHAT)–based design principles for ab initio blended language learning (BLL) courses that make use of off-the-shelf, freely available online learning resources. The principles proposed in this paper are informed by the previous work of CHAT researchers working in the fields of Second Language Acquisition (SLA) and Computer Assisted Language learning (CALL), as well as blended learning in general. The principles are also informed by the author’s research findings collected during a six-week study of an ab initio Irish BLL course at Carnegie Mellon University in the USA. This paper concludes by presenting practical steps for the implementation of the CHAT-based design principle in the design of ab initio BLL courses.





## A Metaphorical Mapping of the Virtual Learning Environment Landscape

Enda Donlon<sup>1</sup>, Tom Farrelly<sup>1</sup>, Eamon Costello<sup>1</sup>

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If one accepts Stiles' (2007) suggestion that integrated systems which constitute a Virtual Learning Environment (VLE) date from the mid-1990s, it is evident that VLEs have achieved a remarkable level of penetration and domination within higher education over the last 25 years (Dahlstrom, Brooks, & Bichsel, 2014) and with forecasts for significant growth in this sector on the horizon (PR Newswire, 2019), this looks set to continue. Notwithstanding this, much discussion and debate has taken place about the pedagogical value and application of these systems, prompted in no small part by Weller's provocation in 2007 that 'the VLE/LMS is dead' and continuing to the current day. Metaphor involves 'understanding or experiencing one kind of thing in terms of another kind of thing thought somehow to be similar in some way' (Campbell, 2013, p. 224). The use of metaphors has proven effective as a means of exploring online learning environments (for instance, Koc, 2013; Schwier, 2007). Thus, this presentation draws upon a number of VLE metaphors as a means of exploring how these environments are perceived and used within educational settings. Opening with a discussion of the power and relevance of metaphor for our study, we then explore a number of metaphors that have been suggested for VLEs over the last fifteen years. These metaphors are then considered thematically and chronologically to explore commonalities and progression over time. This provides a helpful framework to reflect upon perceptions, problems and potentials with regard to current and future VLE usage in higher education.



## **Online Post-Secondary Education in Canada: Results of the 2019 National Online and Digital Learning Survey**

Tricia Donovan<sup>1</sup>, Nicole Johnson<sup>1</sup>, Vivian Forssman<sup>1</sup>

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Online and digital learning are increasingly seen as critical to the future of post-secondary education in Canada. The Canadian National Online and Digital Learning Survey, conducted by the Canadian Digital Learning Research Association (CDLRA), offers the most comprehensive insight into what is happening in online and digital education in publicly funded post-secondary institutions across Canada. In 2018, the survey had a very high response rate (80% of institutions covering 92% of all students) and a similar response rate is anticipated for 2019. The 2018 survey also indicated that more Canadian post-secondary institutions need a strategic plan for online and digital learning. This presentation will share the results of the national surveys for 2017, 2018, and 2019, giving special attention to results specific to access to online courses and programs, Open Educational Resources (OER), and the adoption of flexible learning opportunities such as hybrid/blended courses. Focusing on the conference sub-theme of expanding access, openness, and flexibility, we'll address the following question: Where is growth happening in online and digital learning in Canada?



## **From Online Shopping to Business to Education: How the Crossroads of Ed Technology Should Influence Learning**

Sher Downing<sup>1</sup>

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Today's world has a connectivity level that provides a global reach with customization towards our basic needs. Through the birth of technology and adaptability through software and artificial intelligence, we have become a different community of learners. Today's businesses, such as Amazon, create patterns of adoption to solidify loyalty by their consumer through product and patterned usage of their online platform. Entrepreneurs, such as mobile app designers, look to launch a business with minimal staffing and maximum training, using technology to create a success pattern, many creating singular products that launch and are acquired by others. Both recognize today's consumers want speed, efficiency and an escalated knowledge pattern for quick decision-making and solutions. Now, educational institutions want to create more opportunities for digital learning in secondary and post-secondary education. Through three different lenses, shopping, business and education, ed technology has suddenly hit an influential crossroad.

In the fall of 2016 the U.S. noted 6.3 million students were taking online courses and as of 2015 data, 6.6 billion was being spent by educational institutions on technology. Recent data published for 3rd quarter, 2018, noted over 2 million apps available for Android and a separate 2 million for Apple users. And by 2021 it is expected 2.14 billion people across the globe will shop online. So how do we take advantage of the crossroad? What influences should be collectively shared in alternative methods, allowing the learning pathways of all consumers to be met with all areas of their lifestyle? Early research is looking at points of impact to create a consistency of adoption for ease of learning and the ability to provide opportunities globally. Identifiers will include changing the process of how we learn to incorporate expansion of innovation and technology with influences of business for global implications to meet the changing times in our world.



## Exploring Continuous Quality Reviews and Enhancements of MOOCs for Learners' Successes

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By contrast the popularity of MOOCs in China mainland, the increasing attention to the quality issues have been attracted from the academics, learners, even the media. For enhancing quality of MOOCs, what standard we could use accessing the quality? Application of literature review and Delphi method, the questionnaire with likert 5 scale on base of learners' experience is developed, following questions about their perception of learning needs, learning design, learning support and assessment. Selecting two courses from one of the famous MOOCs website and distributing the questionnaire to learners randomly then test the validity of the instrument. At same time QM and national criteria of excellent learning material of online course 2014 will be applied to evaluate the quality of the selected two MOOCs, by use of tutors peer review. After that two evaluation results will be compared and consistency checked, and adjusts the questionnaire according to the data analysis. SPSS statistical software is to be applied in data analysis. The main findings are: (1) Main focus on the quality of MOOCs, should be put on the students learning experience; (2) The key factors of the learning experience are leaning design, learning support, assessments and accessibility, and those consist of the framework of the questionnaire; (3) There is still a gap between tutors' peer review and students' evaluation of learning experience. In conclusion, the quality reviews and enhancements play an important role in the students' learning successes, for the better quality, the process should be implemented continuously after every online course's presentations.



## **Rethinking Credentialing: Alternative Credentials and Higher Education**

Devon Duhaney<sup>1</sup>

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The increasing cost of post-secondary education, the burdensome student debt, the growing demands for specialized skills, and the rising chorus from business and industry about the level of workforce readiness, among high school and university/college graduates, have given rise to the exploration of alternative credentials. Degrees and/or certificates earned through extensive studies at the university/college level or other educational institutions are considered as important credentials for entry and advancement in the workforce or for further education. The diplomas and transcripts used to designate an individual's success in a program of study are now being seen as inadequate determinants of competencies. Consequently, consideration is increasingly being given to additional forms of credentialing that might be used to validate individuals' competencies. The interest in alternative credentials is intensified with the integration of technology in teaching and learning, the emergence and evolution of open and online education, and access to open educational resources (OER). As noted in the article, "A New Pedagogy is Emerging ... and Online Learning is a Key Contributing Factor": There is growing demand from students for short, 'just in time' learning modules that fit an immediate learning need. ... . In the evolving world of open access to learning, students who successfully complete such modules may be awarded 'badges' or microcredits, with the possibility of credit transferred at a later time into a more formal program (teachonline.ca, 2018, ¶ 11). This presentation considers approaches to education, training, and development, and the rethinking of credentialing for workforce readiness and/or higher education.



## Innovation in a Dangerous Time: A Journey through the Convoluted World of Implementing Technology in the Face of Privacy Laws

Matt Dyck<sup>1</sup>

<sup>1</sup>Thompson Rivers University, Open Learning, British Columbia, Canada

This concise paper will outline the fears, tears and celebratory beers of implementing a virtual proctoring solution that everyone else had given up on.

### *The Tears:*

We are one of the leading online open education providers in Canada and yet we are still mailing out thousands of pounds of paper exams to locations all across Canada and the world for students to write. This has become unsustainable in respect to the enrollment growth we have seen. A solution was needed but options were limited.

### *The Fears:*

We identified a leading American virtual proctoring company, but the specter of privacy laws frightened everyone away from the project. I faced two years of negotiation with lawyers, privacy officers, the institution, the government and the company to get a framework agreed upon that allowed for this new tech while still considering privacy laws.

### *The Celebratory Beers:*

We have rolled out the project and the students have enjoyed an on-demand flexible option to complete their course without having to commute to a facility. The faculty have embraced the flexibility in being able to mark exams virtually. There is potential to make a significant environment impact by cutting back on carbon use and paper. Most importantly, there is an opportunity to foster a culture of innovation, rather than fear, when considering new technology.



## **Doctoral Student Socialization and Acceptability of Online Degrees for Higher Education Employment**

Amanda Eakins<sup>1</sup>

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Distance education has experienced tremendous growth over the past decades and more students are participating in some form of distance learning than have been the case prior. This growth can be seen throughout P-20 education, to include, graduate, professional and doctoral studies. However, at the doctoral level, scholars argue that employment practices in higher education appear to favor candidates that earned their doctoral degrees in traditional programs instead of candidates that earned their degrees in online programs. The scope of this study focused on faculty and administrators in higher education that currently holds Graduate Faculty Rank: that is, faculty whose current appointment includes mentorship, teaching, and training, of graduate students in masters and doctoral level programs. Often, Graduate Faculty are also serving as hiring gatekeepers for their department and or college in which they are acting as hiring authorities for employment searches. The purpose of this quantitative study was to explore if there is a correlation of socialization skills gained by online doctoral students compared to traditional doctoral students and the impact such relationship has on the hiring process for higher education positions. Twenty-seven graduate faculty within a public four-year higher education institution within the NW region of the United States participated in this study. The results of this study suggest that the disapproval of students who earned their doctoral degree online for higher education employment correlates with the faculty perceptions on the lack of activities for the socialization of the professional role that students in online programs are offered.



## **Reclaiming Opportunity, Access, and Ownership Through Multimodal Meaning Making in Three Online Programs: Empowering Learners and Re-Seeing Teaching Practices**

Christi Edge<sup>1</sup>, Abby Cameron-Standerford<sup>1</sup>, Betheny Bergh<sup>1</sup>

<sup>1</sup>Northern Michigan University, Michigan, USA

As three teacher educators representing literacy, educational leadership, and special education, we conducted a self-study of online teacher education practices with the guiding question: “How can we use multimodal literacies to re-see our practices and empower others to construct and to communicate meaning?” Our purpose was to explore the pedagogic potentials of multimodal literacy to more inclusively empower learners to negotiate and to make meaning through multimodal literacy practices. As products of the American school system, we recognize that we have been enculturated to value linguistic texts as the authoritative medium for learning. However, as teacher educators, we also value the authority of lived experiences captured through multimodal means. We recognize that “every instance of making and sharing meaning is a multimodal event involving many sign systems in addition to language” and that “when we limit ourselves to language, we cut ourselves off from other ways of knowing” (Harste, 2000, p. 4). Therefore, we puzzled about how we might provide access and opportunity for others to learn through multimodal online learning. This presentation details how we read and examined our online courses using a Visual Thinking Strategies framework. Acting as critical friends we then utilized a collaborative conference protocol to make cross-cultural meaning about multimodal literacy practices in our online courses. Findings illuminated (1) additional, often overlooked entry points into learning (2) the generative power of transmediation in the online environment provided an opportunity to reframe understanding and to make meaning; (3) tensions and shifts in ownership of knowledge.





## Online Teaching Archetypes in a Postgraduate, Research-intensive University Context: A Pilot Study

John P. Egan<sup>1</sup>

<sup>1</sup>University of Auckland, New Zealand

This exploratory qualitative pilot (Bernard, 2012) study examined the experiences of academics who teach face-to-face and online. Our research questions were:

1. What are the experiences of affiliated staff with online postgraduate university teaching?
2. To what extent are their online teaching experiences qualitatively different to face-to-face teaching?

Semi-structured interviews of approximately one hour were conducted. Participants were interviewed about their academic careers, teaching experience, and involvement with teaching online. All interviews were recorded and transcribed verbatim. Participants were sent transcripts for verification purposes. All interviews were recorded and transcribed verbatim and thematically coded (Lincoln & Guba, 1985) using the constant comparative method (Glaser & Strauss, 1967; Strauss & Corbin, 1998). Semi-structured key informant interviews of approximately one hour have been conducted with participants from each stakeholder group. These transcripts were thematically coded using Atlas.ti qualitative data software using the constant comparative method (Glaser & Strauss, 1967; Strauss & Corbin, 1998). These preliminary findings are based on interviews with five teaching academics: recruitment for the full study will begin later this year. Three archetypes emerged from their accounts. Evangelists view online as the future of teaching, citing innovation and access as drivers. Pragmatists see access as important but are troubled by teaching presence trade-offs online. Sceptics see online only appropriate for students for whom physical attendance is impossible. All three archetypes include academic staff who are keen to teach well. Regardless of archetype, all participants described a practice that makes a distinct and important contribution to their university's programmes.



## **Longitudinal Impact of Visiting Scholarships on the Professional Practice of Scholars From China**

Mark Endean<sup>1</sup>, Daphne Chang<sup>1</sup>

<sup>1</sup>The Open University, Milton Keynes, United Kingdom

Since the year 2000, almost 20 staff from Chinese universities have worked at The Open University (UKOU) as 'visiting scholars', researching aspects of online and distance education. Each visit was initiated by the scholar, with their objectives shaped and supported by a UKOU supervisor. Over this period, however, no discernible effort had been made systematically to investigate the impact, if any, of these visits. In this research, we set out to document several case studies of Chinese visiting scholars and to analyse the extent to which the scholars and their institutions benefitted from their experience. We have now interviewed a total of 14 former scholars from four separate Chinese universities. We aimed to establish, from the scholar's perspective, whether the intended objectives of their visit had been met and the extent to which they were aware of other changes in their outlook and working practices resulting from the visit. Our early analysis shows scholarship visits to have had a long-lasting impact on the scholar's career, their peers and their institutions. Impact is also seen to be percolating to national level in some instances. Evidence so far collected seems to point to a strong case for promoting scholarship schemes to all universities for the mutual benefit of global distance learning communities. This presentation will outline the context of our research, our research methods and some early findings.



## Transforming ePortfolio Practice: Lessons Learned from ePortfolio Ireland

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Eportfolios have emerged as an integral element of the learning landscape in higher education in the last 10 years. Eportfolios are seen as a dynamic medium for recording and showcasing student learning as well as a powerful tool for reflection (Hosego & Parker, 2009). In Ireland, there has been a relatively slow pace of adoption of eportfolio. This was due to the lack of government policy drivers, no distinct Irish eportfolio community, and a scarcity of funding (Farrell, 2018). In response, Eportfolio Ireland was established in 2017 as a practitioner-led professional learning network with aim of sharing and developing eportfolio research and practice in Irish education (Donaldson, Buckley, Farrell, Uí Choistealbha, 2018). This community of practice, facilitated by a voluntary steering group holds online and face-to-face events to support professional development and ongoing collaboration between eportfolio practitioners in Irish higher education institutions. This paper provides a snapshot of current eportfolio practice within the Eportfolio Ireland network. Drawing on the literature interspersed with Irish eportfolio examples of practice, this paper illustrates the five key purposes of eportfolio in higher education: assessment, placement, careers, development and student experience. The authors will illustrate the flexibility and affordances of eportfolio-based learning which is reflected in the diversity of approaches, disciplines, and applications across the community. This paper will be particularly useful for international delegates who wish to learn about the success of Eportfolio Ireland as a practitioner-led professional learning network in Ireland, and may wish to draw on some of the lessons learned by the steering group. This paper considers the future direction of eportfolio practice in Irish higher education and shares plans for further research to transform Eportfolio practice in Ireland.



## Plugging the Gap in CPD for Part-Time Online Teachers

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This mixed-methods study reports on a continuing professional development intervention, called #OpenTeach, designed to upskill part-time online teachers. Continuing Professional Development (CPD) is recognised as crucial to the upskilling of educators to enhance the student learning experience. However, an important gap exists in the provision of CPD for part-time and online tutors who rarely have the opportunity to avail of campus-based resources (Beaton & Gilbert, 2013). To address this gap we need to better harness the potential of more flexible models of online distance education. Geographically dispersed tutors require opportunities to engage with new learning designs, new digital competencies and new ways of embedding digital technology in teaching, learning and assessment. Accordingly, the #OpenTeach intervention addresses this challenge through a highly targeted CPD programme for part-time online teachers. The core of the initiative involves the development of a short open online course on open online teaching best practice. This course will develop the digital and pedagogical competencies of the 90 DCU Connected online teachers locally and will be open to online educators globally. The study adopts a convergent parallel mixed methods design (Creswell, 2014) and is framed by the following overarching research question: what are the features of effective/good online teaching? The study has two phases: In phase one, prior to the #OpenTeach intervention, a needs analysis will be conducted and in phase 2: following the intervention an evaluation phase data collection will take place. Data will be generated in each phase through online focus groups with part-time online teachers and online students, and through an anonymous online survey, which includes open-ended and five-point likert style scale questions about the features of effective online teaching. The qualitative data will be analysed following a data-led approach following the Braun & Clarke (2006) six phases of thematic analysis and a side-by-side comparison approach will be adopted with the quantitative data set. The #OpenTeach project has the potential to plug a significant gap in the provision of professional learning opportunities for part-time online teachers and to support sectoral development of online teaching best practice in Ireland.



## How Online Courses and Inspiration Boxes are Improving Non-Formal Education Services for Young People in Ireland

Janice Feighery<sup>1</sup>

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We examine the role online learning can play in the professional development of non-formal educators in Ireland's youth sector. We explore pilot project findings that supported educators to facilitate 21st Century skills development. We acknowledge the important role educators play in providing access to learning and development opportunities for young people from lower socio-economically disadvantaged communities. We identify the main challenges encountered by educators when advancing their competencies to facilitate digital and STEAM activities as: > Inspiration to spark personal interest and drive implementation > Curiosity to see the connection to their daily work, to explore more > Confidence through scaffolded learning to remove barriers. > Fear of new technologies and worrying about staying up-to-date when young people's perceived digital skills can be overwhelming. > Quality Relationships through engagement and support from edtech experts and peers leads to true collaboration online and face-to-face > Outcome Focused to meet their professional need to demonstrate youth outcomes. Discover how online learning with inspiration boxes unlocked educators' confidence and developed their skillsets in a supportive, peer-learning environment. The findings from the project suggest the educators progressed from fearful learners to confident, curious and inspiring practitioners. We have found our online short courses have ignited their passion to access further learning pathways through our online community of practice. Their passion will lead to better outcomes and brighter futures for the young people they work with; supporting them to achieve their full potential and feel connected, respected and contributing to their world.



## Enabling Change: Enhancing Digital Teaching and Learning in Irish Universities

Sharon Flynn<sup>1</sup>

<sup>1</sup>Irish Universities Association, Ireland

The Irish Universities Association (IUA), the representative body for Ireland's seven universities, is leading an ambitious project to mainstream digital in teaching and learning activities in Irish Universities, by addressing the professional development of all who teach or support teaching and learning. It recognises the valuable work already carried out in the universities to enhance digital skills of staff, and aims to build on this through a co-ordinated and collaborative approach. Evidence suggests that engagement at the discipline level is key for meaningful and sustained change to occur. The professional development activities emerging from this project will work directly with discipline groups, both intra- and inter-institutional. Rather than working with or building individual technology champions, the needs and goals of a whole group can be addressed, thereby raising the digital skills of the group. The professional development activities will take a pedagogy first approach, rather than digital skills training. This means starting by identifying the needs and goals of the group before considering how technology could be used to support innovation and change. It is anticipated that a professional development programme will consist of:

- A framework for digital competencies providing a structure for professional development activities related to digital capacity across the sector.
- A connected and growing community of staff developers working within and between the universities to support academic skill development, and sharing expertise, knowledge and resources.
- A collection of resources, micro-credentials and modules that can be combined in a flexible way to build tailored PD programmes aligned to the framework.



## Online Learning: Moving from Optional Extra to a Must Have Teaching and Learning Option

Colum Foley<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

Learning in Ireland in the 18th and early 19th centuries happened in ditches called “Hedge Schools”. Students were taught in stealth by scholars from treasured manuscripts. Teachers enjoyed a high social status because of their learning (Lyons, 2016). Time moved on and Ireland evolved through the devastation of the great famine to the formation of an independent state. The introduction of free second level education in the nineteen-sixties helped to create the conditions in which the industrialisation of Ireland in the nineteen-seventies could emerge. Providing the opportunity for students to stay in school addressed the twin goals of parental demand for post-primary education and developing the needs of the economy for technical skills (Herron and Harford, 2016). Learning is now possible from those same ditches and hedgerows in fact, from anywhere at any time, using technology. However, now the knowledge available is unbounded and the scholars in all topics, are accessible from anywhere in the world through the medium of online learning. International literature suggests that well designed and implemented models of online learning can create opportunities in teaching and learning and in learning communities.

The potential of online learning is now well accepted in research, theory, and practice. Indeed, in the United States, over 6 million students now engage in some form of online learning in higher education (Allan & Seaman, 2017). How are governments to harness the vast potential of this evolving medium to craft policy which recognises the reality that online learning has moved from an “optional extra” to a “must have” feature embedded in the offering of any future facing educational institution? In Ireland participation rates in lifelong learning at 8.9% fall below EU norms (10.9) and far below the leading performers in this area, Switzerland 31.2%, Sweden 30.4% (European Commission, 2018). The discourse surrounding the development of online learning in Ireland is largely aspirational, everyone is in favour of it, but little is done to foster its development. The reality does not appear to match the rhetoric with a sustainable funding model to support more flexible delivery. The doctoral study reported in this presentation aims to investigate a perceived gap between rhetoric, policy, and practice in promoting access to higher education in Ireland through new models of online learning using document analysis to review policy in Ireland in this area.



## Youth Justice Online: A Collaboration with the New Zealand Police

Dianne Forbes<sup>1</sup>

<sup>1</sup>University Of Waikato, Hamilton, New Zealand

Training by New Zealand Police entails attendance at face-to-face and residential programmes. It is likely that some form of online or blended learning provision would make inservice learning, like the youth justice course, more accessible to larger numbers of frontline officers. The need to cater for larger participant numbers is more pressing than ever due to the impending change of legislation in July 2019, which will raise the youth justice age in New Zealand. Alongside expanded access and flexibility, it is imperative that quality pedagogy is at the forefront of all developments. Blended learning is an ideal solution combining the advantages of both campus based and online modes of learning, to develop relational networks of course participants, ongoing discussions of policy/theoretical and practical ideas, and immediate application to community contexts. This research project investigates alternatives to a traditional classroom-based model for police training in youth justice. We sought to explore possibilities and to collect evidence of the impact of change, via surveys and interviews with course facilitators and participants, collating course materials, and following up with journals over an extended period. Our contribution indicates how online education can contribute to better futures in a community policing context, by expanding access and flexibility for frontline police officers as they learn to work constructively with the youth of New Zealand. Our findings reflect the success of blended learning in law enforcement, with implications for blended learning design and pedagogy in a policing context.





## Online and Blended Learning Reimagined: Co-creating Better Futures

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The theme of this year's conference: 'Transforming Lives and Societies' is extremely timely to prompt us to consider how the digital world is enabling new models of pervasive collaboration that can help us take our online curriculum to new levels of relevance and sophistication. Education that is locally resonant and globally aware within the context of dispersed international cohorts who actively co-create knowledge together is a new paradigm that has great potential to make significant positive contributions to the wider society and help us address global challenges.

This session will give the audience an overview of the latest trends in online learning and will focus on best practice applied to supporting international students on online and blended programmes. The principles presented will be contextualised in existing online postgraduate programmes from universities such as Queen Mary University of London and Falmouth University, developed in partnership with Cambridge Education Group. Conclusions will be evidenced with anonymised data on attainment, student satisfaction and continuation, giving attendees clear information on what techniques work best and the correlation between investment in support mechanisms and likely benefit produced by that investment. This session will be of interest to colleagues from institutions considering online or blended delivery of programmes of study to a national and international audience. Lessons learnt from supporting online students are also transferable to on campus programmes, particularly on aspects related to cohort identity and employability skills.



## **Designing for the Edges of Online Learning: A Multi-Institutional Effort to Improve Accessibility in Online Learning Environments**

Sandra Gabriele<sup>1</sup>, Robert Cassidy<sup>1</sup>

<sup>1</sup>Concordia University, Canada

Online education has been heralded by many as an effective way to make post-secondary education more accessible to students because of its flexibility in serving a diversity of learners (Harris 2008; Lee 2017; Miller 2010). Without attention to the needs of students with disabilities, however, digital environments can present considerable barriers to learning. Asynchronous learning can greatly benefit students with disabilities (Macy et al 2018), but there are challenges for those who require high instructor interaction to achieve comparable levels of success with non-disabled students (Alamri & Tyler-Wood 2017). Determining needs for such students can be demanding since those needs may conflict (n.a. 2013; Macy et al 2018; Rao et al 2015). This paper presents initial findings from a funded research project on the accessibility of the digital learning environments of several English-language colleges and universities in Quebec, Canada . The research examined the use of Moodle and a custom, in-house platform in order to understand the accessibility issues that students encounter. We report on our online course audit and describe strategies to achieve greater compliance with accessibility standards. The findings show that to achieve “authentic accessibility” (Levin 2007; Lee 2017) we need to go beyond WCAG compliance. Faculty need to understand students’ needs and must re-imagine the shape of their content and modes of assessments. By designing for the “edges” (Treviranus 2019; Holmes 2018) of our student populations, we can make online learning authentically accessible. The implications of this approach for policy and design are discussed.



## Caught in the Middle: The Experiences of Educational Technology Leaders in Irish Higher Education

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Skilled leadership at many levels is essential if higher education institutions are to more fully integrate educational technologies into practice. Yet, despite its importance, there is a dearth of empirical research in this “educational technology leadership”, situated as it is at the intersection of educational leadership and educational technology (Arnold and Sangrà, 2018; Jameson, 2013). In particular, little is known about the experiences of educational technology leaders, who work in the middle, often in informal positions (Bates and Sangrà, 2011). Positioned between top-down and bottom-up dimensions of the change process, these leaders play a crucial role as they attempt to exert influence in both directions, on their academic and administrative colleagues and on positional leaders alike. This paper reports on the findings of the first phase of a study which explores the experiences of educational technology leaders who work in “middle” roles in Irish Higher Education institutions. This phase involved an online survey of a purposive sample of educational technology leaders in Irish higher education institutions, including those who have a leadership role in educational technology in their institution and/or have demonstrated leadership through the integration of educational technology in their practice. By examining the roles and experiences of these leaders, this study hopes to provide current and future leaders with insights into their own roles and those of their peers in the challenge of integrating technology into everyday practice in Irish Higher Education.



## Students' Views about Social Presence in Online Courses at UNED

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Based on a study undertaken by the Teaching Innovation Group CO-Lab at the National Distance Education University (Universidad Nacional de Educación a Distancia - UNED), Spain, in 2018 using the Spanish version of the Community of Inquiry (CoI) survey, we have collected students' views about the cognitive, teaching and social presences in 25 undergraduate and master online courses taught at the Faculties of Education and Philosophy. The average score in the three presences of the CoI model is between 3,3 and 3,7 in a 5-points scale; the social dimension is the one that shows the lowest perceptions, being the cognitive presence the one that receives the highest scores. In 2019, we are in the process of further analysing the social dimension of learning in these courses, complementing the survey-based study with the analysis of students' perceptions about open social learning and of the current social practices our students use during their learning process. We will analyse the results identifying if those social interactions happen within the online courses or in other digital spaces, and differentiating between undergraduate and master courses, given that the course design varies in these two educational levels. The aim of the study is to understand the role of social presence in the learning process and, consequently, to improve the design of the courses we teach at UNED.



## **Challenges and Opportunities: Distance Learning for an Interdisciplinary Student Body in the Field of Human Rights and Corporate Social Responsibility**

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<sup>2</sup>SFHEA

<sup>3</sup>Barrister, Inner Temple

The Open University Masters' degree module Business, Human Rights and Corporate Social Responsibility draws on a diverse global student base, including students from Europe, North American, Africa and the Middle East. Student joint he module from law, international development and the MBA program and it feeds into the LLM, the MSc in Development Management , the Postgraduate Diploma in Development Management and the MBA. This poses unique challenges relating to module content, assessment and tutoring. With a diverse student base from around the globe the opportunities for students are high and the challenges are well worth addressing for tutors and student alike, enabling them to gain the benefits from the unique experience of interdisciplinary study. Challenges for authors of module content relate to the breadth of material covered and the level at which it is pitched. Authors also need to consider the student's country context. The module sits within the law school as part of the law LLM. This requires that students gain a certain level of legal competence during their studies.

However, for business and international development students the jump to LLM standard law and legal skills has to be taken into account. Challenges also arise in relation to assessment. Each school from which students come have their own approach to and expectations around assessment. Assessment needs to be crafted in a way which engages the skills and learning of each of the three disciplines in order to both engage students with their current studies and facilitate students ongoing studies. The challenges for tutors arise in understanding where the skills gaps lie in respect of each of the disciplines from which the students come and how to address these when teaching interdisciplinary groups. Layered over this is the need to address the needs of students in a global context where the practical challenge of engaging across time zones can be coupled with culture challenges around learning. Facilitating employability skills training in diverse country contexts needs to be appropriately synthesised in the students' study journey. The benefits of addressing these challenges are worth the effort required because there is a richness in the student base which both facilitates interdisciplinary peer engagement, and also provides a fascinating journey for the tutor into understanding the broader context into which the module feeds. This paper explores how some of these challenges are met in order to tutor in an interdisciplinary online global context.



## To Gamify Or Not Gamify?: That is the Question

Mark Glynn<sup>1</sup>, Louise Hopper<sup>1</sup>, Lorraine Boran<sup>1</sup>, Laura McGrady<sup>1</sup>

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One of the most common goals of gamification in education is to increase student motivation and engagement. If gamification can be used to achieve these goals, and if these target outcomes positively affect academic performance, then simple logic suggests that gamification can result in better academic performance. Several studies to date suggest that, on balance and with some caveats, gamification does indeed achieve the goals in our definition. Hamari, Koivisto, and Sarsa (2014, pp 2028) reviewed 24 empirical studies including nine focused on education, and found that "the majority of the reviewed studies did yield positive effects/results". Subdash and Cudney's (2018, pp 192) literature review also concluded that there is encouraging support for gamified learning in Higher Education. Dichev, C. & Dicheva (2017) however warn that "the educational benefits of gamification have not been scientifically confirmed yet." Popular gamification mechanics that are available in learning management systems include: points, leaderboards, freedom to fail, challenges, badges, stories and restricted access. Rather than implement all of the gamification possibilities, potentially setting gamification targets too high and running the risk of getting bogged down in complexity at the planning stage. We implemented a phased approach of gamifying selected discrete activities within a module. This paper describes our phased approach within a first year undergraduate module - "Research methods" and the results of our evaluation of the initiative following feedback from students. This paper is directly aligned with both Innovative Learning Designs for Student Success and Transformative Online Pedagogies.



## Is Your Course Content Accessible? Let's Do A Quick Check!

Mark Glynn<sup>1</sup>, Donal Fitzpatrick<sup>1</sup>, Gavin Henrick<sup>1</sup>, Karen Holland<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) specifies that “States shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children”, and “ensure an inclusive education system at all levels and lifelong learning”. (articles 7 and 24). While we encourage lecturers to expand access and increase flexibility by moving towards a more blended provision of their courses, they are specialists in their respective disciplines and not necessarily web developers or accessibility experts. This paper describes research conducted to evaluate the accessibility of course pages within our virtual learning environment and specifically aligns with the theme Promoting Equity, Diversity and Inclusion. Using existing open source libraries we built a reporting tool to define which checks were carried out, how they were carried out, how this data was stored and reported on at module, programme, and faculty level. Initial findings show that consistent errors are being discovered in our courses. Most of which can be easily rectified with some short targeted CPD for staff.



## A Roadmap to a Scalable, Flexible, Online Curriculum in HE

Marlies Gratton<sup>1</sup>

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How can we make online HE more cost-effective without losing academic quality? The following steps are a road map towards a scalable, flexible online curriculum:

1. Develop a learning design system
2. Deconstruct and tag existing learning materials, using the system
3. Work with faculty to prioritise new development, based on a gap analysis
4. Automate step three by continuously tracking learning activity and resource lifecycles, ranking materials that potentially require attention.

The University of Derby Online (UDOL) is currently developing a learning design system called ART (Activity, Resource, Transition), which is the first step on the roadmap. This presentation on the ART system describes the order and structure of the different meaningful learning objects. It allows us to research the syntax of engaging, learning design patterns. The system creates clear guidelines for authoring, as each learning object will be purposefully created to fit in a variety of contexts across the online programmes. Underlying ART is a taxonomy of descriptors used as tags, so learning objects can be stored and easily found in a database. The ART system and the first iterations of implementation will be presented during the conference. Step four in the process will not be the last. Through the incremental steps proposed, the systematic approach of creating online materials can be further refined, automated, embedded and expanded upon. These steps are the start of a journey towards a highly automated educational landscape, inspired by our human behaviours and empowering the learners and teachers of the future.





## **“Reducing the Bottleneck Effect”: Increasing Student Engagement on Massive Open Online Courses**

Freda Greal<sup>1</sup>, Steve Collender<sup>1</sup>

<sup>1</sup>Law Society Of Ireland - Diploma Centre, Dublin, Ireland

The Diploma Centre at the Law Society of Ireland offers a range of postgraduate courses to lawyers and other suitably qualified professionals. Since 2014, the Diploma Centre has delivered an annual, free online course in a discrete legal topic that is open to all and specifically designed for large numbers to participate in. The annual Massive Open Online Course (MOOC) embraces the Law Society of Ireland's public interest mission to widen access to legal education and the legal profession, thereby expanding access, openness, and flexibility to our learner base. To date, the MOOCs have attracted over 10,000 registered users from over seventy countries. MOOCs are commonly associated with a bottleneck of student activity in the initial phase, followed by a steep drop-off in engagement thereafter. This presentation will chart our experience in delivering a MOOC course over five years, discussing how our strategies adopted in terms of course design and content delivery have facilitated student engagement. We will provide an overview of the challenges we faced, the factors that impacted on our design process, and describe how we used technological innovation to transform our Moodle platform into a welcoming environment which fostered learning and unprecedented levels of engagement, and attempted to address the high attrition rates associated with this type of distance learning course. We sought to address the gaps that exist for students of free online programs by:

- Upgrading and customising our learning management system
- Introducing real-time interaction between lecturers and students via live Q&A sessions.
- Encouraging students to consume weekly content through incentivising completion

The key performance indicators and the results of our research revealed very positive results, including over 10,000 registered students since 2014; greater than double the standard completion rate for typical MOOC programs; an increased number of international students/students based outside of Dublin; record numbers of non-legal professionals and improved learning experience. Although a bottleneck of student activity in the early stages may be unavoidable, the level of engaged learners has remained relatively consistent throughout the later phases of the programme. Student activity is determined through the viewing of lecture videos, engagement with peers on the discussion forums and undertaking quiz assessments, and many students have returned to undertake the MOOC each year or opted to invest in paid certificate and diploma courses afterwards.



## Transforming Higher Education in Arctic Norway through Online Studies

Jørund Greibrokk<sup>1</sup>, Bernt Bertheussen<sup>1</sup>, Egil Rasmussen<sup>1</sup>, Pål Einar Lund<sup>2</sup>

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<sup>2</sup>Pål Einar?

Finmark is Norway's northernmost and easternmost region, with borders with Russia in the east and with Finland in the south. In area, Finnmark is larger than Denmark. At the same time, Finnmark has the smallest population of the country (75,000). Finnmark is characterized by a tough Arctic climate and extreme distances. A very large proportion of the inhabitants (80%) live far from campus in Alta town. The purpose and social mission of School of Business and Economics UiT The Arctic University of Norway's is nevertheless to provide competence enhancement to people throughout the whole region. In this case study we describe the strategic motive for developing online studies in Arctic Norway. The school delivers online courses in economics and management that recognize ECTS credits. The offer has hit a "nerve" in the market, and today more than 1200 students, scattered all over the country, apply for admission. Further, we discuss whether online studies cannibalize traditional campus studies. In a survey, we asked who chose to study online and why. The results show that online studies serve as an essential channel for lifelong learning. The students are mainly middle-aged and well educated women who work full-time or part-time. Many of them have family obligations and live far away from campus. We conclude that in this case study, e-studies and traditional campus studies do not compete, but instead complement each other as they attract different target groups of students.



## **A Recommendation System on Educational Resources for the Rapid Response to Syphilis Project in Brazil**

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Syphilis is a Sexually Transmitted Infection (STI) which the Brazilian Ministry of Health has acknowledged an epidemic since 2016. To face such a problem, it is essential to develop and implement educational actions enhanced by information and communication technologies to qualify, train and raise awareness nationally. Considering the increasing number of Open Educational Resources developed, existing open health repositories and other digital platforms that allow interaction in the Brazilian Unified Health System (SUS) as well as the vast number of Healthcare Information Systems, it is essential to the develop solutions to efficiently and costly recommend content accordingly to the interest of health professionals and the current needs and priorities of the SUS, such as the epidemic of syphilis. The system of formative recommendation which is being developed include a set of algorithmic approaches in order to handle the variety of information systems and suggest appropriate, personalized, and curated health content. It integrates health surveillance, formative needs, georeference of health teams and professionals, and epidemiological data to recommend content to health professionals all over the country. The system also takes into consideration individualized behavioral data to reflect ones interests, promoting lifelong learning and strengthening existing educational ecosystems. This is an inter-institutional research which is being developed by the Laboratory of Technological Innovation in Health at the Federal University of Rio Grande do Norte, Brazil, and the Lorraine Research Laboratory in Computer Science and its Applications at the University of Lorraine, France. The project is funded by the Brazilian Ministry of Health.



## Student Outcome Led Design to Create Online Education for the Built Environment

Ruth Grindey<sup>1</sup>, Lynne Downey<sup>1</sup>, Kate Lindsay<sup>1</sup>

<sup>1</sup>University College of Estate Management, United Kingdom

University College of Estate Management (UCEM) is a fully online institution in built environment education embarking on redeveloping all Undergraduate and Postgraduate programmes (~100 modules) as part of an institutional wide project “Transform: the student success project”. A key objective is to deliver all modules using an assessment-first design approach. This is called Student Outcome Led Design (SOLD) at UCEM but is referred in the literature as backward design (Wiggins, 2018). UCEM’s students are typically adult part-time learners, working full-time and often new to online learning. Many students join UCEM to gain a qualification to support their career progression. Student feedback suggests that current modules are overloaded with too much content and that they want to focus on the core learning with explicit guidance for passing the assignments. To address these concerns the design process was changed to focus on assessment first to ensure that all learning activities are directly linked to the assessment and achieving learning outcomes. The experience of the tutors and learning designers while engaging in the SOLD process is explored in this session. Does SOLD aid the design process? What improvements could be made? What is the impact on student experience? The session will explore these questions presenting our experiences, which will help others embarking on large scale design of online learning.



## One Hundred and One Transformations

Ruth Grindey<sup>1</sup>, Kate Lindsay<sup>1</sup>

<sup>1</sup>University College of Estate Management, United Kingdom

The transformation of the University College of Estate Management (UCEM), 101 legacy modules to meet the needs of the 21st Century online learner; a case study of module development at scale and at pace. To promote student engagement and success, Project Transform – Module Development is implementing a new e-learning pedagogy. Student outcome lead design (SOLD), is at the heart of the change from asynchronous to synchronous delivery. The concise paper will provide insight into the collaborative approach in the adaption of SOLD a new approach to online teaching, learning and assessment with the creation of the UCEM Educational Framework. The Digital Education Team lead the pedagogic development of the online delivery to provide a flexible student experience. With the framework combining SOLD, with a more participatory; activity-based pedagogy supported with online presence; teaching, cognitive and social. The Educational Framework formed the foundation of module design, which transformed learning outcomes into a module storyboard of learning and assessment activities, based on the ABC Curriculum Design model developed by UCL Digital Education Department. The storyboard outlines the type and sequence of learning activities, which informed the creation of digital resources items, adopting the creative commons for adaptations and reuse. To support the build of learning, teaching and assessment tasks on Moodle (UCEM's VLE) the Learning Designers built a Module Development Toolkit. The toolkit provides consistency and efficiencies in building individual items, by utilising activity templates that reflect our pedagogy, evidence-based practice and clean, customisable designs.



## **Boundless Visual Communication: Leveraging Open Educational Practices, Technology and Networks within Online Course Design**

Angela Gunder<sup>1</sup>, Adam Croom<sup>1</sup>, Benjamin Scragg<sup>2</sup>

<sup>1</sup>The University of Arizona, USA

<sup>2</sup>Arizona State University, USA

Designer and theorist Kenya Hara (2007) described design as the embodiment of our humanness, with our actions as the catalyst for “boldly awaken[ing] our everyday existences, which seem ordinary” (p. 411). Visual communication has the power to amplify our work as educators as we construct learning environments, create space for collaborative sensemaking, and leverage narrative as an overarching tool for building schemas for understanding. Additionally, the connections forged from visual communication has the propensity to bring together communities of learners and educators within an open and accessible landscape of online learning. These actions awaken new experiences that prove transformative to the lives of learners and educators alike, and move us towards innovative teaching dimensions for an open world. Unleashing this design power entails removing all boundaries and road blocks within praxis, to include openly sharing tools, practices, critique, and community related to the design lifecycle. The authors will answer the question of how we define openness within the visual design process, and how the open practitioner serves as the champion and driver of design initiatives that are inclusive, equitable, and engaging, thereby championing access to education within digital learning environments and beyond. With a focus on experiential and human-centered design, educators of all design backgrounds and skill levels are invited to reflect on their own visual communication practices, and explore open tools and approaches for elevating their salient content through bold applications of visual design.



## **Whose Design is it Anyway? Leveraging Improv and Design Thinking to Support Student Success**

Angela Gunder<sup>1</sup>, Frederick Franklin<sup>2</sup>, Melody Buckner<sup>1</sup>, Ben Scragg<sup>3</sup>

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Improvisation, interdisciplinarity and flexibility are hallmarks of innovation in education (Crow & Dabars, 2015; Sawyer, 2004). In accordance with this fact, educators should not only talk about innovative learning designs for student success, but also praxis-based approaches to creating a culture of innovation within our learning environments. The authors invite you to participate in an installation of “Whose Design is it Anyway?”, a presentation that incorporates improvisation, design thinking, and music to reimagine how we engage students. Renowned blues musician Rick Franklin will join the session to tease out the connections between music and improvisation, and what it means for engaging students across learning environments. Through song and some group play, participants will begin to see how they might leverage digital tools and improvisational pedagogy to build social presence in an online community of inquiry (Garrison, Anderson & Archer, 2000). At the conclusion of this high-energy session integrating pedagogy with creativity, participants will leave with new ways to forge interdisciplinary connections in their teaching and learning, and in the process, explore the interplay between education, music, improvisation, and innovation.



## Teaching Social Work Skills Online

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Social work is a vocational course and a range of core cognitive and meta-cognitive skills - such as critical analysis, problem-solving, decision making and critical reflection - required to practice as a social worker. Mostly social work skills taught in a classroom setting. This research study investigated whether the development of online technologies makes it possible to train core cognitive and meta-cognitive social work skills solely online. If so, how social work educators supported students to learn those skills online. The study utilised a qualitative research methodology using semi-structured interviews from social work educators. Data suggested that it was possible to teach core social work skills entirely online but in order to achieve this, educators needed to play a pivotal role to plan, develop creative activities, think spontaneously, reply to students' online posts on-time and provide sessions via online video conferencing programme. They also need to support students psychologically, emotionally and academically. Data indicated that a significant amount of time educators had to invest to support students; they found teaching social work skills entirely online rewarding and challenging but supported their own professional development. Technical difficulties, students' engagement and time commitments were the three big challenges identified by the teachers. Educators need to allocate a significant amount of time not only to plan and develop activities but also they need to be available and respond to students posts on-time and regularly; a sensitive and diplomatic approach is required to engage students online.





## LibreTexts: Fulfilling the 5R Dream Worldwide

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Libretexts brings together faculty and students to develop higher education OER that advances UN Development Goal 4: to ensure inclusive and equitable quality education and promote lifelong learning. In addition to covering the undergraduate curriculum, LibreTexts has a new library supporting technical and vocational education. LibreTexts are totally free to all and can be accessed any time, anywhere, over the internet. Over a third of current users come from outside North America and Europe. Low cost (<\$20 US) printed textbooks are available and an inexpensive LibreTexts-in-a-Box system is under development for locations with limited internet access. Any faculty can easily and rapidly create OER optimized for their courses and students on libretexts.org via the drag and drop ReMixer, incorporating content from the extensive textbook network. Materials can be rapidly added if they carry a Creative Commons license. Barriers to OER use will be discussed briefly with emphasis on how LibreTexts overcomes them. Features include annotation (hypothes.is), and computation (Jupyter, 3D visualization and multimedia). In development are online homework systems and direct import from ePrint formats . LibreTexts supports import into LMSs, and printing of chapters as pdfs on demand. Teams are focusing on data-driven assessment of student learning and performance to optimize LibreTexts as well as improving accessibility. LibreTexts are easy to adopt and use, simple to optimize, and backed by educational research with advanced technologies. All LibreTexts are covered by CC-BY-NC-SA or less restrictive license and are free to access and use by all.



## Comparing Diverse Student Perceptions of Cultural Competence in Online Learning Environments

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The United States has seen an increase in diverse student participation in online education. Therefore, higher education's increasingly diverse student population necessitates a closer examination of cultural competence (CC) in online education to ensure students are equipped to contribute and thrive in the global arena. This exploratory study surveys a cross-section of students in the state of Texas, and participants within an international online consortium. The Distance Education Learning Environments Survey (DELES), developed by Scott Walker, ScEdD, will be used to measure student perceptions of online learning environments. Based on a review of current literature, researchers added a subscale to further examine potential areas of cultural competence in the online experience. This study can translate to a global context and is a factor of success in a global workforce. Identifying perceived levels of CC for students of color affords institutional guidelines that can better equip students for success. Researchers expect to find implications for CC in online teaching, learning, and course design, based on students' identification of areas in their online learning experience that do not advance cultural competence. This study will further the discussion of the role of CC in online teaching, instructional design, and co-curricular processes while providing an overview of one approach taken to identify a CC baseline and implement strategic steps in increasing this critical skill in the increasingly global landscape of online education.



## **Leadership in Accessibility and Inclusion: An Online Program Responding to Accessibility Standards with an Inclusive Lens**

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In this session, we will explore the new online program designed to respond to the Accessibility for Ontarians with Disabilities Act (AODA) with a focus on inclusivity. The program is designed to provide knowledge about policy and organizational changes to optimize accessibility in the workplace and the community. In addition, the program includes an overview of accommodation standards worldwide. Learners in this program learn about an array of topics which include accessibility awareness, legislation and standards nationally and internationally, web content, and digital accessibility, workplace accessibility and accommodations, designing accessible public spaces and practical field experience. We will also discuss the development process, consultations and goals. Further, we will show some online experiential learning elements that are infused in all the courses in this program. Compliance to the accessibility standards with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises is a worldwide necessity as it helps in building inclusive communities. Needs for accessibility know-how and compliance are varied, evolutionary in nature and transient. This suggests that a program relevant to accessibility would have to be agile to meet the educational needs of diverse target audiences and emerging accessibility requirements. By the end of the program, the learners will understand the principles of accessibility, apply it through interactive and hands-on online assignments and finally to secure a career in this field. The ultimate goal is to develop agents of transformation to help the communities and businesses to comply with the standards and to build an inclusive environment.



## **Online Program Transformation: Empowering Learners in Discussing the Challenges and Opportunities of an Aging Population**

Dalia Hanna<sup>1</sup>, Anthony Lombardo<sup>1</sup>, Amy Clements-Cortes<sup>1</sup>

<sup>1</sup>The Chang School of Continuing Education, Ryerson University, Toronto, Canada

As part of a periodic program review, The Chang School of Continuing Education, Ryerson University in Toronto, Canada, launched a new fully online redesigned Certificate in Aging & Gerontology with the objectives of equipping students with theory, knowledge and skills in the field, and the ability to translate these into action, nationally and globally. The transformation of the Certificate courses was a response to many factors, in particular, the global trend of the aging demographic. The National Institutes of Health reported in 2016, 8.5% of people worldwide (617 million) are aged 65 and over and according to a new report by the same agency "this percentage is projected to jump to nearly 17% of the world's population by 2050 (1.6 billion)". At present, training in aging and gerontology at the undergraduate and graduate levels is scant. In this presentation, we will highlight how the Certificate goals, objectives and courses were redesigned to connect the student experience inside and outside of the classroom. Required courses reflect the inherently interdisciplinary nature of gerontology, and incorporate the wealth of experience of instructors and students in the program. We will also explore the transformation of the core courses with added online interactive elements to enhance student learning, including simulations, case studies, and opportunities to share how course content relates to the students' diverse professional experiences.



## Enhancing Student Engagement in Lectures using a Next-Generation Interactive Presentation Platform

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Interactive polling tools and audience response software have been used to increase student engagement and provide immediate feedback in university classrooms for a number of years. These applications enable lecturers to obtain responses from students in real time during a lecture; ultimately, providing the lecturer with the ability to monitor the ‘intellectual pulse’ of their class throughout a lesson. They also provide students with an insight into what their classmates are thinking and feeling about specific content, lecturer and student questions/answers, and outcomes of learning tasks within a lesson. In recent years, audience polling and response technologies have shifted from the traditional ‘clicker’ platforms to more agile mobile and web-based polling technologies, and we are starting to see the emergence of a new generation of interactive presentation platforms (IPPs). Zeetings is one of these next-generation IPPs from Australia which has expanded the features and functionality of polling and response software to support the design, broadcast and archiving of interactive lectures to a new level. This presentation will provide an overview of how Zeetings’ web and mobile platforms were utilised in a Charles Sturt University trial in 2018 to enhance pedagogical approaches to lecture-style teaching. It will outline the incubation process employed as part of the trial where the co-founder of Zeetings worked as a collaborative partner with academics to test, trial, evaluate and redevelop the features and functionality of Zeetings to best meet teacher pedagogy and student learning. Initial findings regarding the evaluation of Zeetings by lecturers and students will be presented with regard to improved student experiences with lecture content. Implications of the trial and lessons learned will be discussed regarding innovative learning design for lecture-style teaching, followed by recommendations for those considering the use of next-generation IPPs such as Zeetings.



## To VLOG or Not to VLOG? Assessing Skills for Industry 4.0

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This study set out to evaluate the implementation of a video blog (vlog) summative assessment on an online MBA module. Engaging students in real assessment working on real problems (Evans, 2016) of Industry 4.0 must be a priority for institutions brokering in graduate employability and future skills. Whilst the vlog has become popular for eliciting and assessing reflective practice (Parkes et al., 2019) it is not commonly used as an end of module assessment device. Yet the vlog as an assessment method is a potentially valuable way to support the development of the future proof skills outlined by the World Economic Forum (2018); which include criticality and creativity, complex problem-solving, and evidence-based decision-making. Despite a shift in learning goals in formal education sectors in many countries in recent decades (Care et al. 2018) the full alignment of curricular learning objectives with assessment is less prevalent (Kim et al., 2019). Furthermore a “strong focus on traditional assessment formats” continues (JISC, 2015). The vlog offers means to focus learners on developing robust arguments to solutions for real-world issues in authentic contexts. The researcher collected qualitative feedback using an anonymised online survey tool from two discrete populations of part-time online MBA cohorts in one faculty. The student post-submission reflections of their experiences of their vlog assessment provide insight into the potential and implications of summative vlog assessment design. Findings should assist educators who wish to integrate technology into an assessment or employ the vlog as a robust summative assessment format for online modules.



## Trading the Right to Privacy of Students for Cool Edtech Tools: A Review of Privacy and Edtech Tools

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In this technological age of online tools, protecting the rights of staff and students is a global challenge. Different regions and countries have and are developing local solutions to protect the rights of their citizens. In the EU, individuals have a fundamental right to have their personal data protected as laid out in Article 8 of the EU Charter of Fundamental Rights which states that “data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law.” Using an Edtech tool for an educational or administrative purposes within an institution, such as uploading an assignment clearly is processing of the student data but is often covered by the contract with the institution as its part of what they do. However, sometimes these tools have advertising related tracking built into them and share personal data with 3rd parties as part of their business model with little or no option for a student to be able to use the system and not be tracked. Educationalists sometimes use these tools for interactive or collaborative activities without really understanding that they are forcing their students to hand over personal data and succumb to tracking, to take part in the class. This paper looks at a sample of these tools – examining what type of tracking is happening, the level of transparency in processing and what level of consent is being asked from students and teachers.



## Emotion Regulation Strategies and Goals of Distance Learning Students in an Assessed Online Collaborative Project

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Being able to effectively regulate emotions is viewed as a crucial process in online learning. With an increasing use of social and collaborative activities in online learning environments, there are many unique challenges that may impact emotion regulation in these settings, such as a lack of social and emotional cues. Currently, there is limited research exploring emotion regulation strategies (i.e. how learners regulate their emotions) and emotion regulation goals (i.e. why learners regulate their emotions) of students in these online collaborative learning environments. In the present study, the emotion regulation strategies and goals used by 17 distance learning students undertaking an assessed, online, collaborative group project were explored. An online diary was used to gather self-report data at six-time points during the group activity. In each diary entry, participants were asked to select both a pleasant and unpleasant emotion they had experienced in relation to the group project, and indicate whether they had attempted to regulate each emotion. If they had, they were asked to describe how and why they had tried to regulate their emotions. Results revealed that students used a variety of strategies to regulate pleasant and unpleasant emotions. It was also found that participants described having emotion regulation goals primarily aimed at changing the momentary emotional experience (hedonic goals) as well as goals focused on other outcomes resulting from changing the experience or expression of specific emotions (instrumental goals). A brief discussion of the implications for educators and learning designers conclude this presentation.





## Distance Teaching of English Reading Based on Metacognitive Strategies

Ying Hong<sup>1</sup>

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With the more frequent international communication, English is becoming more and more important in this globalized world. Reading, as one important part for Chinese long distance educational students' English learning, is still one of the most important means for acquiring language and communicating with others. However, the English teaching and learning situation in long distance education is very different from that in middle school and high school. On the one hand, long distant English curriculum has higher requirements for students in term of the quantity of reading materials, their reading rate, and the depth of text understanding. On the other hand, the teaching hours spent on reading in long distance education is shorter than the hours which spent in middle school English reading. So the aim of distance English reading teaching to help the learners to become independent, autonomous and strategic readers. In recent research, learning strategy has become one of the researches in applied linguistics, and more and more researchers have realized the importance of learning strategy which helps students become efficient learners.

Many researchers have realized that Metacognitive strategies are one type of learning strategies in the field of second language acquisition. Although their opinions over the classification and definition of metacognition and metacognitive strategies are different from each other, they had the same view that metacognition, or metacognitive strategies are of great importance in helping learners' learning, because metacognition is cognition about cognition, thinking about thinking. And metacognitive strategy, as a higher order executive learning strategy, means planning for, monitoring and evaluating learning, which contribute to more goal-oriented, self-regulated, and enjoyable learning. Taking into account the importance of reading for long distance educational students, the author of the present study makes a tentative study to explore a more effective way for long distance English reading teaching by conducting a data-based research into the use of metacognitive strategies by long distance non-English majors of long distance education in English reading comprehension.

The subjects of the present study are first-year non English majors, and the data are collected through a questionnaire and an English final test paper, which are then processed through SPSS (13.0). The research finding told that the first-year non-English majors use many kinds of metacognitive strategies in their reading comprehension, but with relatively low frequency. The finding also indicates that no significant difference between male students and their female counterparts in their metacognitive strategy use. At last, the study suggest that although there is no significant correlation between students' metacognitive strategy use and their scores in the section of reading comprehension in the final exam, their metacognitive strategy use their total scores are positively correlated.



## Cohort Cohesiveness and Design for Success in an Online Doctoral Program

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Athabasca University's first fully online doctoral program, a Doctorate in Education is now in its eleventh year. This program involves four content courses, two research seminar courses, and a research project, all taught online, following a single 5-day face-to-face orientation session near the commencement of the first course. The research study and written dissertation are supervised and examined online, using whichever technology tools and applications the students and instructors feel are appropriate. Increasing concern has been voiced over the years, about problems in doctoral programs relating to poor supervision (Connell, 1985), lack of support structures and processes for both staff and students (Malfroy, 2005), student isolation during the conduct of research projects (Denicolo, 2004; Knight & Zuber-Skerritt, 1986) and inadequate preparation of students for the process of writing their dissertations (Kamler & Thomson, 2004; Krathwohl & Smith, 2005). As a result of these and other problems, a concomitant increase is being reported in the number of doctoral candidates either not completing their dissertations or dropping out of programs prior to commencement of, or early into their research projects. In the professional doctoral program presented here, solutions to some of these problems have been found through the adoption of a cohort model of candidacy and enrolment and the use of a range of networking and communications tools. We will provide findings from an on-going longitudinal qualitative research project on how this cohort model has affected students' experience, success, and retention over the cohorts accepted into the program to date.



## Leadership and Organizational Change in the Move to Online Learning

Cindy Ives<sup>1</sup>, Pamela Walsh<sup>1</sup>

<sup>1</sup>Athabasca University, Canada

Postsecondary online education is undergoing substantial growth around the world. Recent research about the impact of online learning on higher education in Europe, Australia, the UK and the USA suggests significant changes are experienced in academic and administrative structures, processes, policies and culture. Research on leadership and online learning indicates that: rapid technological change and implementation of online learning have resulted in a lag between practice and research; strong leadership along with a shared vision and favourable culture are critically important to creating and supporting conditions for innovation; and there appears to be a lack of insight into the power and potential of distance and online learning. Common themes include online learning as a disruptive change in institutional culture and practice, its potential for innovation, and the need to engage stakeholders as part of a leadership strategy. Little information exists about related leadership, management, organizational change, and innovation imperatives at Canadian universities. The objectives of our qualitative study include understanding the experiences of a purposeful selection of Canadian universities that have moved to online learning, and the role of leadership in the process. Semi-structured interviews and documents such as strategic plans were used to collect the data for analysis. In our presentation we will focus on leadership, organizational change, strategy, and other conditions that may support the move to online learning. We will share the significance of this research, an overview of the methodology, major themes that have emerged from the literature, and a selection of preliminary findings.



## **Embedded MOOCs, OOCs, Educamps, and eTwinning: Extending Educational Opportunities with Open Options in Higher Education and Professional Development**

Solveig Jakobsdottir<sup>1</sup>

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A recent EADTU (European Association of Teaching Universities) report (Henderikx og Jansen, 2018) describes a changing pedagogical landscape emphasizing three areas of provision: degree education; continuous education and professional development (CPD); and forms of open education like OERS and MOOCs. New modes of teaching and learning are emerging in universities, strongly enabled by innovation/ICT push. In this presentation concrete examples of these types of developments in Iceland will be described involving those three interlinked areas: embedding MOOCs in graduate courses (Jakobsdóttir, Bjarnason, Gunnarsson og Kristofersdottir, 2016); OOCs for specific Icelandic target groups (Jakobsdóttir, 2016; Sólveig Jakobsdóttir, 2017); open un-conference events (educamps) for teacher students and practicing teachers; and eTwinning collaborative projects involving teacher institutions across Europe. Finally, it is discussed how EADTU recommendations on new modes of teaching and learning (Henderikx & Jansen) and benchmarks (European Association of Distance Teaching Universities (EADTU), 2016) have been utilized at the University of Iceland to improve blended learning and distance education at the School of Education.



## Understanding Flexibility in Online Education: Listening to the Voices of Students with Disabilities

Djenana Jalovcic<sup>1</sup>

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There is a growing number of students with disabilities in online higher education in North America. This can be attributed to years of inclusive education, enabling human rights and accessibility policies, advances in educational and assistive technologies, and the recent focus on diversity and inclusion. At the individual level, students with disabilities are attracted to online education because of its flexibility that allows them to study anywhere, any time at their own pace and gives them an opportunity for academic success. However, for students with disabilities flexibility has a meaning that goes beyond space, time and pace. The purpose of this presentation is to amplify voices of students with disabilities by sharing what flexibility in online education means for them. It is based on a larger descriptive phenomenological study of students with disabilities in Canada that focused on experiences of interaction in online university programs. Flexibility of online learning is described by students with disabilities as a key facilitator of their learning that allowed them to make choices that worked the best for them. Students with disabilities see flexibility as a multidimensional concept related to time, people, processes, infrastructure, course design and funding. Students perceive each of these dimensions as important for enabling them to learn, persist and succeed in online education. Listening to students voices as well as understanding their meaning of flexibility have implications for instructors, student support personnel and administrators who are making decisions about course design, infrastructure, accessibility, accommodation and student financing.



### Three Critical Decisions for Designing an Online Master's Program for a Global Audience

Djenana Jalovcic<sup>1</sup>, Kari Hjelle<sup>1</sup>, Hanne Tuntland<sup>1</sup>, Graziella Van den Bergh<sup>1</sup>, Tobba Therkildsen Sudmann<sup>1</sup>

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The rapid ageing of the world's population is a global challenge. Although ageing population does not imply explosion of unmet needs, it does require a comprehensive response with enabling policies to create age friendly environments with accessible rehabilitation services provided by a well trained interprofessional workforce. Healthy ageing is dependent on both global solutions and their local implementation. To respond to the demand for "glocal" ageing policies and sustainable rehabilitation services, Western Norway University of Applied Sciences has developed an online Master's Program in Healthy Ageing and Rehabilitation to prepare practitioners for interprofessional practice to support healthy ageing globally. The design of this online interprofessional program for a global audience posed theoretical and practical dilemmas. In this paper the interprofessional faculty presents their autoethnographic reflections on the program development, focusing on decisions to resolve the dilemmas. Recognizing our own embodied biases as well as challenges to design for diversity, we discuss three important decisions for this online program: 1) to use critical gerontology and critical public health as philosophical underpinning, 2) to use community of inquiry (COI) as a theoretical and design framework, and 3) to use critical perspectives to examine global trends and approaches in order to prepare students to be able to go "glocal". We believe that the success of the program will depend on how these decisions play out within the theoretical and pedagogical framework which presupposes diversity and creates common grounds for students to learn from each other and together.

## Deans and Technology: Working Together to Improve PostGraduate Education Retention and Completion

Alana James<sup>1</sup>

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To reimagine the ultimate postgraduate education we would have to have close to 100% retention and completion. In that world, is professional development a luxury? An add-on? If digital tools are solutions, what do they need to feedback to Deans to influence program outcomes? Most importantly, this paper seeks to answer how far we have come in integrating digital tools to help save our students from dropping out before they graduate? Typically postgraduate technology was designed for undergraduates. This leads to almost nonexistent adoption of any but the most basic digital professional development for Masters and Doctoral Students. Six years ago, DoctoralNet began with the goal to build a suite of services built upon professorial experience guiding candidates through to completion. Termed by a customer, “the Netflix of Postgraduate Studies” this case study focusses on current data and outcomes across universities in the US and Ireland and over 40K Masters and Doctoral students. Digital tools frequently must play to two sets of stakeholders: the student and the higher education professionals who are buying the tools. This is especially true with the product type is new to the marketplace. Postgraduates have already proven they have the self-discipline to succeed but may have not had the prior experience needed to compete adequately on issues such as achieving publication with academic writing, criticality, argumentation, etc., nor in managing the increased stress levels inherent in personal research and thesis work. On the other hand, Deans need data in order to improve programs and catch students before they drop out. Based theoretically on 50 years of socialization research, and specifically on the five variables developed by Susan Gardner (2009), this study employs a mixed methodological design to explore the effectiveness to both students and Deans in employing digital professional development for Masters and Doctoral students. Because there are two stakeholders, in order to tease out the full experience we ask two sets of questions.

From the students...

1. How do you rate your experience of graduate school against the 5 frustrations from lit?
2. What tools are you adopting and how do you rate them?

From the Deans...

1. What data mean the most to you?
2. How might these data affect your programming?
3. How would you rate the retention and completion potential of these tools?
4. What do you see as room for growth?



## Changing the Postgraduate Landscape: Student Use of Digital Professional Development Tools

Alana James<sup>1</sup>

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This paper examines the student experience of a set of professional development tools designed specifically for Masters and Doctoral Students, implemented across the university. Postgraduate educators bemoan the fact that most of the tools they are offered were designed and are most frequently implemented at the undergraduate level. While this makes sense in terms of the relative size of undergraduate vs. postgraduate populations, it cannot be ignored that these students have very different needs than their undergraduate counterparts and that tools designed to impact retention and completion must be uniquely designed to fit their needs. Postgraduates have the self-discipline to succeed but may have not had the prior experience needed to compete adequately on issues such as achieving publication with academic writing, criticality, argumentation etc., nor in managing the increased stress levels inherent in personal research and thesis work. Professional development for postgraduate students must include the rigors of work-life balance, managing anxiety, preparing for both academic and nonacademic jobs. This study tests if the correct model would be a digital safety net: a digital suite of academic tools, blended with experiences designed to enhance wellness as well as both academic and non-academic outcomes. This study examines the adoption and outcome data from one such set of tools, produced by DoctoralNet Ltd. Making use of both qualitative and quantitative evidence it seeks to examine the benefits to students across multiple universities, currently touching the educational experience of over 40K Masters and Doctoral students.





## **Transforming Student-Teacher Interaction for Intercultural Communication through Technology for Eradicating Pedagogical Constraints to Boost eLearners' Satisfaction and Learning Experience**

Moshin Javed<sup>1</sup>, Mubashar M Qadri<sup>1</sup>

<sup>1</sup>Virtual University of Pakistan, Punjab, Pakistan

The e-learners' dissatisfaction and turnout rates (30%-50%) remain a concern for academia in spite of global acceptance and exponential progress (32% precisely) in online learning. The concerns are deepening because online mode attracts overseas students influenced by diverse cultures. The cultural diversity coupled with distance, the low level of interaction with teachers is identified as a driver of students' dissatisfaction and dropout. The extensive student-teacher interactions are likely to reduce intercultural communication barriers and can improve e-learners' educational experiences. In the current paper, the use of different advance communication technologies (ACTs) were considered used by online faculty for eradicating pedagogical constraints to improve interaction with e-learners to boost their satisfaction and learning experiences. A survey was launched to determine the effects of increased interaction via ACTs. Data were collected from randomly selected 166 faculty members and 1154 e-learners. The Cronbach Alpha was 0.847. The most common tools used by the faculty either independently or in combination for live interaction with students were Skype (76%) and Adobe Connect (68%) along with LMS (93%). To eradicate the multicultural communication barrier, questions were asked about the use of language, cultural values, empathy while expressing a difference of opinion and behavior of the participants towards teachers and fellow students. Both participants were satisfied (74%) and expressed the utility of ACTs to create cultural harmony during the live session. The findings supported the fact that the increased interaction improves e-learners' educational experiences, reduces intercultural communication barrier and eradicates the pedagogical constraints.



## Open Pedagogy in Practice: Designing for Access-Oriented, Learner-Driven Education

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Open Pedagogy is both an access-oriented commitment to learner-driven education and a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part. Informed by both open educational resources (OER) and critical pedagogy, it is an approach to teaching and learning that interrogates the traditional roles of the instructor and the student by providing more agency to both. This presentation will draw on a diverse set of examples to illustrate what open pedagogy can look like in practice. This includes creating, adapting, or remixing OER with students, facilitating student-created and student-controlled learning environments, and even building course policies, outcomes, assignments, rubrics, and schedules of work collaboratively with students. Attendees will leave equipped with practical strategies and a suite of supporting resources to support the (re)design of courses to infuse elements of this transformative approach to teaching and learning.



## **Outside the Institutional Box: Understanding the Digital Informal Learning Contexts Activated by Female Entrepreneurs in Canada for Competency Development**

Nicole Johnson<sup>1</sup>

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This study investigates the digital informal learning experiences of female entrepreneurs in Canada who are pursuing entrepreneurship while raising children. One unique characteristic of this population is that their learning experiences, for the purpose of developing entrepreneurial competencies, tend to be informal and unattached from a formal learning institution (Thomas & Moisey, 2006). Although educational initiatives have been developed to support the competency development of these entrepreneurs through government initiatives and non-profit organizations (Dickinson, Bosela, Cross, McTasney, & Close, 2015), there is a lack of research exploring the learning practices and preferences of female entrepreneurs. Quantitative data have been gathered through the administration of a survey to a sample of female entrepreneurs in Canada. Through the application of a learning ecologies framework (Barron, 2004; Jackson, 2013) in the research design, the researcher has identified digital informal learning activities, resources, and experiences activated by the sample for the purpose of developing specific entrepreneurial competencies. As the findings are presented, the discussion will focus on implications for the development and implementation of digital informal learning experiences for learners outside of traditional learning contexts to address the theme of transformative online pedagogies.



## Managing Micro-Credentials: A New Language for Higher Education

Liz Johnson<sup>1</sup>, Marcus O’Connell<sup>1</sup>

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As micro-credentials proliferate across online learning platforms, they challenge fundamental practices and assumptions of conventional higher education (Gallagher 2016). Micro-credentials provide new opportunities for access, flexible delivery and more granular signals of achievement but simultaneously create challenges for institutional and regulatory quality, and governance frameworks (Ewan 2016; Barnett 2014). Micro-credentials vary enormously with few agreed standards between platforms or jurisdictions. Variable size, format and level of learning make valid combinations of micro-credentials difficult. Although personalized combinations can be valuable to learners, accredited combinations validated by providers offer credibility to future employers or other stakeholders (Gallagher 2018). Learning providers also need to assess equivalence or relative value to allow micro-credentials to stack together to make larger credentials. This requires shared language and expectations of the level of achievement and depth of learning warranted by individual awards (Oliver 2016; Ewan 2016). At Deakin University, we have developed multiple forms for micro-credentials with the associated academic governance needed to ensure credibility and comparability, including credentials aligned to national qualification standards and, separately, extra-curricular credentials co-constructed with industry partners to meet industry expectations. In this presentation, we will explore the range of formats currently available for micro-credentials and characteristics required to assess comparability. We will present a new research-practice integrated typology for micro-credentials based on a systematic review of available peer-reviewed literature and the evolution of practice at Deakin. We will discuss the implications for students, employers and institutions in deciding how micro-credentials can be used as part of a lifelong record of learning.



## Transforming Working Practice and Impacting Positively on Lives Through Online Learning

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“Every week we are in constant communication with, not only our lecturers, but also people all around the world... the likelihood that the next week I'm actually going to be able to practically implement what I've learnt online is very high.” Syeda Ra’ana Hussain, 2018 (Kenyan doctor undertaking an online masters in Paediatric Emergency Medicine with the University of Edinburgh). More than 70% of the 3,500 students currently studying an online postgraduate degree at the University of Edinburgh are on programmes within our College of Medicine and Veterinary Medicine. We interviewed some of these students in person at a multi-disciplinary summer school in Uganda in 2018, asking them to share their insights about their online student experiences. These interviews revealed some things we already knew: that, on a practical level, studying online is convenient, it enables individuals to maintain professional and personal commitments without relocating, and satisfies the requirements of continuing professional development. But what really struck us was the immediate impact that studying online was having on their ability to perform their jobs within their medical, veterinary or scientific environments and, in turn, the positive global impact that these online degrees are making to lives and communities far from the geographic confines of the University of Edinburgh. Using anecdotes from online students from six continents, this session will articulate in their voices the professional advantages that accrue from interactions with peers from around the globe.



## Implementation Strategies for Cognitivism: A 3D Model for Online Education

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Humans first started learning from seeing and hearing. Seeing involved seeing what is happening in nature around him and hearing the sound of nature and other living beings. The gradual growth of society, culture, and later technologies has a basis on these experiences. Therefore, visual representation of reality or a concept has always appealed in human learning process. Human learning is primarily through experience, which is called cognitive learning in modern language. Cognitive learning is not about memorization or repetition; it is about learning how to learn. As evidenced by 50 years of distance education by the Open University UK and more recently Amity University in India online education has the affordances to offer the ageless cognitive functions of human brain to achieve maximum intake of any learning process. In this collaborative work across Amity University and the Open University UK, we propose a holistic online eco system which comprises of learner experience reflection, assertive problem solving, coordinated discussions, concept mapping, justification of thinking and visualizations to recall. Through this eco system it is proposed to achieve Discover – Describe – Design (3D) mode of online education.



## **Adaptation of University Teachers to the Practical Situation of Online Teaching Management: Case of the National Institute for Digital Learning**

Clément Juillerac<sup>1</sup>

<sup>1</sup>University Paul Valery Montpellier 3, Montpellier, France

Distance learning has been used for many years. Thanks to the emergence of multiple media, distance learning has diversified, both in its practice (Glikman, 2014) and in the contribution of research in the fields of information and communication technology sciences and human sciences (sociology, psychology, philosophy, education, etc.). Universities have grown in size since the 1970s and have undertaken renovations under pressure from new student demand (Romainville, 2006). Increasingly subject to competition, both for prestige and for internal economic functioning, the university must innovate more and more and take up distance learning in a concern for international influence and wider access to continuing education. However, the conception of online learning is not simply the use of space to deposit courses (Peraya, 2008), the consequences of which are dropping out, failure, or lack of student engagement, but a new educational model with new characteristics (Rabardel et Samurçay, 2001). According to Rabardel's sociological research (1995), the technical tool used in online teaching becomes an artifact, grabbed by a subject (teacher, or learner) in interaction with him during the activity and giving him a new instrumental dimension.

In support of the concept of connectivism in education (Downes, 2005 and Siemens, 2005), social and technical logics are implemented by teachers in their relationship to the learning environment. In order to better understand the roles and skills development of teachers in the implementation of online learning, to improve their professionalization, this research is focused on the adaptations made by teachers in activity with the learning environment in their attempt to produce quality education, trying to define a model of complementary relation between both environment and teacher. How do these teachers appropriate the tools at their disposal? What model of instrumental-teacher relationship exists in their teaching practice that allows them to create successful learning environments? Based on the analysis methodology proposed by Albero (2010), this study uses an ethnographic description of the situation for the analysis of the ideal (Macro) and the functioning (Meso), and a clinical approach in the analysis of individual activity of teachers (Micro). This study is carried out within various educational courses of the National Institute for Digital Learning, through a series of questionnaires and individual interviews. The exploitation of the results will make it possible to verify or not the individual or collective approach of the teacher's relationship with the educational environment.



## **Quality Online Examination: A Solution for Students with Time Constraints Based on Students' Perceptions about Online Examinations at Universitas Terbuka**

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<sup>1</sup>Universitas Terbuka, Banten, Indonesia

This paper is based on research on Student Perception of the Implementation of Online Examinations at Universitas Terbuka in terms of the availability of facilities and infrastructure, the quality of human resources, ease of access to applications, and feedback. Online examinations have been conducted by Universitas Terbuka (UT) as an effort to improve the field of testing service by giving students the option of taking the examination. UT provides online examination services in order to give opportunities for students who cannot take examination directly for various reasons. The number of online examination participants increases every semester, starting from 322 students in the first semester of 2010 to 24,110 students in the second semester of 2017. This research was an evaluation study to determine the quality of conducting online examinations at UT. Data were collected through questionnaires to online examination participants in seven UT's regional offices. The results of the study showed that almost 50% of students took the online examination because they registered several courses that clashed the test hours. This is possible because online examinations are carried out outside the time of the examinations conducted simultaneously throughout Indonesia. Students can choose the online examination hours set by regional offices according to their time.

In terms of implementation, students stated that the online examination had been successfully implemented since the online examinations is supported by the availability of adequate facilities and infrastructure including network stability; competent supervisors and technical teams, students' ability to operate computers, easy access to applications used, availability of clear and complete guidelines, and ease of obtaining feedback from examination results. Regarding the usefulness of online examinations for students, UT not only improves the quality of conducting online examinations but also increases its capacity. If initially the online examination can only be held at the regional offices, then starting in 2018 with web-based, online examinations will not only be held in the regional offices but can also be held in places that have good internet access. Furthermore, UT is developing a web-based online examination that is equipped with e-proctoring that allows students to take online examinations confidentially and supervised at their residence. Thus, students who are domiciled abroad can take the online examination just like students in the country.





## Mobile Learning Based on RainClassroom

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Experimental College of Open University of China organized collaborative teaching between several learning centers with a teaching tool named “RainClassroom”. The Rainclassroom is a free interactive tool provided by Tsinghua University, which is embedded in Powerpoint and Wechat and can establish a connection between the two. The teachers published announcements before the class, organized interactions during the class, and delivered review materials after the class through RainClassroom. Students participated in these teaching activities through mobile devices. Especially during live broadcasting of the lecture, they can express themselves through instant barrages and take some quizzes with their smart phones. The teacher can get the result and feedback to the students instantaneously no matter how faraway the students were. In the fall semester of 2018, 165 students from three learning centers in Beijing and one learning center about 3000 kilometers away in Xinjiang attended the class. According to questionnaires and interviews the teaching design received an enthusiastic response from the students, resulting in both higher engagement and satisfaction. Based on the mobile learning practice, the teachers drew conclusions including: 1. mobile learning can help excellent teachers serve a large number of scattered learners effectively, and relieve the shortage of teachers ; 2. the value of mobile devices in teaching lies more in the fact that it can transform real teaching information into digital information which can be collected, analyzed and fed backed quickly; 3. online teaching should be adjusted according to the fact that mobile learning already became the mainstream of the online learning.



## **The Challenges of Harnessing the Power of Digital Assessment of Transversal Skills in STEM Education**

Sila Kaya<sup>1</sup>, Mark Brown<sup>1</sup>, Deidre Butler<sup>1</sup>, Sinead Eccles<sup>1</sup>, Morgan McKnight<sup>1</sup>, Eilish McLoughlin<sup>1</sup>,  
Michael O'Leary<sup>1</sup>, Eamon Costello<sup>1</sup>

<sup>1</sup>Dublin City University, Dublin, Ireland

Countries across Europe are grappling with the challenges of teaching core STEM skills and competencies. This report examines: what is required in order to channel students towards STEM subjects and STEM related careers; how the development of transversal skills will enable an integrated approach to the teaching of STEM subjects? And what transversal skills will European citizens require to empower them to participate responsibly in public science conversations, debates and decision-making, and to enable them to actively engage in finding solutions to the big challenges facing humanity? In the context of the new digitally connected world, and conference theme, what transversal skills will citizens need in order to engage in societal responses to major issues that we face? This paper reports on the initial stages of a major European research project aimed at enhancing digital assessment of transversal skills in STEM education. In advance of field trials in over 100 schools across Europe, the project team has conducted comprehensive literature reviews of:

- The concept of STEM education
- STEM education practices in schools
- Digital Assessment of transversal skills in STEM
- Governmental responses to challenges of STEM education

This presentation reports on these preliminary findings. In particular, we will focus on the development of a conceptual framework for the digital assessment of transversal skills in STEM Education derived from an in depth review of the literature and its implications for educators and policy-makers.



## Digital Inclusion and Public Libraries: Transforming Lives and Societies

Alison Kearney<sup>1</sup>, Mandia Mentis<sup>1</sup>, Maggie Hartnett<sup>1</sup>, Lucila Carvahlo<sup>1</sup>, Philippa Butler<sup>1</sup>

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New Zealand (NZ) is one of the most highly connected countries in the world with 93% of its citizens connected to the internet (UMR Research, 2017). However, in NZ, access to networked technologies is not fairly and evenly spread across communities. Some groups, including those in low socio-economic communities, people with disabilities, refugees with English as a second language and those with limited education, experience barriers to their access and use of networked technologies and thus barriers to accessing the benefits and advantages of living in a digital world. This paper explores digital inclusion for these disadvantaged groups in NZ and the role that public libraries can play in supporting access and skills to use digital technologies to actively participate in society. As public libraries reposition themselves as community hubs where people can meet and learn new skills, they can become important agents of digital inclusion, and overcome some of the emerging digital divides such as material access, skills and usage. In this role, they are providing marginalised members of society not only access to digital technologies, but supporting them to develop the necessary skills to participate in an increasingly digital world.

This paper reports on a New Zealand study, developed in partnership with Public Libraries NZ, which investigated the role public libraries are playing in supporting community members' digital access, skills and participation. It outlines how the project was conceived as a partnership, and the findings from a workshop and survey with librarians. Recommendations for local government are presented.



## Video-Based Scenarios for Work-Based Learning: An International Collaboration for Online Nursing Education

Mary Kelly<sup>1</sup>, Daniela Lehwaldt<sup>1</sup>, Susan Hourican<sup>1</sup>, Patrick Doyle<sup>1</sup>, Mark Glynn<sup>1</sup>, Frauke Wiedermann<sup>2</sup>

<sup>1</sup>Dublin City University, Ireland

<sup>2</sup>Hanse Institut Oldenburg, Lower Saxony, Germany

This presentation relates to a pilot evaluation of the eCoNNECT ('enhanced Communication iN Nursing through Exchange of Clinical Teaching experiences') project, funded by Erasmus+ Strategic Partnerships. The project is a collaboration of the Dublin City University School of Nursing and Human Sciences and Teaching Enhancement Unit, and four institutions from Germany and the Netherlands. Our aim is to develop an online / blended learning module to enhance communication practises among nurse teachers and students during clinical practice placements, delivered though the Dublin City University virtual learning platform, LOOP. Innovative features of the module include collaborative learning across the three countries using videos, and online learning materials developed specifically for the module. Seventy five participants - 15 from each participating institution, including school-based teachers, practice-based teachers and students from undergraduate and post-registration programmes - took part in the pilot phase, which was evaluated by online survey and focus group interviews. The findings suggest a) the video-based scenarios were the highest rated learning tool; b) participants appreciated the international aspect of the module and the opportunity to learn about other nursing systems; c) notwithstanding the different contexts and systems of nurse education in the three countries, the issues for communication during practice placements are remarkably similar; and d) participants would have liked more interaction among themselves. We therefore conclude that while future work needs to focus on the socialisation of participants to the learning environment, the use of scenario-based videos is an excellent educational tool for international collaborative online learning.



## Open Access: Integrating Collaboratively Generated Open Learning Materials in Chemistry

Dietmar Kennepohl<sup>1</sup>

<sup>1</sup>Athabasca University, Alberta, Canada

The aspiration to “science for all,” with its goal of universal and open access to science has really benefited from distance education and new technologies. Of particular interest is the whole movement around open educational resources (OERs), which has presented us with a new inclusive way of doing things that should realize savings and reduce barriers to learning. Two years ago we replaced the commercial textbook for our introductory organic chemistry courses (CHEM 350/360) with access to chemistry LibreTexts (evolved from the ChemWiki project) at UC Davis. The LibreTexts project is a multi-institutional collaborative venture funded by the National Science Foundation to develop the next generation of freely available texts to improve postsecondary education at all levels of higher learning. It consists of 12 pseudo-independently operating and interconnected libraries that host over 42,000 (web) pages of content in chemistry, biology, geology, mathematics, statistics, physics, social sciences, engineering, medicine, agriculture, Spanish, and humanities. It is an open-access environment where both students and faculty write and rewrite content to result in a customizable no-fee, high-quality textbook, accessible anytime, anywhere, by anyone through the internet. It is quite literally their textbook! The presentation describes our experience in developing (and maintaining) a custom collaboratively developed textbook and integrating it into our online courses, as well as reporting student performance and perspectives in using these materials. Athabasca University (AU) – Canada’s Open University has the mission to reduce barriers to university-level education and offers its curriculum entirely online and at a distance.



## The Effects of the NBN on Open and Distance Learning

Mutuota Kigotho<sup>1</sup>

<sup>1</sup>University Of New England, New South Wales, Australia

Advance in technology has become a common feature in the academic world. This has been assisted largely by high speed internet connectivity itself brought about by the shift from copper enhanced ADSL to high speed fibre-optic broadband network. In Australia the fibre optic technology popularly known as the NBN was introduced to a regional community of Armidale in the northern part of New South Wales in 2012. Armidale is home of the University of New England. The town has a population of about twenty-five thousand. This paper reports on how local residents navigated this new technology. Twenty-eight participants, sixteen male and twelve females took part in a survey of the community. The stories they told were recorded using two iPads. Of particular interest are the narratives told by university students who study online as they recounted their experiences both with ADSL and the NBN. Stories were also collected from business owners, and stay-at-home mothers, and officials from the local government council. Participants were asked to indicate what motivated them to sign up to the high speed National Broadband Network.

Participants were asked to explain what impact if any the NBN had on them, their businesses and their personal and family lives. The online students indicated that what they appreciated most about the NBN was the access to top upload and download speeds which saved them time as they carried out their studies. Among the students were international students who also indicated that social media had become a lot easier to use as they were able to hold Skype meetings with family, friends and overseas contacts. These findings have implications for users as it shows value in having the NBN technology for students enrolled to study online anywhere. It justifies government investment in infrastructure particularly in technology for teaching. The business community had mixed feelings. Some business said that the NBN had a positive impact while others reported that the NBN had no impact at all on them or on their business. The findings show that while some members of the society are usually ready to adapt to change and quite readily embrace change there are others in the society who remain largely conservative.



## Pathways to Successful Induction for Online Distance Learners

Megan Kime

<sup>1</sup>University Of Leeds, United Kingdom

How can we provide successful pathways into masters study that prepare students for their online degree? In this presentation I will explore how online resources can be used to support students through the sometimes difficult transition to taught postgraduate study. I will present the case study an online induction course – Pathways to Success - developed to prepare students for study on online distance learning (ODL) Masters degree programmes at the University of Leeds; and discuss work currently ongoing to develop the course into a flexible resources that can support a wider cohort of PGT students at the University. The course has been developed from the outset to be suitable for unbundling, and I will explore the challenges, both technical and content-related, associated with developing resources that are sufficiently targeted to particular cohorts to be relevant, whilst at the same time sufficiently generic to enable re-use across a range of contexts. The course has been piloted with a range of cohorts and this presentation will include the results of the pilot evaluation.



## Can Anybody Hear Me? Exploring the Potential for Audio Feedback in Transforming Student Learning

Anne Kirwan<sup>1</sup>, Sara Raftery<sup>1</sup>, Clare Gormley<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

This paper presents the findings of a study which aimed to determine student engagement with, and perception of, audio feedback on academic assignments. Feedback on academic work is a powerful component of the learning process and can contribute to student success. There is increasing consensus that a “critical determinant of feedback effectiveness is the quality of learners’ engagement with and use of the feedback they receive” (Winstone et al., 2017, p.17). Consideration of methods, particularly transformative online pedagogies, to enhance student engagement with feedback is therefore timely and important. A two staged study was conducted with 4th year BSc Nursing students (n=95) for whom audio and typed feedback was provided on a draft academic assignment. Following the provision of audio and typed feedback an initial survey was used to determine whether student’s engaged with, and perceived the feedback to be useful. A second questionnaire then focused on student’s perceived transferability of feedback from one assignment to another. Findings indicate that students listened to (96%), and engaged with (92.5%) audio feedback and believed that it improved the quality of their final submission. 70% of students expressed a preference for audio versus typed feedback. There is emerging evidence that the initial audio feedback had a transformative influence on student’s approach to academic work. Participants appeared to have a more emotional response to audio feedback which they found motivated them to engage with feedback for the initial assignment. This motivation was sustained and enabled transfer of learning to subsequent work.





## **Social Work Distance Education at Dalhousie University in Canada: Transforming Lives across 6 Time Zones**

Wendy Terris Klaus<sup>1</sup>, Oleksandr Kondrashov<sup>2</sup>

<sup>1</sup>Dalhousie University, Halifax, Canada

<sup>2</sup>Thompson Rivers University, British Columbia, Canada

The School of Social Work at Dalhousie University offers both the Bachelor of Social Work (BSW) and Master of Social Work (MSW) degrees through innovative online distance delivery for students across Canada. The School of Social Work began offering distance courses with a small cohort of less than 20 students in 1999. Technology was used to deliver lectures and some discussion. Course materials were mailed to students and students mailed completed course assignments back to the School. Today Dalhousie School of Social Work has a cohort of 350 students with between 45-80 students per course. All course work is completed online. Learning by distance expands access, openness, and flexibility of social work education and allows students to study in their home community while continuing to work and participate in family and community life. Students and Faculty live in communities across Canada, bringing a diversity of perspective and experience to the interactive online courses. Students engage in course content online through a variety of course tools, including discussion boards, web conferences, group presentation tools and other interactive media. The BSW and MSW program courses are accredited by the Canadian Association of Social Work Education and are offered through an Internet-based learning management system. This presentation highlights the history of social work distance education at Dalhousie University, examines the recent developments and discusses the future trends in the delivery of social work distance education programming at the Dalhousie School of Social Work and its implications for educating social workers across Canada and internationally. The diversity of our online Canadian social work students and the array of options they have to complete social work programs via distance technology at Dalhousie University will be covered. The implications for future innovative social work online education programming will be outlined.



## The Times They Are 'A-Changin': Mapping Emerging Teaching Modes as a Techno-Social System

Miné de Klerk<sup>1</sup>, Magda Barnard<sup>1</sup>

<sup>1</sup>Stellenbosch University, South Africa

Stellenbosch University (SU) in South Africa is, as many other traditional universities, in the process of expanding its reach to new knowledge markets through the use of online and blended learning models. Since 2018 a so-called 'hybrid learning strategy' has been accepted as one of the strategic foci of the SU's Learning and Teaching (L&T) portfolio. As a result, a new business model is currently being developed to grow organisational capacity for the design and delivery of high-quality academic offerings to off-campus students. Programmes that are redesigned in hybrid format would allow learners to meet with facilitators for block contact sessions, yet a large part of the learning will be facilitated in a fully online format. In this paper, the complex process of piloting a new mode of teaching and learning is framed as a technosocial system, comprising not only of emerging ICT-related infrastructures, but also of the complex social context which animates it (Hofkirchner, 2015).

It is widely acknowledged that introducing new technologies in the curriculum tends to trigger significant changes in the activities and interpersonal relationships within the learning environment (Lim, 2002). The effect of such organisational disruptions at the complex techno-human interface are, however, notoriously hard to predict or control, but can be better understood through a systems thinking approach (Allenby & Saretwitz, 2011). The authors of this paper, both actively involved in the hybrid redesign of a number of programmes at SU, attempted to identify the enabling and hindering factors for role players within the learning design system, as they respond and adapt to an emerging institutional business model. Agent-based modelling was applied to map the co-evolving roles of academics, instructional designers, professional support staff, faculty management and administrative staff. A process of document analysis, observation and individual interviews allowed for the significant information feedback loops to be identified. The results demonstrate how flexible practices can be fostered within (healthy) organisational hierarchies, and how porous learning design systems – drawing from other knowledge domains beyond the university infrastructures – could enable organisational resilience.



## OER by Design: Content is Not Enough!

Susan Ko<sup>1</sup>, Olena Zhadko<sup>1</sup>

<sup>1</sup>Lehman College, City University of New York, USA

Instructional design is an essential, yet paradoxically, an often-overlooked component of OER use. Since the majority of OER are delivered online, even a face-to-face course that uses OER digital material, becomes in effect a hybrid course, making online course design an essential element in planning. One might call this “OOER – “Online” Open Educational Resources –where “Online” is nearly synonymous with the idea of OER. For an average faculty member teaching online, course planning is not a new concept. No matter whether faculty are working on their own or with the support of an instructional designer, course development should involve an intentional and practical step-by-step (modular) process. Too often, OER proponents consider the process of revising existing courses as one of merely replacing commercial content rather than fully integrating OER into the course structure. This can lead to a content-driven, rather than learner-centred course experience. After careful evaluation and selection of OER materials, faculty need to meticulously examine their course with the goal of aligning OER content with all other course components, including learning outcomes, activities and assessments. In this presentation we will provide a practical template for guiding the process of course planning with OER. This course planning template has been successfully applied by faculty in the initial phases of course development, and has also served as a blueprint for a complete course build-out. This instrument could be used by faculty working independently, or in conjunction with faculty development efforts, or as part of an instructional design consultation.



## **Social Work Distance Education at Dalhousie University in Canada: Transforming Lives across 6 Time Zones**

Oleksandr Kondrashov

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## Fostering Student Success: The Need for Innovating the Pedagogical Redesign of an Online Learning Course

El Hadji Yaya Koné<sup>1</sup>, Bryan Boudreau-Trudel<sup>1</sup>, Tommy Légaré<sup>1</sup>

<sup>1</sup>Université du Québec en Abitibi-Témiscamingue, Quebec, Canada

The University of Quebec in Abitibi-Témiscamingue has offered online courses for more than twenty years, using streamed videos of on-campus filmed classes. These videos hardly involve students in active learning as the professors and lecturers are not distance education specialists. The department of management is concerned about the high rate of dropout and failure among online students in the first-year course Statistics applied to management (MAT1115): drop of 11% (2016) to 27,5% (2018). Yet, the registration rate rises: 9 students (2016) to 29 (2018). The professor of MAT1115 questioned his online course design: students do not interact enough and learn more theories than practice. In a pilot project, with an instructional designer, they decided to use active online pedagogy: interactive, dynamic and practical. They used the Engineering Approach of Learning System Design (Paquette, 2002) to redesign the course. They integrated two Learning Management Systems (Möbius and Moodle) to enable students to connect theory with practice, using algorithms with random variables, videos and texts reading, as well as interactive communication tools for 25 students in the 2019 winter session. This paper investigates three aspects of the course redesign and its implications considering some theoretical principles (Bates, 2015; Khan, 2015). First, the way the engineering approach facilitated the instructional alignment, made technology support online teaching intelligibly and made learning more flexible with respect to the students' profiles. Second, the administrative and pedagogical challenges that emerged in the process. Third, the impacts of collaborating with the instructional designer on the professor's pedagogical development.



## Tenacious Transformation: An Institutional Case Study of Sensemaking in Online Development

Dr Margaret Korosec<sup>1</sup>

<sup>1</sup>University Of Derby Online Learning, Derby, United Kingdom

In 2018, the University of Derby launched a Strategic Framework with a clear call for action; be bold and brilliant. One of these bold and brilliant initiatives as a 'new business and delivery model for changing times' was a commitment to expand the online degree portfolio in order to widen opportunities for students to earn a degree at a distance. A significant investment bid was agreed to bring 18 campus programmes online within a 2-year timeframe through a collaborative model between the campus academic teams and the University of Derby Online Learning. The University of Derby Online Learning was established in 2011 as a distinct and comprehensive entity to support student recruitment, admissions, learning design, digital production, academic and online learning advisor support for online delivery. While universities may opt to partner with external organisations for these services and specialist skillsets, the University of Derby chose to enable this change by developing online programmes in-house (Mantere, 2005). While the model of learning design, development and delivery was well established with the University of Derby Online Learning, this model had not yet been applied with academics with little or no experience in online learning. This presentation reports on the collaborative learning design model as well as the initial progress and unanticipated outcomes of this ambitious online programme development project. Initial observations indicate that campus academics deployed sensemaking activity to design, develop and deliver online learning which positively impacted upon on their classroom teaching practice, increased their digital capability and enabled a deeper understanding of activity-led learning design (Price & Kirkwood, 2014; Weick, 2009).



## Designing Digital Assessments: Factors to Consider when Developing Computer-Based Exams

Paula Lehane<sup>1</sup>

<sup>1</sup>Carpe (Dublin City University), Ireland

Knowledge and expertise within the field of digital assessment will become increasingly important in Ireland, given that an 'end-of-course computer-based examination (CBE)' will be used to partially assess student attainment in the Leaving Certificate in 2020 for the first time (NCCA, 2018, p. 24). How should the Irish education system, or indeed any country, respond to the challenge of developing a high-stakes CBE for second-level students? By summarising relevant findings from peer-reviewed academic journals in the realm of education and industrial ergonomics with the grey literature of unpublished manuscripts and technical reports from testing organisations, the current presentation will attempt to answer this question. To achieve this, a brief outline of the key issues arising from the design of CBEs will be examined under three headings: Test Mode Comparability, Test Environment and Test Items. Within test mode comparability, findings comparing paper-based and technology-based variations of the same test will be examined. The implications of this research will be discussed alongside concerns surrounding test administration using different device types. Literature from the field of human-computer interaction will be consulted to summarise best practice guidelines that should be followed when developing online testing environments for test-takers. Finally, test items involving multimedia, simulations and more complex response actions are now possible in CBEs. However, research indicates that these 'enhanced' test items must be carefully considered to ensure maximum measurement utility in CBEs. Guidelines regarding the design and deployment of such items will be discussed.



## Reconceptualising International Students in Online Higher Education

Kyungmee Lee<sup>1</sup>, Dr Brett Bligh<sup>1</sup>

<sup>1</sup>Lancaster University, United Kingdom

In the current higher education context, where there is a growing economic imperative for universities to diversify and globalise their income streams, offering online programmes is increasingly positioned as an effective strategy for recruiting international students. However, supporting online international students studying at a distance is not a simple task for either universities or tutors. The problem, in part, stems from a lack of scholarly understanding of how online international students experience—and engage with—online learning. This presentation addresses that gap in understanding in two ways. Firstly, we systematically, yet critically, review relevant narratives from published scholarship about who online international students are (or are perceived to be). Secondly, we examine the validity of those narratives by comparing them with, and against, the personal narratives shared by online international students themselves in an online course offered by a UK-based university. To do so, we draw on visual artifacts created by 29 online students in order to represent their personal, physical, learning spaces. The presentation will discuss four types of narrative in the published academic literature, which describes online international students primarily as: i) unspecified others of rapidly increasing numbers; ii) specific others, with particular deficits; iii) specific others, to be drawn on as pedagogical resources; and iv) active participants in international learning communities. The actual voices of online international students about themselves and their learning experiences will then be contextualized against those four themes, drawing out the extent to which the narratives capture (or fail to capture) how the students perceive their own identities. Finally, we shall discuss both the merits and the drawbacks of each type of narrative for online educators seeking pedagogical suggestions about supporting online international students in their real-life teaching contexts.





## **Discourses and Realities of Online Higher Education: Openness and Innovation in Open University**

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This qualitative case study using discourse analysis aims to develop a comprehensive account for the current state of online higher education beyond dominant social discourses about it. In these dominant discourses, openness and innovation are often referred to as the inherent nature of online education, which may effectively address many issues in the current higher education system. And, this expectation further produces an imperative for its adoption across universities. However, there is a huge disjunction between such discourses and the realities of online education praxis in an open university. The paper demonstrates that both openness and innovation as institutional principles open up multiple possibilities of interpretation and action, which inevitably causes tensions and contradictions between the two and discursive (i.e. interpretive) struggles among social actors with these discourses. Thus, achieving both in a single online higher education setting is a far more challenging task than what the dominant discourses suggest. For example, being fully open to diverse student groups and being technologically innovative by integrating a state-of-the-art technology cannot be achieved in a single online course. Being pedagogically innovative by increasing interactivity among students, while maintaining the same level of flexibility provided by the independent study model, seems challenging. This presentation will also discuss the institutional conditions that make teaching-oriented innovation more difficult to be achieved in recent years. The presentation will provide a meaningful opportunity to rethink the roles of open universities in the current HE context with a growing conceptual emphasis on both openness and innovation.



## Stimulating ODL Research: Exploring the Role and Potential Impact of the UNESCO Chair at UNISA

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This paper, which responds to the theme: “Global challenges and global solutions”, reports on the processes for the establishment of the UNESCO Chair on open distance learning (ODL) at the University of South Africa (UNISA). First, the paper introduces the reader to UNISA, which is the largest dedicated distance education institution on the continent of Africa, with the student enrollments in excess of 400 000. Second, the paper briefly outlines the UNITWIN/UNESCO Chairs Programme, and sketches the need to establish the UNESCO Chair on ODL at UNISA. Third, the paper presents the objectives of the UNESCO Chair vis-à-vis the challenges of capacity building in technology-assisted teaching, learning and research at UNISA. Fourth, it outlines the specific technology-assisted challenges that UNISA faces, which the Chair seeks to address. These include (a) technology-supported teaching, learning and research, (b) the place and role of Massive Open Online Courses (MOOCs) at UNISA, (c) the need for Open Educational Resources (OERs) at UNISA, and (d) the value added role, and challenges of Learning Analytics. The paper concludes by highlighting the role of the UNESCO Chair in stimulating ODL research capacity at UNISA through a variety of research training programs such as research seminars, research retreats, writing-for-publication workshops, and the annual UNESCO Chair conference. These initiatives respond to UNISA’s mission of providing expanded access to quality higher education to the black people, who previously excluded by apartheid policies and legislation.



## **An Investigation into the Optimal Approach to Delivering a Global Online MBA Programme: Issues and Challenges**

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Imperial College Business School (ICBS) started offering a Distance Learning MBA in 2007, delivered as an outsourced, correspondence-based programme. Within six years, it was becoming clear that the market for online MBAs was changing rapidly. Demand was increasing, due in part to tightened visa restrictions, advances in teaching technology and the growing credibility of online degrees. ICBS wanted to offer its world-class faculty and programmes to a wider, global and professional audience, but crucially with quality and experience that matched its on-campus programmes. In this context, the school set out to design an online MBA that raised the bar in this sector, starting from Ground Zero, with a pluri-role development team and a focus on innovation in technology and pedagogy that reflected the school's 'Intelligent Business' positioning. The purposes of the study are to identify the challenges and issues we faced during the development and delivery of the programme. Six criteria were used to evaluate the quality of the online programme compared with their equivalent offline modules. The research shows that the students are satisfied with their learning experience and attitudes are very positive. Students learning performance are on a par or even better comparing with their counterparts who are doing on-campus courses. The study suggests that the effectiveness of the use of technologies can offer ample opportunities and flexibilities to faculties who'd be able to teach students from diverse location simultaneously. Recommendations are also made in this paper for the successful implementation of an online MBA programme in practice.

## **An Empirical Study on the Influences of Old People's Willingness to Participate in Community Education in Western Ethnic Regions**

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Community education is an important form of lifelong education, and the elderly residents are the main participants in community education. Whether they are willing to participate in community education is particularly important. In my paper, I selected 557 elderly residents from 157 communities in 12 allies in Inner Mongolia as sample candidates. We take the form of a sample survey, Selecting 600 elderly (over 55) residents to fill out the questionnaire, We collect 557 valid questionnaires, Questionnaire recovery efficiency reached 92.8%. The willingness to participate in community education as a dependent variable, the paper has 11 indicators, including personal characteristics, cognitive characteristics and Skill characteristics as independent variables. Personal characteristics includes gender, education level, occupation type, per capita annual income, health status. Cognitive characteristics includes the level of understanding of community education, the importance of community education to human development, do you need to continue learning and lifelong learning? Skill characteristics includes Will you use a computer? Using computer proficiency, Length of time when using the computer every day. By establishing a binary logistic regression model, empirical analysis and regression test on the influencing factors of the elderly residents' willingness to participate in community education, we can establish the influencing factors and influence degree of elderly residents' participation in community education. So we get conclusions.

1. In the Personal characteristics, Lower education level, the health is better, the greater the willingness of older residents to participate in community education.
2. In the cognitive characteristics, the higher the understanding of community education, the more important community education to human development, the more important it is to continue learning and lifelong learning, the stronger the willingness of older residents to participate in community education.
3. In the skill characteristics, the longer you use your computer every day, the less willing the elderly residents to participate in community education.

So we will raise awareness of continuing education for elderly residents, Increase the publicity of community education , Carry out various forms of "Lifelong Lecture Hall", and improve the old-age community education guarantee mechanism, We can improve the willingness of elderly residents to participate in community education, develop old age education, respond to population aging actively, We will realize education modernization and build a learning society.



## **New Skills for Mobile Language Learning? Changing Parameters of Language Use in Mobile Digital Environments**

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As digital canvasses have morphed from the incipient read-only Web 1.0 e-bulletin board to the read/write semantic Web 2.0, enabling interactive multimodal collaboration and participatory learning, to the initial phases of the semiotic-semantic Web 3.0 embedded with artificial intelligence, so, too, have the uses and forms of language changed. Fading are the established paper-based norms of reading and writing based on the sentence and its conventions. Growing are tweets, texts, hashtags, emoji and so forth. Human creativity has exploded with the production-publication capacities of interactive Web 2.0 applications, and new digital literacies and online learning approaches have been much discussed. Less commonly acknowledged, much less discussed, is the incursion of Web 3.0 artificial intelligence in everyday mobile communication and learning applications that enable us to talk to, not just through, machines in our collaborative interactions. So where does artificial intelligence fit into language learning? Research has found that commercial mobile apps rely on 20th century paper-based language skills rather than teaching language as used in Web 2.0 and 3.0 mobile environments. This provocative concise paper details the growing schism between evolving skills for mobile digital language use and the traditional language skills taught in extant predatory consumption-based apps purporting to teach languages, but selling in the main outdated behaviouristic pedagogies relying on memorization drills. Considered are how language skills are changing in tandem with techno-cultural evolution, and how emerging post-human communication might be usefully harnessed in the service of learning and improving language skills.



## **Classroom Community in Online Courses: An Investigation of how Community Develops in Accelerated Online Courses**

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Community is a buzzword in education. Educators regularly talk about communities of learners, communities of practice, and professional learning communities. While the concept of community differs in each of these lines of research, a common thread is the focus on creating meaning through interaction with others. Community takes on even more importance for online educators because online students typically do not have a chance to meet and learn in the same place and time, which research suggests in turn leads to feelings of isolation and loneliness and high attrition rates. Confronted with this reality, online educators regularly experiment with ways to create community online--in part to battle feelings of isolation and loneliness but also to align with prevailing theories of learning (e.g., social constructivism) as well to mimic the perceived ideal face-to-face learning experience. However, little is known about how community is developed in accelerated online courses and the role it plays with student satisfaction. Given this, we investigated how community is developed in accelerated online courses (e.g., 7 week courses) compared to traditional length online courses (e.g., 15 courses). In this session, we will present the results of our mixed methods inquiry. We will focus on student perceptions of classroom community as well as instructional design decisions the instructors made to develop community in these fully online courses. We will conclude the session by discussing with the audience the implications our research has on designing innovative learning environments for student success.



## **An Investigation into Student Demotivation to Participate in Online Formative Assessment in Open Distance Learning**

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More and more universities are seeing the potential of open distance learning (ODL) as a means to broaden their teaching portfolio because of among others the massive number of students entering university in this present century. In addition the high cost of education in face to face universities has proved to be a challenge for the majority of students Distance education or ODL is the education of students who may not always be physically present at a university and therefore the involvement of online formative assessment becomes key in offering large-scale interactive participation through either e-learning or online learning. Online formative assessment strategies become an important element in the level of engagement needed for motivating students learning online. This paper questions how ODL universities manage to provide quality online formative assessment strategies considering the high dropout and low completion rates of students in their institutions. ODL universities have a moral obligation to high-quality teaching, student support and an efficient instructional design service. However, the way in which lecturers communicate the expectations of learning through online assessment strategies to the students largely determines the motivation of students to complete their courses. Motivation is both a condition for and a result of effective instruction and therefore stands as a critical factor in the design of online formative assessment strategies. Therefore, the aim of this paper was to investigate online formative assessment strategies that demotivate students to participate persistently in online formative assessment in (ODL) courses. The study used a qualitative phenomenographical approach that described the experiences of students undertaking an MEd at an ODL university, with demotivating online formative assessment strategies. Interviews were carried out to twelve purposively selected students. The self-determination theory (SDT) and the socio-technological perspective (STP) were used as the theoretical frameworks since they encompassed all relevant aspects of motivation in online learning. Seven online formative assessment strategies that demotivated students in their studies were identified and discussed in this paper. Information regarding demotivating online formative assessment strategies in the ODL courses can provide insight and best practises to course leaders, and instructional designers attempting to build successful online learning strategies in ODL courses.



## **Analysing the Vision and Mission of Universities in Relation to the Implementation of Open Education Practices**

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The transition to open education practice is a major paradigm shift in the way teaching and learning is viewed and managed in higher education institutions especially in developing countries. The success of open education is dependent on systematic approaches to planning and managing the implementation of these practices. The starting point of managing change is to analyse the mission and vision statements of the institution and how open education practices are embedded into these statements. The vision statement helps to predict the future while the mission describes the purpose and guides the operations of the institution. The rapidly changing environment in higher education requires universities to form a clear vision on what they want to be as well as adapt their missions to fit the future they hope for. These statements also contribute to the identity and the purpose of the institution. The challenge is how do we create favourable strategies which will enable and encourage the use of open education practices? The first step of developing a strategy is to respond to the vision and the mission statements of four African open universities were analysed in relation to the principles of open education practices. The findings revealed that vision statements do not mention any of the open education principles while mission statements refer to some of these principles. The lack of alignment between the vision, mission and open education principles is what leads to factors that may hamper the implementation of open education practices in most African universities.



## Connecting Chemistry with Society

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The Object of teaching chemistry content to non-scientific and social class undergraduate with fun and interest, The course content developed such a way that scientific literacy so that students have some basic knowledge of chemistry, chemistry connections, chemists thinking, problem solving understanding, expand their horizons and knowledge in simple way, understanding today Several major challenges facing people around the world as a human society association between the chemical and, thereby show to students' for their own career development. The main content of the chemical and the basic concepts of society, including chemical, organic chemistry, polymer chemistry, materials chemistry, environmental chemistry, geochemistry, energy, biochemistry, food chemistry, medicinal chemistry and day to day chemistry. At the beginning of the course, there will be briefly introduce some basic concepts and knowledge of chemistry, followed by some important branches of chemistry, and applications in social life. We start the day with Chemistry. One can find chemistry in daily life in the foods we eat, the air we breathe, cleaning chemicals, our emotions and literally every object we can see or touch. Our body is made up of chemical compounds, which are combinations of elements. The emotions that you feel are a result of chemical messengers, primarily neurotransmitters. Love, jealousy, envy, infatuation and infidelity all share a basis in chemistry. Chemistry with theoretical and experimental basis for the broad application areas, after three hundred years of development, has become a central disciplines of human civilization. Recalling the history of human development, almost iconic during the progress of each civilization are closely related to the contribution of chemists. Metal fabrication technology, artificial ammonia technology, synthetic rubber and plastics and non-materials are first hand from the chemist, and therefore no exaggeration to say that the chemical is a cornerstone of human civilization. The purpose of this course is not the culture and society of chemist, but describes the chemical and its achievements, describing the discipline's past, present and future developments. Therefore, this course is like an "Interesting Chemistry", with society .



## **Embracing Technology: Creating Capabilities through Transformative Pedagogies for People Living with Disabilities**

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Stemming from a social justice concern that persists as a policy ‘thread’ in South African higher education, the government has expanded higher education enrolments, programs, and academic support. Within the drive for higher education inclusion and diversity, the creation of graduate attributes/capabilities that allows students to lead fulfilling lives becomes important. One of the many aspects to create capabilities is the pedagogical arrangements focussing on how knowledge is transmitted to students, particularly those living with disabilities in an open distance learning environment. There is a growing concern internationally and nationally about the lack of a trained cadre of professionals to support the implementation of distance learning education to vulnerable groups, particularly people with disabilities, and the lack of sensitivity of pedagogical approaches to cross-national cultural experiences. The fact that the teacher and student are separated by distance requires us to examine the online pedagogical arrangements, that constrain and enable students’ freedoms to secure educational achievements. The paper draws findings from qualitative data collected from 10% (approximately 60) of the registered students with declared disabilities at University of South Africa. Drawing from the capabilities approach and the paradigm of transformative pedagogies, the paper investigates the evidence of ‘well-being freedoms’ [capabilities], ‘well-being achievements’ [functionings], and ‘agency freedoms’ and ‘agency achievements’ in order to examine whether and to what extent pedagogical arrangements provide opportunities to all students to succeed and orients students living with disabilities to a critical view of society and their contributions to both social and economic development. The results, which suggest a different way of thinking and conceptualising online pedagogy in human development terms, with more emphasis on outcomes that contribute to economic advancement and human well-being, cast a light on how inclusive education in Open distance learning might be transformed.



## **Student Interaction Regarding Teaching, Social and Cognitive Presences in an Open and Distance eLearning environment: A Case Study**

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The purpose of this paper is to determine the relationships amongst the teaching, social and cognitive presences on student interaction in an open and distance e-learning (ODEL) environment at the University of South Africa (Unisa). Unisa has a wide variety of geographically distant educational students, and in order to bridge this gap and enhance student success, the institution needs to enrich the facilitation of the sharing of online learning content using innovative, engaging and interactive online tools. This paper draws from the key elements of the community of inquiry (CoI) theoretical framework (Garrison et al., 2000). The proper instructional design, combined with the use of online learning tools, can enhance learner interaction and deep learning in an e-learning environment. An online quantitative survey was used to explore Honours student's interactions and their perceptions of these three presences online, and 300 students participated in two different colleges in Unisa. Structural equation modelling was used to determine the nature and significance of the relationships between the variables. The preliminary results indicated that there is a significant relationship between these presences, indicating that all three presences need to be incorporated within the online teaching methods of Honors modules across various disciplines at Unisa. The findings propose that if the correct pedagogical approaches are incorporated in online learning tools, it will enhance learner interaction in the teaching and cognitive presences, consequently promoting social presence. It may also enable teachers to provide a more collaborative and interactive online learning environment and promote productive online communities.



## Digital Technologies for Global Citizenship Learning: Current Evidence and Future Challenges

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One of the key targets of the Sustainable Development Goals (SDGs) for education is to ensure that by 2030 all learners acquire the knowledge and develop the skills needed for the promotion of global citizenship (Target 4.7 in United Nations 2015). It is commonly assumed that digital technologies can play an important role in achieving this target as these can facilitate access to knowledge (Andreotti & Pashby, 2013; UNESCO, 2016; 2018 ), provide a wide array of learning experiences and foster an understanding of global issues. In this paper, we present a critical review of the existing evidence on the use of digital technologies around the world to advance global citizenship education in order to assess whether those assumptions are well-grounded. To do so, we conducted a critical review and meta-analysis of both published evidence as well as initiatives implemented that address key elements of global citizenship education (rights, relationships, identities, duties, agency and engagement) using technology. The results of this analysis serve to map the pedagogical trends and common strategies related to the use of technologies as means to develop knowledge and skills needed by global citizens, and as such, to advance the SDGs. However, the findings of the analysis also raise several questions regarding the actual scope and limitations of digital technologies in supporting more transformational and critical approaches to global citizenship education.



## **Open Supervision: Rethinking SoTL and Use of Technology for Transformative Postgraduate Supervision at the University of South Africa**

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Traditionally, postgraduate supervision has always been perceived as a private journey between the supervisor and supervisee. The broader scholarly community and the public were, intentionally, excluded from this exercise save for a limited few who were allowed to participate during the examination period. In the ODeL environment like the University of South Africa (UNISA), this perception was further compounded by the distance that exists between the supervisor and supervisee, limited access to a library and less opportunities for peer-learning. The privatization of this journey has also disadvantaged students in areas where the supervisor has less experience and less knowledge of the focus area chosen by a student. Ultimately, the journey ends up being very lonely and frustrating. In order to attend to these challenges, this paper calls for an open and transformative pedagogy to postgraduate supervision. This is an approach which makes provision to rethink the Scholarship of Teaching and Learning (SoTL) and the use of technology. SoTL, if properly understood and applied in postgraduate supervision, has the ability to create space for collaborative supervision and peer learning and scholarly immersion (this includes different epistemologies and methods in different scholarly disciplines). Coupled with the use of the technological revolution, with virtual spaces created for relevant scholarly communities, SoTL opens a door for public scrutiny, critical engagement and originality of our research products.



## Distribution of Higher Education Spaces to Promote Diversity and Inclusion: An Ethical Perspective

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Higher education, particularly in a developing country like South Africa, is central in providing human capital that drives economic development. Increasing participation rates in higher education is thus key to national development. Not all education systems however are able to finance higher education for those who need it. In such constrained systems, openness is sacrificed and enrolment management becomes imperative. Determination of who is afforded a space in such circumstances is thus impacted by socio-political considerations. This raises a number of questions which include: what are the ethical considerations of introducing enrollment management for an education system from a developing country that needs to increase participation rates in higher education? Is enrolment management in an ODeL institution justified? This paper provides a case study of the implementation of enrolment management in a dedicated distance education institution in South Africa. The findings indicate that enrolment management in an ODeL institution can be messy, highly politicized and sensitive to factors outside the institution. Successful implementation requires solving ethical dilemmas posed by determination of diversity and inclusion indicators and their operationalization and ease of execution by staff. Contestation from organized student bodies with particular reference to changing the shape of the institution is a key consideration that impacts on an institution's stability during registration cycles. This paper concludes that enrolment management in an ODeL context is problematic and that institutional autonomy with regard to funding higher education could enable increasing access to higher education in South Africa.



## To What Extent Does the Unisa Tutor Model Encourage Flexible Learning?

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One of the key challenges facing higher education institutions, in general, within South Africa and more specifically at distance learning institutions is throughput and success rates. A key consideration [brought on by this challenge] for distance education, is minimizing the transactional distance. A strategy to achieve this is through grounding learning on various types of interaction inherent in distance education – interaction with content, interaction with the instructor and interaction with students, interaction with self and interaction with the system. Literature on distance learning reveals interaction as a key factor that affects students' satisfaction with distance learning. Other such factors include the requirement for high levels of student self-discipline, and isolated learning environments. On the other hand, the benefits of distance education include its ability to increase access into higher education [and promote social justice, especially in the South African context], address massification of higher education, and offer opportunities for flexible learning. This presentation explores the Integrated Tutor Model (ITM), a model of supporting students at an Open Distance eLearning institution in South Africa, whose design underscores [and is premised on] the notion of interaction and dialogue. The interaction of students with their course content, their instructors and their fellow students, as a core element of the model, is discussed within the context of flexible learning. While the ITM is a step in the right direction towards the provision of flexible learning at the institution, total flexibility entails negotiation and facilitation of learning and learner-centered instruction, aspects that the ITM does not currently fully satisfy. The findings of this study challenge ODL institutions (from developing countries) to come up with strategies that will effectively incorporate pedagogies that are appropriate for the 21st century learner in their teaching and learning designs, in line with the principle of learner-centred instruction.



## Hearables for Online Learning

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Hearables are wireless smart micro-computers with artificial intelligence that incorporate both speakers and microphones. They fit in the ears and can connect to the Internet and to other devices; they are designed to be worn daily. One form of specialised hearables are the earphone language translators that offer potential in language teaching. This opens up the possibility of taking full advantage of these devices to support other forms of mobile learning in both traditional and distance education. Hearables can support the delivery of lectures, educational podcasts, notifications, and reminders through a wide variety of applications, while supporting interactivity. Intelligent hearables can determine the context and choose the right time and place to deliver the best content. These devices can become one of the principal ways we interact in learning and provide continuous support for independent, personalised, just-in-time, and self-directed learning contexts.





### **1/3, 1/3 & 1/3 = Accessibility, Openness and Opportunity**

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Geographic inequities in education is a feature of the Irish Higher Education Landscape (Cullinan, 2016), where the type, nature and availability of different types of higher education opportunities, in various regions, remain limited (McTaggart, 2019). Geographical inequities in higher education have wider reaching consequences than just one of access for the student, it limits the pool of suitably qualified graduates to a region, to meet employment needs, to allow for the development of a region. But what if this gap leads to an inability to provide a workforce to meet the needs of the most vulnerable in our community, what can and should an academic institute do to address this? This is the focus of this paper, where progression pathways into postgraduate studies have largely been inaccessible to a profile and cohort of students who are regionally based. All of this has been considered within a case institute. It has considered a regional need, where a lack of Social Workers impacts on the delivery of services to its community, it has considered the regionally based cohort who wish to progress to this career but cannot relocate, it has considered an underdeveloped local infrastructure and ways to mitigate against this. The result of these deliberations is the development of a Masters of Social Work, the first of its kind in the Institute of Technology Sector, a third of this programme is delivered in a traditional classroom, a third delivered through online learning, and the remainder delivered through professional practice learning placements, all of which allows for Accessibility, Openness and Opportunity, way beyond the student cohort.



## **Innovating Online Learning using Social Dynamics Analysis to Create Student Success**

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With increased interconnectedness and interdependence of people and communities, understanding the primary drivers of beneficial group interactions can lead to innovative learning designs which can promote student success. This paper explores how social dynamics are related to social construction of knowledge in online learning. This study was undertaken to increase knowledge of the Interaction Analysis Method (IAM), social network analysis, and content analysis techniques to better understand the social dynamics present in eLearning. An analysis of undergraduate and graduate online discussion boards in higher education courses was conducted to investigate the construction of knowledge in collaborative eLearning environments. The IAM qualitatively examines interactions within groups during the process of knowledge co-construction. The model describes five phases of knowledge construction which are broadly sharing and comparing, dissonance, negotiation and co-construction, testing tentative constructions, and application of newly co-constructed knowledge. The social network analysis method identifies the relationships among social entities then analyzes the implications of interaction patterns. Learning analytics produce actionable intelligence from complex predictive statistics. Analyzing the social dynamics of a group can help instructors to better understand course designs which promote student success within the eLearning environment. Based in socio-constructivist and sociocultural theories of learning and distance education principles, student success relies on group interaction and social dynamics, an underlying principle in this relationship. We will demonstrate why measuring social dynamics related to social construction of knowledge in online learning are pivotal to advance innovations in eLearning designs and pertinent to harnessing the potential of online education.



## Purposeful, Personalised Pathways of Life-Long Professional Learning

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The place, pace and face of learning is changing as we shift from an industrial-age to an information and social-age. With this change comes new understandings of learning including the potential to learn in online networks anytime, anywhere. This short paper presents an innovative online network of learning for Learning Support Teachers (LST) across New Zealand called the Learning Support Network. Through a 4 hub online design, LST can follow an individualised pathway of lifelong, life-wide and life-deep learning. Hub 1 participation in this network is free for all LST to network nationally and regionally online to share resources and communicate in forums. Hub 2 paid memberships offers LST professional learning opportunities via online webinars, journal clubs, spotlights on practice, inquiries into practice and knowledge modules. Hub 3 offers personalised short courses. Hub 2 and hub 3 activities are aligned with the NZ Teacher's Council Professional Teacher Standards and LST can digitally badge completion of these activities towards a formal university qualification in Hub 4. The Learning Support Network expands access, openness and flexibility utilising digital badging of networked learning within a community of practice. It seamlessly blends informal and professional learning into a formal credentialed qualification. The short presentation will provide an overview and evaluation of the 4 hubs of the Learning Support Network, with examples of different personalised pathways made purposeful for individual LST. The implications and applications of such a model for new conceptions of online learning will be explored.



## **Transforming Lives: Using Online and Blended Learning to Support Disengaged Young People Achieve and Progress**

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Early school leaving is recognised as having wide consequences for individuals, communities, society and the economy and more than 3000 students leave school without a formal qualification each year in Ireland. iScoil, an NGO, was set up as a response to the need for an accessible educational programme for early school leavers. We work with young people, aged 13-16, who have disengaged from mainstream school and are at-risk of social disadvantage. We open education pathways with our innovative online programme and provide accredited learning opportunities in a range of QQI Level 3 & 4 courses. Our vision is that every young person in Ireland, irrespective of circumstance, has access to an innovative and flexible model of education. iScoil is adaptable, allowing students to work at their own pace. Each student receives a personalised online learning programme based on their unique needs, interests and abilities. Our approach combines instructional content with individual mentoring and tutoring support to guide each student on their learning journey, building up an assessable portfolio of work, leading to a recognised qualification. Our aim is to re-engage young people in learning, build confidence, self-esteem, and support their progression to further education, training and employment. Since 2009, 82% of our students have achieved QQI accreditation and more than 75% returned to school or progressed to education. Our experience shows that online learning is an impactful tool that can transform lives and have a lasting impact on individuals and communities.



## What About Those Who Cannot go to University?

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Notwithstanding the claim that the campus college undergraduate experience is beneficial and that young people should experience it if possible, many cannot. This can be for many reasons, such as cost, disability, caring responsibilities or even extreme shyness. Online learning has now become widely available and generally considered an acceptable alternative route to a degree. However, most online programmes are designed primarily for working adults. While there may be learning supports in place for typical older or “second chance” students, these programmes are generally designed around the assumption that the students are mature and have made a personal decision to commit to the programme of study. However, younger learners, who are just finishing secondary school, and may not have the level of maturity or self-efficacy required to succeed, and learners who cannot attend due to disability or caring responsibilities, may have even different challenges. In addition, it could also be argued that some attempt should be made to replicate the beneficial social aspects of college attendance for students who cannot attend a campus based undergraduate programme. All of this suggests the need for additional supports for young learners who would choose to study online. Institute of Technology Sligo has been awarded a significant grant to develop three undergraduate online degrees specifically aimed at students who cannot attend campus programmes. This short paper will outline the rationale for this work, the challenges that have been identified to date, and the work to be carried out in the next two years.



## Developing a Digital Learning Plan for your School: Online Course for Teachers (PDST Technology in Education)

Madeleine Murray<sup>1</sup>

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The Digital Learning Framework (DLF) was developed in 2017 to assist schools in the embedding of digital technologies in teaching, learning and assessment.

Following a pilot of the Digital Learning Framework in 2018, PDST Technology in Education designed an online course, Developing a Digital Learning Plan for your School, as part of a suite of supports to be provided to schools to support them in their digital learning journey, and in particular in their engagement with the Digital Learning Framework (available at [www.dlplanning.ie](http://www.dlplanning.ie)). Approximately 700 teachers have enrolled on this course to date.

The course consists of four modules:

1. Introduction to Digital Learning Planning
2. Creating Your Vision for Digital Learning
3. Gathering Data
4. Developing and Monitoring your Digital Learning Plan

On completion of the course, participants will have developed a shared vision for digital learning within their school, used the Digital Learning Framework to assess where their school is in relation to digital technologies, created a Digital Learning Plan (with digital learning team colleagues) and outlined procedures for the ongoing monitoring and evaluation of their school's Digital Learning Plan. Plans for the future include making this course available over a more extended time period, and working with DCU colleagues to integrate this course into the Masters in Education and Training Management (eLearning) and (Leadership). This session will provide an overview of the online course, in the context of a suite of PDST Technology in Education supports for schools in the embedding of digital technologies in teaching, learning and assessment, including some initial participant feedback.

Comment from participant:

'As head of digital Learning in my school, this course has given me the knowledge and expertise to engage fully with the digital learning framework. I will be able to engage with the process of identifying a focus, gathering and analysing information and writing my school's digital learning plan (with my digital learning team of course) and actively monitor its implementation. An excellent course.'



## Measuring the Impact of Summer Online CPD for Teachers through a Follow-On Impact Survey and Course (PDST Technology in Education)

Madeleine Murray<sup>1</sup>

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PDST Technology in Education delivers a summer online programme annually to primary teachers on its learning platform TeacherCPD.ie, focussed on embedding digital technologies in teaching, learning and assessment. Our summer programme in 2018 consisted of two online courses: Digital Technologies for STEM in the Primary Classroom and ICT in the Primary Classroom, with approximately 2900 teachers enrolled in these courses. A challenge in the summer course programme is helping teachers to transfer and apply what they learn to their classroom practice in September, as the majority of teachers complete the courses in early July. Over the past number of years, we have developed and refined the concept of an 'Impact Survey and Course', which incorporates aspects of Guskey's model of post course evaluation (<https://tguskey.com/wp-content/uploads/Professional-Learning-1-Gauge-Impact-with-Five-Levels-of-Data.pdf>).

The aim of the survey and course is to

- a) provide participants with the opportunity to reflect on and refer back to their Learning Record which they completed during the course, and to remind themselves of key learning points.
- b) provide participants with the opportunity to share their experiences of applying these new concepts and ideas in their classrooms (both what went well as well as challenges encountered).
- c) provide PDST Technology in Education with valuable data for future course design and delivery (particularly via the Impact Survey).

The focus of this session will be on our experiences to date of measuring the impact of online CPD in this way (including challenges) and will include some participant feedback data from both the Impact Survey and the Impact Course.

Comment from participant about the Impact Course:

'It came at the right time to remind me of aspects of the course that I could use more. It was good to see other participants' use of digital technologies. I aim to revisit the short course again before December'.



## How Are They Really Feeling? Making Sense of Emotion Data in MOOCs

Mairéad Nic Giolla Mhichíl<sup>1</sup>, Elaine Beirne<sup>1</sup> Conchúr MacLochlainn<sup>1</sup>, Mark Brown<sup>1</sup>

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Emotions are inseparable from learning. They have been shown to impact motivation, self-regulation and academic achievement (Pekrun et al. 2007). As a result, emotions have become the focus of an increasing number of studies in the field of Online Learning and MOOCs in particular. Measuring emotions in MOOCs, however, raises a number of ontological, epistemological and practical challenges for researchers. Studies conducted to date have been predominantly based on retrospective reports of emotion or have inferred learners' emotions from discussion forums and clickstream data. Drawing on research conducted during the Irish language and culture MOOC, Irish 101, this paper discusses the importance of adopting a broad palette of research methods and strategies as a means to make sense of emotions in MOOCs. In particular, the potential of combining quantitative and qualitative data on students' emotions is addressed.





## Online Learning Spaces: How Learning Takes Place in the Context of Hybrid Learning Environments

Katja Ninnemann<sup>1</sup>

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Technological and cultural transformation processes of the information and knowledge society are increasingly eroding the boundaries between digital and analog or online and offline. In this context Floridi (2014) coined the term "onlife" to emphasize the need of a fundamental change in perspectives. The experimental term "learning onlife" (Norberg 2017) continues this discourse in the field of higher education in order to negotiate the dichotomy between campus-based education as well as ICT-enabled study programs. Based on the current state of research and with the knowledge about the reciprocity of learning and space, it is necessary to identify perspectives for 'onlife learning spaces': Empirical findings on design practices and innovation processes at universities show vividly that merging virtual and physical learning environments are leading to new concepts and differentiated identities of learning places which can support ICT-integrated teaching and learning processes (Ninnemann 2018; Ninnemann/Jahnke 2018). Within the research project 'Recoding Learning and Space' I am analyzing 'onlife learning spaces' that have been already activated from the user experience perspective of students in distance learning programs. Using qualitative and quantitative methods, relevant decision criteria for the selection as well as preferences and requirements of 'onlife students' for the appropriation of learning places are identified and insights gained for future learning space design scenarios. With this contribution I would like to present and discuss initial findings of the research project and provide impulses of spatial strategies for transforming lives and societies.



## Quitich – Your Knowledge Companion: A Content Neutral Gamified Mobile Learning Platform

Grainne Oates<sup>1</sup>

<sup>1</sup>Swinburne University / Quitich, Melbourne, Australia

Quitich is a gamified, mobile learning platform. It is a companion to knowledge as it reinforces and consolidates the primary learning. It is the first general-purpose mobile learning platform that provides for instruction and assessment, together with a gamified motivational feedback system and robust data analytics. Students respond well to Quitich because they're easily able to test their knowledge level without fear of failure. It's the ideal tool to use throughout the teaching period to reinforce key content as it's being taught. Our reporting tools enables teachers to see in real time which topics students are struggling with, as well as identifying the students that are most at risk. Quitich is also a simple and effective way to send reminders about upcoming exams or other assessments. Send announcements straight to your students' mobile phones with recommendations to review specific topics in the app. Quitich supports a combination of video, text and audio instructional content formats; clear, simple progression paths for learners; and a range of assessment types. Teachers use push notifications to student phones to direct student attention to specific instructional or assessment content at specific times, or students can use progression pathways to direct their own learning. Gamification elements include timed questions, progression trees, badges, points, and leaderboards. The app is available for Android and iOS devices, and operates with a highly scalable cloud architecture for the backend. Quitich provides real-time analytics for teachers, focussed on metrics that address student engagement, time-on-task, and comprehension.

The Quitich Approach:

- Break down new learning material into bite-sized chunks
- Revise regularly through short bursts of rapid-fire gaming
- Gradually increase the interval between revision sessions, committing the information to your long-term memory through the practice of active recall
- Our handy 'set-and-forget' scheduling and announcement tools allow you to send notifications when new content gets released, as well as reminders to revisit topics whenever it's required.

The platform has been successfully deployed in a range of disciplines, including accountancy, management, law, chemistry, biology, human resources, and engineering. Controlled studies involving thousands of students across multiple disciplines (the results of which are currently under peer review) demonstrate that Quitich improves student retention between 10 and 12%, and student learning by 7%.



## **A Study of Factors Predicting eLearning Integration by Preservice Science Teachers in South Africa**

Temilola Olugbara<sup>1</sup>, Moeketsi Letseka<sup>1</sup>

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The realization of numerous intrinsic benefits of e-learning to education systems heavily depends on its effective integration by teachers who are expected to be the protagonists of innovation in education. The foundation to ubiquitously integrating e-learning in classrooms must be laid properly at the level of pre-service teacher preparation. However, there has been a paucity of research investigating factors that predict e-learning integration by pre-service science teachers in South Africa. Moreover, the literature suggests that pre-service teachers are not integrating e-learning enough in the classroom during their teaching practice in schools for reasons that are related to factors that predict e-learning integration. This study was carried out to investigate factors that might predict e-learning integration by pre-service science teachers. Drawing from the Will, Skill, Tool model, Theory of Planned Behavior, and Flow Theory, a model was developed to explain the predictors of e-learning integration at one University in South Africa. Cross-sectional survey method was used to gather data from 100 pre-service science teachers and the partial least square structural equation modelling was employed to test the relationship between the investigated factors and their level of significance. The study results show that attitude, skill, intention and flow experience are significant predictors of e-learning integration by pre-service science teachers in South Africa. Implications and suggestions for teachers' education are also discussed in the research paper.



## **I See You: The Importance of Peer Interaction in Online Learning for Women with Depression**

Tracy Orr<sup>1</sup>

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This paper is based on a descriptive phenomenological study of women who lived with and recovered from, depression while studying online. The participants in this study were undergraduate and graduate students of a fully online university in Canada. This exploratory study revealed seven invariant constituents of women's experiences of and recovery from, depression as online learners. The seven invariant constituents are: the development of depression; the impact of depression on learning; the treatment of depression; the role of peers in online learning; personal multiple role overload; one's self-identity; and one's personal agency. This concise paper focuses on one of these seven constituents of this experience, peer interaction. Peer interaction emerged as an important constituent in the experiences of women who lived with and recovered from, depression while studying online. Participants in the study talked about a felt need to commiserate with other students and compare experiences and expectations of being students. In essence, they desired to see themselves reflected in the experience of others. Not being able to do so exacerbated the experience of depression. The participants' responses answer the question, "What does it mean to be seen?" The sharing of the women's voices from the study provides support and encouragement to women who find their own experiences mirror in these rare first-hand accounts. Their voices inform recommendations for improving online learning and pedagogy for learners with mental health disorders, by providing opportunities for learner to learner peer interaction.



## The Role of Technology in Facilitating Heutagogical Approaches in Higher Education

Emma O'Brien<sup>1</sup>, Jean Reale<sup>1</sup>

<sup>1</sup>Mary Immaculate College

Heutagogy is an emerging form of pedagogy which realises that education is preparing learners for a multifaceted society. Throughout a person's professional and personal life, they will adopt various careers and roles. As educators our responsibility is to prepare students to deal with complex, uncertain scenarios to ensure they can succeed in their personal and professional lives. Current pedagogies provide learners with a specific skill set taught in a particular context. Therefore, when the learner is faced with unfamiliar situations they find it difficult to identify their learning gaps and transfer what they have learned to different situations. To allow individuals to adapt it is important that they have the capacity to identify their individual learning needs, develop new skills, and apply what they have learned to different contexts. Heutagogy is based on the principle of self-determined learning, where the learner is empowered to identify what they need to learn, when and how (Hase and Kenyon, 2007). Technology enhanced learning environments naturally lend themselves to a heutagogical framework. (Blaschke, L.M., 2012; Hase, 2009; Willmott and Barry, 2001) This paper explores how technology can support heutagogical principles and identifies the types of technology that can facilitate this.



## CHAT-Based Design Principles for Ab Initio Blended Learning Courses

Oisín Ó Doinn<sup>1</sup>

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In recent years there has been massive growth in the number of people learning a new language for the first time. Coinciding with this growth in the number of ab initio learners there has also been a substantial rise in the number of open and freely available online language learning resources such as massively open online courses for language (LMOOCs) and mobile language learning apps. Despite the increasing availability of digital language learning resources, the non-integration of these resources within formal face-to-face language courses at ab initio level continues to be an observable trend. This paper proposes a set of Cultural Historical Activity Theory (CHAT)–based design principles for ab initio blended language learning (BLL) courses that make use of off-the-shelf, freely available online learning resources. The principles proposed in this paper are informed by the previous work of CHAT researchers working in the fields of Second Language Acquisition (SLA) and Computer Assisted Language learning (CALL), as well as blended learning in general. The principles are also informed by the author’s research findings collected during a six-week study of an ab initio Irish BLL course at Carnegie Mellon University in the USA. This paper concludes by presenting practical steps for the implementation of the CHAT-based design principle in the design of ab initio BLL courses.



## **Comma Chameleons: Lessons Learned from Studying Engagement with an Online Academic Writing Toolkit**

Irene O'Dowd<sup>1</sup>

<sup>1</sup>Hibernia College, Ireland

The Academic Writing Toolkit was developed to provide students in Hibernia College's blended-learning initial teacher education (ITE) programmes with accessible and focused guidance on key aspects of academic writing – from foundational skills such as referencing, grammar, formatting and style to more specialised areas such as reflective writing. The Toolkit showcases some innovative learning-design approaches such as grid navigation, a 'bite-size' content ethos and a range of multimedia formats to encourage continuous, formative and self-motivated use of the resource. However, analysis of patterns of student engagement with the first iteration of the Toolkit suggested that there was little evidence of formative use, with very few students returning to the resource after initial guided visits during their orientation programme. This paper will discuss how the Toolkit's design and implementation evolved in response to, firstly, findings from the initial engagement study and, secondly, increased awareness and acceptance of the resource among College faculty. A comparison of learning analytics data collected from activity logs for pre- and post-update iterations will be discussed, along with survey feedback on students' use experience. A preliminary analysis of available data at abstract submission suggests a more sustained pattern of engagement with the updated Toolkit than with the original version. The full analysis will provide some insights into ways in which learning design innovation, faculty support and an iterative design process can help to enhance student engagement with asynchronously-delivered digital resources and thus leverage the well-established correlation between online engagement and student success.



## I Now Pronounce You, Online and Transformative: A Marriage of Convenience?

Duncan O'Hara<sup>1</sup>, Fiona Murray<sup>1</sup>, Damien Lodge<sup>1</sup>

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A lot has been written about the powerful, positive effect that transformative pedagogies can have on students' learning, and how as a result students are better equipped to grapple with society's wicked problems. Overlay the pervasiveness of technology, its potential, arguably, to democratise education, deliver quality outcomes and better connected and engaged communities, and it seems that online learning is uniquely placed to not only deliver transformative learning but be the catalyst for institution-wide adoption of online education that can transform the learning experience. However, are institutions that are committed to online learning and transformative education, devoted to making the relationship work or is it just a marriage of convenience? Analysis of student feedback from New Zealand's largest provider of university-level online education, indicates that transformative learning opportunities are often lost in the exuberance to adopt online technologies. How then do institutions avoid the temptation of jumping into a relationship because two parties look good together? For Massey University the answer in part has come from exploring the experiences of students whose learning is deeply impacted by the institution's match-making. Analysis of five years of qualitative data from Massey's student experience survey, points to the institution having to consciously uncouple itself from some partnerships so as to enter into more meaningful online learning relationships. These relationships in turn have been the catalyst for an institution-wide re-conceptualisation of what it means to be a provider committed to online learning and transformative education.





## Reflections on the Use of Electronic Portfolios to Support Professional Development

Fiona O’Riordan<sup>1</sup>, Laura Costelloe<sup>2</sup>, Clare Gormley<sup>1</sup>

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This presentation will share how we, as academic developers, used electronic portfolios to support our commitment to professional development. Drawing on our own experiences we will discuss three different approaches to creating electronic portfolios, as opposed to traditional paper-based ones, for our own professional development. Presented in the form of three case studies, the presentation will share why each electronic portfolio varies in terms of structure, and presentation. The rationale and purpose for creating the electronic professional portfolios, in each three examples, will be explored. In one case the portfolio was developed as part of a fellowship application, another was redesigning a paper-based approach to digital, and the final case shows how an electronic portfolio was developed as a personal resource. Nonetheless, the experience of creating and updating portfolios has afforded us excellent insights into the opportunities and challenges of an electronic portfolio-based approach to documenting and evidencing professional development in Higher Education. Learnings from this paper includes the need to determine the purpose of the professional portfolio - in terms of the audience - and how this impacts the presentation of same. Our shared experience shows the purpose and audience influences, in particular, the structure adopted, and artefacts showcased. In addition, we would like to take the opportunity to explore the experience of the WCOL 2019 participants with regard to both paper-based and electronic professional portfolios, specifically seeking ideas and advice on how to keep professional portfolios current and flexible for differing requirements and audience.



## Engaging Students Using Online Rubric and Peer Evaluation

Fiona O’Riordan<sup>1</sup>, Robert Gillanders<sup>1</sup>, Shadi Karazi<sup>1</sup>

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This presentation will share research being conducted with final year Applied Economics class of approx. 120 students. The aim of the research is to engage learners in their assessment in a deeper and more meaningful way. In so doing it is expected that this study will reduce the risk of cheating by using assessment strategy (i.e. concept of loss aversion, use of rubrics, involvement of learners through online peer evaluation) to design out plagiarism. We will present early research findings on the extent to which use of the online Moodle Workshop activity encouraged students to use the online grading rubric as a tool to assist and guide their work. This continuous assessment is designed to tackle superficial engagement with essay writing and outright cheating and purchasing of essays. It will oblige the students to engage deeply with the essay writing process and think about the elements of a good essay. The students will have access to the grading rubric and will be encouraged to keep this in mind when writing their own essay and evaluating their peer’s work. It also leverages the concept of loss aversion (Kahneman and Tversky, 1979), whereby people put a higher weight on losses than on gains, to encourage them to think deeply and engage - they will work harder to avoid losing marks than they would to gain them.



## Getting Started Online: A Case Study in Online Academic Development

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An online academic development course, titled “Getting Started with Online Teaching”, was developed by three Irish HEIs as part of a nationally coordinated initiative to create academic development opportunities and an associated system of digital badges across the sector. The course ran over eight weeks and was a notable success in terms of its popularity and its mainstream impact with it now being offered as a mainstream CPD across a number of HEIs. A mixed methods approach consisting of a pre-survey, post survey and focus group was adopted to evaluate the original pilot and answer key questions about the participant experience. Post course survey data suggests a very high overall participant (n= 35) satisfaction rate as well as, importantly, increased levels of knowledge and confidence among the pilot cohort in relation to teaching online, and a general intention to transfer to practice. Triangulated findings suggest that participant motivation tended to revolve more around these outcomes than the achievement of a digital badge or other external validation. Findings in general suggest the Getting Started course may have succeeded largely by taking the middle ground between what are presented as two extremes on a continuum: a traditional instructionalist and “technicist” CPD model with external validation and a fully open transformative one without planned outcomes or external validation. The paper finishes by considering what models in general exist for online academic development, how and when they might best be operationalised and what success factors and metrics might and should apply for same.



## **DARE To Be Different: A Teaching Approach that Looks at the Design of Active Learning and Reflective Practice for eLearning**

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The Quality, Teaching and Learning Centre is a fast growing and innovative learning facility housed within the Limerick Institute of Technology (LIT). The schema below outlines a proven methodology for online course delivery. An innovative sequence of established online delivery mechanisms, active learning practices and engagement meeting tools all underpinned by an in-house developed Online Peer Assessment Template aimed at accomplishing student success. This presentation shares an teaching approach that returns on the DARE investment, brought about by innovative design, active learning and reflective practice. An approach that leads to student success through “the investment of time, effort and their relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes” (Trowler and Trowler 2011). The DARE approach focuses on designing a positive and engaging learning experience for students following the SAMR model. DARE combines the use of an online delivery platform with external digital tools for synchronous communications, facilitating the use of active learning tasks and e-tivities within the class. This redefines the student learning experience to one where timely input from students is key to fostering collaborative learning and connectivism for achieving student success. Central to this approach is the provision for reflective practice and evaluation through an online peer assessment template that has been developed specifically for online delivery. This template incorporates additional online elements that are often overlooked or not applicable in a face to face delivery environment but that are key to the students learning and success.



## **Contemplative Pedagogy, Mindfulness, and Critical Reflection: Thinking More Openly in Online Graduate Education**

Agnieszka Palalas<sup>1</sup>, Debra Hoven<sup>1</sup>

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Since the early years of integration of e-portfolios into post-secondary education contexts, numerous studies have been conducted on the efficacy of these tools to enhance transformative learning and learners' metacognitive skills and practices, including the development of critical reflection. However, the identification of processes and strategies that may be effective in scaffolding learners' acquisition of critical self-reflection on their life-wide and lifelong learning journeys is still problematic. This presentation starts with recommendations on how to assist online M.Ed. students to develop critical self-reflection on their learning through their capstone e-portfolios. We then present the findings-to-date on the introduction of select mindfulness strategies in the online e-portfolio course. The researchers are introducing these mindfulness strategies in the context of Contemplative Pedagogy, and discuss the complex relationships between mindfulness strategies and critical self-reflection, which may be employed across many educational disciplines. The purpose is to equip learners with lifelong and life-wide learning strategies, to promote learner well-being, and to enable them to cope better in a world characterized by emerging technologies and evolving economies. Contemplative Pedagogical approaches have been studied mainly in face-to-face learning environments. This exploratory study aims to open thinking about Contemplative Pedagogy and mindfulness practices in online teaching and learning. We examine how the use of Contemplative Pedagogy (which fosters introspection and experiential learning to promote self-understanding, critical thinking, and enhanced social engagement), and related mindfulness teaching and learning strategies, may enhance critical self-reflection. We will share the strategies used along with student reactions, responses, and responsiveness.



## Enhancing Academic Resilience among Digital Learners Using Mindfulness-Based Practices

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Digital learners, attracted by the flexibility and accessibility of online learning, frequently deal with excessive pressure and stress as they attempt to work their formal learning pursuits into their increasingly fast lives. Faced with competing responsibilities combined with the common challenges of digital learning, e.g., transactional distance, learners' resilience plays a vital role in their learning success. Generally, resilience is viewed as "the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances" (Masten et al., 1990, p. 426) and it has been proven to improve an individual's performance, achievement, health and well-being (Bartley et al., 2010) which are of great importance in the era witnessing high levels of stress, mental illness, and large changes among students (Cheng & Catling, 2015). In the educational setting, academic resilience has been defined as "students' ability to deal effectively with academic setbacks, stress, and study pressure" (Martin, 2002). Research reports positive effects of educational interventions that integrate elements of academic resilience (Martin & Marsh, 2008) and suggests that academic resilience can be enhanced through appropriately designed interventions (Gardynik, 2009). Research also shows that resilience, in digital learning, can be cultivated through mindfulness teaching and learning practices (Palalas et al., 2018). Our presentation reports on the key findings of the systematic review focused on the use of such practices to promote academic resilience in digital learners. We submit that academic resilience can be improved through consistent mindfulness practice. Examples of innovative mindfulness-based practices for online learning are shared.



## Flexibility, Interaction and Technology: Taking Advantage of Digital Education to Improve Learning Experiences

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In 2013, Tecnológico de Monterrey started a process to transform its educational model for the undergraduate level. It sought to offer students greater flexibility, innovative experiences, and more active learning. Taking advantage of its year 30-year experience offering programs with the use of technology, it designed the FIT Model (Flexible, Interactive and with Technology). The FIT model promotes teaching in a hybrid and flexible way, using different technologies and didactic strategies to ensure active, customized learning with innovative experiences. The model was used to assure that around México all students had a similar educational offer, with the best faculty in the Institution. Up to present date, 250 professors using this model have taught over 17,000 students. The FIT model is comprised of three main components:

1. Hybrid Format, with synchronous and asynchronous sessions using technologies for flexibility of the student location.
2. Active, customized learning strategy, which incorporated adaptive learning, virtual reality, chatbot, and others.
3. A team of professors (3) that teach in a coordinated way, working from different cities and universities, ensuring that students receive the same experiences.

The FIT Model has allowed the Institution to prove that the digital modality is effective to ensure active and effective learning. This has been possible through the following:

- Blended format: Despite the distance interaction and thanks to different tools and strategies, the teacher assures synchronous sessions with high interactivity, where the student lives active learning, delegating the asynchronous part to contents, for autonomous advancement and for different learning styles.
- Customized: The teacher attends up to 30 students to ensure personal follow up in interactions. Moreover, in numeric courses, adaptive learning has been incorporated to favor the advancement at a personal rhythm and diverse routes.
- Diversity, ensuring making groups of students from different campuses and with the incorporation of teachers from different universities that work together

To evaluate the learning outcome effectiveness between a FIT course and a face-to-face course, a comparison of student's grades was made among several groups of a course in Engineering. The results indicate that the grades of the students enrolled in the FIT groups were higher than in those of the face-to-face groups. In addition, an Adaptive Learning FIT course in Business Statistics was compared to a traditional FIT course. The results showed statistically significant differences concerning academic performance, which favored the adaptive model with 14.59 points/100.



## Learning What it Means to Live Sustainably within Our Means

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The concept of Sustainable Development (SD) is defined by the Brundtland Report as development that meets the need of the present without compromising the ability of future generations to meet their own needs as well. An important question to ask is about what kind of lifelong learning is necessary for people to have the knowledge, skills, understandings and attitudes to make Sustainable Development a reality in business strategies and personal lives, meeting the needs of the present without compromising the ability to succeed in the future. Sustainable development is a very broad concept, with far-reaching and wide-ranging interdisciplinary implications. In a world where specialization is at the order of the day, a special kind of life-long learning needs to be put in place. This article will give a literature review of life-long learning aimed at sustainable development. Based on this, suggestions are put forward to structure such learning, keeping in mind at least three principles:

- Ecological. Learning that takes into account the interconnectedness of humans and human needs in systems, for example mindfulness, physical exercises and healthy nutrition.
- Economic. Learning aimed at financial and economic sustainability, where people are able to contribute to well-being and a healthy lifestyle.
- Ethical. As social beings, humans have to take into account values and norms aimed at making the world the better place to live.

Learning what it means to live within our means might be a meaningful but very challenging endeavour.





## Assessing OERs to Enhance Critical Thinking in a Digital Culture View

Antonella Poce<sup>1</sup>, Carlo De Medio<sup>1</sup>, Francesca Amenduni<sup>1</sup>, Maria Rosaria Re<sup>1</sup>

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The present contribution describes a university course designed to develop students Critical Thinking Level through different kinds of activities related to Open Educational Resources (OERs). In some previous research (Kurubacak, 2007), the process of designing OERs proved to be successful when a project-based learning methodology was employed to improve students Critical Thinking levels. Starting from these evidences, a university course in education was re-designed to enhance students' Critical Thinking helping them assessing and designing OERs themselves. In the first semester students attended a seminar regarding theoretical assumptions of Open Education and OERs. After that, they were invited to search OERs by using different kind of repositories and to fill in a rubric to evaluate OERs. In the second semester they were required to work in groups in order to build their own OERs, by using different kind of technologies. At the end of the course 8 groups of students created different kinds of OERs such as e-books, videos, and podcasts. CT is assessed through a pre-posttest methodology. Students were asked to write a short essay at the beginning and the end of the course (Poce, Corcione, Iovine 2012). The hypothesis is that the group of students who completed all the activities related to OERs assessment and creation show higher level of CT in the post-tests compared to a control group. The same framework is employed in the Erasmus plus project DigitalCulture – Improving the Digital Competences and Social Inclusion of Adults in Creative Industries. We consider that such a model could be used in different settings and environments whatever language and country of employment, such a generalisation could facilitate relevant better widespread welfare conditions.



## **Implications of Humanizing Pedagogy on Learning Design in an Online Language Learning Environment: Towards a Critical Digital Pedagogy**

Mukhtar Raban<sup>1</sup>

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Nelson Mandela University subscribes to a humanizing pedagogy (HP), as housed under critical pedagogy, that underpins learning and teaching activities at the institution. The investigation explored the implications of humanizing and critical pedagogies for an online language learning environment, having researched transformative and critical pedagogies for online learning (OL). The paper is a critical inquiry into the HP-guided design of a learning resource, “My Presence”, in the OL environment of an English communication module. With an objective of creating agentic spaces for foregrounding identity, critical self-reflection and expression, and recognition of others’ humanity; a flexible feature was added to the OL environment that allowed students and faculty to share elements of their backgrounds in a ‘mutually vulnerable’ manner, as a way of establishing digital identity.

Following a qualitative design, the study adopted an auto-ethnographic approach, complementing the critical-inquiry nature embedded into the learning design. The study’s findings provide critical reflections on the possibilities of leveraging digital human expression within a humanizing pedagogical framework to advance the establishment of a critical digital pedagogy for online learning. It was found that the consideration of humanizing pedagogy in the design of OL was more effective when the critical outcomes were explicated to students and faculty at the onset. Upon critical reflection and analysis, student identity and agency can flourish in an online language learning environment when humanizing pedagogy influences the online pedagogical and learning designs. The findings advance progression towards defining and establishing a critical digital pedagogy, particularly suited for transforming online learning.



## **Virtually (I'm)possible? Critical Faculty Reflections on Transitioning from Campus-Based Instruction to Online Virtual Classrooms at Nelson Mandela University**

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Technology-enhanced learning has taken substantial strides with the proliferation of web-based applications that enhance online learning. Higher education learning and teaching (L&T) have witnessed considerable shifts in online learning (OL) delivery formats over the last decade, continually striving to meet the demands of effective teaching in the digital age, and complementing multiple and diverse student learning preferences. In attempts to offer innovative learning encounters and designs, virtual classrooms have become widely popular in facilitating synchronous, real-time OL experiences. This study explores and reports on a pilot initiative in an English communication course at Nelson Mandela University in which L&T transitioned and shifted from campus-based, face-to-face instruction to OL in virtual classrooms, following a blended learning model. The critical reflection and exploration are qualitatively framed via the lens of the lecturer's perspectives, exploring the role and effect of the educator's attitudes and self-efficacy on learning design and overall L&T experiences. The features of the virtual classrooms that were used in the pilot will be explored, and the lecturer will provide critical insights and observations relating to innovative learning design that was mapped for student success. Matters of transactional distance and consideration of the affective domain in learning are also incorporated into the critical reflection and discussion of the study's findings. The paper contributes to understanding the role of educator self-efficacy and critical self-reflection in the shift to online L&T at universities, facilitated by virtual classrooms, as a way of redesigning L&T experiences for increased student engagement and success.



## **The Pattern of Learning Material Purchases through Online Book Store by Non Semester Package System Students at Universitas Terbuka**

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Learning materials are the main learning resource for Universitas Terbuka students. Until now, it is not a must for students to buy learning materials from Universitas Terbuka. It is assumed that students can obtain learning materials from various resources. Therefore, in obtaining teaching materials, students can choose the learning service pattern, namely Semester Package System (SIPAS) and Non SIPAS. SIPAS students will obtain teaching materials in accordance with the registered subjects, because tuition payments include the purchase of teaching materials. While NON SIPAS students are not required to buy teaching materials. This paper discusses the results of research related to the pattern of purchasing teaching materials through online book store by UT non -SIPAS students. The population of this study is all UT Non-SiPAS students on academic year of the 2018.2. The research respondents were Non SIPAS UT students in 6 (six) regional offices, namely Bogor, Tangerang, Denpasar, Surabaya, Padang, and Bandung. Data was collected through questionnaires, interviews and documentation. Data were analyzed descriptively quantitative. The results showed that most students (90%) buy teaching materials after registering courses where the peak purchase of teaching materials is in July and August. The most purchased teaching materials are teaching materials for general basic courses because they are purchased by students of all faculties. The most widely purchased teaching materials are learning materials of Faculty of Law and Social Science (61%), Faculty of Economic (31%), Faculty of Teacher Training and Education (4%), and Faculty of Mathematics and Natural Science ( 1%).



## **Using the UDL Framework to Harness the Power of Everyday Technology to Promote Equality, Diversity and Inclusion in Online Learning**

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The Universal Design for Learning (UDL) framework focuses on creating expert learners'. UDL can empower learners to reach their full potential by harnessing the power of everyday technology to support their learning. Due to the speed with which technology has developed and its infiltration of every aspect of our lives we have a generation of learners whose culture of learning is technology based. According to the (CSI 2018) Smart phone, ownership rises incrementally with age, starting at 34% of 8-year olds and rising to 92% of 13-year olds. Technology is affording a level of access and accessibility to learning that has never been achieved before. To embrace the potential afforded by digital learning higher education needs to examine everyday technologies and the opportunities they provide for students. By using the UDL framework educators can accept learner variability as a strength to be leveraged, not a challenge to be overcome. (Rose & Meyer, 2002). This presentation will help guide practitioners in choosing key everyday technologies that can be used to embed the UDL principles of Multiple Means of Engagement, Multiple Means of Representation, and Multiple Means of Action and Expression into online and blended learning courses. Being able to identify and utilise appropriate everyday technology affords opportunities in higher education to expand access and create open flexible learning environments thus meeting the key principles of UDL.



## **A Multi-Tenant Academic System as a Solution to Integrate Nationwide Vocational Schools in Brazil**

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The Brazilian Unified Health System (SUS) is one of the largest and most complex public health systems worldwide. The number of workers exceeds 3 million, according to the National Register of Health Facilities. Therefore, there's the great challenge for lifelong education of these professionals, and to overcome it was created the Network of Technical Schools of SUS (RETSUS) with more than 40 autonomous schools, which makes its management difficult. These factors motivated the development of the Academic Management System for RETSUS, in order to solve the problem of information sharing between schools and the Brazilian Government. The main features of the system currently focus on the management of courses, syllabus, classes and assessments, so as to optimize communication between students and teachers, track grades and attendance, facilitate the access to educational contents and simplify bureaucratic processes. For SUS managers, there's a macro view of the ETSUS, through quantitative analysis of schools, courses, enrolments, graduates and dropouts, information that collaborates for better management, fomenting new policies. At the end, the system allows to train more professionals in less time with the integration to the Virtual Learning Environment of the SUS. On the administrative level, generated reports may help management to elaborate new nationwide policies. By May 2019, the software was used by 120 courses, distributed in 20 schools with approximately 1,800 students. Therefore, a solution aimed towards scalability in the context of a distributed health system guarantees more governability with the resolution of local problems.



## **Social Learning and Course Completion in a Faculty Development MOOC for Health Professionals in a Global Setting**

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‘Clinical Supervision with Confidence’ is a massive open online course (MOOC) running on the FutureLearn platform since March 2015. The course is aimed at health professionals who supervise students/ trainees in clinical placements. The FutureLearn platform facilitates social learning with social media features and discussion boards in addition to course material. This enables the building of communities of practice that facilitate interaction, collaboration, and learning. This MOOC has a global reach with much higher completion rates than the average FutureLearn completion rates. We explored this association further using course data that is routinely collected from each run of the course. Data were obtained from pre- and post-course surveys, and routine course measures. Learner comments on the discussion boards were used to explore learner perceptions of course content, delivery and learner interactions. A third of participants interacted with other participants (social learners); a similar proportion participated fully in the course. Completion rates mirrored social learner rates, differing only by 2-3% in each course run. Learner comments suggest that interprofessional discussions and social learning made the course more engaging. Many of the discussions were rated as high-quality and led to sharing of narratives, personal reflections, and resources relevant to the discussions. The notion of social learning potentially leading to high completion rates is in keeping with social learning theory, and formation of ‘communities of practice’. This international cohort of learners shared a common interest in developing/ extending their supervision skills and learning from each other and from more experienced supervisors. While initial exploration suggests that social learning and course completion rates are strongly linked, further research using individual level data is required to test this association.

## **Clinical Supervision with Confidence: Increasing Global Access to High Quality Faculty Development in Medical Education Using Massive Open Online Courses**

Veena Rodrigues<sup>1</sup>, Emily Player<sup>1</sup>

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Within the UK, a variety of face-to-face, online or blended learning programmes are currently used to train clinical and educational supervisors of postgraduate medical trainees. While such training programmes exist in high income countries, in many low-middle income countries, faculty development might not receive high priority. We developed and launched a two-week, massive open online course (MOOC) on the FutureLearn platform aimed at health professionals supervising students/ trainees in clinical placements. We focused on two areas that supervisors find challenging – providing feedback effectively to learners, and identifying/managing the learner in difficulty. Between 2015 and 2019, the course had 17 runs, attracting 20,731 learners from over 193 countries and dependencies. Although a majority were from the UK (37%), the course attracted a worldwide audience from USA, Canada, Mexico, Australia, Europe, the Middle East, Asia, and Africa. Learner feedback obtained via pre- and post-course surveys and course discussion boards indicated that the courses were attractive, easy to use, affordable, and valued highly by the health professional learners irrespective of country, clinical profession, or medical specialty.

Our innovative, two-week MOOC had a wide reach and attracted a global audience . Post-course learner feedback confirmed that this high quality course with bite-sized steps was accessible and flexible, thus suiting the demanding lifestyle of busy health professionals. Social learning formed an important part of the MOOC and was facilitated by the functionality offered by the FutureLearn platform. Learners were able to interact with international peers and learn from each other in an engaging, interprofessional learning environment. The formation of international communities of practice with a common focus (learners on placements) appeared to contribute significantly to the professional development of the educators undertaking the MOOC. The success of this course and learner demand led to the creation of three additional MOOCs for faculty development of health professionals. Two of these were in relation to improving facilitation of learning, and assessing and providing feedback to learners in clinical placements. The third MOOC specifically covered professional development of the clinical educators themselves and quality improvement of the educational activities they deliver.





## Orientation for On-Line learning: Understanding the Student Experience

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Considerable resources are devoted to organising orientation activities for new students beginning their on-campus studies each year. Students beginning many on-line education programs differ from their on-campus counterparts. They are typically mature students who have already studied at university, but probably many years ago, and potentially in a different discipline to their postgraduate studies. A collaborative research project being undertaken by Monash University (Australia) and Kings College(UK) assesses engagement with orientation sites for students beginning on-line study. These sites provide students with tailored introductions to the university and their specific academic programs. They include guidance on technology requirements, assessment procedures, information on academic integrity, tips on time and study management as well as resources for student support and wellbeing. Student experiences with these orientation resources are compared for cohorts of students embarking on postgraduate study in psychology and engineering. Detailed learning analytic data provides rich insight into topics and content which hold student's attention and highlights similarities and differences in the components which engage the psychology and engineering students. In their responses to the surveys, the on-line students flag the value of the tailored orientation sites in supporting their return to study and as an on-going learning resource. Responses to surveys the on-line students flag the value of the tailored orientation sites in supporting their return to study and as an on-going learning resource. Insight from this research can assist academic staff leading other on-line academic programs to design orientation web sites to best meet the needs of their students.



## **It's Complicated: Life and Mental Health Challenges Faced by Adult Learners in Universities**

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Adult students in universities balance a myriad of challenges: they often have family responsibilities, jobs, financial issues, and community and other commitments. Many of these issues facing adult students have been discussed in the literature, and there is an increasing understanding of the challenges they face. One reality of the lives of these students has rarely been discussed, however, and that is the challenge of mental illness. While mental health and wellness among university students is an issue that has recently been given some prominence in the literature and on campuses, the focus has been on traditional undergraduate students—generally the group of students in their late teens and early twenties. Only recently has consideration been given to the mental health and wellness of adult learners. In this session, the Director of a University Centre for Continuing Education and a University Librarian will address some of the challenges facing adult students, especially those enrolled in distance education courses and programs. The main focus will be on the mental health and wellness needs of these students, with suggestions of how faculty and university administrators can work with and support these learners. Presenters will consider some of the wellness-related benefits and disadvantages of studying via distance education. Insights will be shared based on a literature review, an overview of existing and potential supports, and consideration of case studies. The session will end with a discussion of strategies for working well with today's adult learners and for addressing their mental health needs.



## **Think again! Transformative Online Pedagogy and the Student Who Says 'I am Uncomfortable Communicating with Unknown People Online' ....?**

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The Open University is open to all, regardless of previous education qualifications or experiences – since 1969, we have defined the expansion of access and openness in higher education delivering supported distance learning at large scale. In 2016, I led a scholarship project, which surveyed both undergraduate and postgraduate students to explore students' experiences of using online forums, our main asynchronous online tuition tool. 429 student responses were received, amounting to 58,500 words and 134 pages of student voice data, with the common recurring theme across all Levels – a deep anxiety and nervousness about posting to online student forums, as shown in the following words 'It made me very anxious and self-conscious' (S91: Level 1) and 'I felt I was publicising how stupid I really am' (S186: Level 3). To be open, accessible and inclusive, transformative online pedagogy needs to hear online distance learners' views and radically shake up naive assumptions that underpin our thinking around online pedagogy. To responsively enhance how we 'do' transformative online pedagogy we need to clearly acknowledge that any student may feel nervous, anxious, or afraid of posting online to strangers -> we need to reassure, not patronise, students. Encouragement to 'engage' and 'get stuck in' needs to be realistic underpinned by an understanding of the challenges for students. And, very importantly, we need to accept that some students will prefer to read-only, and we need to allow and acknowledge thinking time – rather than a 'blanket' you-must-get-involved-or-else, or a 'do-it-cos-it's-good-for-you' approach!



## Relations Between Resource and Video Uses and Persistence in MOOCs Based on a Learning Analytics Approach

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Persistence in online courses remains a concern for post-secondary institutions (Dussarp, 2015), and drop-out rates are much higher in MOOCs (Jordan, 2015). One advantage of MOOC for research is its large audience, with thousands of learners leaving tons of digital traces of their activities. In Education, innovative approaches have been developed to analyse this type of data: Academic Analytics, Educational Data Mining, and Learning Analytics. Learning Analytic permits the developments of new approaches to identify "at risk" students, that is, those with poor prognosis for success, and to introduce interventions to improve coaching, teaching or learning practices. In this project, we will how we transformed data on the OpenEdX platform, applying a process previously used on a Sakai platform (Poellhuber, Roy et Bouchoucha, 2019), to develop a predictive model of learners' persistence. In addition to the analysis of learners' behaviour in various domains (resources consultation, test and quiz activities, forum activites) this research focused on the users' traces regarding videos (play, pause, fast-forward, rewind, slow, etc.). Our results showed that users video traces are not necessarily reliable to predict perseverance, but can point out to specific type of learners. Users mainly only playing video tends to stay longer in the MOOC (even after the end), but those with "advanced" behaviours (pause, rewind, forward) tend to finishing in time and get better grades. Interactive discussion will be made with the audience to reflect on trace usage in learning analytics in MOOC and also the correlation possible to traditional online learning.



## Creating Future-Resilient Curricula for Education '4.0' Students

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Increasingly, learning design methodologies are being deployed to transform modes of learning for campus, blended, and fully online education to more appropriate pedagogies for the future. But still, the key concepts being taught, and the nature of assessment, frequently are based on tradition or hindsight, rather than the needs of graduates and employers of the future. It is based on the notion that the next generation of higher education, the '4.0' students, will wish to be equipped to tackle the world's biggest challenges in addition to their personal careers, and need to be considering their preparation for the world of work. This reflective and exploratory paper builds on a very recent research on jobs and skills of the future together with a 'resource-based' strategy for the distinctiveness and strengths of the institution. Future work needs can be build into desired graduate attributes making the strongest ever link between learning and employment. The key messages once developed can be used throughout the design and build of courses to ensure delivery is consistent and coherent, and contributing to students' satisfaction. Add great learning design and the institution's education become future-resilient.



## Let's Play UNEDTrivial! Engaging Students with Spaced Quizzes

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Students' engagement has been consistently related to higher levels of intrinsic motivation and persistence. Engagement is a key factor, as well, not only for academic success but also for students' wellbeing, preventing failure and contributing to higher retention rates. Academic engagement and self-regulated learning strategies are significantly reinforced by receiving frequent formative feedback; not only an enriched one but also instantaneous (Gibbs, 2006). Bearing this in mind, in the present study we tested the efficacy and utility of UNEDTrivial, a mobile learning tool based on two psychological principles, both of them related to increased long-term retention: the Testing effect (answering questions after study sessions) and Spaced Education (the repetition of the same questions at specific intervals). UNEDTrivial has been developed by members of the Group of Innovation SALT-CG (Smart and adaptive learning and Teaching, Crowding Group), and it is currently available at Moodle official plug-in repository, allowing any teacher to create spaced quizzes (Santamaría & Castellón, 2017; Santamaría et al, 2018).

UNEDTrivial works proactively by e-mailing daily questions and delivering automatic and instant formative-feedback. Also, UNED Trivial incorporates gamified elements to enhance motivation and interest. In the present study, multiple choice questions with three possible answers were used. After each answer, students received immediate feedback. Wrong answers were sent again by the system three days after, and correct answers after one week. Those questions answered correctly twice were removed from the system. The effectiveness of the using of UNEDTrivial to promote students' learning, engagement and satisfaction was tested in a second-year undergraduate course of UNED Faculty of Psychology, with more than 3500 students enrolled. Students participated on a voluntary basis on three subsequent and independent trivials related to the three-block contents of the subject. Also, they were invited to participate in a final Trivial as a refresher activity prior to the final exam. In order to analyse the impact of the use of UNEDTrivial in both, students' performance and satisfaction, on the one hand, performance in the final exam was compared between UNEDTrivial users and non-users; and on the other hand, students were asked to rate their experience through an online survey. 487 students enrolled in the first Trivial, 257 in the second one, 213 in the third one, and 203 in the refresher test. 45 students filled the experience questionnaire. Results are promising regarding academic performance, engagement and satisfaction, replicating previous ones (Sánchez-Elvira Paniagua & González Brignardello, 2018).



## UNEDTrivial a Moodle Plugin Based on Spaced and Gamified Quizzes: Main Features and First Results of its Use

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Efficient management of time is one of the main challenges for part-time students. Aiming to optimise the time available and, also, the consolidation of learning, long-term retention and the increase of students' academic involvement, we developed a mobile tool named UNEDTrivial, a plugin currently available in the public repository of Moodle (Santamaría & Castellon, 2017). UNEDTrivial is based in educational psychology findings regarding, on the one hand, the effectiveness of performing tests to consolidate knowledge (test effect) and, on the other hand, the effectiveness of spacing to increase long-term retention. Besides, the positive effect of gamification to increase students' engagement has been consistently proved. The use of UNEDTrivial only requires between 5 and 7 minutes to answer questions that are sent daily from the application to students' e-mail. Items can be responded to any place, any moment of the day and from any device. Each time they respond, even if they fail, they can learn by reading the detailed feedback provided. The application automatically forwards again, in a certain time fixed by the teacher, the failed questions, until they are answered correctly. In this communication, we present the main features of this plugin, its advantages over other similar tools and the results of its use in the last two academic years. The first results show that students consider UNEDTrivial very useful to consolidate what they have learned, to review and deepen, to increase their motivation, to self-test their level of knowledge and to feel better prepared for the final exam.



## Facilitating Logistics Education through an Online Platform

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Skills shortage is an intensively debated topic in the logistics industry in many countries. This research aims to answer, how education in logistics can help tackle skills shortage by making use of a purpose-built online platform. The online platform facilitates a transfer of knowledge from universities and experts in the logistics industry to educators in secondary schools. The research takes place within the initiative “Research and Education on Transport Logistics” (RETrans). The initiative’s mission is to build a competence center for transport logistics in cooperation with stakeholders from research, industry, and the public sector in order to promote professions in the field of logistics and to create awareness for working opportunities in transport logistics. The heart of the project is its open online platform providing information and learning materials on different subjects in transport logistics, like road, rail, inland waterway, and sustainable freight transport. Different instruments, such as curricula analysis, expert workshops, surveys, and analysis of secondary data, contribute to the design of the online platform. This work presents the initiative RETrans and discusses its potential to empower trainings and to overcome prejudices among potential future employees in order to tackle skills shortage in the logistics industry.

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## **But I Already Know How to Use an LMS!: The Importance of Customized Training for Online Faculty**

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As increasing numbers of faculty arrive at their new institutions with previous online teaching experience, the question becomes: how do we effectively assess and prepare these faculty members to deliver courses at your university? This session focuses on creating an online faculty training option that is customized for each individual, yet communicates the standardized processes and policies that the faculty members need to follow as per their specific work appointments. Regardless of past experience with technology and delivering courses online, this training aims to fill the gaps, and create an online community where faculty can learn from one another, and offer an opportunity for faculty members to test specific tasks within your university's specific LMS.



## **A Centre for Open Education: Centralizing Open Education Initiatives at Your University**

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Open resources and practices help make post-secondary education more affordable and improve educational outcomes. Your university may be in a unique position to establish a Center for Open Education within the organization that acts as a facilitator of and is dedicated to open education. This Center would help faculty and the university stay on top of the development of open educational practices and resources as well as support research into the field of open education to continue to improve its credibility in today's educational climate and support the university's strategic priorities. This presentation is based on a business plan developed for a graduate course at Athabasca University. The business plan looks at different initiatives happening at a Canadian university and how those initiatives, along with other sustainable actions, can develop a self-sustaining unit that will provide open access for students as well as become a constant revenue-stream for a university.



## **Virtual Classroom: The Lacuna for Improved Access, Openness, and Flexibility in an Open and Distance Learning University**

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Sustainable development goal (SDG) 4 “ensures inclusive and equitable quality education and promote lifelong learning opportunities for all.” This goal blends well with the conference theme “Transforming Lives and Societies.” This paper, which speaks to the sub-theme: “Expanding Access, Openness, and Flexibility,” reports on experiences and perceptions of students at an open and distance learning university, who study through the virtual class. The paper seeks to determine students’ accessibility to the Master of Educational Leadership (MEEdL) program, delivered using a blended teaching and learning approach. It is offered to two groups. One has facilitators offering content during face-to-face sessions while the other uses a virtual classroom, using smartboard intervention. The sample consisted of thirty-two (32) practicing educationists and practitioners enrolled at the Botswana Open University (BOU). An exploratory mixed methods approach was used. Students were purposively sampled and interviewed. A questionnaire was administered to establish the extent to which virtual classroom delivery provides improved access, openness and flexibility. Key issues for data collection included general perceptions and experiences on virtual classroom delivery, as well as online interaction with tutors and other students. The findings suggest that students view the virtual class as not significantly different from the face-to-face session in terms of quality of content. However, students reported low levels of satisfaction with respect to interactivity than those attending the face-to-face session. Furthermore, the students reported poor quality of the video which is meant to bridge the human absence, in this case, their facilitator, during the content delivery session.



## **Applying the Social Cognitive Career Theory to First-Year Students Choice Goals and Actions at Unisa**

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With the changing landscape of student diversity in South African universities, there is a growing need for critical exploration and understanding of the factors influencing students' choice goals through the voice of first-year students. Developing an understanding of factors behind students' course choices could allow institutions to improve their provision and suite of modules, to provide information to students to improve their decision-making processes, and thereby allow an improvement in retention, engagement, and success rates. In this study, Social Cognitive Career Theory (SCCT) will be applied to investigate first-year students' course and module choices in an open distance-learning environment. The principal theoretical assumption being that students' choice and their success at the end of the first-year is best considered a function of personal factors, learning experiences, self-efficacy belief, outcome expectation, interests, environmental norms and values, and intention. The focus of the study will be to examine the fit of the choice model testing SCCT's specific hypotheses, and whether the SCCT can better predict first-year students' persistence than the influence of past academic ability and performance. Within this framework, the study aims to adopt an exploratory, survey design embedded within a quantitative framework to identify relationships, analyse associations, and facilitate predictions. Further, data relating to demographic attributes, matric aggregates, and workload patterns will be analysed using both descriptive and inferential statistics. Overall, it is envisioned that the findings of this study will provide a clearer understanding of first-year student success and retention in Open Distance e-Learning.



## Visualizing the Role of Academic Excellence in Moderating Service Quality and their Corollaries in ODL Settings

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Plausible influential factors on service quality and academic excellence (satisfaction) relatable to self-confidence in open distance learning (ODL) perspective were explored here. It was aimed at revealing the moderating role of academic excellence between service quality and self-confidence (engagement-achievement-loyalty-opportunity; EALO). It was also of interest to explore how and in what routines factors involved interrelated. This study utilized exploratory-design. It was qualitatively identified first that service quality included acclimation, advising, module, tutorial, assessment, feedback, and referral factors and attributes. Service quality led to academic excellence (GPA-study length-relevance-social recognition). Academic excellence also influenced EALO. This structure was accomplished by a series of activities (review and focus group discussion). Quantitatively, service quality, academic excellence, and self-confidence were independent, moderating, and dependent variables. Respondents were randomly selected by a survey to Universitas Terbuka Indonesia alumni at Makassar Regional Office Graduation-Day (April 2019). Eleven hypotheses were assessed under structural-equation modeling (SEM). Responses from 122 of 500 graduates were completed. Eight hypotheses were validated by the analysis, the tutorial was the most influential factor followed by module, assessment, and acclimation; while advising, feedback and referral were excluded. Academic excellence led to self-confidence. The goodness-of-fit of the tested framework was satisfactory. The study was able to visualize a substantial role of academic excellence in moderating service quality to EALO. Besides, important-performance analysis and customer-satisfaction index (IPA-CSI) recognized 21 of 32 attributes as the pillars of academic excellence. For three of the hypotheses were invalidated, further inquiry with broader coverage is required to diminish the variance.



## Reimagining Online Education for Better Futures: A Case of an ODeL Institution in South Africa

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Technology has reshaped the way in which we live and work, more importantly; it has reimagined the way in which we learn. Epistemologically, this has enhanced the paradigm shift from the teacher-centric approach to a student-centric approach as in the case of a leading Open Distance and eLearning (ODeL) institution in South Africa. Ironically, even though we have come a long way in creating and investing in time and resources into distance education, students in the English Studies department are still dependent on outside forces to make meaning clear: they form learning communities that are not university-related, such as Facebook and Whatsapp groups. Even though we welcome technology and all the advancements which the university offers such as online marking and feedback, tutoring, student sites, this paper argues that without communication between the lecturers, tutors and students in all modules in the English Studies department, effective teaching and learning cannot occur. This is a qualitative study that uses the experiences of students' in their independent communities, interviews from lecturers in the English Studies department and questionnaires from tutors. The notion of effective online education is noteworthy but there is still a dire need for face-to-face contact between lecturers, tutors and students. Undoubtedly, human contact is necessary for student success, especially since we cannot label all students as critical, independent workers and thinkers. This paper suggests alternative pedagogical practices for lecturers and tutors: face-to-face interactions in various regions across the country, live streaming sessions, podcasts and video clips of course material.



## Bringing Text, Image, and Experience Together in Design History

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Teaching history of design at the undergraduate level involves bringing theoretical and descriptive texts about the designed artefact, user experience of it, and its visual representations together. In the conventional format of the history of design courses, students are expected to review these rather disconnected sources individually. My paper will begin with criticising the shortcomings of this conventional approach based on my four year experience in Architectural History and Theory classes. Then I will explore the burgeoning tools, such as Perusall, that enable collective reading experience and offer to bring wide variety of visual and textual sources together albeit in a linear and static fashion. As well as presenting the students' thoughts of this tool, I will demonstrate how the tool underpins holistic comprehension of the sources and enable participation in the collective thinking at the pace of individuals. The paper will further focus on the prospective tools in which 3D models, renders, drawings, texts, and images can be embed to create a dynamic and interconnected network of sources and modified in real time collaboration by multiple students. I will conclude with contribution of this tool in the different branches of the field to facilitate a holistic vision of artefacts.



## **Blended Teaching: Is it a Blessing or a Burden? A Case of eTutors in an ODeL University in South Africa**

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The growing demand for higher education has necessitated innovative ways to provide flexible access to quality education through integration of open distance e-learning and blended approaches in the delivery of its programmes. However, this has compelled institutions of higher learning to rethink their teaching approaches and respond to the demand. The use of technology and digital tools is seen as a positive contribution to providing effective learner support. This led to the introduction of e-tutors as additional support for students whose diverse backgrounds necessitated more support to ensure success in their chosen fields of study. However, this has provided academics with a new set of challenges while grappling with integration of technology and digitisation into the learning programmes. Previous studies have reported that students and e-tutors in an ODeL environment often feel disconnected, isolated and demotivated (Du, Ochola, and Wernher (2013), and Mashile and Matoane (2012). This paper discusses the issues and challenges that ODeL poses for the English e-tutors at an ODeL institution of higher learning in South Africa. Data was obtained through a survey completed by twenty e-tutors for one of the English modules at this institution. Statistical data analysis was conducted to find relationships between variables that influence e-tutor-lecturer interaction on student support. Preliminary findings indicate that communication between e-tutors and lecturers needs attention. Additionally, there also seemed to be issues of non-aligned policies regarding student support at the institution. Further research should explore ways of strengthening the relationship between e-tutors and lecturers for the same module.





## Different Generations of Learners: What Are They Like? How Do We Prepare Them for Studying Online?

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Each generation has characteristics often referred to as ‘personas’, these visualise individuals in the absence of immediate contact with the end user (Floyd, Jones & Twidale 2008). It is not a secret that marketers make the most of this in advertising, what is less apparent is that personas are also used to develop software systems, games, products, services and online content. Welzel (2013) demonstrated that characteristics reinforced at an early age, stay with individuals throughout their lifetime, leading to layers of different personas, not changing personas as society advances. This creates a challenge for online programme developers that need to balance their commitment to widening participation whilst minimising costs; in consequence programmes often see Baby boomers, Gen X, Millennials and Gen Z in the same learning space. Our research shows that homogenous induction programmes have mediocre success in creating a unified sense of belonging. It’s time to view online induction through a different lens, one that establishes common X, Y and Z traits, ensuring that these form the foundations of all induction programmes, with further adaptive designs that reinforce learning behaviours and create a sense of belonging for each generation. This paper recommends that generational personas are understood and supported in online induction programmes, recognising commonality and individual differences. It establishes the key components of an adaptive online induction programme as well as exploring innovative solutions that could support learner navigation more readily.



## Evaluation of a Three Gains Model of Employability in Distance Education

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This study set out to evaluate a three gains model of employability; learning gain, working gain and personal gain, in undergraduates in their last year of distance learning study. A total of 27 students were interviewed. Ninety two percent of interviewees were in full or part-time employment when they were studying compared to the overall figure of 76% of Open University students already in employment. Our findings are presented in relation to the three employability gains: Learning gains appeared to arise from specific study material that was relevant to the interviewee's current employment, but also on study skills and transferrable skills that contribute to the interviewees' confidence and ability to carry out their employment. Working and personal gains appeared to be closely linked because of the interviewees' developing confidence, self-esteem and sense of achievement as a result of their studying, as well as their practical skills such as self-management. The key personal gain achieved was confidence, which had a positive impact on the interviewees' personal and working life. The increased self-esteem and sense of achievement indicated that 'study has enhanced an individual's sense of self'. Most students reported that they had developed skills of communication and literacy, problem solving and self-management. There were also some unexpected gains: the impact of their studies was apparent in how others view of them changed over time. Colleagues admired and respected them for their achievement with their studies and sought advice from them at work. Their families had pride in them and for some they were seen as a role model for their children. The significance of the findings of this study are that the three gains model of employability appears to be a comprehensive way to evaluate what students gain through studying online in relation to employability and exemplifies the notion of transformative online pedagogies.



## Collaboration in cMOOCs: An Empirical Investigation of Students' Exchanges

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Massive Open Online Courses (MOOCs) have been described as the worldwide spreading new trend in online education (Pappano, 2012). More specifically, collaborative MOOCs could inspire a different approach to creating massive online courses under a more collaborative sense (either as a purpose or as a means of learning) by adapting established collaboration theories to new course designs. However, to date few empirical studies have investigated collaboration in cMOOCs. The aim of our study is to describe and categorize collaboration between learners in cMOOC forums, hence our question is: are cMOOCs a potential means of reimagining online education for better futures? By focusing on three cMOOCs from different online platforms (Coursera, EdEx, FUN) we categorized collaboration, tutoring and mentoring among participants. Preliminary results suggest the existence of a considerable gap between actual forum posts' exchange and collaborative learning, as defined by Dillenbourg Järvelä, and Fischer (2009). Most posts pertain to technical or social-communication questions. Moreover, peer-graded assignments do not seem to cultivate creative, collaborative bonds between learners. However, the large number of participants does not seem to be an obstacle to collaboration per se. When a course is designed to create collaboration opportunities, participants post more collaborative messages on the forum. We will conduct further analyses to confirm these findings. Provisionally, we would recommend a different design of online massive courses where tutoring and mentoring attention should be paid to pre-assessment collaboration by designing peer group assignments and creating groups for learning.



## **A Six Year Comparative Analysis of Student Outcomes between Face to Face and Video Conference Statistics Courses Results**

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In the recent past, institutions have grappled with balancing program access with funding cutbacks and program supports. These issues, coupled with the geographical dispersion of students across 1.4 million square kilometers in Canada's north, has made maintaining equitable access challenging and complex. The solution has been to extend instructional resources across campuses, through technology enabled classrooms. These synchronous classrooms use video conferencing supported with learning management course sites, e-resources and assessment tools to ensure students are able to access courses and complete programs. To ensure all students were equally supported in their higher education efforts regardless, if students are face to face or at a distance from their instructors, we needed to assess whether student outcomes differed across campuses. This longitudinal study assesses student outcomes across three campus sites, over six years, to determine if there was a difference in student outcomes between face to face and students at a distance. This study concluded that there was no difference between students studying face to face compared to those studying at a distance from their instructor. Course content, evaluation criteria and instructor were held constant. However, blended classes provided significantly more diverse supports and technology enhanced resources. Enhancements included variability in instructional design, enhanced student supports, full integration of a learning management system and enhanced communication tools, to ensure equity for all students across campuses. This article provides documented evidence for continued support and expanded use of technology enabled classrooms, to ensure equitable access to northern Canadian higher education students.



## Why is Implementation of eLearning in Higher Education Still an Issue?

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The European Union continuously emphasizes the importance of the impact of digital technologies on innovation and fundamental change in education. In Croatian Strategy for Education, Science and Technology one of the main goals is expansion and enhancement of the implementation of ICT and e-learning in educational process. The E-learning Centre at SRCE (ELC) has been working since 2007 to support higher education institutions and teachers in implementation of e-learning in educational process. Still the systematic e-learning implementation is advancing slowly depending on the HEI management attitude and teachers' enthusiasm. Latest survey on teachers' attitude towards e-learning conducted by the ELC shows that teachers have positive attitude towards e-learning, they find it has important role in education quality improvement and that conditions at the institutions for e-learning implementation are mostly good. Still, not all the courses have e-version and most of teachers have been using e-learning dominantly for course material distribution, information on course and communication with students, and less for assessment and grading and providing feedback to students. Digitalisation has been achieved but shift to digital transformation is still long way ahead. Although teachers have support in the e-learning implementation from the ELC, majority of them are progressing slowly and still some are not progressing at all. Can we allow in 21st century that e-learning is an option depending on teachers or institutions decision? Why EU recommendations and national strategies on the modernisation of the education process do not have larger impact?



## **A Framework for Student-Centered eLearning System in Higher Education Institutions in Ethiopia**

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The ultimate purpose of this research is identifying the extent of e-learning is being used and the major challenges of e-learning from students experience. The study will use empirical data taking a case study of students in AAiT, AMIT and Ethiopia Civil Service University as they are using Learning Management System (LMS) for the purpose of online class room, exam, assignment submission, electronic resources, discussion forum and additional e-learning services. Therefore the study will propose a Framework for Student-Centered E-Learning System which facilitates the implementation of e-learning in the developing counties particularly in the context of Ethiopia Higher Education institutions as there is less use of e-learning in developing countries like Ethiopia. The limitation on face to face type of education is clearly identified in the ESDP report (ESDP 2010) that a large number of Ethiopian population lives in rural areas and in fairly dispersed communities which creates a problem to education sector in spreading education and access to education in such geographic context. This calls for economic transformation that uses the application of science, technology and innovation to access high quality education and improve overall literacy rate in the population. The researcher will employ both the qualitative and quantitative methods to deepen the empirical analysis in which qualitatively explored to what extent e-learning is being used and the challenges students experience regarding e-learning and identified initial e-learning system themes\ factors in higher education institutions as per students' responses. Then the quantitative survey tool developed as per the qualitatively explored Themes\Factors. Afterwards quantitative data collected and analysed using Exploratory Factor Analysis in which the final validated e-learning factors are identified and the result present a framework for student-centred e-learning system for the e-learning facilitation in Ethiopia higher learning institutions.in Ethiopia. This study will also evaluate the framework with Hevner et al (2004) five designed science IS research artifacts evaluating methods. This method will be a descriptive method by using information from the knowledge base of relevant research to build a convincing argument with the developed framework on facilitating e-learning



## Engaged Learning through Collaborative Reading and Annotation Tools

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One of the most common laments among educators is that their students simply don't read enough. Indeed, it can be hard to move away from traditional approaches to education into areas such as active learning, flipping a classroom or going fully online if some content cannot be acquired in the students' own time through engaging with reading material. How students read and learn course content has undergone major changes in recent years. Reading online has become more interactive, engaging and social, yet traditional university courses don't always recognize or facilitate these changes. Although annotating, highlighting or adding notes to a course textbook is encouraged for student success, these skills are not always employed effectively when students study on their own. Digital annotation tools can help students share ideas, reactions and questions they may have about a text in an environment similar to how they engage with online content more generally. With a well chosen approach tailored to class objectives and students' needs these tools foster mini-communities that allow students to learn actively and collaboratively, increasing their motivation to learn and facilitating critical reading of a text. The activity of reading can be transformed from a passive and solitary exercise into an active and social one that not only leads to a deeper understanding of content but also provides a platform to voice new ideas and interpretations in a supportive environment.



## **Recognition of Knowledge and Skills through Online Assessment as a Service: Key Findings of a Literature Review**

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Is there a place for recognition of knowledge and skills through online assessment provided as a service? Assessment of knowledge and skills is playing a growing role in career development and employment decisions as the churning 21-century workforce no longer seeks a job for life. As a result, learners are asking for recognition for the knowledge and skills they possess prior to enrolment in a course of study. What are our lead institutions, in both higher and further education, doing to accommodate and recognise the knowledge and skills a 21-century learner brings with them? How are learners supported to understand their needs? What assessment-only options and pathways are available? Assessment-only pathways do exist. Often with extensive workplace observation and documentation as we see with teacher registration (QTS). Some courses identify compulsory elements allowing an assessment only pathway through a course. However, learners are required to accept the learning and assessment as a package. These examples are different to an online provision that supports learners to find their limits and plan a pathway that recognises their existing knowledge alongside their need for further learning. With invigilation technology and Artificial Intelligence in support there is no longer a technical reason not to provide learners with anywhere, anytime formative and summative assessment options. This concise paper presents the key findings of a literature review that includes the research and practice related to assessment as a service and the assessment services provided by leading institutions in the context of 21-century learner and employer needs.





## Teachers' Perception of the Digital Development of Primary Schools

Stefan Stenbom<sup>1</sup>

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The purpose of this presentation is to describe how primary school teachers perceive the digital development of the school. The study was triggered in the spring of 2017 when the Swedish national curriculum and subject plans were updated. The update was done with the intention to strengthen the schools' assignment to develop pupils' digital literacy. A new formulation in the schools' general assignment is that "the school should contribute to the students developing an understanding of how digitalization affects the individual and the development of society". The empirical data consist of nine semi-structural interviews with primary school teachers in underprivileged areas of the two largest cities of Sweden, Stockholm, and Gothenburg. The focus on underprivileged areas was done since pupils' in these areas do not have the same opportunities for development of digital skills in their home environment. The interviews were recorded, transcribed and analyzed using thematic analysis. Four themes with several sub-themes emerged. The interviewed teachers believe they have good access to the hardware and software needed (although a limitation is that schools often bought tablets instead of computers). The teachers state that they actively work with pupils' digital literacy. However, few teachers can describe what it means in practice that a student should develop a digital literacy (i.e. what are the consequences of the updates curriculum and subject plans). Teachers also described a varied interest from school management, challenges regarding how they themselves are educated, and emotions about the increased workload.



## Understanding and Expanding Accessibility in Online Learning Environments

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More than a dozen colleges and universities in the US have faced civil rights complaints regarding the inaccessibility of information technology, including technology used in blended and online courses. Although the US Department of Justice previously projected that a proposed rule for public accommodations websites would be published in 2018, this process was put on hold under the Trump Administration, leaving the regulatory environment for websites and online learning uncertain. In the EU, however, efforts to establish online accessibility continue to progress. The Directive on the Accessibility of Websites and Mobile Applications requires EU member states to ensure websites and mobile apps meet common accessibility standards. In addition, the European Accessibility Act, which would create accessibility standards for a wide range of products and services has been provisionally approved in Brussels. This article will present a brief summary of the laws, regulations, and guidelines in the US and the EU that apply to online and blended learning today and in the near future, as well as addressing the potential implications of Brexit on accessibility regulations in the UK. It will include an update on the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) 2.1, and the status of US and EU adoption of the WCAG guidelines as formal standards. In addition, the article will cover common accommodations made for students with disabilities, provide an overview of accessible functions to assistive technologies, and suggest tips for developing and teaching an accessible course in an online or blended learning environment.



## Open Online Courses for Global Learning: Promoting Engagement through Openness

Joanna Stroud<sup>1</sup>

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As open online courses emerged within the educational landscape there was much discussion around their potential to widen access to higher education internationally and notably among low- and middle-income communities. However, as the course format has matured it has become clear that the issue is far more complex than simple availability, requiring more considered analysis to better understand problems and develop the kinds of learning design approaches that might offer greater technical and cultural inclusivity. This qualitative study looked to explore these issues, conducting semi-structured interviews with educational professionals who were not only engaged in open online course development but had produced courses that had attracted a significant proportion of their learners from lower-resource settings. Inductive thematic analysis of the data revealed that while the key traits of the format could offer flexibility and rich educational experiences to learners in these settings, educators face many difficulties in catering to diverse and often unknown audiences. There are nevertheless a range of attitudes and pedagogic stances that could be adopted to address, if not entirely solve, issues of cross-cultural relevance within courses. Based on these findings it is recommended that those who wish to develop courses that are both accessible and offer positive learning experiences for global learners should adopt a reflexive stance within the design process. This involves active acknowledgement of the benefits and drawbacks of the format, but furthermore requires the learning designer to engage with the principles of openness from technical, cultural, and pedagogic perspectives.



## **Tutor's Performance in Online Tutorial: Lesson Learned from Universitas Terbuka, Indonesia**

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Online tutorial (Tuton) is the tutorial program provided by Universitas Terbuka for all students who register courses in one semester. The Tuton is not a compulsory program for the students however, the number of students participated in the Tuton increases from semester to semester. The purpose of this study is to evaluate the performance of Tuton tutors, the problem faced by the tutors, the supports need by tutors in order to support their tutorial activities, and find the alternative solutions to solve the problem faced by tutors. The primary data were collected from the tutors and students interviews and secondary data were tutorial activities records. Findings of the study suggested that the performance of the majority of the tutors was low; referred to their intensity in responding students discussion, rating discussion, and giving feedbacks of students assignment. The main problems faced by the tutors were the number of classes handled by one tutor was too many, especially for internal tutors of UT and the number of students in one class was too big, above their capacity to handle. The alternative solution to solve the problem faced by the tutors was to reduce the number of students in one class to 100 students or less from a maximum of 150 students currently. The other alternative was to enforced students to activate their online tutorial account every semester in order to get rid of a number of students who were not actively involved and participated in the tutorial class.



## **Students' Experience of Online Oral Exams: Assessment for the Future or Digitalization of an Old Method?**

Hege Gjerde Sviggum<sup>1</sup>, Britt Iren Nordeide<sup>1</sup>

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This paper looks at the experience of online oral exams for 175 online students studying mathematics and Norwegian language. This paper will also discuss the advantages and disadvantages based on the students' experience in relation to the assessment's objectives, methodology and the digital form of the online oral exams. The student group is a mixture of students attending distant and part-time teacher education and teachers attending a further education course. Using oral exams as a means of assessment has long traditions in Norway and has been regarded as a good method for evaluating students learning outcomes at all levels of education. The online oral exam however is somewhat newer and has been developed on the basis of a rising number of students studying online. Our study uses a mix of both qualitative and quantitative data and using both structured and unstructured questions. Qualitative analytical methods are used to analyse the different answers from the students. Here we have chosen and registered the relevant answers and tried to look at these in relation to the context and the assessment objectives, methodology and digital form. Our findings indicate that the students in general are satisfied with the online oral exams and only 10% would rather have the exam in a traditional form rather than digital if given a choice. This suggests that the online exams certainly has a future and that we should develop a structure which could be implemented in other forms of education.



## Research on Dropout Prediction in Open and Distance Education: A Multi-Model Ensemble Approach Considering Learner's Retention Value

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The high dropout rate is a realistic problem in open and distance education, and it has attracted the attention of educational institutions and scholars. Taking targeted retention measures according to a potential dropout list obtained through prediction models is considered to be an effective way for educational institutions to reduce dropout rates effectively in open and distance learning. Nevertheless, the existing research on student dropout prediction lacks attention to learner's retention value. On the basis of the analysis of the existing dropout related literatures, taking into account the reality of the sample dataset simultaneously, more than fifty characteristics, which were divided into three categories, namely learner profile, academic performance and learning behavior, were selected as the input variables for the prediction models. Cost-sensitive classification algorithms were utilized to construct several groups of single classifiers with different penalty factors, based on which the ensemble classifiers for specific cluster of learners with different retention value were built. After training and testing with a large dataset, it is found that the multi-model ensemble approach considering learner's retention value, which is proposed in this study, has a better performance for most evaluation measures including recall rate, the first type of error and yield rate. When taking value, such as economic returns or social benefit, as a goal of student retention in open and distance education, educational institutions may adopt this multi-model ensemble approach for dropout prediction in order to reduce the retention costs and increase the benefits.



## The Interdisciplinary Creation of Educational Resources for a Distance Learning Master Degree

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We present a proposal for an inter-institutional network Master course (PROFSAÚDE) for doctors, held in Brazil, which approaches the collective experience of developing distance education online resources. This experience is coordinated by ABRASCO and FIOCRUZ. An action was proposed on the production of the materials for pedagogical support throughout the entire process of the course development, which unfolded in three phases: planning, elaboration of subjects and teachers' formation. The process gathered lore from several fields of knowledge, increasing the conversation network among the different players involved: course designers, coordinators of the associate institutions and funding agencies. This interdisciplinary and transversal action was purposeful in the modulation of a conversation network, besides operating as an apparatus for greater visibility during the phase of pedagogical support to the course designers, enabling them to experience a transformation in their method and to produce knowledge.



## Flexible Education as Enabler for Norwegian Lifelong Learning Policies

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<sup>1</sup>Skills Norway

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Norway is an elongated country with small regions, large distances and scattered industry. It has a long-standing tradition for distance and flexible education, however, the Norwegian education system covers only to a certain degree the needs for new competencies and skills from the business sector. This is due to not only academic content, but also to lack of flexibility. The Norwegian education system is based on the principle of equal and free access to basic and higher education. The government allocates loans and grants to students, which democratizes access to education. Equality is also an important cornerstone in the Norwegian working community, thanks to the tripartite collaboration between government, employer's organisations and trade unions. One concrete benefit from the Norwegian model is that upskilling and reskilling of employees is regarded as favourable by the employers. This collaboration has furthermore led Norway, as the first country in the world, to launch a Strategy for Skills Policy, including a white paper on lifelong learning, to ensure that nobody becomes obsolete. A committee for continuing and further education has investigated educational needs of employees, business and society at large, and how Norway should tackle the rapid challenges brought by digitisation of society and work. In this presentation Torunn Gjelsvik from Flexible Education Norway and Karoline Tellum-Djarraya from Skills Norway will discuss flexible education's role and potential as enabler for Norwegian lifelong learning policies.





## “What Can Learning Analytics Do For Me?” Students’ and Teachers’ Perspectives

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The possibilities of learning analytics in supporting learning, studying and teaching are being explored in higher education institutions increasingly widely. In Finland, the Ministry of Education and Culture has included learning analytics within national key initiatives in the country. The Ministry funds a national research and development project focusing on research and development of pedagogical and technological use of learning analytics to enhance learning in universities of applied sciences. The first stages of the project involve mapping the needs and attitudes of university students and teachers with regard to learning analytics. The results will then inform the development of pilot interventions that will be implemented and evaluated during autumn 2019 – spring 2020. Eight partner HEIs have involved 149 university students and 102 teaching staff across the country in co-creation workshops and focus group interviews. The aim of the workshops was to map the critical challenges that students and staff face, and thus gain insight into how learning analytics might be used to support learning and teaching in higher education. The findings suggest a strong link between quality pedagogical design and meaningful use of learning analytics to benefit student learning. This paper discusses the findings of the study and describes how they will be used for the pilot development.



## Learning Analytics for Learning Design or Learning Design for Learning Analytics?

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Learning analytics have been proposed to improve learning and the development of learning designs by gathering various student data and visualizing it in a relevant manner to different stakeholders (e.g. students, teaching staff, administrative staff). This proposition is underlined by the idea that students' core learning activities produce data. But what if they do not? In many cases meaningful learning events take place in informal situations or are scattered in various digital platforms that do not produce enough or the "right kind" of data. This presentation introduces preliminary results from the APOA project, a Finnish Ministry of Education and Culture funded national research and development project for learning analytics. The aim of the project is to understand the potential of learning analytics in different kinds of learning environments in higher education. Seven Finnish HEIs conducted a learning analytics needs analysis with a student-centered co-creation method and focus group interview to inform the development of several learning analytics pilots. The method consisted of drawing a learning curve to reflect positive and negative learning acts, discussing possible factors that prevent or promote learning and brainstorming possible solutions with a pen and paper design spring method. The results show that many learning environments and indeed, learning designs, do not always directly connect with proposed learning analytics solutions. The question that inevitably rises from this is, do we then proceed to re-design learning environments to accommodate for learning analytics solutions, and if we do so, what possible costs does it have for learning?



## **An Empirical Study on Students' Assessment of a Virtual Classroom & Their Intention to Participate among Malaysian IT Undergraduate Students**

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There are increasing numbers of higher institutions adopting blended learning, e-learning and virtual learning to enhance learners' understanding of the subject matter. Therefore, the assessment of e-learning sites plays a pivotal role in determining the success or failure of learning process. The purpose of this paper is to share the findings of an empirical study on students' assessment of a virtual classroom using Khafejeh & Jebreen (2016)'s assessment criterion, the perceived usefulness and intention to participate in the virtual classroom. The assessment model consisted of five categories namely, design, content, technical elements, operational elements and credibility. The study was conducted on second year Diploma in IT students. The researchers created a virtual classroom using Google Classroom. This virtual classroom was specifically designed to cater for the needs of teaching of a 14-week course entitled "Database Development and Applications". It was used as a repository of course teaching and learning materials as well as interactive platform for learning activities. There were 99 respondents in this study, of whom 28.28% were female, while the remaining 71.72% were male. The finding shows that each indicator had a factor loading of more than 0.7 for each assessment criteria. However, assessment criteria did not have a significant impact on the perceived usefulness of virtual classroom (R square = 0.43). The perceived usefulness had a significant impact on the intention to participate in virtual classroom (R square = 0.68). Several implications drawn from the findings have been recommended.



## **Friendsourcing Ireland: Leveraging Facebook’s Reach to Provide Online Education Support for Family Carers of People with Dementia**

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Social media provides informal educational and psychological benefits for dementia family caregivers who increasingly turn to it to obtain information, support, and boosts to their confidence in caregiving. Traditionally these benefits were delivered in formal face-to-face 'bricks and mortar' venues. Recently, NGOs like The Alzheimer Society of Ireland have provided online learning support via the Erasmus+ funded Home Based Care - Home Based Education course. However, family carers still seek social media support as they are a particularly vulnerable group in Irish society. Consequently, the Alzheimer’s Society of Ireland and Care Alliance, Ireland have joined with researchers from Indiana University, USA and obtained funding for a new transnational project called Friendsourcing Ireland. Friendsourcing Ireland is a web-app intervention that leverages social media to re-imagine new ways in which online learning can benefit discrete private Facebook groups of family carers. Pilot research in the United States found a significant self-reported positive impact on carer burden and stress levels. This paper will outline challenges involved in rolling out the programme, government and policy-maker response, as well as preliminary findings on self-reported impact of the intervention on participants. The paper should be of interest to those working to support family carers of people with dementia including policy-makers, support organisations and educators.



## NEWTON DASH-Based Multimedia Delivery: Improving Students' Online Learning Experience

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Online learning is growing at an unprecedented rate since it offers flexibility to people to learn at their convenient time from anywhere. A key contributor to this growth is the advances in rich-media services (e.g. multi-media and multi-sensorial) which provide personalized learning experience. Yet, as the demand of these services keeps increasing and given that they generate large data traffic, network operators find more and more difficulties in ensuring high service quality (i.e., high bandwidth, low end-to-end delay), which might eventually affect the user's perceived learning experience. Many research efforts have been put to address this issue. Among them, adaptive delivery solutions are the most successful as they ensure the delivery of high quality multimedia data over best-effort networks while considering the networks' conditions. In this regard, the EU Horizon 2020 NEWTON Project deploys a DASH-based adaptive solution for the delivery of multimedia content to improve users' perceived learning experience when multimedia and mulsemmedia educational content is delivered in technology-enhanced learning environments. On the sender side, the NEWTON platform annotates different multimedia information and encodes it into an adaptive multimedia stream, which includes the video clip and its associated adaptive multimedia specific files. On the client side, the adaptive multimedia player requests the stream which is then transmitted adaptively, most appropriate to current network delivery conditions and user preferences. Real life case study results demonstrate how this adaptation improves learners' satisfaction and consequently their learning quality of experience.



## Open Online Learning Assessment and Recognition: Practices and Requirements

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The increased participation in different forms of open online learning as well as increased popularity of multiple course offers through different well-known portals, raise an urgent need for assessment and recognition of open online learning. There are rather commonly accepted procedures of recognition of learning acquired in traditional non-formal and in-formal settings, however, there are no yet commonly accepted systems and procedures for assessment and recognition of open online learning. The discussions are still going on regarding the requirements for assessment and recognition of open online learning. Different authors (Friesen & Wihak, 2013; Mackintosh et al, 2011) are considering possibilities of using the system of Prior Learning Assessment and Recognition (PLAR) for assessment and recognition of open online learning while others (Witthaus et al, 2016; Kulkarni et al, 2013; Conrad & McGreal, 2012) research the requirements for recognition of such learning. The aim of this paper is to review the existing practices of assessment and recognition of open online learning in higher education in relation to the emerging requirements for recognition of OOL. Interviews were performed in February 2019 with international experts working in open online learning in Europe about their experiences in this field and results will be presented in the paper.



## **An Open Networked Learning Course and the Emergence of Communities of Inquiry**

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Open Networked Learning (ONL) is an open online course developed in collaboration between educational developers at institutions in multiple countries across the globe. ONL is offered as a course for teachers at partner universities and for open learners interested in learning innovation. The use of flexible, open, collaborative, technology-enabled learning as a delivery method provides a built-in mentorship model of teaching in similar learning environments. Participants of ONL learn about, experience, and reflect on what collaborative networked learning can mean for their own teaching practice and context. The design places learners in heterogeneous online problem-based learning groups, thus creating interdisciplinary and multicultural groups. Within facilitated learning groups, there is opportunity for a Community of Inquiry to emerge. Learning communities are defined as such to the extent to which members of the community have the opportunities to engage, interact, and act with others within the group. Inquiry-based learning involves active, interactive, critically reflective, and co-metacognitive opportunities which are most often facilitated by lead students or instructors. Using valid and reliable measures of social, emotional, cognitive, and teaching presence, the 2019 ONL measured the extent to which learning groups in the course became a Community of Inquiry as described by Garrison, Anderson, and Archer (1999). Preliminary assessment suggests that ONL as it is currently designed does support the emergence of communities of inquiry. This provides ONL participants with models and mentoring for the development of communities of inquiry in their own online and blended classrooms.



## Instagram as an Authentic Assessment Tool in an ODeL Context: Initial Thoughts

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The photo- and video-sharing platform, Instagram, can serve as an excellent educational resource. Educators can compile creative assignments by using this tool appropriately, while at the same time guiding students in becoming proficient users of social networks (Howe, 2016). I completed a brief online course on using Instagram for science communication hosted by SciFund, in collaboration with the Louisiana State University College of Science. The course focused on guiding researchers and students who intend sharing their research results on social media and I thought of applying the knowledge that I gained in my own context, an open distance e-learning (ODeL) institution. Instagram offers various applications in education, for instance, to cultivate students' creativity and to follow experts on Instagram (Howe, 2016). Introducing students to using Instagram for science communication could form part of authentic assessment (also termed alternative assessment) in an ODeL context. Authentic assessment is "a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills" (Mueller 2011, p. 1). Since Instagram is a mobile app, it is mainly meant to be used on mobile devices (MacNeil, 2018). This characteristic makes it particularly relevant as an assessment tool in an ODeL context, where students typically access the Internet via their mobile phones (Liebenberg, Chetty & Prinsloo, 2012). In this conceptual paper, I share possible applications of Instagram in authentic assessment and elaborate on practical considerations in incorporating this type of assessment in an ODeL context.





## Assessing the Benefits of Online Higher Education for Society at Large

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Up to recent years, studies aimed at assessing the impact of universities were mainly limited to the viewpoint of greater future financial earnings. The conclusions of previous literature indicate for example that the combination of education and training offered by universities fosters a series of benefits in terms of students' greater employability or higher salaries. Nevertheless, latest developments also suggest that higher education institutions are nowadays supposed to entail the incorporation of a broader vision of benefits for society at large. It was McMahon, with his concept of "externalities", who made the first attempt to formulate a theory designed to estimate the spillover effects of (higher) education on society as a whole. Externalities are social benefits spilling over into society and future generations, as the result of the mediating role of the human capital transmitted by universities to their students. Drawing on this concept, the present research provides an empirical framework to assess higher educations' impacts from a multidimensional perspective not restricted to a focus on the development of professional or labour-oriented skills.

A theoretical model has been designed in the view of encompassing new measures linked to students' social engagement or the incorporation of digital skills, while not neglecting traditional measures referring to human capital. To test the proposed model we implemented structural equations modeling using the data from a survey (N = 5,732) on current student and graduates from an online university in Spanish education system (the Open University of Catalonia). In line with prior literature, the respondents point to an improvement in their working conditions, as well as an increase in practical knowhow associated with their current jobs. But, more importantly, our results support a wide-ranging definition of the impact of online universities embracing different under-appreciated dimensions associated with digital literacy, civic awareness and political participation. Indeed, the proposed model established a consistent link between aspects traditionally associated with the role of higher education (knowledge transfer, learning and career consolidation), elements specifically linked to online universities (such as digital skills) and further aspects associated with the role of the university in terms of civic education. As such, considering the average age of the survey targets (44 years old), the results highlight the role played by online education in fostering lifelong learning and in transferring skills (both digital and socio-political) that are more rarefied at an adult age.



## Level of Staff Impostorism within an ODeL Institution in South Africa

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The term Impostor Phenomenon (IP) was first utilised by Clance and Imes (1978) to describe an internalised feeling of fraudulence and the inability to internally attribute personal achievement. Although a certain amount of self-doubt is quite normal, individuals that do experience IP possess heightened emotional and cognitive anxiety concerning their ability to take credit for their successes. More common effects of sustained IP thoughts are increased stints of depression, anxiety, psychological distress and low-confidence, all of which adversely impact on job well-being, satisfaction and performance. Higher education staff work in highly competitive and stressful occupations due to the competitive nature imminent within the higher education environment. This is especially evident in the areas of research and publication in which IP can serve as a psychological barrier that has the potential to negatively influence academic work outcomes. Previous research indicates that, given the interpersonal impact that IP brings, it may affect how staff members interact with students and the institution, alike. Thus, it might have an effect on how staff members avail themselves to students for advising, supervision and research activities. This paper forms part of an ongoing study which aims to discuss the levels of staff impostorism found within an ODeL institution in South Africa and how this might have an impact on their abilities to perform certain tasks. The outline will cover the levels of IP among staff members at UNISA, together with the envisioned impacts it might have on staff members.



## Five Years of Delft Extension School: Changing Teaching & Learning on Campus

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In 2014 Delft University of Technology started the Delft Extension School with the ambition to higher education to the world and enhance the quality of teaching and learning, both online as on campus. After 5 years the impact has been more than we expected:

- The team developed more than 150 courses and 12 short learning programmes.
- The courses attracted more than 2,5M enrolments from all over the world.
- We won more than 15 awards for our courses and individual efforts.
- It led to substantial extra enrolments in our campus programmes from international students.
- It strengthened our collaboration with industry to offer continuous education for working professionals.
- it transformed our traditional campus education into blended learning where more complete campus programmes are changed in fully blended programmes.
- open and online education is included in the strategic framework of the university.
- the extension School became a hub for educational innovation within the university.

After the first five years we are now in the progress of the next steps: how to build on these successes to change the educational landscape of Delft University and beyond. In this presentation we will show the setup we have chosen, the results we reached, the impact we had and the next steps we are taking to continue the re-imagine our online education.



## Designing for an Inquiry Based Approach to Blended and Online Learning

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The historical ideal of education has been to learn in collaborative communities of inquiry (Lipman, 1991). An inquiry-based approach to learning is based on John Dewey's (1933) philosophy that education begins with the curiosity of the learner. The key is to design blended and online courses for active and collaborative learning experiences that enable students to take responsibility for their learning and validate their understanding through discourse and debate with their peers. This involves the intentional integration of synchronous and asynchronous learning opportunities. This can briefly be described as creating meaningful connections before, during, and after a synchronous learning experiences. Ehrmann (2002) created a triad model to emphasize this alignment between learning outcomes, activities, and use of digital technologies to support a learning experience. This session will demonstrate how Garrison's (2017) Practical Inquiry model can be used to create effective blended and online learning experiences. The session will begin with an introduction to inquiry-based learning followed by design strategies and examples of how digital technologies can be used to successfully align course learning outcomes and assessment activities that are relevant and engaging for the online learner.



## **A Blended Approach to Canadian First Nations Education: The Sunchild eLearning Community**

Norman Vaughan<sup>1</sup>

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The focus of this session is on a research study that investigated how a blended approach to Canadian First Nations education could be used to foster student engagement and success. In 1999, members of the Sunchild First Nation considered the lack of education in their community and decided alternative methods were needed to reach First Nations students. They discovered that First Nations students faced unique challenges including family and legal situations, time away from class and relocating to new homes. Many First Nations students were adults. These students wanted to upgrade and build a better future while meeting their current schedules and responsibilities. In order to address these challenges the Sunchild E-Learning Community Program was established. This program adopted a blended learning approach for high school courses by combining the use of mentors at local learning centers with online teachers who provide synchronous tutorials through the use of a web-based learning management system and conferencing tool. This study examined the Sunchild E-Learning Community program through the lens of the Seven Principles of Effective Teaching (Chickering & Gamson, 1999). Data was collected via an online survey, interviews, and site visits. The study participants indicated that the deliberate and intentional integration of mentors at local learning centers with online teachers, who provide synchronous tutorials through the use of a web-based learning management system and conferencing tool, was the key to academic success.



## The Quest to Design Meaningful and Engaging Learning Activities in Online Courses

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Over the past decade, there has been an increased focus on the topic of student engagement in higher education, especially in online courses, in light of rising tuition costs and concerns about student access, success, and retention rates (Regier, 2014). In order to address these issues, Littky and Grabelle (2018) advocate for a curriculum redesign that stresses relevance, rigor, and relationships (3R's of engagement). It has been suggested that such a redesign would enable students to meaningfully engage in sustained learning experiences that may lead to a state of optimal flow, which Csíkszentmihályi (1990) defines as “the mental state of operation in which the person is fully immersed in what he or she is doing by a feeling of energized focus, full involvement, and success in the process of the activity” (p. 9). Pink (2009) suggests that students can achieve this state of “flow” by educators providing them with opportunities to become “driven” learners who have a sense of purpose, are autonomous, and are focused on mastery learning. And, Fullan (2012) stresses that optimal flow is achieved by creating learning environments that focus on purpose, passion, and play (3P's of engagement). This session will describe how the Community of Inquiry framework (Garrison, 2017) can be used to design meaningful and engaging learning activities in online courses.



### **International Network of Researchers in Distance, Online and Open Education of the Americas**

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This session will provide an overview to la Red Internacional de Investigadores en Educación a Distancia, en Línea y Abierta (REDIC). In English, this translates to the International Network of Researchers in Distance, Online and Open Education which just recently held its first research congress in San Jose, Costa Rica. REDIC is composed of educational researchers from Mexico, Canada, the Caribbean, Central, and South America. The purpose of the REDIC network is to design, facilitate, and lead collaborative distance, online, and open research projects that increase access to quality educational opportunities for citizens in Latin American countries, and the impact of higher education. REDIC also aims at becoming an international hub that can bring together research opportunities and exchange of experiences of research groups from all over the world. During this session, members of REDIC will highlight the distance, open, and online programs and research agenda taking place among their countries and institutions. For example, one project is exploring intercultural competence in instructional design and the production of learning materials.



## **Design Principles for Online Master Level Courses: Expanding Access and Flexibility through Digitally-Mediated Education across the Globe**

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This study presents ongoing developmental collaboration in an international partnership between two universities located in India (Mumbai) and Sweden (Jönköping). In this joint partnership we develop an international master's programme, bridging the discipline fields education and media communication. The overarching aim is to offer open and flexible education targeting digitalization and implementation processes in schools, and teaching and educational leadership skills, to impact future educational needs. There exists a paucity of scholarship that discusses and critically investigates formal global education at advanced level. The current study is underpinned by a sociocultural perspective on learning as social and situated. The research development team has brought expertise and experiences from previous implementation of digitalization in teaching and learning contexts. Theoretically, we departed from Kemmis' (2012) concept of practice architecture to explore this joint collaboration. The developmental work was challenged by new dimensions in re-framing students' learning conditions and re-enacting teaching in flexible modes open to different global time scales. Design principles for teaching and learning were inspired by Bates (2015). The programme courses are delivered fully online to enable the crossing of geographical boundaries. Additionally, the online course activities imply flexibility in time and space for part-time students with limited possibilities to attend campus. Findings connected to the design curriculum principles and their impact on teaching and learning trajectories, as linked to openness and flexibility, are critically discussed, together with how the concept of practice architecture added to the design of global digitally mediated education.





## Open and Online Learning for Digital and Network Society

Airina Volungeviciene<sup>1</sup>

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The problem addressed by this research is the increasing gap between the digital and networked society and the traditional HE curriculum. European Digital Economy and Society Index (DESI, 2017) data show that 79% of Europeans go online regularly (at least once per week). 70% of Europeans read news online and 63% use social networks. With the increasing employability of students, early involvement in the labour market and increased migration, learners search for more flexible and open learning possibilities, for digital and accessible curriculum, as well as for flexible forms of recognition of learning achievements. Research on OOL (Lewis, 1986; Tait, 2000; Rumble, 1989; Thorpe, 2002; Hilton, Wiley, Stein, & Johnson, 2010) reveals that a student lifelong learning model should not be restricted to the traditional students; non-traditional groups should benefit as much from OOL. There is a growing need for flexibility of time and place, and better use of resources (Kyburienė, & Juodeika, 2015). The complexity of research in this field covers open learning, OOL environments (Hannafin, et al., 1999; Gooley, & Lockwood, 2012), OOL curriculum (Stevenson, 2001; Siemens, 2013; Rodrigues, 2012; Deboer, Ho, Stump, & Breslow, 2014), analysis of students behavior and recognition of ool achievements. The presentation will introduce the results of the research project "Open and online learning for digitalised and networked society" and OOL cases developed at Vytautas Magnus University for lifelong learners for recognition based on ReOPEN project results. The solutions ensure lifelong learning offer for modern society.



## **Making it Count: How MOOC Takers in African Countries Use and Value Their Learning**

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The lived experiences of MOOC takers are often not visible from surveys and platform analytics. We interviewed 59 people living in Africa who completed MOOCs created by the University of Cape Town to explore the broader impact of open online learning opportunities offered by universities. Engaging with MOOC participants after they have completed their interaction with the MOOC and drawing on their reflections and stories of impact has shed light on specific and contextual experiences, perceptions and challenges. The aim is to inform more in-depth understandings of the types of value MOOC takers gained in relation to their own purposes for taking a MOOC. While attitudes about the value of a MOOC certificate varied, participants often spoke of using the MOOC learning and available certification to support a career transition, showcase evidence of learning or to “bank” the learning for a intended and later purpose. The study also revealed limitations of learning in open online courses touching on aspects of design, community and recognition, and provides insights for institutions and stakeholders concerned with expanding access to lifelong and open online learning opportunities. The paper draws on findings from a three year research project “Perspectives from African MOOC Takers: Understanding transitions in and out of learning and work” based at the University of Cape Town, South Africa.



## Wellbeing of Distance Learning Students: The Importance of Work and Family Factors

Philippa Waterhouse<sup>1</sup>, Rajvinder Samra<sup>1</sup>, Mathijs Lucassen<sup>1</sup>

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The combination of work and family roles can result in reduced mental wellbeing. However, this is the case only under certain conditions, in fact with supportive policies, the combination of these roles has been found to have a positive affect. To date, research in the work-family-study interface field remains limited and has focused on younger students enrolled in campus-based courses. With the increase in distance learning (DL) provision over the last decade, it is particularly important to consider students in the DL context. This is because DL courses attract more mature students who frequently work and have a range of personal commitments and responsibilities that are ongoing during the course of their studies.

This study aims to examine the association between DL students' mental distress and work and family commitments and reported work/family-study conflict and facilitation. Moreover, this study will explore students' strategies used to manage their commitments. The overall sample comprises of 1,436 undergraduates studying Level 3 (i.e. final year) Education or Health and Social Care modules at The Open University. Data were collected via an online questionnaire, which included a validated measure of mental distress (i.e. the Depression, Anxiety and Stress Scale/DASS-21), and measures of work/family-study conflict and work/family-study facilitation, specially adapted to the DL context. The online survey had a response rate of 24% (348). This presentation has been submitted to the theme of 'Global challenges and glocal solutions'. Approximately one-third of respondents were categorised as reporting moderate, severe or extremely severe symptoms of depression, anxiety and stress. Ordinal regression was used to explore the association between first mental wellbeing outcomes and work and family roles, and second between mental wellbeing outcomes and work/family-study conflict and facilitation. Individuals who reported being a unpaid carer had significantly higher odds of being classified in a more severe category of wellbeing on the anxiety, depression and stress subscales. Significant associations were also found between work/family study conflict and work/family study facilitation and mental wellbeing. This results highlight the importance of supporting student combine their multiple roles.



## Digital Ready? New Models for Post-Graduate Online Learning: A Case Study of The School Of Education

Joanna Wincenciak<sup>1</sup>, Jennifer Farrar<sup>1</sup>, Margaret Jago<sup>1</sup>, Ute Barrett<sup>1</sup>

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The School of Education (SoE) at the University of Glasgow (UoG) aims to deliver unique experiential learning to both on-campus and online distance learning students. To do this, we combine the transformative and emerging technologies as well as virtual study space. The School currently offers four wholly online degrees, which have been designed using a modular approach, utilise cutting-edge digital technologies and rely on innovative teaching. Here, we will first review the programme design and the development process that are key to our online provision, complying with the European Accessibility Act and GDPR. We will illustrate the impact of digital technologies, such as video lecture capture, virtual classroom solutions, interactive graphic boards, peer and group-work activities, on the satisfaction with learning materials, assessment and student engagement. We will provide practical examples, of how active assessment and feedback activities designed for online courses, have successfully fostered a new design of the small-group teaching in a large face-to-face cohort of students. Finally, we will evaluate how students at the UoG use digital technology to support their learning. Sub-data from the Digital Experience Insight Survey 2018, containing responses from 1639 UoG students, will be presented with respect to four themes: digital life of students, organisational infrastructure, digital activities at individual course level, and students attitudes towards the digital approaches to learning. Together this presentation will illustrate new models of innovative learning designs for student success, which can be implemented in post-graduate online and blended-learning.



## **An Empirical Study of Knowledge Sharing Behavior and its Predictors for a Chinese Open Educational Resource**

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In China, a large number of OER projects initiated by the government and higher intuitions. Having gained free access to these quality OERs, we are facing a new challenge on how to use OERs to further promote knowledge sharing among peers. This research adopted a case study approach to explore different factors influencing on knowledge sharing behaviors for Learning Cell, a new generation of OER, which was developed by Beijing Normal University. The Learning Cell, contains more than 89,453 knowledge cells. Each piece of knowledge cells can be viewed, bookmarked, shared, edited, or commented. Based on the method of Analytic Hierarchy Process, the sharing behavior is quantified by using the above five operational behaviors. Stratified sampling was adopted and 512 knowledge cells were studied. According to the learning object metadata model, 17 properties of the knowledge cells were extracted and Multiple regression analysis was conducted. It findings that number of versions, number of knowledge groups, types of learning activity, types of resource media types, subject types, knowledge types, learning objects, title length, number of tags, number of associated resources, and the cells whether or not belong to a specific subject have significant impact on behaviors. The number of versions is the most important factor affecting browsing and editing behavior. The number of knowledge groups is the most important factor affecting sharing behavior and collecting behavior. The type of learning activity is the most important factor affecting commenting behavior. This paper will provide theoretical basis for future researches and practical implications.



## Debunking the Grit-Retention Relation in a South African ODL Environment

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Rooted in higher education is the need to predict retention, thereby enabling the development or improvement of pre-emptive strategies aimed at retaining students. With ODL institutions being particularly susceptible to dismal retention rates when compared to their contact-based counterparts, the importance of predicting this global issue cannot be understated. Although considerable contributions have been made in this regard, particularly at UNISA, the declining retention rates remain a concern. Implicit in these rates is the imminent call for the identification of ulterior factors to account for further variance. On this note, psychological grit has garnered much attention and been widely touted as an important predictor of student success and retention within traditional tertiary settings. Defined as perseverance and passion for long-term goals, grit entails working strenuously toward challenges, maintaining effort and interest over a number of years despite failure, adversity, or plateaus in progress (Duckworth, Peterson, Matthews, & Kelly, 2007). Conceivably then, it stands to reason that grit may explain why some students persist in ODL environments, despite the many financial and academic challenges inherent in the South African higher education sphere. Lamentably, this is not the case. Despite the widespread enthusiasm for grit as a novel predictor, the study provides sound empirical evidence to support a critical reappraisal of grit's contribution to understanding student retention in South African ODL environments. It is thus the goal of this presentation to highlight salient findings from the study and shed light on grit's predictive validity (or lack thereof) among honours students at UNISA.



## **An Evaluation of Practical/Practicums Coursework in Open and Distance Learning and the Challenges in Organizing Them**

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There have been particular challenges for Universitas Terbuka (UT) which has open and distance learning system in providing practical/practicums coursework for their students. The present study is aimed at evaluating the extent of practical/practicums coursework and proposing some ideas for more effective management in the future. The study was conducted using a combination of quantitative and qualitative methods, and the data were collected through interviews, surveys, and field observations. The data were gathered by a number of Regional Office of UT in Bogor, Medan, Pontianak, Yogyakarta, and Makassar from which 200 students and 30 practical/practicum instructors were selected as respondents. These data were analyzed by CIPP (Context, Input, Process, Product) model. It has been found that: Context, the existing policies on practical/practicums coursework have been translated into quality control procedures, but there have been several practices that do not abide by the set forth guidelines; Input, some of the courses have not included instructions for an accompanying practical/practicum coursework, and 43.5% of the respondents informed that there were no substitute instructors available in their units to cover for practicum instructors when they were absent; Process, there are indicators showing that some aspects in the organization of the practicums were not in accordance to the set plans and standards; Product, some of practicum reports have not been up to standards. Two recommendations to propose are: more effective and guided organization of practical/practicums coursework needs to be developed, and online practicums need to be considered for the provision of better academic supports.



## To Enliven the Traditional Large Classes with Mobile Technology Application to Fulfil the Learning Needs of Digital Natives

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Mobile technology has changed not only the way people live and work, but also the way they learn whether it is in the formal or informal learning settings. In response to the challenges of particular educational contexts, and particular ways of learning, we conducted a new approach of formal classroom teaching adopting Rain Classroom mobile app to help enhance the interaction and engagement in large classes. 140 students in two large classes participated in the pilot study. Mixed qualitative and quantitative methodologies were used to collect the data, normal class examination was undertaken, accompanying with the following interviews on the teacher's feel about the digital approach of teaching and the students' responses on their attitude, interaction, engagement, and performance satisfaction. With the characteristics of integration of videos, audio, texts, PPTs into the activities or/and assignments formats, it was observed that the students have been facilitated with the awareness of involvement in classroom interaction proactively, and synchronously. The test scores showed a better academic performance, supported by the positive responses from the students in the following interviews. The teacher also enjoyed the in-class experience and teaching process using the mobile phone app which appeals to the attention from the students in class. We draw the conclusion that the pedagogy to facilitate the digital natives' interaction and engagement in large classes seem to be lying in the technology they have grown up with. The technology might be the solution for the large class engagement issue for the digital natives in digital era.





## Enhancing Students' Learning Experience in Software Development by Employing Gamification

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In recent years, gamification is recognized as one of the innovative approaches to enhance students' learning experience and stimulate their engagement and motivation in learning STEM subjects. Gamification was adopted in the EM108 Software Development for Engineers, a C Programming module taught to first-year undergraduate students during the second semester of the academic year 2018/2019 at Dublin City University, Ireland. A new Gamification model was developed as part of the Horizon 2020 NEWTON project and deployed in the NEWTELP platform. NEWTELP is an innovative learning management system used to disseminate various types of technology-enhanced learning materials to the students, throughout the entire semester for all learning activities. Students earned gamification points and badges for different learning activities quizzes every week. A leader board is also provided by the NEWTELP platform to stimulate students' engagement. Students can view their gamification achievement and their position in the leader board at any time. A questionnaire was conducted the end of the semester to investigate the impact of gamification on students' learning experience. The results show that more than half of participants (52%) were excited when earning points. A large number of participants (64%) thought gamification is an interesting and useful feature of the NEWTELP system. Over half of students (53%) found gamification makes them more interested in learning programming. Over half of them (53%) found gamification kept them more engaged in the course.



## A Study on the Quality Assurance of Open University in the View of Student Satisfaction

Yanfei Zhu<sup>1</sup>

<sup>1</sup>Jiangsu Open University, China

The research uses literature research method to comb the concept, model and influencing factors of distance learner satisfaction in China from the perspective of quality assurance. The conclusions of the study are as follows: the advocacy of the concept of "total quality control", the fall of the learner-centered quality assurance concept, and the lack of due attention to learner satisfaction make distance education must focus on learner satisfaction; learner satisfaction The connotation is "the degree to which the actual feelings of school education and its services are compared with their expected expectations". The extension is the degree of satisfaction of distance learners in the implementation of institutions, learning support services and education and teaching in distance education. From the perspective of colleges and universities, distance learners have higher overall satisfaction with the three types of distance education institutions, but there are differences. From the perspective of learning support services, the remote support services of different gender, age, professional and level learners are satisfied. There are significant differences in degree, emotional support plays a crucial role in the satisfaction of learning support services, but the impact of technical support is not significant; from the perspective of education and teaching, teaching interaction, teaching resources, face-to-face education is the satisfaction of distance education learners The key elements of improvement.



## LIGHTENING TALKS



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## **The Role of Theory in Transforming Online Learning**

Bohdana Allman<sup>1</sup>

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Applying theory as we seek to develop learner-oriented, flexible, and innovative online instruction sensitive to specific learning contexts is critical. However, it is not an intuitive process. Such endeavour requires (1) identifying the design's core attributes by carefully examining theoretical orientations and assumptions guiding the instruction, (2) attending to general and localized theories related to online learning and learning in specific content-areas and settings, and (3) purposefully aligning the design's pedagogy with available technology. This lightning talk proposes a process for engaging a variety of theories in our design practice with a goal to create new types of online learning experiences, develop transformative pedagogies, take advantage of the affordances of available technological tools, and create innovative learning designs that assist individual learners and support their communities. Experiences from developing online teacher professional development grounded in sociocultural practices will illustrate the process.

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## **Implementing a Common National Learning Repository**

Martin Henrik Andresen<sup>1</sup>

<sup>1</sup>Bi Norwegian Business School, Oslo, Norway

A common national learning object repository was developed primarily for collecting, preserving and disseminating the intellectual output of an institution. For the successful set up of a Learning Object Repository, strategic planning is required with clear goals and action plans. A repository provides hosting and access to content, and the ability to share digital objects. A national repository opens for cross institutional collaboration and exchange of learning objects. In turn, this leads to new business models creating an institutional market for learning objects. Despite similar digital infrastructures, not all institutions managed to implement successfully. This talk is a case study about setting up an institutional repository for learning providing a roadmap with key success factors avoiding the pitfalls.



## **What's a GDPR? Teaching Data Ethics & Responsibilities to Online Psychology Learners**

James Brunton<sup>1</sup>, Desmond O'Mahony<sup>1</sup>, Dean McDonnell<sup>1</sup>

<sup>1</sup>Dublin City University, Dublin, Ireland

The protection of research participant data is a strong focus of psychology programmes, especially those accredited by professional societies with their own codes of ethics; for example, the Psychological Society of Ireland or the British Psychological Society. The enhanced data protection rights granted within the EU through the General Data Protection Regulation (GDPR) add additional layers to what psychology students must learn about with regard to handling participant data. It places greater emphasis on their ethical and legal responsibilities when conducting research that collects data from humans. An innovative learning design for student success was employed on a final year research project module on the online, DCU Connected BA in Humanities (Psychology Major) programme, the first online, undergraduate psychology programme accredited by the Psychological Society of Ireland, in order to facilitate learning about data ethics and responsibilities through the final year research project module and the programme's online psychology laboratory.

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## **Cracking CLIL Digital Pedagogy in Higher Education through Transformative Online Pedagogical Practices Using Digital Open Educational Resources**

Giovanna Carloni<sup>1</sup>

<sup>1</sup>University of Urbino, Italy

In CLIL (Content and Language Integrated Learning), subject-specific knowledge is taught through the medium of an additional language; CLIL entails both content knowledge and language development (Coyle, Hood, Marsh 2010). However, this dual-focused objective has been a challenge at tertiary level where English-Medium Instruction contexts do not usually provide learners with language awareness, which is pivotal to foster subject-specific meaning making, also due to content experts who hardly see themselves as language facilitators (Airey 2012). This presentation aims to illustrate the transformative online pedagogical practices used to integrate language and content instruction in discipline-specific courses taught in English at the University of Urbino (Italy) through a tertiary level digital model of course-customized technology-enhanced language-awareness practices (focusing on subject-specific genres/registers, cognitive functions and lexico-grammar) created with digital Open Educational Resources within a systemic functional linguistic framework conceptualizing language and content as deeply intertwined in the meaning-making process (Halliday, Matthiessen 2014).



## **New Frontiers: A Flexible Approach To Developing Future Healthcare Leaders**

Mary Collins<sup>1</sup>, Dermot O’Flynn<sup>1</sup>

<sup>1</sup>RCSI, Dublin, Ireland

Leadership in healthcare is becoming ever more critical with an explosion of interest in leadership development offerings in the sector. Lee (2010) describes how ‘healthcare’s new leaders must organise doctors into teams; measure their performance not by how much they do but by how well their patients fare; deftly apply financial and behavioural incentives; improve processes and dismantle dysfunctional cultures.’ For practitioners from a clinical background, the step into leadership often requires the development of new competencies in an environment where there is limited time to engage in extended education or structured professional development. This paper describes the COI-based (Garrison, Anderson & Archer, 2000) design of a leadership education programme for clinicians that uses online tools to develop practical, real-world leadership skills and competences through a focus on engagement, reflection and authentic assessments (Wiggins, 1990) designed to develop team working skills and address real-world leadership challenges in the participants’ organisations.

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## **Faculty Online Presence: The Number One Variable in a Successful Online Learning Experience**

Marcie Cutsinger<sup>1</sup>, Theresa Veach<sup>1</sup>

<sup>1</sup>Indiana Wesleyan University, Indiana, USA

Every student in every course has the opportunity to complete an End of Course (EOC) survey. Quantitative results are used by program directors as a measure of student satisfaction with both the curriculum and the faculty. Students also submit narrative comments in an open comment field. The purpose of this analysis was to report on the qualitative data available with the goal of answering the question: what matters to students? Survey results from July 1st, 2017 to December 1st, 2018 were compiled into spreadsheet data sets across four academic departments. The analysis approach used involved both key word and phrase searches and reading results to identify patterns in responses and to tally the frequency of those patterns. In total, just over 25,000 comments were included in the analysis. Preliminary results indicate that instructor presence is noted as the number one element in a successful online learning experience.



## **A Literature Review of the Distance Education Needs of Community Service Workers within the Developmental Disability**

Heather DeBoar<sup>1</sup>

<sup>1</sup>Athabasca University, Canada

The following literature review assesses the relevant literature pertaining to a learning platform entitled Open Future Learning (OFL). The paper begins with a description of the technology and will outline the characteristics of the learning platform, how it works, and how it is used. Next, the applicability and usefulness of OFL will be explored through research studies informing distance education practice and the education needs of staff working in frontline service positions for Persons with Developmental Disabilities (PDD).

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## **A Research-Based Approach to Continuing Education and Accessible Workforce Learning**

Heather DeBoar<sup>1</sup>

<sup>1</sup>Athabasca University, Canada

What is the purpose of Continuing Education (CE) in Canada? As the effects of globalization become ever more critical in obtaining secure employment opportunities, the primary goals of CE must become focused on preparation for work. CE organizations across Canada are introducing programming focused on new skills and competencies that allow the learner to adapt to the changing job demands and remain competitive with the international labour pool (Burbules & Torres, 2000). This paper puts forth that the purpose of CE in Canada is to provide accessible and workforce focused learning and to accomplish this CE must define a research-based approach.



## **Should Online Video Have Subtitles in a Student's Native or Second Language?**

Luc De Grez<sup>1</sup>, Katie Goeman<sup>1</sup>

<sup>1</sup>KU Leuven, Brussels, Belgium

Although online courses often include video materials in a student's second language (L2) with subtitles, it remains unclear how the presence or absence of subtitles in different languages impacts content comprehension. The current contribution addresses this issue. Seventy-four native Ukrainian-speaking university students were randomly allocated to view an online instructional video under one of the following conditions: (1) with simultaneous English text subtitles (L2), with simultaneous Ukrainian text subtitles (L1), (3) without text subtitles. They were assessed at two time points, capturing their prior knowledge and L2 proficiency (before), and content comprehension (after). The test results show there was no significant effect on comprehension, regardless of the subtitle type (L1 or L2). By way of contrast to prior knowledge (no effect), L2 proficiency has a positive effect on video content learning. We discuss the implications for further study and new practices in relation to the design of online instructional videos.

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## **Deliberative Dialogue in Online Learning: A Prospective Model for Online Threaded Discussion Boards**

Debra Dell<sup>1</sup>

<sup>1</sup>Athabasca University, Canada

Deliberative dialogue as a group argumentation strategy has been researched as an effective approach for developing critical thinking and collaboration. Research about effectiveness and structural procedure exists but are largely in the realm of face-to face public discourse. This paper presents the case that deliberative dialogue is an understudied but meaningful strategy that can improve the quality and outcome of threaded discussion boards in online distance learning. It concludes with the development of a teachable 4-c (Curation, Crafting, Coaching, Concluding) model of deliberative dialogue in online education, that has the potential to improve pre-service online educator training.





## **Transforming Attitudes to Distance Education in a Unique Dual Mode University in Canada**

Matt Dyek<sup>1</sup>, Michael Looney<sup>1</sup>

<sup>1</sup>Thompson Rivers University, Open Learning, British Columbia, Canada

Thompson Rivers University was formed in 2007 by the merger of two distinct institutions with different mandates. BC Open University was an open access distance education provider serving primarily the Province of British Columbia and The University College of the Cariboo was a standalone traditional University College in the interior of the Province of British Columbia serving face to face learners in their geographical catchment area. In this lightning talk we will share our experience bridging the gap between the two entities which make up Thompson Rivers University and use the Faculty of Arts as an example of how attitudes to distance education have changed over 12 years. We will share what we see as effective strategies for transforming the attitudes of traditional academics with the power of distance education.

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## **From Fail to “This is Fantastic!”: Learning from my Own Modeling in Two Online Graduate Reading Courses**

Christi Edge<sup>1</sup>

<sup>1</sup>Northern Michigan University, Marquette, Michigan, USA

This presentation addresses the impact of modeling, explicit teaching and the use of a Gradual Release of Responsibility framework in the situation of establishing course expectations, building course community, and introducing new technology in the context of two asynchronous graduate reading courses. Attendees viewing this five-minute lightning talk will have the opportunity to:

- Compare and contrast two approaches to modeling the use of VoiceThread in two asynchronous courses;
- Learn how an instructor applied insights from her “fail” to include a Gradual Release of Responsibility framework to introducing technology and multimodal composition in a second course;
- Examine a modified application of Visual Thinking Strategies thinking in the context of reflecting on online design and delivery;
- View student samples of course assignments and student artifacts produced in VoiceThread; and
- Critically consider ways to scaffold learners’ use of technology and multimodal composition in the online course.



## **Expanding Access to Learning Objects in a Public University in Argentina: Defining an Appropriate Metadata Schema for the Open Repository**

Victor Marcos Ferracutti<sup>1</sup>, Nancy Ambar Ferracutti<sup>1</sup>

<sup>1</sup>Universidad Nacional Del Sur, Buenos Aires, Argentina

Within the digital materials produced by the Universidad Nacional del Sur, are the learning objects (LO) directly incorporated into its Virtual Campus, that has limited access and retrieving facilities. With the aim of expanding access and openness, it is proposed the creation of a collection of LO within the open access institutional repository. The adequate description of the stored LO – that can be automatically interpreted – allows them to be found, shared and reused. For this purpose, it is necessary to define a metadata schema that combines elements from the widely used Dublin Core Schema (DC) and Learning Object Metadata (LOM). The schema must be sufficiently expressive for the description, and practical enough to simplify loading of LO, so that interoperability is provided and access and search for materials are facilitated. For that end, twentyfive elements were selected. Seven belong to DC, thirteen to LOM and five to LOM-ES.

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## **A Second Chance to Learn and Teach: How Online Teacher Education Changes Lives**

Dianne Forbes<sup>1</sup>

<sup>1</sup>University of Waikato, Hamilton, New Zealand

For 17 years, I have taught The Bachelor of Teaching, Mixed Media Presentation (MMP), an initial teacher education degree at the University of Waikato, New Zealand. This blended programme developed in response to societal change, including teacher shortages in rural primary schools. MMP enables mature adults to qualify as teachers without leaving their families and communities. In this short presentation, I will outline the key elements of MMP, including partnerships with schools, on campus blocks, supportive student cohorts, and online teaching and learning. Based on interviews with the foundation class of 1997, and tracing the evolution of MMP, I will summarise the roles of technology and community, as well as the challenges and triumphs of a mixed media experience. Drawing upon my own experiences, and those of colleagues and students, I will share insights into student learning, and how I balance quality teaching with other aspects of my role.



## **Rapid Reach: Building Capacity to Address Climate Change through Online Learning for Working Professionals**

Vivian Forssman<sup>1</sup>, Robin Cox<sup>1</sup>

<sup>1</sup>Royal Roads University, British Columbia, Canada

The Inspiring Climate Action: BC Professionals Adaptation Network Project, funded by Canadian federal and provincial governments, is developing and delivering online continuing professional development training, with a suite of courses on climate adaptation knowhow. Seven universities and seven professional associations are collaborating to offer flexible access to online courseware, as a key capacity-building strategy, skilling-up engineers, landscape architects, foresters, agrologists, land planners, and biologists with up-to-date professional knowledge to protect built and natural environments. The project includes an online climate adaptation Professional Learning Community for sharing and leveraging expertise and motivations of professionals across disciplines and organizations, and uses online learning to build capacity for climate change adaptation and community resilience as we grapple with urgent climate change hazards in a warming world.

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## **CPD Learn Online (cpdlearnonline.ie): An Open Access, Online Learning Platform, Developing Teaching, Learning and Assessment in Higher Education in Ireland**

Carina Ginty<sup>1</sup>

<sup>1</sup>GMIT, Galway, Ireland

CPD Learn Online, is a virtual learning environment (VLE) hosting a series of courses, useful toolkits and resources at [www.cpdlearnonline.ie](http://www.cpdlearnonline.ie). The VLE is for teachers and learning facilitators in higher education. It was developed by GMIT Teaching and Learning Office, in response to a need to provide academic staff with a flexible online learning platform, in order to develop teaching, student engagement and promote a culture of continuous professional development. CPDlearnonline.ie includes a suite of online courses and resources including: Online Teaching Development Skills; First Steps in Teaching & Learning; Peer Learning Leadership Skills; RPL Assessor Skills in HE; an External Examiner Online Course; Programme Design & Assessment; Learning & Innovation Skills for First Year College Students; a Student Employability Toolkit; and the upcoming iNote Digital Teaching and Learning Programme supported by the HEA in Ireland. Register for access at [www.cpdlearnonline.ie](http://www.cpdlearnonline.ie)



## Be an eLearning Superhero: 5-Minute Workshop

Johanne Hachey<sup>1</sup>, Nathalie Lachapelle<sup>1</sup>

<sup>1</sup>Université TÉLUQ, Canada

This digital poster will offer a 5-minute online workshop (with visual instructions) on how to become an eLearning Superhero. You will discover guidelines on how to efficiently plan teaching and learning, before and after course delivery. This workshop presents a professor's handbook as a roadmap to promote experience-based improvement that meets student expectations. Knowledge management can be a challenge for eLearning. This handbook suggests a creative way on how to collaboratively harness that knowledge throughout a continuous improvement process of the online course and the learning support strategies. Our Web page: <https://www.teluq.ca/superheros/> (updated for WCOL 2019, video, handbook, guide).

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## Workplace, Health, and Safety Case Analysis Simulator: A Flexible and Accessible Open Learning Resource (ADM6520, TÉLUQ University)

Johanne Hachey<sup>1</sup>, Anne Renée Gravel<sup>1</sup>

<sup>1</sup>Université TÉLUQ, Canada

This simulator is the product of a collaboration that occurred between an eLearning consultant and a professor, while designing an eLearning university course. The main learning objective of this tool was to empower learners with the skills and knowledge to understand workplace health and safety issues from the viewpoint of both the worker and the workplace. The tool proposes a hands-on learning experience, by combining an operational case analysis and a data collecting process. The learner must adopt a participatory and problem-solving approach. The learner has to mediate between the real work and the prescribed work in a specific case study to understand managerial perspectives and comprehend the worker's perception of the organizational performance. This simulator may empower workers or any human resource managers, with the skills and knowledge to understand the key determinants affecting occupational health and safety, no matter the demographics or type of work environment (<https://adm6520.teluq.ca/simulateur-danalyse-de-cas-sst/>)



## Students' Testimonials: How Online University Transformed Lives of Students with Disabilities

Djenana Jalovcic<sup>1</sup>

<sup>1</sup>Western Norway University Of Applied Sciences, Bergen, Norway

In a phenomenological study of students with disabilities in an online university in Canada, graduate students reported that studying online in cohort based programs had multiple positive effects and transformative impact on their lives. Students described how studying online helped them become healthier physically and mentally, more confident, more accepting and more engaged. They described becoming more self-confident by (re)gaining their life purpose, dignity, pride, or understanding of own disability. Students reported becoming a new-self, personally and professionally. They spoke about their renewed identities and renewed careers. Students attributed transformations they experienced to affordances of online learning. They stated that it would not have been possible for them to study at the graduate level on campus, and the online university was their only option. Although their overall experience was generally positive, they experienced numerous challenges. These findings emphasize the need for ensuring full accessibility of online learning for all.

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### Online Physiotherapy and Refugees Education Project: Going Glocal

Djenana Jalovcic<sup>1</sup>, Maria Alme<sup>1</sup>, Egil Kaberuka-Nilensen<sup>2</sup>, Michel Landry<sup>3</sup>, Rachael Lowe<sup>4</sup>, Anna Pettersson<sup>5</sup>, Emma Stokes<sup>6</sup>, Kjersti Thulin Wilhelmsen<sup>1</sup>, Joost Van Wijchen<sup>7</sup>

<sup>1</sup>Western Norway University Of Applied Sciences, Norway

<sup>2</sup>Centre for Migration Health, Norway, <sup>3</sup>Duke University, United States of America

<sup>4</sup>Physiopedia, United Kingdom, <sup>5</sup>Karolinska Institute, Sweden

<sup>6</sup>Trinity College, Ireland, <sup>7</sup>HAN University of Applied Sciences, The Netherlands

Globally, over 25 million people are refugees, escaping wars, violence and persecution in their home countries. European countries host over 1 million refugees. Many refugees are resilient, but many have complex health and rehabilitation needs caused by traumas they have experienced. They also face numerous barriers when accessing rehabilitation services due to language and cultural barriers as well as poverty and a lack of knowledge about the existing rehabilitation services in host countries. There is an increased demand for physiotherapy services, however, physiotherapists do not feel well prepared to address complex needs of refugees. Physiotherapy and Refugees Education Project aims to address this global challenge by developing a glocal solution: an open, online course to build competencies of physiotherapists to better meet health and rehabilitation needs of refugees. The project is a partnership between seven organizations from six countries that are committed to open and accessible lifelong learning.



## **"Do You Want Some Credit With That?" Micro-credentials and Conditional Credit**

Megan Kime<sup>1</sup>

<sup>1</sup>University of Leeds, United Kingdom

Universities want in on micro-credentials. But should a micro-credential carry credit? I will outline the pros and cons of attaching credit to a micro-credential. This presentation is informed by hands-on experience trying to fit the square peg of flexible and affordable online micro-credentials into the round hole of University quality assurance, registration, and admissions frameworks. I will end by raising the question of whether, given these incompatibilities, universities are the right home for micro-credentials after all.

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## **Breaking into School After Hours: One Educator's Unconventional Approach to Connecting Refugee and Non-Refugee Undergraduate Students**

Peggy Lynn Maclsaac<sup>1</sup>

<sup>1</sup>Athabasca University, Alberta, Canada

This study is about one international undergraduate course. The digital "classroom" was built in the learning management system Moodle, accessible via the Internet. The students, who were refugees living in Kenya or Thailand and non-refugees living in Canada, had unequal access to the Internet to connect to the online course. For some, their Internet access was so limited it was like the "school being closed" most of the week. A glocal solution needed to work in three international sites and reflect the local contexts of the students. This study explores what happened when one educator decided to break the rules to help refugee and non-refugee learners connect via mobile phones to accomplish group assignments.



## Using Digital Learning to Create Quality Learner Experiences

Jennifer Mathes<sup>1</sup>

<sup>1</sup>Online Learning Consortium, Newburyport, MA, USA

Meeting the needs of learners around the world, education providers often find themselves turning to digital learning and especially adaptive learning technologies. These tools can provide a more personalized experience for students by providing additional review for those students that need more assistance while allowing those that are more advanced to move through materials at a faster pace. While tools and technologies vary around the world, there are certain components that need to be included in order to help learners be successful. This includes appropriate integration of the digital learning tool into the classroom. Best practices for implementation will be shared with attendees.

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## Study Smart: Supporting a Successful Transition to Undergraduate Study at the University of Reading

Nicky McGirr<sup>1</sup>, Anastasia Rattigan<sup>1</sup>

<sup>1</sup>University Of Reading, United Kingdom

Could a tailored, online study skills course increase students' confidence as they transition to university? By offering this course pre-entry, could we encourage every new student to feel an equal and valued member of the academic community and improve their overall attainment? The University of Reading's Study Advice and Online Courses teams developed Study Smart, a bespoke course for Part 1 students before they arrived on campus. The pedagogically-driven course structure included articles, podcasts, cartoons, infographics and videos featuring students sharing their first-hand experiences of starting university and academics discussing what to expect from university-level study. The discussion boards, moderated by Study Advisors and current students, became a 'safe space' where incoming students felt able to express concerns and worries. Having run this course for two internal cohorts, this presentation explores the lessons learned so far and next steps regarding the learning design of inward-facing courses for our students.



## **Enabling Access to Ancient Rome: Using 3D Models in an Online Course**

Nicky McGirr<sup>1</sup>, Anastasia Rattigan<sup>1</sup>

<sup>1</sup>University Of Reading, United Kingdom

An academic from The Department of Classics at the University of Reading developed an historically accurate digital model of Ancient Rome as a tool for understanding how the city may have appeared. Based closely on source material such as archaeological remains, coins and literary descriptions, it illustrates the scale of the ancient city as well as the textures and finer decorative details that feature on individual buildings. The challenge was to make this innovative model accessible a wider audience. The University of Reading developed the MOOC, Rome: A Virtual Tour of the Ancient City to enable participants to explore the city's ancient architecture via interactive, 'walk-through' sections of the model and 'navigate' grand monuments such as the Colosseum and Trajan's column at their own pace or via a narrated tour. This presentation outlines the process of incorporating 3D models in a MOOC, with a focus on accessibility.

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## **A Perfect Storm: Tensions in the Marketization of Online Higher Education**

Tam Nguyen<sup>1</sup>

<sup>1</sup>UNSW Sydney, NSW, Australia

The Internet has become a channel for increased economic activity and competition in the university space. The race to offer fully online degrees has seen an explosion of programs promising shorter education at mass, geared at guaranteed success in the job market. Demands for flexible models and the changing learning continuum have led to shifts in the way universities have responded to the educational market. Many have partnered with private organisations offering market-orientated educational services, while others have looked to more entrepreneurial activities to supplement the core on-campus business. Yet the journey is not all that smooth with issues of revenue share, ownership, quality and sustainability plaguing universities as more look to the private sector to ensure continued economic relevance. Online education is becoming the perfect storm, with rising unease about its hyper-growth and popularity, the immense investment needed to support it, and the digital divide it inevitably produces.





## Is ICT Use in Higher Education Transforming Lives and Societies?

Kwong Nui Sim<sup>1</sup>, Sarah Stein<sup>2</sup>

<sup>1</sup>Victoria University, Wellington, New Zealand

<sup>2</sup>Otago University, Dunedin, New Zealand

Information Communication and Technology (ICT) use has always been important to conversations in higher education. The growing prevalence of digital connectivity is believed to transform lives and societies through higher education. Nevertheless, our study on PhD supervisors and students' ICT use within a context questioned this belief. The main finding from the study revealed that ICT use among PhD supervisors and students in their academic practices is not only limited but also remained similar to those a decade ago. This is particularly obvious when ICT use appears to be overlooked during and/or after doctoral supervision. This suggests that not only do PhD supervisors and students' capabilities of using ICT need to be questioned, but also claims that ICT use transforms lives and societies. In short, the growth of teaching and learning models with ICT use raise big questions with respect to global challenges and solutions, especially at the doctoral level.

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## Development of the Open Inclusive Education at the H.S.Skovoroda Pedagogical University

Tatyana Oleinik<sup>1</sup>, Yuriy Boychuck<sup>1</sup>

<sup>1</sup>H.S.Skovoroda National Pedagogical University, Kharkiv, Ukraine

The implementation of the project on the development of teacher education during the past 5 years has changed its direction from episodic digital citizenship to episodic teaching digital citizenship to systematic integrating digital technologies into education for building an adaptive environment for improving the implementation of inclusive approaches. In particular, at this stage, our attention was paid to qualitative OER for formal and informal lifelong learning. The article presents the analysis of problems and benefits of the curriculum with the implementation of various OER for teachers' digital activity, that are related to their personality formation. The system of development of an adaptive environment for the implementation of inclusive approaches in the pedagogical HEI has some peculiarities depend on the initial teachers training and their educational research. To take into account the social transformations, contribution to the construction of personal educational environment and leaning network increase students' initiative and reflection.



## **Ab Initio Learners' Object-Oriented Actions in a Blended Learning Environment**

Oisín Ó Doinn<sup>1</sup>

<sup>1</sup>*Gaelchultúr, Dublin, Ireland*

This talk presents key findings of a doctoral research project in relation to ab initio language learners' goal-orientated actions. The research project focused on the implementation of a Cultural Historical Activity Theory (CHAT) approach to study a newly designed Blended Language Learning environment. Specifically, the talk presents the most frequently observed actions taken by 11 ab initio language learners who participate in a six-week beginner Irish language course using a mixture of online resources. The talk explores how learners pursued their individual learning objectives by creating their own personal blends of online tools in order to engage with their learning community. The findings of the study suggest that in the online space ab initio Irish learners predominantly engaged in actions related to memorisation, practice and recall of linguistic knowledge to facilitate the development of their speaking and listening skills.

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## **Designing Online and Face-to-face Information and Support Networks: What can we Learn from the Experiences of Completed Part-time PhD Learners?**

Maeve O'Regan<sup>1</sup>

<sup>1</sup>Trinity College, Dublin, Ireland

Researchers have described part-time doctoral candidates as invisible in policy and practice and often with less access to campus-based resources than many of their full time-peers. This is due to a tendency to balance study with work and other caring roles. This presentation explores how a sample of part-time learners in Ireland navigated the PhD to completion and how the process was mediated by access to face-to-face and online supports, primarily from the academic institution. The goal of the study is to provide insights to policy makers and practitioners on designing flexible online and face-to-face doctoral education to meet the needs of a growing and diverse body of learners.



## Applying Game-Based Learning to STEAM and Sustainable Education in Early Childhood

Mohsen Saadatmand<sup>1</sup>

<sup>1</sup>University Of Helsinki, Helsinki, Finland

Derived from UN Sustainable Development Goals and global awareness of important issues such as climate change, sustainable development, and circular economy, in cooperation with a Scandinavian game company this project aimed to study digital game-based learning in teaching STEAM and sustainable development in early childhood education (K-3). The main objective is to apply a blended learning approach to develop an immersive learning ecosystem combining digital games, school activities and real-life situations to bridge formal and informal learning experiences to learn subjects related to sustainability education e.g., biodiversity, recycling, energy, and organic farming. Integrating digital games into STEAM teaching/learning in childhood education will create playful learning experiences that stimulate children's awareness towards these important subjects. The project is conducted by pilot studies and testing in Scandinavian schools through co-creation with teachers and students. The school experiments are underway in Sweden and Finland and it will be expanded to a global context.

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### Digital Badges as a Showcase for Acquired Skills

Sandra Kucina Softic<sup>1</sup>, Sabina Rako<sup>1</sup>, Tamara Birkic<sup>1</sup>

<sup>1</sup>University of Zagreb University Computing Centre Srce, Zagreb, Croatia

Digital badges are becoming increasingly used in education as a tool to validate learning achievements. The University of Zagreb University Computing Centre (SRCE) started with implementation of digital badges in 2015 to enable teachers to get credentials for completing training courses and for acquired skills. In the last four years SRCE have been implementing digital badges in a whole range of educational activities intended for wide range of participants: in education, for professional development or for employment. As the badge issuer, SRCE approach is more focused around skill-based badges as opposed to participation-based badges. Gained experience and knowledge led us to create an online course on digital badges with aim to educate teachers and educators about digital badges and how to implement them in daily practice. Although teachers were cautioned about the benefit of the badges at the beginning, online course enabled them to get practical ideas on their use.



## **Focused MBA Program with Broad Service & Culture Opportunities**

Holly Tapper<sup>1</sup>

<sup>1</sup>Saint Mary's University, Minneapolis, USA

At Saint Mary's, our MBA program focuses on the development of our students culminating in an international cultural experience or service project with a non-profit. Students proceed through the degree at an accelerated pace, overlapping 1-credit "special topics" courses with their other core studies. Students broaden their skills, often in areas unrelated to their MBA emphasis, in order to be better prepared for today's workforce. At the end of the program, students apply their knowledge through service to a larger community, developing a strategic plan for an international company they visit, or a domestic non-profit organization. We explore inventive ways to create online graduate-level curriculum that can be broad, deep, and accelerated. We discuss methods for bridging cultures and continents, as online learners from across the country create travel-abroad experiences. And we develop coursework for sending master's-level students into the community to serve local non-profits and share their talents.

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## **The More You Future Learn, The More You Earn**

Jorge Enrique Tinoco<sup>1</sup>

<sup>1</sup>UFRN, Natal, Rio Grande do Norte, Brazil

This lightning talk is based on an experience report on Massive Open Online Courses (MOOC) taken on the Future Learn platform. The aim of this talk is twofold: to analyse the main aspects of what makes the Future Learn experience a successful one and how the development and popularisation of MOOCs play a pivotal role to the success of Goal 4 (Quality Education) of the Sustainable Development Goals (SDG) of the United Nations. To contribute to the analysis, the concepts of "strategies" and "tactics" as were employed by french scholar Michel de Certeau will play a role in explaining the main points of focus that rendered the MOOC experience a more fruitful one.



## **An Insider's Virtual Tour: Design of Experiment Platform for Animation Program Distance Education Based on Cloud Computing**

Xiaozhu Wang<sup>1</sup>

<sup>1</sup>The Open University Of China, Beijing, China

Cloud computing technology has been widely used in the field of distance education. The experiment platform is especially designed for the experiment practice of animation distance education can provide students with a flexible, safe and efficient experimental environment for instant communication and collaborative interaction. Experimental practice is of great importance to the animation professional distance education. The study is trying to design a distance experiment platform for students based on cloud computing so as to apply the curriculum practice of animation professional for the first time. The experiment platform can solve the problem of coordination and interaction inside the group and resource sharing among groups. It is a useful attempt for the animation professional experiment platform in distance education in the hope that it can attract extensive attention in the field, for further study, practice and improvement.

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## **Blended Learning: Wrangling and Embedding Sustainable Culture Change**

Karin Watson<sup>1</sup>

<sup>1</sup>UNSW Sydney, NSW, Australia

The successful embedding of eLearning in institutions is often impeded by the failure to effectively introduce culture change or to address change management. Many institutions have included eLearning into their Learning and Teaching Strategies, however most address the introduction and/or implementation of eLearning but fail to address how these might become embedded in institutional practice (DfES, 2003, Stiles, 2003) in order to remain sustainable and scalable. To address this, the Blended Learning Strategy project at UNSW Art & Design adopted a holistic approach to fundamentally change the practice of teaching by informing all operational areas including executive, administration, teaching, students and resources (Watson, 2018). Particular emphasis was placed on breaking familiar patterns of managing time, timetabling and location to better reflect contemporary work practices. New guidelines that integrated with other innovative institutional and faculty initiatives were embedded, including professional development, skills packages, curriculum design and the new 3 term calendar.



## **Minding Their Minds: Supporting Students' Mental Health from Inside Their Programs and Courses**

Larry White<sup>1</sup>

<sup>1</sup>Ookpik Services Inc. Vancouver, British Columbia, Canada

We all know that positive well-being is a key indicator for learning and student success. This reality becomes even more pronounced when the content of a student's program has the potential to trigger negative memories, images, sounds and smells of traumatic events and occurrences from a student's past. This Lightning Talk focuses on the theme of innovative learning design for student success. Hear about the unique, multi-layered steps that a Canadian university took in the launch of its First Responders Trauma Prevention and Recovery Certificate program. This program provides students with the strategies and tools they need to help mitigate the impacts that trauma may have on their emotional and mental well-being. In addition, learn about the collaborations formed and steps implemented to provide students with unlimited access to 24/7 mental health support from within their program.

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## **Online and Offline Literacy Education for the Disabled: Taking Inner Mongolia Radio & TV University as an Example**

Yubao Zhao<sup>1</sup>

<sup>1</sup>Inner Mongolia Radio&TV University, Hohhot city, China

The implementation process of the literacy project for the disabled in Inner Mongolia is as follows 1. We combined the system of radio and television universities with system of disabled persons' federation, integrated human resource of radio and television universities and the disabled persons' federation, and conducted technical training with recreational activities by sharing experiences and learning from each other. 2. Literacy education has been carried out by combining short-term offline intensive training with long-term online learning, which has been well received. 3. We have compiled and printed textbooks in both Chinese and Mongolian, designed video courses and micro lectures, and provided multimedia resources to meet students' diversified learning needs. 4. Family members, relatives and friends of disabled students, teachers and volunteers helped the disabled by training them and sending support to them. Online and offline literacy education is affecting and changing the lives of disabled people in Inner Mongolia.



## VIRTUAL PAPERS



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## **Students' Perceptions of Using WhatsApp as an Interactive Learning Tool for Open Distance Learning (ODL) and Full-Time University Studies**

Karen Ferreira-Meyers<sup>1</sup>, Carolyne Lunga<sup>1</sup>

<sup>1</sup>University Of Eswatini - Institute Of Distance Education, Kwaluseni, Swaziland/Eswatini

WhatsApp is widely being used for social interactions across the globe. Its popularity as a cheap and instant platform of communication may facilitate the teaching and learning processes at the University of Eswatini. This research seeks to explore students' (ODL and full-time) perceptions of using WhatsApp for learning purposes. Individual WhatsApp groups for a number of courses offered across the university were created for providing information relevant to the courses, promoting student-to-student interactions and exchanges with the lecturer outside of class during the second semester. Questionnaires will be administered at the end of the semester to determine the students' perceptions on the effectiveness of this platform for teaching and learning. It is important to determine whether ODL and full-time students have similar expectations or not in view of differentiation in design and facilitation for learning. Recommendations for improved design and facilitation will be given in the conclusion of the presentation.





## Considerations and Findings from Glocalizing USA-Based Research-Supported Course Design Standards and Practices to Facilitate Student Success

Yaping Gao<sup>1</sup>

<sup>1</sup>Quality Matters, Annapolis, Maryland, USA

With all the pervasive technologies that institutions are making big investments to implement, what needs to be in place to guide and ensure that the integration of these systems provides a learning-centered environment in various delivery formats, such as MOOCs, online or blended learning, flipped classrooms, among other technology-enabled modalities, to help students achieve desired learning outcomes? What research-supported course design standards and best practices based on decades of experience by the educational community in USA are available for the international community to adopt and adapt? What needs to be taken into consideration in efforts to glocalizing (globalizing + localizing) them to facilitate the maximum return of investments for teaching and learning – student success? The author will provide an overview of the current educational technology landscape in USA before introducing 1) USA-based research-supported course design standards adopted by over 1200 institutions globally for higher education, K-12 education, as well as continuing and professional education; 2) considerations needed and strategies recommended in approaches to adopt and adapt these standards and practices to meet the local needs in culturally and pedagogically different learning communities; 3) findings from years of experience working with non-English speaking communities, Arabic, Chinese, and Spanish-speaking in particular, one of which is that core elements of teaching and learning speak to all environments regardless of language, culture, pedagogy, or student demographics. The author will share a preliminary set of internationalized standards that can help any educational communities to start establishing a quality assurance process to facilitate student success.



## Investigating the Association between Emotion, Cognitive Load and Achievement: The Case for MOOCs

Maartje Henderikx<sup>1</sup>, Kate Xu<sup>1</sup>, Tobias Rohloff<sup>2</sup>, Karel Kreijns<sup>1</sup>

<sup>1</sup>Open University Of The Netherlands, Heerlen, The Netherlands

<sup>2</sup>Hasso Plattner Institute, Berlin, Germany

Our explorative study investigates the association between emotion (enjoyment versus boredom), cognitive load (mental effort and mental load), and ultimately achievement. Research on the effect of emotions on the learner's perceived cognitive load has recently started but did not yet address the context of Massive Open Online Courses (MOOCs; see Hew, 2016). Cognitive load theory was proposed by Chen, Woolcott and Sweller (2017) to explain study success in MOOCs. Indeed, many learners do not always succeed achieving their personal goals regarding the knowledge they want to gain (Henderikx, Kreijns, & Kalz, 2017; Rohloff & Meinel, 2018). We hypothesise that enjoyment is negatively and boredom is positively associated with mental load. In addition, we expect enjoyment to be positively and boredom negatively related to mental effort. The MOOC platform from Hasso Plattner Institute (HPI) is utilized for data collection. A survey containing the required measures for all variables is currently being administered but not yet completed. Given the sample size of 42 participants so far, we for now could only calculate correlation using Spearman correlation due to the small sample. Significant high correlations existed only between enjoyment and achievement and between mental effort and mental load. Definite findings will be reported after data collection is finished.



## Upgrading a MOOC through Conversion into Successively Higher Degree Courses

Jack Koumi<sup>1</sup>

<sup>1</sup>University of the Philippines Open University, Laguna, Philippines

In Jan-Mar 2019, I ran an Online Course, Achieving the Pedagogic Potential of Video, for final-year Multimedia BA students of the Philippines OU. This evolved from my 2017 EMMA MOOC. 12 videos expounded the two fields, Potent Pedagogic Roles for Video and Pedagogic Design Principles: the 33 Roles and the 30 Principles are exemplified by 82 video clips from existing online courses. Graded Open-Ended Quizzes follow each video. Handouts further elucidate. Finally, small groups devise a video-screenplay that targets their chosen learning objectives. They produce, then peer-evaluate Draft 1. Then Draft 2 is teacher graded and critiqued through annotations. Most students of the Online Course were multimedia savvy and their grades count towards their degree. Hence the pedagogy of the MOOC was modified to accommodate students' sophistication and commitment; for example, setting additional, tougher quizzes. For the subsequent Revamped Rerun, the content also warranted enhancements, provoked by the interactivity of the initial student cohort. For example, there was in-depth analysis of how video's distinctive Pedagogic Roles can serve Learning Objectives. These refinements of my design theories are heartening. I have always sought constructive criticism, but previous audiences had little time, inclination or expertise. An Elective Course will be run from 2020, culminating in four weeks when graduate students execute their screenplays as videos. Evaluations will include time-coded clickable annotations. Finally, we aim to run a MOOC sponsored by the Asian Association of Open Universities. We are confident that this MOOC's learning efficacy will exceed that of the EMMA MOOC.



## Radical Learning Online

Nanci Lee<sup>1</sup>

<sup>1</sup>Sisters Ink, Canada

Online spaces including social media, platforms, blogs and videos have never had more influence on our individual and collective imaginations. There is an onslaught of information and meshing of learning, on and offline, formal and informal, that is deeply unsettling and potentially powerful. Frames have never had more possibility to engage with such a diversity of bodies, communities and learning spaces. This paper explores the potential that online learning presents for experimentation, negotiation, consciousness-raising and collective action. The paper draws on social movement learning theory, online transformative learning theory, course design, reflection and student evaluations based on over ten years as an online facilitator for community and solidarity finance practitioners. The paper also draws on experience working with the Association for Women's Rights in Development (a global movements' organization) on membership including how to re-think organizing online. Drawing on both literature and praxis, online radical learning:

- Supports systemic gendered analysis
- Embeds action and action learning
- Supports multiple, flexible paths for learning
- Supports spaces for collective analysis, peer-coaching and collective action
- Support reflexive space for the frustration that comes with consciousness-raising

Online platforms and spaces have real potential to support radical learning processes if they can provide flexible places to learn, reflect and act, individually and collectively. Learner-activists should be supported to move freely where they find meaning between their communities, peers and their own deliberations. It means more self-directed inquiry, more micro-learnings, more reflection, more real-world action while online in their alliances and power dynamics.



## **Student Perceptions and Attitudes towards Moodle in the Teaching of Journalism in the Kingdom of Eswatini**

Carolyn Lunga<sup>1</sup>, Karen Ferreira-Meyers<sup>1</sup>

<sup>1</sup>University Of Eswatini - Institute Of Distance Education, Kwaluseni, Swaziland/Eswatini

The advent of the internet and new media technologies has had an impact on various aspects of our lives including education. Learning Management Systems (LMS) are being used in higher education in order to transform and enhance teaching, learning and communication. Moodle, as the University of Eswatini's preferred LMS, offers a variety of learner-centric tools and promotes online collaboration which empowers the teaching and learning process. This research focuses on the perceptions and attitudes towards Moodle of first and final year students doing Journalism and Mass Communication (JMC) at the University of Eswatini (UNESWA). Surveys were conducted to clarify their perceptions of Moodle. Findings showed that the study participants found Moodle useful/helpful due to its accessibility. Students indicated that they could access it anywhere and use the materials online at a time convenient to them. Problems of connectivity (none or poor internet connection) were seen as a limitation when it came to full utilisation of the tools offered by Moodle, especially the discussion ones. Social and technological factors had an impact on how students perceived Moodle. A list of recommendations on how to improve the use of Moodle for future journalists concludes the paper. It is noted that these recommendations should inform future online pedagogies.



## Moving Beyond Compliance to Empowerment: Promoting a Culture of Authentic Assessment in Counselor Education

Amie Manis<sup>1</sup>, Stacy Sculthorp<sup>2</sup>

<sup>1</sup>Capella University, Minneapolis, USA

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Higher Education institutions have a great interest in how their learners are performing against outcomes, though most of the evidence on performances is summative in nature, such as capstone experiences or internship and fieldwork related evaluations. An embedded assessment model promotes institutional assessment practices as a tool for student and faculty empowerment in real-time. It also positions assessment specialists and administrators with data to drive quality improvements to curricula. An example from an online, industry accredited doctoral program in counselor education and supervision is presented using a learning growth model at the learner and program levels. In this paper, we will share how we implemented a learning growth model within the Counselor Education and Supervision program at our institution. Participants will have a view to learning growth models and competency-based assessment through a fully embedded approach to curricular design through an example from a doctoral level counselor education and supervision program. The following will be emphasized:

1. Analysis of the elements of a learning growth model with a relevant example.
2. Discussion of the potential impacts of using a learning growth model at both the learner level and aggregate level.
3. Identification of elements of a learning growth model that might be immediately applied to your programs or courses.



## **Institutional Initiatives for Retention and Success in Online Learning: Case Study of Botho University on Good Practice to Inform Policy**

Ivy Rose Mathew<sup>1</sup>

<sup>1</sup>Botho University, Garorone, Botswana

Online learning has grown over the years because of its promise and appeal to increase access, address equity, provide flexible opportunities for study, and provide more cost-effective alternatives to conventional education. While the mode is gaining popularity around the world and equally in Africa, the biggest challenge is the retention of students. Retention strategies in online learning are not new concepts in research, however not much is documented on the evaluation of its success. This paper discusses the strategies instituted by Botho University to enhance retention in online learning. The research questions that guided the study are: 1) What strategies can be used to promote higher rates of retention in online learning? 2) What pedagogical practices improve the success rate of online learners? 3) What factors motivates a learner to complete the course successfully? Utilizing a qualitative phenomenological paradigm and using a purposive sampling, the study explored the experiences and perceptions of learners, administrators and lecturers in online learning programmes. This model uses conceptual framework presented by Angelino et al. (2007) and strategies focused on the learner-centred approach, student integration and engagement, learning communities and online learner support. The study revealed that strategies such as sound pedagogical practices, institutional support through proper organizational structures and lecturer time plays a significant role in ensuring the success of any online learning model. It is hoped that this model can provide a benchmark for other online learning providers to come up with pedagogical policies and practices that improve student retention in online learning.



## Using a WhatsApp model to Support Quality Assurance Subject Learners in an Engineering Department at an Open Distance University

Richard Naidoo<sup>1</sup>

<sup>1</sup>Unisa, Johannesburg, South Africa

The study addresses the pass rate of quality assurance students in an engineering department at an open distance learning university. It has been observed that too few students are using the discussion forum. Due to the poor 2017 pass rates, a WhatsApp community of enquiry model was applied to augment web-based discussion forum. WhatsApp groups have the potential to be used as online tutorial and complements the current Unisa online system. Learning anytime and anywhere were thought to be the top two advantages of learning through WhatsApp. Activity theory was used as a theoretical framework. A mixed method was used to analyse the data. The 2017 and 2018 student populations were considered as subjects. The quantitative data consisted of assignment and examination scores from 2017 and 2018 years of study. The quantitative results indicated a 39% pass rate for 2017 year and 55% pass rate for 2018-year WA sessions. The hypothesis tests indicated a significant difference in the 2017 and 2018 scores at a 95% level of significance. The pass-rate scores for 2018 were better than 2017 year. The qualitative data examined responses in the discussion platform forums and the WhatsApp with respect to three categories viz social presence, cognitive presence and the teacher presence. The results suggest that the WhatsApp model-learning model produced more responses in terms of the three categories. The results indicates that using WhatsApp in the teaching and learning of quality assurance improves pass rates and scores”.





## Tamagotchi, Jenga, Lego and Transformer: New Pathways through Higher Education in 2030: A German Foresight Study

Dominic Orr<sup>1</sup>

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The AHEAD study was commissioned by the German government to forecast what the university landscape could look like in 2030. The study does not focus on technological developments as the sole driving force for future higher education. Rather, the study assumes that higher education will change by 2030 as a result of combined impact of 3 aspects:

- Knowledge and competence requirements from industry and social changes in an increasingly digitised world
- New developments in didactics
- Digital technologies that enable new forms and environments of learning
- In a turn away from the usual practice, which often focusses on changes to the institutions of higher education, the study foresees and discusses instead 4 distinct learning pathways (named after common toys for ease of recall) through higher education that will shape future provision:
- Tamagotchi: A closed ecosystem built around the individual student, who has just left school
- Jenga: Higher education as a solid foundation of knowledge, which is built on and expanded through flexible modules later in life
- Lego: A course of higher education determined individually by the student, who picks and mixes – with advice from universities and service providers
- Transformer: Higher education for people, who come to higher education much later in life, bringing with them their own professional identity and life experience, which frames their studies

Link to the full study here: <http://bit.ly/ahead2030>



## **MentoruMS: a Digital Mentoring Program for Distance Education Students**

**Marcela Paz González-Brignardello<sup>1</sup>, Ángeles Sánchez-Elvira Paniagua<sup>1</sup>, Raúl Cabestrero Alonso<sup>1</sup>,  
Pilar Quiros Expósito<sup>1</sup>, Pedro Rodríguez-Miñón Cifuentes<sup>1</sup>**

<sup>1</sup>National Distance Education University – UNED, Madrid, Spain

Student dropout in higher education and, primarily, in distance/online higher education, occurs mainly during the first year of studies. The integration of the new student has to be an institutional endeavor to be addressed under a comprehensive perspective and multiple lines of action. One of them consists of the development of institutional induction programs aiming at providing new students with useful orientations and guidelines. In this sense, mentoring, a process in which experienced peers support new ones, has proved to be a useful and powerful tool. Mentors can support new students to integrate satisfactorily in the institution helping them to make use of strategies to achieve their learning objectives. Close communication is required between mentor and mentees; in this sense, the use of communication technologies (ICTs) becomes a key element for the development of mentoring in the 21st century. UNED is a mega-distance education university with +200.000 students distributed in 62 Local Centers along the country. In this communication, we present the design and preliminary results of MentoruMS, a digital mentoring model based on ICTs in online communities and social networks, developed for the new undergraduate students of UNED-Madrid-Sur Local Center. The main features of the program, the mentors' training (blended methodology) and the monitoring and evaluation strategies of the mentoring process will be discussed. First results will be presented from the perspective of the mentors: the difficulties and strengths of the process, as well as the necessary improvements for the implementation of the program in the following years.

## Online Teaching Aids

Anantharamaiah Prabhakar<sup>1</sup>

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In this paper, teaching a course is modeled as a collection of business processes. Three key processes are identified, viz., (1) Virtual Classroom, (2) Subject Forum, and (3) Multiple-choice Quiz Test. A Virtual Classroom is a process that "flows" from the faculty teaching a course to all students taking (or registered for) that course. The faculty can incorporate a variety of content in a Virtual Classroom, such as, textual material, images, links to video lectures, and downloadable documents. The faculty teaching a course can launch one or more Subject Forums for that course. A Subject Forum is accessible by the faculty, as well as all students taking that course. A student can post (1) a question, (2) a comment, or (3) an answer to a question posted by a fellow-student. The faculty, on the other hand, can post (1) a comment, or (2) an answer to a question posted by a student. Whenever a post is made, all students taking the course, and the faculty teaching the course, receive email alerts. The faculty teaching a course can launch one or more Multiple-choice Quiz Tests for the course, which flow to all students taking the course. When a student submits his / her answers to a test, he / she, as well as the faculty, immediately receive a detailed report of his / her performance in the test, besides his / her test score. Online Teaching Aids has been implemented in the Google Cloud (Visit [www.onlineteachingaids.com](http://www.onlineteachingaids.com)).



## Assessing the Quality of Interactions in Discussion Forums Using the Interaction Analysis Model (IAM)

Judy Pullenayegem<sup>1</sup>

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Online discussion forums (DFs) are used widely in teaching and learning in the online environment as they offer opportunity for participants to interact, exchange ideas, and share knowledge. For effective learning to occur, the quality of discussions needs to reflect higher order skills; negotiating meaning, clarifying understandings, and applying new knowledge. This study attempted to ascertain the quality of the discussions among participants in the DFs of a blended-learning advanced writing skills course which focused on developing the essay writing skills of 64 ESL learners studying in an Open and Distance Learning context in Sri Lanka. A widely used model; the Interaction Analysis Model (Gunewardena, Lowe & Anderson, 1997), consisting of five phases proceeding from lower to higher mental skills, was utilized to ascertain the extent of knowledge construction reflected in the messages posted on DFs. Findings revealed that participants were most active in the initial phase of the model, with many community building messages creating a positive and encouraging learning environment. Furthermore, knowledge construction was evident in all five phases of the model. Learner responses to the post questionnaire and post interviews indicated that they viewed the DFs positively; as beneficial. A comparison of their pre and post test results further validated the benefits of engagement in the DFs. However, a noticeable decline in the messages posted in the latter four phases of the model, which required the exercise of higher mental skills was observed, which may be attributed to a lack of adequate English language proficiency.



## **Our Story: Co-Authoring An OER History Textbook With Undergraduate Students to Enhance Student Success and Retention**

Jim Ross-Nazzal<sup>1</sup>

<sup>1</sup>Houston Community College, Texas, USA

There are countless ways to engage and retain online students. One way that I have found successful and one way that students have found meaningful (and enjoyable) and one way in which I have been awarded for my student success and retention numbers is co-authoring an Open Educational Resources (OER) textbook for U.S. and Mexican America History with my students. By allowing my students to research and write on topics that most interest them, and by working on their editing skills as they review and critique each other's submissions: 1) we all learn how to work better as a group; 2) we teach each other various aspects of US and Mexican American history; 3) I have retained more students to the end of the course than when I have used other models, and; 4) those who do complete the course tend to do so at higher levels of comprehension, appreciation of History and overall enjoyment of the class than other models I have tried. Currently, my US and Mexican American history classes are working on this OER book: <https://ourstory.pressbooks.com/>. My presentation will cover working with undergraduates who contribute and help to edit an OER that I also assign to be read in my US and Mexican American History classes to include the particular challenges such as coordinating synchronous group meetings in a traditional asynchronous environment. I teach at an urban, minority-majority community college.



## Applying the e-Learning Model in Educational Institutions in Bosnia and Herzegovina

Dzenana Rustempasic, Aida Habul<sup>1</sup>

<sup>1</sup>*School of Economics and Business, Sarajevo, Bosnia and Herzegovina*

E-learning is a type of learning by using electronic technologies to access an educational program outside of a traditional classroom. As conventional classrooms continue to be transformed into digital, it is necessary for teachers to deliver lectures through multiple learning modes. Digitally enriched content and personal learning should be the primary way of teaching, as well as collaborative and interactive learning. The paper deals with issues of education in a virtual environment, the role of virtual reality and artificial intelligence that is increasingly entering the classrooms of developed countries. The paper explores what application of artificial intelligence in the near future means for the development and wider application of electronic learning in virtual classrooms around the world, as well as in developing countries such as Bosnia and Herzegovina. The paper presents the advantages and opportunities that contribute to the improvement of e-learning in educational institutions and the benefits for students and other involved parties in the educational process, such as teachers and parents. The paper covers question related to perceptions of students regarding the usefulness of distance education, various forms of e-learning and educational platforms, and the advantages of using e-learning in secondary schools. Research results can serve as a basis for establishing a national-level strategy to support the introduction of e-learning as an equal form of education. The e-Learning Initiative implies ensuring the right to education and reducing costs to such an extent that it becomes accessible to the developing country and countries in transition.



## **Building Justice for Teaching and Learning Law through Online in Open and Distance Learning: A Sri Lankan Perspective**

Janaha Selvaras<sup>1</sup>

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Usage of Online learning resources shapes learning and teaching in Open and Distance learning (ODL). Hence, institutions offering education through ODL have an emerging practice of shifting towards open, distance, and e-learning. Thus, the Open University of Sri Lanka (OUSL), being the pioneer and premier institution to deliver education in open and distance mode in Sri Lanka, promotes online learning in addition to learning via course materials and a limited number of face to face interactions. Against this background, this paper focuses on expanding access, openness, and flexibility in teaching and learning law online in Open and Distance Learning. Legal education in Sri Lanka is dominated by face to face interactions. The Department of Legal Studies of the OUSL is the one and the only institution in Sri Lanka to deliver legal education through ODL. Hence, this paper analyses the title in the context of legal education in OUSL. This paper is developed by a mixed methodology involving qualitative and quantitative methods. This methodology includes surveying selected students and interviewing selected teachers on the subject matter with subsequent analysis. Legal education of OUSL is not only delivered at the main campus but at the regional centers across the Island nation to ensure the openness, access, and flexibility. The core focus is to do the comparative study of the learners and teachers from the main campus and regional centers to understand the reality of teaching and learning law online. This paper concludes through its results that the legal education culture under ODL in Sri Lanka faces the transformation from learning and teaching by course materials and a limited number of face to face interactions towards the online learning methods. Therefore, this paper puts forth recommendations for a successful adaptation and implementation of new methods by respecting the needs of learners and teachers. In essence, attention is drawn on designing, delivering, and enhancing the mode of education. Education should always be focused on the needs and available resources of learners and teachers in order to attain justice.



## Co-Constructing and Sharing of Open Education Resources in the Open Universities of China

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<sup>1</sup>The Open University Of China, Beijing, China

The Open University of China shoulders the historical mission to provide massive, high-quality open learning resources for the whole country. This paper explores the deep integration of modern information technology and education to give solutions demo of global challenges in open education, especially in open education resources constructing and sharing. Since 2008, the Open University of China has piloted the co-constructing and sharing of 173 featured courses in the school system, put in a lot of manpower, material and financial resources, driving more than 650 teachers and teaching management personnel into the exploration. Based on the experience accumulated in the development of distance education, this paper analyzes the status quo of the co-constructing and sharing of the curriculum learning resources of the Open University of China. A sound management process and norms for the co-constructing and sharing of open education resources have been formed, the curriculum construction is constrained and standardized, ensuring the rationality of the construction of the curriculum resources. Through the experience gained on key points, the school system's ability and level of curriculum construction are promoted. At present, the learning resources construction of a total of 105 courses have been completed and put into use. Among them, the cumulative circulation of printed textbooks reached 299,105 volumes, and the video learning resources accumulated to 84,350 minutes. 34 courses have won the honor of Excellent Courses in the nation and open university level, accounting for 20% of the total number of pilot courses. From the research, it gives some solutions in co-constructing and sharing of open education resources. Improve the co-constructing and sharing system construction and provide policy guarantee. Encourage the excellent teachers to take part in the resources co-construction, and lead the development of the construction team breaking of space and geographical restrictions. Standardize the resources design and improve its quality. And then puts forward a sharing model, in order to enhance the ability to construct and share the open education resources of the country to realize the globalization and fairness of education.





## DIGITAL POSTERS



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## **Progressive Instructional Conversation Template: Facilitating Online Knowledge-Building Discourse**

Bohdana Allman<sup>1</sup>

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Quality teacher professional development is critical for improving 21st-century education and transforming lives and societies. Effective teacher professional development is participatory in nature, situated, discourse-based, collaborative, and problem-oriented. However, current online learning approaches fall short of effectively implementing such practices. Careful attention to underlying pedagogy and purposeful use of collaborative technologies make designing online participatory learning experiences increasingly possible with a potential of transforming online education. This poster describes a pedagogy-based template that guided design of participatory online teacher professional development courses. Progressive instructional conversation template elements and their role in facilitating knowledge-building discourse online will be presented and discussed.

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## **DigCompEdu ULPGC: Online Master in Digital Competences for Educators**

Jesús B. Alonso-Hernández<sup>1</sup>, David Sánchez-Rodríguez<sup>1</sup>, Carlos Travieso-González<sup>1</sup>, Joes Juan Castro-Sánchez<sup>1</sup>, Antonio Ravelo-García<sup>1</sup>, José Miguel Canino-Rodríguez<sup>1</sup>, Santiago Pérez Suárez<sup>1</sup>

<sup>1</sup>University of Las Palmas de Gran Canaria, Les Palmas, España

The University of Las Palmas de Gran Canaria will offer from the 2019-20 course an online master in Digital Competences for Educators (DigCompEdu ULPGC), developing the European Framework DigCompEdu. The educational model of the Master is focused on different roles: creators of teaching material, lectures, and evaluators. Experts of recognized prestige will develop teaching materials, lectures will be experts in providing online teaching and external evaluators will proceed to certify the student's learning results. Methodologies such as Active Learning, Flipped Classroom, Gamification or Mobile Learning and technologies such as Learning Analytics or Digital Assessment to Accredited Learning will be applied.



## **Digital as Assessment Game-Changer: Expanding Access and Flexibility for Pupils with Special Educational Needs**

Tish Balfe<sup>1</sup>, Anna Logan<sup>1</sup>, Suzanne Stone<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

Accurate measurement of educational progress is vital for classroom planning but assessment of pupils with special educational needs poses significant challenges for teachers in terms of motivating their learners to engage with traditional paper-based assessments. Using the open-source content creation tool H5P, we developed a digital tool to enhance learner motivation and engagement in the assessment of receptive and expressive vocabulary knowledge. Drawing on survey and focus group data, this digital poster will present findings informing the next stage of development to expand flexibility and accessibility. The digital format will allow delegates to interact with the assessment and offer feedback.

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## **Doing it Digitally: One University's Approach**

Elaine Beirne<sup>1</sup>, Mairéad Nic Giolla Mhichíl<sup>1</sup>, Conchúr MacLochlainn<sup>1</sup>, Mark Brown<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

Innovation in teaching and learning is central to the provision of online and distance courses. The Ideas Lab in the National Institute for Digital Learning (NIDL) is one response to cultivating and realising such digital innovation at a third-level institution. Based on the principles of design-thinking, rapid-prototyping and learner-centeredness, the unit is tasked with bringing new learning ideas into fruition. This digital paper charts the evolution of the Ideas Lab, from its genesis to its current remit and outlines the future plans of the unit, as an example of a university-wide approach to the delivery of new online learning models.

## **Technology Enhanced Learning Primary School STEM Education Case Study: Improving Learner Motivation, Learner Satisfaction and Knowledge Acquisition**

Diana Bogusevschi<sup>1</sup>, Can Zhao<sup>2</sup>, Mohammed Amine Togou<sup>1</sup>, Gabriel-Miro Muntean<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

<sup>2</sup>National College of Ireland, Ireland

This poster presents the main findings of a primary school case study, Earth Course, carried out as part of the European Horizon 2020 NEWTON Project, which is focused on innovative TEL solutions in STEM education. Earth Course was carried out in two single gender primary schools, one girls only and one boys only, presenting TEL educational content on four topics: Astronomy, Physics, Biosphere and Geosphere. Two 5th class student groups participated in each school, one group employing the NEWTON-based lessons as introduction to a topic and the other group as a revision tool. The findings of its assessment are presented.

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## **Strength in Numbers: A Co-teaching Pilot in Online Humanities Modules**

James Brunton<sup>1</sup>, Orna Farrell<sup>1</sup>, Sinead Eccles<sup>1</sup>, Michele Giblin<sup>1</sup>, Helen O'Shea<sup>1</sup>, Patricia Byrne<sup>1</sup>,  
Maggie Martin<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

The DCU Connected Humanities team, in Dublin City University, has been delivering off-campus learning for over thirty years. Programmes are delivered through digital self-study resources, synchronous online teaching, and in discussion forums facilitated by a part-time adjunct faculty member working with groups of approximately 30 students. A co-operative teaching provision pilot was undertaken whereby ten adjunct staff members (in teams of two) in five modules shared synchronous teaching, facilitation of discussion forums, marking assessments, and providing feedback. This learning design innovation promotes enhanced student success through increased staff social presence and encouraging better engagement in synchronous sessions and discussion forums.



## **eLearning Unlocked: Organisations Doing It For Themselves**

Mark Carty<sup>1</sup>, Ryan McInnes<sup>1</sup>

<sup>1</sup>The Learning Rooms, Ireland

This poster presents an innovative approach to the design and development of in-company eLearning. Organisations lacking expertise in delivering digital learning resources can struggle to produce high quality, consistent eLearning that is cost effective and time efficient. The Getting Started with eLearning package empowers organisations to write, build and deliver professional, interactive and engaging digital courses. The customisable package includes Instructional Design and Articulate Storyline workshops, branded Storyline templates including 150 custom slides and ongoing support. Storyline authoring times are reduced by up to 75%. In changing times, this robust solution allows organisations to kick start their digital content journey.

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## **Avoiding Awkward: Delivering Difficult Topics through Animation**

Mark Carty<sup>1</sup>, Ryan McInnes<sup>1</sup>

<sup>1</sup>The Learning Rooms, Ireland

This poster examines the effectiveness of animation as a driver of learner success in an online bullying and harassment course which blends interactive eLearning content and animated scenarios. Scenario based eLearning on difficult topics requires multimedia material that presents real life situations in a way that allows the user to be objective rather than emotive in their decision making. The poster takes the positional stance that animation is an effective and efficient method for setting the scene and developing emotive scenarios. The course runs for the first time Q2 2019. Qualitative analysis of the first cohort will be presented.



## **Students as Malleable Beings: Transforming the Way We Teach How to Embrace Transformation in the Digital Age**

Costanza Casullo

An important competence for living and working in new times is the ability to acquire new skills quickly and efficiently. Although according to various predictions some technologies are here to stay, a significant degree of uncertainty surrounds their endurance. An emphasis should be placed on teaching children how to acquire new competences rather than just the skillset itself. The digital poster consists in interactive resources. It includes explainer videos focusing on practical techniques to develop the ability to acquire new skills, and examples of successful professionals that capitalised on their capability to adapt to a changing job market.

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## **Tired of Workshops? Try 10-minute (or Less!) Power Sessions to Engage Faculty Efficiently**

Sandi Connelly<sup>1</sup>, Rebecca Johnson<sup>1</sup>, Ken Kindler<sup>1</sup>

<sup>1</sup>Rochester Institute of Technology, New York, USA

An instructional designer, a technical advisor, and an online faculty leader walk into a room ... a bad joke or a new way to approach faculty outreach? You decide! The healthcare field has been known for quick delivery of professional development pieces for decades, but higher education faculty development has lagged significantly in this arena. We have implemented “Power Sessions” for faculty in which the core information and actionable items are delivered in 5-7 minutes. Lively discussion always follows ... and much learning occurs! We will present pieces of this work and link out to session recordings and materials.



## EPICA ePortfolio: Sustainable Innovation in sub-Saharan Countries

Andrea Contino<sup>1</sup>

<sup>1</sup>Documenta SI, Barcelona, Spain

We introduce the EPICA ePortfolio developed by MyDocumenta, a Spanish innovative SME, within the H2020 - EPICA Project, a strategic African-European Alliance aimed at the co-design of an innovative and scalable ePortfolio ecosystem to increase the quality and visibility of skills. The EPICA ePortfolio allows a systematic approach to competency recognition and accreditation, helping:

- UNIVERSITIES AND COLLEGES to improve teaching methods and respond to the demand for highly skilled workers.
- STUDENTS AND WORKERS to obtain more visible, transferable skills, acquired in formal and informal education.
- EMPLOYERS AND BUSINESSES to identify the most suitable candidates for jobs.

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## Research Trends in Educational Technology: A View from the “International Journal of Educational Technology in Higher Education”

Joseph M Duarte<sup>1</sup>, Mairéad Nic Giolla Nhichil<sup>2</sup>, Alvaro Hernan Galvis Panqueva<sup>3</sup>, Airina Volungevičienė<sup>4</sup>, Elsa Corominas<sup>1</sup>

<sup>1</sup>Universitat Oberta De Catalunya (UOC), Barcelona, Spain

<sup>2</sup>Dublin City University, Ireland

<sup>3</sup>Universidad de los Andes, Bogotá, Colombia

<sup>4</sup>Vytautas Magnus University, Kaunas, Lithuania

The study analyses the research trends in Educational Technology based on 130 articles published by the “International Journal of Educational Technology in Higher Education” during the last three years (2016-2018). We analyzed the published articles from three perspectives: research topics; research methodology; and academic impact based on citations and social networks presence. The “International Journal of Educational Technology in Higher Education” is a reference journal in the field, indexed in SSCI and Scopus, published by SpringerNature and co-edited by the Universitat Oberta of Catalonia, Universidad de los Andes (Colombia), the Dublin City University (Ireland) and the Vytautas Magnus University (Lithuania).



## **Partnerships That Perform: Improving Campus OER Collaborations through Human Performance Technology**

Kathy Essmiller<sup>1</sup>, Penny Thompson<sup>1</sup>, Francis Alvarado-Albertorio<sup>1</sup>, Matthew Upson<sup>1</sup>

<sup>1</sup>Oklahoma State University, Stillwater, USA

This poster will describe optimization of campus-wide partnerships resulting from the application of Human Performance Technology (HPT) to a midwestern United States Academic Library Open Educational Resources (OER) programme. The poster will briefly define OER, share key characteristics of HPT and include a description of the gap analysis. Description of the gap analysis will include existing OER campus partnership elements as contrasted with desired OER campus partnership elements. The poster will describe and evaluate interventions designed and implemented as informed by the HPT. Viewers will gain insight into the application of HPT to improvement of partnerships on their own campuses.

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## **Transforming Learning Portfolio Practice: The Critical Folio Thinking Framework**

Orna Farrell<sup>1</sup>

<sup>1</sup>NiDL, Dublin City University, Dublin, Ireland

This digital poster will describe the Critical Folio Thinking framework for learning portfolio practice. Critical Folio Thinking emphasizes four key components of learning portfolio practice: the learning process, critical thinking skills, reflection and discipline context, see figure 1 below (Farrell & Seery, 2018; Farrell, 2019). Learning portfolios focus on the developmental process of learning, enabling students to reflect on how, why and what they learned, enabling students to develop reflective judgement (Zubizarreta, 2009). Effective learning portfolio practice is grounded in a discipline, with an incremental design which focuses on the process of learning through the medium of reflective writing.





## **Enhancing Digital Teaching and Learning in Irish Universities**

Sharon Flynn<sup>1</sup>

*<sup>1</sup>Irish Universities Association, Dublin, Ireland*

The Irish Universities Association (IUA), the representative body for Ireland's seven universities, is leading an ambitious project to mainstream digital in teaching and learning activities in Irish Universities, by addressing the professional development of all who teach or support teaching and learning. It recognises the valuable work already carried out in the universities to enhance digital skills of staff, and aims to build on this through a coordinated and collaborative approach. In this presentation we will share early results from a pilot, due to start in September 2019, taking place across the seven participating institutions.

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## **Studying the Effects and Impacts of Educational Innovations in Engineering Education**

Alvaro Galvis<sup>1</sup>

*<sup>1</sup>University Of Los Andes, Bogotá, Colombia*

The School of Engineering and the Center for Technology-based Educational Innovations at University of Los Andes, Bogotá, Colombia, have been very active designing, field testing and learning from reengineering engineering education courses. "Big-ideas" and "facilitation from the side" approaches have been applied to course redesign and in-service faculty development. Innovation teams have created technology-enhanced flexible active-learning environments for students to understand key engineering concepts and to demonstrate both disciplinary and soft skills. This poster will share ideas, methods and the initial results from related effects and impact studies.



## **Revolutionise Your Learning Design Workshops With An App Wheel**

Mark Glynn<sup>1</sup>, Clare Gormley<sup>1</sup>, Jess Gramp<sup>2</sup>, Nataša Perović<sup>2</sup>, Clive Young<sup>2</sup>

<sup>1</sup>Dublin City University (DCU), Ireland

<sup>2</sup>University College London (UCL)

We have all been there - at the learning or curriculum design workshop that generates lots of good ideas that frequently fail to be implemented. The 'ABC to VLE App Wheel' has been developed to help address that problem by supporting educators in transforming ideas and pedagogies into reality. Using screenshots and minimal text, this digital poster will illustrate how this H5P-based tool can be used to access practical guidance on potential educational technologies. It will also describe how this openly available tool, developed as part of an Erasmus+ funded project, can be readily adapted by other institutions as needed.

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## **How to Add Value with MOOCs in Blended Learning Environments?**

Katie Goeman<sup>1</sup>

<sup>1</sup>KU Leuven, Brussels, Belgium

This contribution addresses the research question 'How to add value to learner experiences by implementing MOOCs in blended business education?'. The study applied a mixed-method approach, incorporating a literature review and a qualitative focus group interview. Previous peer-reviewed studies were systematically assessed and cross-examined on the findings of a focus group with undergraduate students. A SWOT analysis technique has been used to interpret and analyze the results. While literature indicates that MOOCs are considered as being promising and powerful pedagogical tools, yet, students esteem MOOCs a support tool in blended learning environments.



## The Perfect Bite: EduBits for Digital Micro-Credentialing

Claire Goode<sup>1</sup>

<sup>1</sup>Otago Polytechnic, Dunedin, New Zealand

The EduBits initiative, launched in July 2017 by Otago Polytechnic, New Zealand, awards alternative digital credentials. EduBits recognise skills and knowledge already acquired. Through a ‘show what you know’ approach, you can earn digital badges to share with potential employers. EduBits were one of three options in the NZ Qualifications Authority’s pilot to evaluate micro-credentials, and are now recognised on the NZ Qualifications Framework. EduBits are “small enough to be manageable, big enough to be meaningful”. With an extensive range available, we are quickly building connections across business and industry, with many employers seeking to validate their staff training.



## Social Work for Everyone

Sharif Haider<sup>1</sup>

<sup>1</sup>The Open University, Milton Keynes, United Kingdom

My research on widening participation in social work education indicated that although social workers work towards social justice, social work profession do not represent the community they serve in England. This poster will demonstrate how a distance learning university worked with employers to promote and increase participation from underrepresented groups in social work training. It will not only illustrate how the university worked in partnership with employers but also what and how they developed online resources to support both employers and potential students to increase higher education participation rates.



## **Experiential Learning Infused in Community Services Programs Through Continuing Education**

Dalia Hanna<sup>1</sup>, Farheen Hasan<sup>1</sup>

<sup>1</sup>Ryerson University, Toronto, Canada

The Chang School of Continuing Education at Ryerson University, Toronto, Canada, encourages and supports experiential learning that fosters student success and employability. Experiential learning opportunities develop professional skills, promote lifelong learning, and enhance students' self-understanding through personal reflection. Practical experiences outside of the classroom encourage professional connections and networking, which can increase students' career prospects. In this poster, we will list the online project-based experiential opportunities from selected certificate courses in the Community Services program area, how these opportunities allow students to apply in-class theory to real-world contexts, the impact on enrollment data and the number of community partnerships developed.

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## **Digital Diversity and Inclusion - DCU, Building the Leading Platform for Measurable Diversity and Inclusion Solutions**

Sandra Healy<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

arpWISE, a DCU Invent start-up, is a data-driven digital platform delivering highly customised, interactive, diversity and inclusion software and learning content that is grounded in behavioral science. The content and user engagement is specifically designed to maximize knowledge about diversity and transfer that learning into behavioural and attitude change. Our software will equip organisations with the tools and analytics to identify, address and measure progress in building inclusive cultures. We create inclusive workplaces by building employees understanding of diversity and inclusion. We take a data-driven approach drawing on behavioural science research, paving the way to AI in the workplace.



## **How to Ensure That Your Online Course is Inclusive: Listen to What Students with Disabilities Have to Say**

Djenana Jalovcic<sup>1</sup>

<sup>1</sup>Western Norway University of Applied Sciences, Bergen, Norway

In a phenomenological study, students with disabilities in online university programs reported the key elements of their experience: having access, working harder, being supported, being connected, and becoming. They described the following barriers: processes of accessing accommodations, inconsistencies in providing accommodations, responsiveness of the system to students' inquiries, over-reliance on a single mode or an activity in the design of courses, and a lack of awareness of disability, accommodations, rights and obligations among instructors. Knowing themselves and flexibility were facilitators that helped students with disabilities learn in the online environment. This study has implications for multiple stakeholders.

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## **Using VideoAnt to Promote Success in Student Learning and Reflection**

Mary Jetter<sup>1</sup>, Elena Stetsenko<sup>1</sup>

<sup>1</sup>University of Minnesota, Minneapolis, United States of America

VideoAnt is an interactive video annotation interface. This free tool allows for innovative approaches to using videos to augment student learning and reflection. Videos are linked to the interface and instructors and students are able to engage in a virtual conversation via the annotations. McCallagh and Douherty (2018) found that the vast majority of users in their study reported that VideoAnt enhanced their learning. The presenters will show the uses of VideoAnt in their courses and faculty development programs as well as how others have used VideoAnt to engage students in order to achieve their course outcomes.

## Boosting Educators' Digital Competences

Päivi Kananen<sup>1</sup>, Leena Hiltunen<sup>1</sup>, Virpi Uotinen<sup>1</sup>, Eva Cendon<sup>2</sup>, Sylvia Esser<sup>2</sup>, Magda Zarebski<sup>2</sup>, Glòria Bastos<sup>3</sup>, Ayson Günes<sup>4</sup>, Mehmet Firat<sup>4</sup>

<sup>1</sup>University of Jyväskylä, Finland

<sup>2</sup>FernUniversität in Hagen, Germany

<sup>3</sup>Universidade Aberta, Lisbon, Portugal

<sup>4</sup>Anadolu University, Turkey

Digital Competence of Educators (DigCompEdu, 2017) recommendations were used as a joint framework of four EADTU member universities in developing a new flexible and scalable online programme. Online programme combines six competence areas of DigCompEdu and responds to educators' need of a set of digital competences specific to their profession. E-SLP project funded by Erasmus+ KA3 is the context of our collaboration. The project pilots new innovative short learning programmes (SLP) targeted to adult learner. SLPs are based on study modules (EQF levels 4 – 8) potentially addable to a larger formal degree.

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## Who Needs a Laboratory when You Can Build Your Own?

Ari Kiviniemi<sup>1</sup>, Irma Aroluoma<sup>1</sup>, Sanna Nevala<sup>1</sup>, Lassi Pyykko<sup>1</sup>

<sup>1</sup>University Of Jyvaskyla, Jyvaskyla, Finland

When students cannot be present, it is hard to learn practical skills. How could one learn to practice in laboratory, if s/he cannot even visit one? Novel learning designs are required.

What if your kitchen or garage could act as a home laboratory, and substances you use for cooking and cleaning would act as reagents? New undergraduate course with various home laboratory experiments were created to offer lab experience to distance students. Tasks were submitted to Moodle (trust-based) for teacher's feedback. Qualitative analysis of data (after-course feedback, submitted visual documents and control questions) from 5 courses confirm successful learning patterns.



## **A Leap of Faith or Safe-Play? Driving Flexibility and Digital Transformation of Teaching at a Finnish Language Centre**

Marjut Männistö<sup>1</sup>, Tony Nyström<sup>1</sup>, Nina Pilke<sup>1</sup>

<sup>1</sup>University of Vaasa, Language Centre Linginno. Vaasa, Finland

Digitalization is a prominent theme in the strategic government program in Finland. The Finnish higher education institutions have given digitalization a significant role in their current strategies, based on the vision of making full use of the possibilities offered by online and blended learning. In our presentation we discuss the identified (x-)factors and outcomes of digital teaching in our institution. Our frame of reference includes mandatory and optional LSP-based language studies in HE. Based on the impact of networking and collaboration within national key projects, our aim is to discuss how multimodal implementations drive flexibility and digital transformation.

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## **Digiculture - Defining and Developing Skills for a 21st Century Cultural Sector**

Mairéad Nic Giolla Mhichíl<sup>1</sup>, Diana Andone<sup>2</sup>, Antonella Poce<sup>3</sup>, Chiara Zuanni<sup>4</sup>, Hendrik Knoche<sup>5</sup>,  
Conchúr Mac Lochlainn<sup>6</sup>, Elaine Beirne<sup>7</sup>

<sup>1</sup>Dublin City University, Ireland

<sup>2</sup>Politehnica University Timișoara, Timișoara, Romania

<sup>3</sup>University Roma Tre, Italy

<sup>4</sup>University of Graz, Graz, Austria

<sup>5</sup>Aalborg University, Aalborg, Denmark

This poster highlights the ongoing work of the Digiculture Project, an ERASMUS+KA204 funded enterprise which aims at creating a sustainable and efficient educational program and to enhance the skills of adult learners within the (creative industries) (CI) sector. The project brings together leading universities from Italy, Germany, Romania, Denmark, Ireland and the United Kingdom. Initial survey results are presented (n=148), including a wealth of data regarding the perspectives of respondents. The results are contextualise the wider work of the project, and a roadmap is presented for further progress in designing pedagogically-appropriate, stakeholder-valued tools to reduce digital skills gaps.



## **Fáilte ar Líne - Irish Language Learning Goes Massive**

Mairéad Nic Giolla Mhichíl<sup>1</sup>, Conchúr Mac Lochlainn<sup>1</sup>, Elaine Beirne<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

This poster reports on the progress of Fáilte ar Líne (Welcome Online), a digital project developed by Dublin City University providing Massive Open Online Courses (MOOCs) to learners around the world. This project, funded by the Department of Culture, Heritage and The Gaeltacht, under the Twenty Year Strategy for the Irish language with support from the Irish National Lottery, has been successful, with over 50,000 registered in just 18 months. Key lessons and insights are presented, in addition to contextual information regarding the types of learners, their core motivations and the importance of participation to learners is also presented.

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## **Transforming the Student Experience: A Team-Based Approach to Learning Design**

Noeleen O'Keeffe<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

This poster will explore a team-based approach to the design of Philosophy modules on a Humanities programme for online distance learners. Drawing on the expertise of academics in the field of Philosophy and online learning experts, these modules were designed using an active, participatory and collaborative learning approach. This poster will detail how the team effectively and efficiently developed the modules following instructional design best practices and maintaining standards of excellence in teaching and learning. The poster will also address the strengths and challenges of this shared approach, the lessons learned and the strategy for ongoing review and improvement.





## **Showcasing Professional Learning in ePortfolios**

Fiona O'Riordan<sup>1</sup>, Lisa Donaldson<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

Professional lifelong learning is a core part of academics practice today; with national attention coming from the development of the Professional Development Framework (PDF), international benchmarking through programmes such as the AdvanceHE Fellowships, and local focus from institutional strategies such as the DCU Academic Development and Promotion Framework. The Teaching Enhancement Unit in DCU has developed a resource informed by these three frameworks, aimed at supporting academics showcase their professional learning through a structured ePortfolio. This poster will share the resource, demonstrate how it was developed, and how it integrates all three frameworks into a six-categorization structure with guided prompts.

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## **Professional Learning to Promote Academic Integrity**

Fiona O'Riordan<sup>1</sup>, Mark Glynn<sup>1</sup>, Karen Buckley<sup>1</sup>, Rob Lowney<sup>1</sup>

<sup>1</sup>Dublin City University, Ireland

DCU TEU is working on an Erasmus+ project with partner institutions in Ilia State University, University of Roehampton, Uppsala Universitet and Universitaet Wien. It is aimed at enhancing teaching, learning and assessment processes informed by the principles of academic integrity. TEU contribution to the project is the development of an assessment toolkit with a suite of resources and case studies. This digital poster will describe the assessment toolkit, including how it was developed and validated. It will also share how technology offers professional learning glocal solutions to help lecturers mitigate the global challenge of designing assessment to promote academic integrity.



## **Making the Invisible Visible: Women with Depression in Online Learning**

Tracey Orr<sup>1</sup>

<sup>1</sup>Athabasca University, Alberta, Canada

This study explored how women in online learning contexts experienced and recovered from depression. Eleven women distance learners who suffered from depression during their online studies were interviewed. Interviews were analyzed using Giorgi's (2009) descriptive phenomenological method. Seven invariant constituents of the experience were identified: the development of depression; the impact of depression on learning; peers in online learning; role overload; self-identity; and personal agency. Recommendations including increased opportunities for peer interaction in online courses as best pedagogical practice and as essential for students with depression are made.

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## **Open Badges in Collaborative Research Training: Recognising Cross-Institutional Faculty**

Gael Parent<sup>1</sup>, Anne-Marie Miller<sup>1</sup>, Mark Watson<sup>1</sup>

<sup>1</sup>Clinical Research Development Ireland (CRDI), Dublin, Ireland

Clinical Research Development Ireland (CRDI) coordinates expertise across partner academic institutions to develop and deliver resources for research training, including short courses available for those with an interest in biomedical research, including graduate students, post-doctoral researchers, academic, clinical and industry staff. In order to formally recognise instructor contributions, in addition to participants, CRDI is committed to develop Open Badges, connected and verifiable credentials represented in portable image files shareable across the web. Here we describe the steps - from development to award and use by the recipients - in incorporating Open Badges into the collaborative CRDI learning landscape.



## **Fáilte go FutureLearn: Transforming Access, Changing Futures**

Lucy Parsisson<sup>1</sup>, Lucy Wheeler<sup>1</sup>, Matt Jenner<sup>1</sup>

<sup>1</sup>FutureLearn, United Kingdom

FutureLearn's vision is to build a global community, where everyone learns together and enjoys access to the education they need to transform their lives. Hence, we're basing our poster around the conference question 'how can online education contribute to better futures?' We will draw on our research into courses, learner behaviour and educator experiences to present short stories on how FutureLearn:

- Enables global educational access
- Facilitates workplace advancement
- Equips learners with understanding of healthcare and wellbeing
- Incorporates research-led course design
- Promotes crossover from online to traditional pedagogy

Together, these vignettes demonstrate how online education and FutureLearn transforms lives and societies.

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## **Fostering Inclusion by Recognizing and Responding to Student Emotions as a Strategy to Help Build Rapport in the Online Classroom**

Lisa Poirier<sup>1</sup>

<sup>1</sup>Athabasca University, Alberta, Canada

Students bring much to the online learning experience, including both negative and positive emotions. Negative emotions can have an adverse effect on student performance, productivity and can contribute to attrition rates. Rapport building is a vital first step in building healthy inclusive relationships. Positive rapport can help alleviate negative emotions and subsequently create inclusive, healthy, online communities of inquiry, where students feel safe and can thrive. What does rapport look like in the online digital world and how can we create it? This poster will examine available literature in rapport building in online learning as well as expose gaps.



## **Computational Thinking (CT): A Report of Pedagogical Practices for Teacher Training**

Humberto Rabelo<sup>1</sup>, Danieli Silva De Souza Rabelo<sup>1</sup>, Angela Naschold<sup>1</sup>, Almir Miranda<sup>1</sup>, Mayara Farias<sup>1</sup>

<sup>1</sup>UFRN - Federal University Of Rio Grande Do Norte, Natal, Brasil

This is an account of experience, of the use of CT in the discipline of "Science and art of literacy", taught at Federal University of Rio Grande do Norte. Fifty teachers of basic education were considered, which will be multipliers in their schools. In the context, there were four moments: presentation of the Fundamentals of CT; demonstration of lesson plans and activities; meetings to plan and create unplugged activities; practice of online CT activities, with immersion in computer programming codes. The experience aroused interest CT in teachers of public schools, seeking to disseminate Computing Thinking as newan interdisciplinary science.

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## **Development of Online Approaches for Kinaesthetic Learning in Science**

Anna Scanlon<sup>1,2</sup>, Declan Kennedy<sup>2</sup>, Tommie McCarthy<sup>1</sup>

<sup>1</sup>School of Biochemistry and Cell Biology, University College Cork, Ireland

<sup>2</sup>School of Education, University College Cork, Ireland

Learning by a kinaesthetic modality is highly effective and complementary to other learning modalities. However, employment of kinaesthetic aspects to online learning in third level science is lacking and under researched. Our work is aimed at identification, design and investigation of novel approaches and tools for facilitating kinaesthetic learning of science content online. To meet this challenge, we have developed a variety of preliminary online lessons requiring a kinaesthetic participation approach. Evaluation of our first set of kinaesthetic approaches is currently in progress and preliminary considerations suggest that simple interactive methods will have a high augmentation value for online learning.

