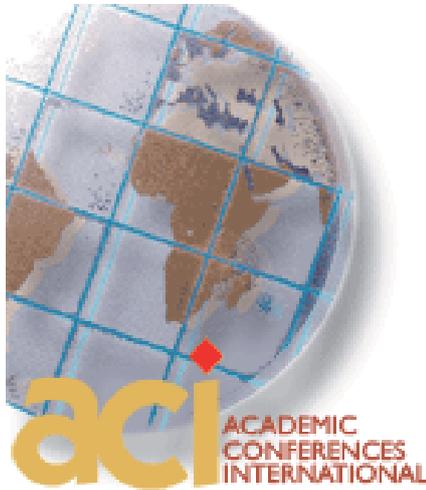




# European Conference on E-Learning, Brighton, UK

November 2011



10-11 November 2011

Preliminary Draft call for papers, posters, case studies,  
Round Table Proposals, Practitioner Contributions and Product  
Demonstrations

The European Conference on e-Learning (ECEL) aims to provide a forum for academic debate and learning among researchers and research practitioners in the e-learning field. ECEL brings together diverse groups of people with different perspectives, primarily working within Europe, who are interested in developing their understanding and application of the affordances and opportunities offered by technology to enhance learning for work and learning for education and development.

The conference committee welcomes contributions on a wide range of topics using a range of scholarly approaches including conceptual, theoretical and empirical papers employing qualitative, quantitative, mixed and critical methods. Posters demonstrating work-in-progress or ideas designed to stimulate debate are also welcomed. Doctoral research, proposals for roundtable discussions, professional applications and product demonstrations based on the main themes are also invited.



Business e-learning research group presents:

## **Faculty E-learning Symposium**

### **Uses and Abuses of Technology for Learning**

### **Friday 17th September 2010**

### **Huxley 400**

## Programme

9.45	Registration and refreshments
10:00	Paper session 1
	Dr Anne Robertson
	Asher Rospigliosi
11.15	Refreshment break
11.45	Paper session 2
	Chris Pegler
	Dr Sue Greener
13:00	Lunch
13.30	Round table discussion
	Opening by Dr Henk Eijkman
15.30	Closing comments
15.45	Close of symposium

### Round Table Discussion: opening topics

Why should staff find time for designing learning with technology such as ICT?

What are the problems with re-using digital learning resources?

What are the key questions in Learning and Assessment, and does technology have any role here?



**Dr Henk Eijkman**

## Opening the Round Table Discussion

*Dr Henk Eijkman is currently working in a Joint Professional Military Education (JPME) environment as a higher education learning solutions specialist at the University of New South Wales at the Australian Defence Force Academy (ADFA) Campus. He is also a Visiting Professor of Academic Development at Annasaheb Dange College of Engineering and Technology in Ashta, India.*

*Henk's academic background is in the social sciences (sociology, political science and social welfare) and in adult learning with a focus on social inclusion and digital technologies, focusing on Web 2.0+. He has a PhD (socially inclusive e-learning in distance education), an MA in Sociology, a BA in Social Sciences, and a Grad. Dip. Adult Ed. (Techn.). A central theme running through his professional career is that of innovation and organisational culture change in the service of social inclusion. He has taught in various colleges and universities in the social sciences.*

*As a learning, teaching, and assessment solutions analyst Henk has worked in diverse post-school contexts that includes South Africa, Malaysia, Palestine, and India. He publishes widely in international journals and serves on a number of Conference Committees. As well as being Editor of 'The Learning Organisation', he is also co-editor of the new International Journal of Quality Assurance in Engineering and Technology Education (IJQAETE).*

*Henk aspires to make a positive difference in educational organisations and the lives of individuals, especially, but not only, those from minority or marginalised social groups, by contributing to efforts for educational improvements both in Australia and in low-income (developing) countries. His teaching and research interests, therefore, are firmly grounded in a sociological perspective on organisational learning and advocacy for social inclusion. However, specific interests currently include the strategic role of social media (Web 2.0+), critical social theories of learning in individual, group, and organisational settings as well as post- (or anti-) hegemonic approaches to the internationalisation of learning.*



**Pericles 'Asher' Rospigliosi**

## **A role for twitter in engaging the boundaryless student**

This paper seeks to identify opportunities for student engagement resulting from a number of changes that are occurring in UK higher education in the first decade of the twenty-first century.

The combination of massified higher education and fees has led to structural changes that may echo the changes to employment over the last quarter of the twentieth century. These changes can be characterised as producing a state of boundarylessness in students. In parallel the performance of practitioners in higher education is increasingly subject to measures and targets, and these measures are likely to be metrics for future funding. A significant measure is student engagement, and this measure encourages the consideration of new means of reaching students across boundaries. While students may be distracted by more external demands on their time, educators are gaining access to new and flexible tools to engage their students.

This paper seeks to explore the affordances of micro-blogging as a means to engage students. A case study of one undergraduate module in Digital Marketing is used to critically examine some of the possible uses.

*Asher conducts research into blended e-learning for higher education and continuing professional development in business. Asher has a substantial and successful commercial track record in the development and management of online systems for commerce and education. One of his commercial projects won the 1999 PPAi award for best consumer website (GameSpot UK). Other areas of specialist interest are the impact of ubiquitous internet access on business, organisations, planning, learning and knowledge.*

*Away from the internet, he has spent the last four years researching the relationship between higher education and employment. He is currently working on the idea of a New Vocationalism: returning the emphasis in education to stimulating students willingness and ability to learn. With his co-authors he has presented these ideas at the The Institute For Employment Studies and The Work Foundation.*



**Dr Anne Robertson BSc MSc RMN RGN RNT**

## **E-portfolios linking the university with the work place**

E-portfolios are hailed as providing digital spaces for students to use and explore creative aspects of their own learning

Anne will explore how e-portfolios can be used to link academia with practice.

Drawing on research done within University of Edinburgh she will highlight how different disciplines: Business Studies, Education and Nursing utilised e-portfolios and the problems they encountered. Anne will present a model which may be helpful in conceptualising how e-portfolios can be embedded into the curriculum

*Dr Anne Robertson has several years experience in developing applications of e-learning in higher education. She is Programme Director of the MSc Advancing Nursing Practice which was the first within the University of Edinburgh to use the principles of e-portfolios in the design and assessment of the programme. Recent developments include an on-line masters programme and international collaboration project work for the development of on line resources for nursing in Malawi.*



**Anne-Florence Dujardin, Sheffield Hallam University**

### **Joining us for the round table discussion:**

*Florence teaches and supervises students on an online Master's programme in professional communication – building on insights gained during her previous career in software training and communication consultancy. Her research interests are in e-learning and information design. Her Master's in Education involved a virtual ethnography of an online research design module; her PhD research focuses on educational uses of social media to support mature e-learners.*



**Chris Pegler, OU Institute of Educational Technology**

## **Reuse and Digital Solutions: Are we nearly there yet?**

Reusing online resources has long been acknowledged as key to developing a sustainable approach to e-learning (e.g. Littlejohn (2003)). Indeed, it is difficult to envisage a productive future for e-learning that does not include sharing of resources. Opportunities to generate content online have escalated. Sharing, in the sense of publishing, comparing, collaborating and combining new resources, is increasingly common and frequently 'open'. Described as 'a learning object plus an open license' (Wiley, 2009), open educational resources (OER) help resolve one of the most significant barriers to sharing – the rights issue. However, sharing of OER is a two-sided process. It requires use of the resources, for the sharing cycle to be completed. Otherwise we simply have intent to share, or 'planning to share' Leslie (2008) – the good intentions around reuse identified by McGill, et. al. (2008). OER is more than simply making shareable resources available in a technically reusable guise. It needs to facilitate productive sharing exchanges between participants who may not have met, supporting discovery, adaptation and reuse of resources across different contexts – whether as one-off transactions, or within on-going collaboration. In doing so it needs to engage with complex cultural change – not just in countering resistance to offering resources (Lee, 2008), but also in knowing why reusing resources would be desirable in an academic culture which places high value on originality.

*Chris was Manager of Learning Resources Development at Warwick Business School, and has a Warwick MBA. She is currently a senior lecturer in the OU's Institute of Educational Technology where she leads/co-leads courses for The eLearning Professional and the Certificate in Academic Practice. Chris is a National Teaching Fellow. She co-edits the Connecting with eLearning book series for Routledge, and is co-author of two books within this series: Preparing for Blended eLearning and The Educational Potential of ePortfolios.*

*Chris founded and co-leads the OU's eLearning Community (eLC) which has a membership of 300+. Her research interests are reuse and repurposing of digital resources, including learning objects and open educational resources. From 2009/10*



**Sue Greener BA, MBA, EdD, FHEA, Chartered  
Fellow CIPD**

## **E-modelling – helping learners to develop sound e-learning behaviours**

The learning and teaching relationship, whether online or in the classroom, is changing. Mentis (2008) offers a typology of teacher roles gathered from current literature on e-learning including instructor, designer, guide, mediator, curator and mentor, which offer the university teacher a striking range of ways in which to develop relationships with students in the mutual development of knowledge and understanding.

A study of Higher Education teachers in the UK proposed a shift in their role and behaviour concomitant with the explosion of VLE usage in universities (Greener 2008). As online and blended learning become familiar features in the university landscape, pedagogical discussions are being given more priority and ideas about how students can be enabled to learn appropriate skills for employability and lifelong learning, as well as higher order thinking, claim attention. Online, the teacher's status can easily be eroded, as learners can compare teacher-designed resources with video lectures from across the world on similar topics and chat directly with experts in the field through their blogs. Teachers who are open to new ways of thinking about their subject, and welcome such self-directed behaviour from learners, are most likely to integrate new technology into their teaching (Baylor and Ritchie 2002), and their own competence with technology will be a factor in how such integration works. But it is vital in these discussions not to lose sight of classroom behaviour in the rush to develop e-moderating and blogging skills for teachers. What teachers say and do in their face-to-face classes has always had a major impact on not only what is learned but also how it is learned. Bandura suggests that most human learning is done by observing and imitating others' behaviour (1977) provided the potential learner attends, can retain, reproduce and wants to do these things.

**Blog at [www.sueg1.wordpress.com](http://www.sueg1.wordpress.com) for publications list**

*University teacher in UK, specialising in postgraduate and professional courses and teaching HRM, Business Context, Research Methods and Learning and Development. Sue has received a Teaching Excellence award from the university.*

*Course Director for a fully online final year undergraduate course, validated by University of Wales, where her students are in South Africa, Vietnam, UAE, London and Hong Kong.*

*Researcher focussed on e-learning strategy, teacher support and development, reflective learning; co-founder of the Business e-Learning Research Group and member of CROME research group on employment issues at Brighton Business School. Doctoral research focussed on exploring student readiness for online learning.*

*Partner in Positive Images, a UK management development consultancy ([www.posimages.co.uk](http://www.posimages.co.uk)),*