

Stream A - SC1**Lynn M Jeffrey, Department of Management, College of Business*****Teaching Digital Information Literacy: Just another brick in the wall?***

A current study to determine how students develop digital information skills in a structured learning environment suggests a need for a rethink of traditional teaching approaches. The study, a collaborative effort between Massey, Otago University, Otago Polytechnic and MIT, involved running workshops for staff and students wanting to improve their digital skills. Extensive, detailed information about the each person's progress and development over a ten week period was collected. The workshops fostered collaboration, active engagement, personal relevance, group ownership of the process and self understanding of one's own learning approaches. The 'lecturer' became one of the collaborators on a journey of discovery. The lessons are clear, but how do we transfer these to other teaching contexts?

David Parsons, Institute of Information and Mathematical Sciences***Massey University in Second Life***

Second Life is one of several Multi User Virtual Environments (MUVes) that can be used as educational tools. In 2007 the IT group at Massey's Auckland campus began a project to explore the potential of Second Life as a teaching environment to support our new first year Information Technology paper. So far we have built a virtual facility on Koru Island (owned by the Kiwi Educators' group), and trialled it with student volunteers. A video on YouTube shows some of the facilities we have in our virtual campus (search for 'Massey University Second Life' on the YouTube site to see the video). In 2008 we plan to be part of the Engaging with Second Life: Real Education in a Virtual World (SLENZ) project. This presentation will give an overview of what we have done so far and what we hope to achieve in the future.

Hokyoung Ryu, Senior Lecturer, Centre for Mobile Computing, Institute of Information and Mathematical Sciences***Designing situated learning experiences at campus***

To ensure the success of future mobile learning environments, it is essential to develop affordable and effective applications that are well matched to the needs of the users. Depending on their unique requirements, effective mobile learning applications should keep up with their learning activities rather than simply providing them with conventional course materials on mobile devices. As an early exploration of this line of study, this talk shows a study that designs Dr. Hokyoung Ryu

Senior Lecturer, Centre for Mobile Computing Institute of Information and Mathematical Sciences and evaluates a location-aware learning organiser that helps university students to manage their learning activities on campus.

Stream B - SC2**Erik Champion, Auckland School of Design, College of Creative Arts*****How to Avoid Blanded Learning When Developing A Fourth Campus***

For the last seven years Erik Champion had been researching how virtual environments can extend our meaningful learning about past cultures and distant places. He has built virtual archaeological sites, programmed virtual worlds for language learning, supervised game-based learning environments and biofeedback for cinematic game environments, and collaborated on international projects in 3D spatial projection, and new forms of evaluation for digital museums. Such research has uncovered many education-related issues in the user experience, design, and evaluation of virtual environments, and helped him gain a clearer idea of how virtual worlds can be used as meaningful learning tools across a wide range of disciplines. This talk will summarize the hype, promises and problems of using 3D virtual worlds for learning, outline current and ongoing research, and explain why Massey University should stake a defining and collegially interconnected research focus in the area and how it can go about doing so.

Brian Whitworth, Institute of Information and Mathematical Sciences (IIMS)***Online Support for Postgraduate Learning***

While traditionally postgraduate students graduated then published, today they often publish before they graduate. While publishing seems yet another student burden, it can be a useful learning experience, raise motivation, provide helpful feedback, help grant and job applications, and give student and advisor a focus. That research publishing is an extra demand suggests the need for an online support tool. The research roadmap: 1. Chunks knowledge into elements for easier handling. 2. Grounds elements with practical examples and 3. Structures elements in academic format for easy location. This wiki can be used in postgraduate thesis advising or by writers of academic conference, journal or book chapters. It is also has a Review Support Wizard useful in reviewing.

Martin McMorro, ESOL Learning Adviser, Student Learning Centre***Casting a wider net***

This presentation shows how a user-friendly technology has been used to address a fundamental learning challenge. The technology in question is a podcast: an audio file, recorded on a computer and uploaded to an internet site. The learning challenge is the difficulty faced by many international students to develop their English and to engage with Western culture while meeting the day-to-day demands of their coursework. As learning advisors we are acutely aware of this dilemma but also of the practical constraints on any support or intervention. Attempts to offer additional English language workshops, for instance have failed: the last thing these students need is an extra obligation in their over-full schedules. So, that is why, over the last 12 months, I have been providing our international students at Albany with daily podcasts featuring academic English and Western / New Zealand culture – these can be accessed at: <http://tinyurl.com/3se6un>. The intention has been to provide resources for language and cultural engagement which can be accessed flexibly by the students. In case the students should forget about the resource, they are also 'nagged' through daily emails. I will report on how I make these podcasts, what I put in them and how (and by whom) they are used. I hope this project stimulates discussion about the potential use of podcasting for various purposes both within learning support and academic courses.

Stream C - SC3**Bruce White/Heather Lamond, Massey University Library*****Issues in equivalence: Information literacy and the distance student***

Information Literacy is a recognised lifelong learning skill, and an expected graduate attribute. Internal students have many options to learn and develop appropriate skills and considerable effort is needed to ensure that similar opportunities exist for distance students as well. We look at efforts that the Library has made to network information skills out to distance students along with information resources.

Rosemary Stockdale, Senior Lecturer, Information Technology, Institute of Information and Mathematical Sciences***Experiences forming an IT group for extramural courses***

Following the introduction of an Information Technology major into the College of Sciences in 2008, the IT discipline group delivered three extramural papers from Albany for the first time. These included a first year foundation paper, a second year course on software management and a third year socio-technical issues paper. The IT group took the view that paper-based distance learning was not appropriate for an IT major and worked to deliver the papers online, using a range of facilities to enhance learning. These included blogs, videos, animations, discussions, lab instructions and tutorials. This seminar explains how we delivered the papers, reports the outcomes and explores our reflections on how to improve the papers next year. We also invite comments and suggestions from colleagues in other disciplines to help us revise and enhance our delivery.

Simon Atkinson, Strategic e-Learning Advisor, College of Education***DiAL-e) Teaching in a Digitally Enriched Future***

The demands on staff and students to produce, share and reuse digital content are changing perceptions of 'content' from being static and authoritative to malleable and imperfect. This presentation outlines the results (and ongoing work) from two years research and development for the UK's JISC finding body. Originally commissioned to produce take-up assistance materials for the NewsFilm Online archive, Simon Atkinson, along with Kevin Burden at the University of Hull, developed a framework of ten learning designs for the effective use of digital video archives (and other digital text and audio materials) in teaching and learning. The presentation illustrates how video from a range of worldwide video archives can be used to develop higher levels of engagement, critical thinking and student independence. A workshop facilitated by visiting colleagues from the University of Hull will take place at the College of Education on Monday 24th November 2008 during which participants will further explore how these approaches can be transferred to specific disciplines in order to develop higher order thinking skills such as analysis, explanation, augmentation, synthesis, extrapolation and interpretation.

Stream D - SC4**Grant Wiggins, LMS Project manager*****Investing in our digital future: The Roadmap***

The workshop will look at how elearning at Massey will be transformed during the next three years, some of the new tools that will be available and the path to get there. In particular it will cover the background to the Learning Management Project

Duncan O'Hara, CADeL***Investing in our digital future :What is this Moodle stuff all about?***

Why was Moodle chosen? Where are we at now? The go forward plan?

A demonstration of some of Moodle's features.

John Milne, ePortfolio Project manager***Investing in our digital future: ePortfolios as a milestone on the way -***

A demonstration of how it will integrate with other products, specifically the Mahara ePortfolio platform.

Stream E - SC5**Mandia Mentis, College of Education*****Aligning technology, pedagogy and context in e-learning***

To look at aligning technology, pedagogy and context in e-learning through the presentation of 3 vignettes of e-learning showing the shifts in technology and the tensions and influences of this on context and pedagogy - (eg from instructionism to co-constructivism to connectivism).

To link these 3 vignettes to a model for aligning technology, pedagogy and context in e-learning practice particularly where new technologies are at odds with current institutional contexts

Eva Heinrich, Institute of Information Sciences & Technology***ePortfolios for lifelong learning and professional development***

This presentation will provide a brief overview over the key characteristics of ePortfolio systems and their uses for lifelong learning and professional development. It will introduce the MyPortfolio ePortfolio site that is available to Massey staff and students and will show some example ePortfolio presentations. Suggestions on if and how ePortfolio approaches should be introduced at Massey will be brought forward for discussion.

Terry Stewart, Institute of Natural Resources***ePortfolios for lifelong learning and professional development***

Scenario-based learning is known to foster "deep-thinking" in students and encourage active learning. E-learning can facilitate this approach. But what is Scenario-based learning? How might it be delivered in an e-learning environment and what are some of the barriers to this paradigm?