

## Program

<b>Tuesday</b> June 29	11.15-11.30	Introduction to the Research Training Stream of ED-MEDIA	Craig Montgomerie, Bill Hunter and Jan Herrington
	11.30-12.15	Stream invited talk: <b>Socially responsible educational technology research</b>	<b>Thomas C Reeves</b> , University of Georgia, USA

<b>Wednesday</b> June 30	11.15-11.45	Ethics of research and informed consent	Craig Montgomerie:
	11.45-12.15	Writing a good research question	Karen Swan
	11.15-12.15	Writing and publishing academic papers for conferences and journals	Carmel McNaught
	1.30-2.00	Completing your thesis on time: Motivation and monitoring	Jan Herrington
	2.00-2.30	Design-based research	Jan Herrington
	2.45-3.15	Case study method	Janette Hill
	3.15-3.45	Web 2.0 technologies in higher education	Martin Ebner
	4.00 – 5.00	Literature reviews vs. systematic reviews: strategies for success	Valerie Irvine

<b>Thursday</b> July 1	11.15-11.45	Strategies using technology for graduate student supervision	Valerie Irvine
	11.45-12.15	Online surveys: Best practices and ethics	Valerie Irvine
	1.30 – 2.00	Constructivism: An introduction	Karen Swan
	2.00- 2.30	Connectivism: An introduction	George Siemens
	2.45 - 3.45	Web 2.0 Personal Learning Environments (PLE 2.0): From dreams to reality?	Denis Gillet
	4.00 – 5.00	Writing grant proposals: Would you fund this grant?	Catherine Fulford

<b>Friday</b> July 2	11.15-11.45	Data analysis	Janette Hill
	11.45-12.15	Writing for publication	Bill Hunter
	11.15-11.45	How to work a conference to make it work for you	Catherine Fulford
	1.30-2.00	Community of inquiry framework	Karen Swan
	2.00-2.30	eResearch: Social software and community of practice for PhD students	Denis Gillet
	2.45-3.45	Curriculum Vitae: The good, the bad, and the ugly	Catherine Fulford

### Key to themes:

- Planning and completing
- Theory
- Research methods and approaches (e.g., case study, survey, narrative)
- Research and thesis processes (e.g., lit review, research questions, analysis)
- Technology for research and supervision
- Professional development, placement & publication (e.g., CV, grant writing, publishing in journals)

# Introduction to the Research Training Stream of EdMedia

**Craig Montgomerie, Bill Hunter, and Jan Herrington**

A short introduction to the Research Training Strand of EdMedia and the program of events over the four days of the conference. Advice will also be given on how to get the most out of the sessions, for students, advisors, supervisors, early career researchers, and anyone interested in research in educational technology and related fields.

## Stream invited talk: *Socially responsible educational technology research*

Emeritus Professor **Thomas C Reeves**, The University of Georgia, USA

Faculty members supervising students engaged in educational research have a responsibility to guide their students towards the completion of research that will not only add to body of knowledge in their specific discipline, but that will also make the world a better place. This keynote will address the issue of socially responsible research in the field of educational technology by describing several types of research goals and methods that can make a difference in teaching, learning, and performance throughout the globe. Specific examples of socially responsible research agendas pursued by faculty members and their students will be presented.

## Parallel sessions

### THEME: Planning and completing

#### ***Completing your thesis on time: Motivation and monitoring***

**Jan Herrington**, Professor of Education, Murdoch University, Perth, Western Australia

Doctoral students can sometimes lose their way in completing a dissertation, lacking motivation to stay on track with the writing of a thesis. This session will explore some strategies to stay motivated and to monitor progress towards the completion of the written thesis.

### THEME: Theory

#### ***Constructivism: An introduction***

**Karen Swan**, Professor of Educational Leadership, University of Illinois Springfield, Springfield, IL

Constructivism is a learning theory which holds that meaning is constructed in our minds as we interact with the physical, social, and mental worlds we inhabit. This session will provide a brief overview of constructivist theory and its variants (cognitive constructivism, social constructivism, constructionism, situated cognition, distributed learning) with particular attention devoted to their implications for the field of educational technology.

#### ***Connectivism: An introduction***

**George Siemens**, Technology Enhanced Knowledge Research Institute, Athabasca University

The growth of networks in society parallels increased attention to the networked attributes of learning. At its most basic, learning is a connection forming and pruning process. These connections occur at neuronal (biological), conceptual (understanding), and social/external levels. This session will explore the history of networked learning, distributed cognition, and connectivism, and suggest how ongoing trends might impact education.

### THEME: Research methods and approaches

#### ***Case study method***

**Janette Hill**, Professor, Lifelong Education, Administration, and Policy, University of Georgia, Athens GA USA

Case study is a popular qualitative research method that can be used in a variety of settings. In this session, we will discuss the advantages and disadvantages of case study methodology. We will also examine situations in which case study methods have been used.

#### ***Community of inquiry framework***

**Karen Swan**, Professor of Educational Leadership, University of Illinois Springfield, Springfield, IL

The Community of Inquiry (CoI) framework is a theoretical model of learning in online environments on which a good deal of research in online and blended learning is grounded. This session will introduce both the framework and research it supports, as well as a relatively new CoI survey that is being used internationally to support more robust quantitative research in this area.

## ***Design-based research***

**Jan Herrington**, Professor of Education, Murdoch University, Perth, Western Australia

Design-based research (also known as *design research* and *design experiments*) is a promising approach to finding solutions to significant educational problems. This session will explain the background to the approach, and provide a practical introduction to its use in educational technology research.

## **THEME: Research and thesis processes**

### ***Ethics of research and informed consent***

**Craig Montgomerie**, Professor Emeritus, Instructional Technology, University of Alberta, Canada.

In this session we will discuss a major issue that bedevils researchers: "How can we find the answer to our research problem while protecting our respondents?" Issues such as confidentiality vs. anonymity, attribution of "fact" vs. opinion, and unintended identification of sources will be discussed.

### ***Writing a good research question***

**Karen Swan**, Professor of Educational Leadership, University of Illinois Springfield, Springfield, IL

Writing a good research question is key to both conducting meaningful research and completing a successful dissertation. This interactive session will explore the elements of good questions in general, and good educational technology in particular. Participants are encouraged to contribute research interests, potential questions, and problems which we can work with as a group.

### ***Literature reviews vs. systematic reviews: Strategies for success***

**Valerie Irvine**, Assistant Professor, Educational Technology and Co-Director of the Technology Integration and Evaluation (TIE) Research Lab, Faculty of Education, University of Victoria

Are you half-way through your literature review and realized that you made some errors in process? Or didn't realize software existed to help you organize your work? Have you been systematic in your approach and documented your actions? Did you find any results that referred to systematic reviews and wondered what that meant? You will be provided with a description of the systematic review process and an overview of the established protocols for conducting them.

### ***Online surveys: Best practices and ethics***

**Valerie Irvine**, Assistant Professor, Educational Technology and Co-Director of the Technology Integration and Evaluation (TIE) Research Lab, Faculty of Education, University of Victoria

Are you thinking about doing an online survey? In this session, I will provide you with a number of resources on survey creation, some core points about measurement, and recommendations for successful execution. We will also discuss various approaches available for creating your online survey.

### ***Data analysis***

**Janette Hill**, Professor, Lifelong Education, Administration, and Policy, University of Georgia, Athens GA USA.

You have the data, but **now** what do you do with it? In this session, we will explore strategies for organizing the data and making sense of it all! Practice data will be supplied, but if you have data you are working on, please bring it to the session so you can get started right away!

## **THEME: Technology for research and supervision**

### ***eResearch: Social software and community of practice for PhD students***

**Denis Gillet**, Associate Professor, Human Computer Interaction, Swiss Federal Institute of Technology in Lausanne (EPFL)

In this session, we will discuss the potential of social software, online scientific repositories and communities of practice to conduct effective and collaborative research in Technology Enhanced Learning or related disciplines. The participants will have the opportunity to share their best eResearch practices with others.

### ***Strategies using technology for graduate student supervision***

**Valerie Irvine**, Assistant Professor, Educational Technology and Co-Director of the Technology Integration and Evaluation (TIE) Research Lab, Faculty of Education, University of Victoria

The most critical factor in a graduate program is the relationship between the supervisor and the graduate student. What are some important strategies for making this successful? How can technology support the collaboration? I will review these strategies broadly and then identify specific approaches that I have found works well (and graduate students love it!).

## **Web 2.0 technologies in higher education**

**Martin Ebner**, Assistant Professor at Institute of Information Systems and Computer Media and Head of Department Social Learning, Graz University of Technology, Austria

In this session an overview about the use of Web 2.0 technologies in Higher Education is given. The term EduPunk is explained and its possible use within an existing Learning Management System. The presentation will give a first insight in the power of MashUps for teaching and learning and answer why Personal Learning Environments are the next step from a technological perspective.

## **Web 2.0 Personal Learning Environments (PLE 2.0): From dreams to reality?**

**Denis Gillet**, Associate Professor, Human Computer Interaction, Swiss Federal Institute of Technology in Lausanne (EPFL)

In this session, we will discuss current challenges and research questions related to the use of Web 2.0 social software as personal learning environments. Self-directed learning and Human Computer Interaction issues will be tackled.

Participants will have to opportunity to define their dream learning widget and design there own personal learning environment using available widget repositories and mashup platforms

## **THEME: Professional development, placement & publication**

### **Writing for publication**

**Bill Hunter**, Professor and Founding Dean, Faculty of Education, University of Ontario Institute of Technology, Oshawa, Ontario, Canada, and Professor Emeritus, Faculty of Education, The University of Calgary, Calgary, Alberta, Canada

When the data are in and analyzed and you have something to say to the research community, what can you do to increase your chances of publication? How can you make the process rewarding and productive for your own development? How do you manage to publish other things you write? How do you become a reviewer?

### **Writing and publishing academic papers for conferences and journals**

**Carmel McNaught**, Director & Professor of Learning Enhancement, Centre for Learning Enhancement And Research, The Chinese University of Hong Kong,

One of the key success factors in academic careers is the ability to succinctly write about one's scholarly work. The range of scholarly work in the field of educational technologies is very diverse. Writing in English as a second language adds complexity and challenge to the demanding task of academic writing. Carmel's 'C' principles – Coherence, Clarity and Completeness – will be explored through a number of brief, structured tasks. Participants will complete tasks that include: overcoming writer's block; writing good titles for papers; critiquing abstracts; and learning to evaluate one's own writing.

### **Writing grant proposals: Would you fund this grant?**

**Catherine Fulford**, Ph.D., Professor & Chair, Educational Technology Department, University of Hawaii at Manoa

Learning to sell your idea is critical to writing successful proposals. This workshop will take you from how to get started, to thinking about your budget. Make your proposals more competitive by knowing the right way to frame your problem and what words to use. Topics include: How to get started, Writing style and format, What goes in a grant, The high impact need or problem statement, What's in a project plan, What to evaluate and how to disseminate, Cost effective, realistic budgeting.

### **How to work a conference to make it work for you**

**Catherine Fulford**, Ph.D., Professor & Chair, Educational Technology Department, University of Hawaii at Manoa

This presentation will discuss the finer points of how to make your conference presentation look professional, as well as, how to get the most out of a conference to help you set directions for the future.

### **Curriculum Vitae: The good, the bad, and the ugly**

**Catherine Fulford**, Ph.D., Professor & Chair, Educational Technology Department, University of Hawaii at Manoa

Get your CV to work for you like a reputation that precedes you. This workshop will focus on the structural as well as aesthetic characteristics that can make your CV more competitive. We will cover: The difference between a resume and a CV, Ways to streamline your CV to make your main points stick, Tips on what to avoid when preparing your CV and Making your CV work for you.