

## Draft Program 2011

<b>Tuesday</b> June 28	8.00 – 8.30	<b>Newcomer welcome</b>  Welcome for all new Ed-Media attendees. Make sure you attend if you have never been to the conference before!	Craig Montgomerie and Catherine Fulford
<b>Tuesday</b> June 28	11.15-11.30	Introduction to the Research Training Stream of ED-MEDIA (10 minutes)	Craig Montgomerie and Jan Herrington
	11.30-12.15	Stream keynote: <b>Participating in knowledge and research networks</b> (45 mins)	<b>George Siemens</b> Athabasca University, Canada
	1.30-2.30	How to work a conference to make it work for you (60 mins)	Catherine Fulford
	2.45-3.15	Ethics of research and informed consent (30 mins)	Craig Montgomerie:
	3.15-3.45	Avoid possible pitfalls and be successful in your dissertation journey (30 mins)	Min Liu
	4.00-4.30	Using online research methods (ORMs) for digital age research (30 mins)	Catherine McLoughlin
	4.30-5.00	Constructivism: An introduction (30 mins)	Mai Neo
<b>Wednesday</b> June 29	11.15-12.15	Curriculum Vitae: The good, the bad, and the ugly (60 mins)	Catherine Fulford
	1.30-2.00	Research 2.0 Social media and community of practice for PhD candidates (30 mins)	Denis Gillet
	2.00-2.30	Writing for publication (30 mins)	Bill Hunter
	2.45-3.15	Quantitative research, qualitative research, and mixed methods: Which one to use? (30 mins)	Min Liu
	3.15-3.45	Web 2.0 technologies in higher education (30 mins)	Martin Ebner
	4.00 – 5.00	Literature reviews vs. systematic reviews: strategies for success (60 mins)	Valerie Irvine
<b>Thursday</b> June 30	11.15-11.45	Strategies for using technology for graduate student supervision (30 mins)	Valerie Irvine
	11.45-12.15	Online surveys: Best practices and ethics (30 mins)	Valerie Irvine
	1.30 – 2.00	How not to think about technology in education (30 mins)	Tel Amiel
	2.00- 2.30	Connectivism and networked learning (30 mins)	George Siemens
	2.45 - 3.15	Navigating the job search in educational technology (30 mins)	Ana Paula Correia
	3.15 - 3.45	Facilitating interdisciplinary research: Requirements and realities (30 mins)	Jim Hensman
	4.00 – 5.00	Areas of tension in Technology Enhanced Learning (TEL): A new framework for the elicitation of research questions (60 mins)	Denis Gillet

<b>Thursday</b> July 1	6.00 - 7.00	<b>Graduate Student Reception</b> Welcome and networking session for all attendees and presenters. Introduction to the <b>Post-conference interest groups</b>	All graduate students and their advisors/supervisors Chris Brook
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<b>Friday</b> July 1	11.15-12.15	Writing grant proposals: Would you fund this grant? (60 mins)	Catherine Fulford
	1.30-2.00	Learning and knowledge analytics (30 mins)	George Siemens
	2.00-2.30	Design-based research (30 mins)	Jan Herrington
	2.45-3.45	Graduate Stream ' <b>Unconference</b> ': Final session	Theo Bastiaens and all presenters

#### 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)

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## ABOUT THE GRADUATE STREAM SESSIONS AND EVENTS:

### Launch and introduction

#### Introduction to the Research Training Stream of Ed-Media

**Craig Montgomerie and Jan Herrington**

A short introduction to the Research Training Stream of Ed-Media 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 keynote

#### *Participating in knowledge and research networks*

**George Siemens**, Athabasca University, Canada

For many graduate students, participation in the knowledge development of a domain seems like a "future activity", possible only after they have their graduate or doctoral degrees. Fortunately, this view is false. Students can (and should!) begin to participate to the knowledge base of a discipline as soon as they embark on their studies. This session will provide an overview of the processes and mindsets required by students to engage with and contribute to the development of the educational technology field. Topics addressed will include: developing your digital profile, engaging with established (often traditional!) academics, developing as a digital scholar, bridging emerging and established spaces of academic discourse.

## Parallel sessions

### THEME: Planning and completing

#### ***Avoid possible pitfalls and be successful in your dissertation journey***

**Min Liu**, Professor of Instructional Technology, The University of Texas at Austin, USA

In this session, we will explore and identify possible pitfalls to avoid in your dissertation journey and discuss strategies to maximize the value of your learning in conducting your dissertation research.

### THEME: Theory

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

**Mai Neo**, Associate Professor, Faculty of Creative Multimedia, Multimedia University, Cyberjaya, Malaysia

In the past few decades, constructivism has gained prominence in the education arena, not only as a broad movement but also as an education strategy, as it constitutes a very important practical and theoretical perspective in current education research. Many researchers found this learning perspective valuable as it contributes to effective learning and have adapted it in their classrooms and in research. This session provides an introduction to constructivism, its tenets and its implementation.

#### ***Connectivism and networked learning***

**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

#### ***Using online research methods (ORMs) for digital age research***

**Catherine McLoughlin**, Australian Catholic University, Canberra, Australia

This presentation will discuss and describe a range of online research methods and the software that can be used to facilitate such research. Online research methods are blended, insofar as they are intended to investigate both online and offline phenomena, but have particular advantages when investigating digital environments and online learning and learners. Types of online research methods are online questionnaires, synchronous and asynchronous interviews; virtual ethnographies, online experiments, web analytics (e.g., network analysis) and content analysis. The talk will outline these methods, discuss the challenges and opportunities of ORMs and present the unique ethical issues that they raise.

#### ***Quantitative research, qualitative research and mixed methods: Which one to use?***

**Min Liu**, Professor of Instructional Technology, The University of Texas at Austin, USA

In conducting dissertation or thesis research, we will encounter the question of what research methodology to use. This session will provide an overview of quantitative research, qualitative research, and mixed methods; and discuss how to decide which to use.

#### ***Facilitating interdisciplinary research: Requirements and realities***

**Jim Hensman**, Coventry University, UK

What researchers want and what they get can be quite different things. This applies particularly to new researchers and where the aim is to cross boundaries and create new collaborations, both within academia and with external business and community partners. This interactive session and demonstration discusses the benefits and challenges of interdisciplinary research and will provide examples from a project which carried out an extensive analysis of user requirements and developed techniques and systems to facilitate collaborative research.

#### ***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.

### ***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.

### ***Areas of tension in Technology Enhanced Learning (TEL): A new framework for the elicitation of research questions***

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

In a recent Delphi study carried out by the STELLAR Network of Excellence, 230 experts identified eleven core areas for future TEL research and Five Areas of Tension presenting opposing views on future developments in TEL. In this session, we will discuss how new research questions highly related to societal challenges can be elicited in this dialectic framework. As example, one of the identified area of tension is about 'Data tracking for personalised learning versus data privacy'.

## THEME: Technology for research and supervision

### ***Research 2.0 Social media and community of practice for PhD candidates***

**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.

### ***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.

### ***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!).

### ***How not to think about technology in education***

**Tel Amiel**, *Universidade Estadual de Campinas (UNICAMP), Brazil*

In this session we will discuss some of the problems with the application of educational technology and ed.tech research. We will focus on some of the most common troubles with analyzing technology-in-use and some ideas to avoid problems with your research projects in educational technology.

### ***Learning and knowledge analytics***

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

Teaching and learning with digital resources produces data trails. Classroom clickers, recorded lectures, learning management systems, university libraries, and online databases track learner activity. Mining and analyzing this data provides faculty members and universities with valuable insight into the factors that contribute to learner success. Additionally, learning analytics can identify at-risk learners before they drop out of university. This session will provide an introduction to learning analytics and discuss techniques and methods used by different universities to support learner success and quality teaching

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

### ***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.

### ***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?

### ***Navigating the job search in educational technology***

**Ana-Paula Correia**, Ph.D., Center for Technology in Learning and Teaching, Iowa State University, Ames, USA

Strategies to navigate the job search in Educational Technology will be explored. The following questions will be discussed: What type of job am I looking for (Academia, Industry, Government, Military, Non-Profit)? What are my non-negotiable features in a job? What position announcements are "out there?" How do I build a professional brand? How do I start my job search? How do I prepare for a successful job interview?.

### ***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.

## **Final session**

### ***Graduate stream 'unconference'***

More details to come.

## And there's more ...

### ***Graduate stream Twitter stream***

The Graduate Stream will have its own twitterwall stream in the conference. You will be able to ask questions and comment, and your tweets will be displayed on a large screen throughout the conference venue. (Please note you'll need to use both #edmedia #grts hasthags within one tweet.)

### ***Check your presentation***

If you'd like some help or just some feedback on your presentation slides, there will be help available. Members of the Ed-Media planning group will be available at certain times each day in the conference speakers' preparation room. More details to come on this.

### ***Post-conference interest groups***

Come along to the Graduate Student Reception on Thursday evening, and the final Graduate Stream session on Friday to hear more about the Post-conference interest groups.

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