PARTNERSHIPS IN LEARNING

CONFERENCE PROGRAM AND ABSTRACTS

Dalhousie Conference on University Teaching and Learning and Canadian eLearning Conference

April 26 to 28, 2011
Petabyte Sponsor:

Blackboard

Terabyte Sponsor:

Desire2Learn

Gigabyte Sponsors:

XeXplorance

McGraw-Hill Ryerson

SoftChalk

TOP HAT MONOCLE

LEARNING OBJECTS

PCPC
Welcome to Partnerships in Learning
The Fifteenth Annual Dalhousie Conference on University Learning and Teaching and
The Canadian eLearning Conference

From all of the “partners” in this year’s conference: Welcome! From our very first conversations about how we could organize a joint conference, the theme of partnerships emerged. To our great delight, this theme has grown to exemplify the synergies that result from truly reciprocal partnerships. This reciprocity is reflected in a program that features learning partnerships among students, faculty, information technology professionals, librarians, instructional designers, our larger communities, and the people and businesses that provide tools to enable our work together.

We know that as you grapple with having to choose from among sessions offered in the conference program, you will share in some of the excitement we experienced as the proposals were submitted. Collectively, the presenters generated a rich learning experience. For that, we offer our thanks on behalf of all conference participants.

This year’s conference has also benefitted from partnerships with our colleagues at Saint Mary’s University, with the Dalhousie Alumni Association, and with our corporate sponsors. We hope that you will especially enjoy the “Celebration of Teaching Reception” sponsored by the Dalhousie Alumni Association, scheduled for the end of the day on Wednesday and a spectacular closing dinner sponsored by Blackboard ® on Thursday evening. Our partners have added great value to this year’s conference – Thank-you!

We all look forward to meeting each of you in person during the conference. If we can help you in any way, please do not to hesitate approach any one of us.

With our best wishes for a productive conference,

The Conference Coordinating Committee

Lynn Taylor
Director, Centre for Learning and Teaching (CLT)

Phil O’Hara
Assistant Director, Academic Computing

Suzanne Le-May Sheffield
Associate Director, CLT

Sheila Fougere
Integrated Learning Online

Deborah Kiceniuk,
Associate Director, CLT

Mary Taylor
Integrated Learning Online

Margaret-Anne Bennett
Director, Centre for Academic and Instructional Development
Saint Mary’s University

Kim Humes
Administrative Secretary, CLT
Dalhousie Conference on University Teaching and Learning and The Canadian eLearning Conference present

**Partnerships in Learning**

**Tuesday, April 26th, 2011**

*Pre-Conference Sessions*

Saint Mary’s University

Sobey Building, Robie Street and Gorsebrook Avenue

<table>
<thead>
<tr>
<th>Time</th>
<th>SB 265 (1-1)</th>
<th>SB 260 (1-2)</th>
</tr>
</thead>
</table>
| 9:30am – 12:00pm | Scenarios for the Use of ePortfolios in Higher Education  
Ian Smissen, Desire2Learn Inc.  
Victoria, Australia | Making the Connections: Creativity and innovation in teaching online  
Patricia Farry, Carolyn Campbell, Judy MacDonald, Wanda Thomas Bernard,  
Dalhousie University, Halifax |
| **LUNCH**     | 12:00 – 1:00pm                                                                |                                                                                |
| Time          | SB 155 Computer Lab (2-1)                                                      | SB 260 (2-2)                                                                 |
| 1:00pm – 3:30pm | Leveraging Social Networks for Scholarship and Teaching  
Rod Corbett, Mount Royal University, Calgary, Alberta | Envisioning a Future Browser Toolbar for an Academic Community  
Tim Fedak, Jonathon Amyotte, Kurt Sampson, Natalie Murray, Dalhousie University, Halifax |

---

![Map of Dalhousie University campus](image-url)
1-1 Scenarios for the Use of ePortfolios in Higher Education
Ian Smissen, Desire2Learn Incorporated

ePortfolios are gaining momentum in the eLearning technology space as students, teachers and institutions search for a personalized learning solution that extends beyond the boundaries of the face-to-face or online classroom to include social networks of peers, evaluators and even external experts. ePortfolios facilitate users to:

- Plan educational programs
- Document knowledge, skills, abilities and learning
- Track personal and professional development
- Do career planning
- Conduct self and peer assessment
- Share and collaborate with others

This session will discuss and demonstrate how ePortfolios can be used in a range of scenarios to support student-centered learning, as well as personal and professional development by encouraging users to collect, organize, share, reflect on and present their learning experiences in a collaborative online environment. Scenarios will be examined in terms of educational, personal and professional outcomes and requirements for the technology, participants and the institution. The session will be interactive with the opportunity for discussion and Q&A.

Ian Smissen has 30 years experience working in the education sector as a High School teacher, University Lecturer, Education Consultant specializing in Curriculum and Professional Development of teachers, Zoo Educator, Museum Curator and Exhibition Designer. Before joining Desire2Learn, Ian managed eLearning Technology and Teaching Support at Deakin University in Australia. Ian is passionate about curriculum design and the use of online technologies to enhance student learning.
1-2 Making the Connections: Creativity and innovation in teaching online
Patricia Farry, Carolyn Campbell, Judy MacDonald, and Wanda Thomas Bernard,
School of Social Work
Dalhousie University

The School of Social Work has been delivering BSW and MSW degree programs online for almost ten years. Our team will highlight some of the innovative tools and strategies we are using to promote the cognitive, personal, emotional, and social learning essential to the development of a reflective practitioner. Specifically we will demonstrate:

1. Teaching group dynamics through the adaptation of the exercise “Broken Squares” (Johnson & Johnson, 2006) for the online environment. We will detail the collaborative process involving the Integrated Learning Online (ILO) and Social Work teams to find, test and operationalize an online solution and have students participate in the exercise online.

2. Using Wimba classroom in asynchronous online delivery. We will discuss how faculty and students are collaborating online for group work, group presentations and other practice activities. We will profile the use of Wimba Classroom to teach and practice interview processes and skills.

3. Utilizing various teaching resources and modalities, including podcasts, films, multi-media resources, various discussion mediums.

Patricia Farry is the Distance Education Coordinator for the School of Social Work. She coordinates delivery of all online Social Work courses for the School.

Dr. Carolyn Campbell is a faculty member at the School of Social Work. She teaches beginning and advanced practice courses in the Bachelor of Social Work program, both on site and online.

Dr. Judy MacDonald is a faculty member and the Undergraduate Program Chair at the School of Social Work. She teaches both on site and online in BSW and MSW programs.

Dr. Wanda Thomas Bernard is the Director of the School of Social Work. She teaches in both the on site and online BSW and MSW programs.
SESSION TWO

| 1:00 – 3:30 (150 minutes) | Room SB 155 (Computer Lab) |

2-1 Leveraging Social Networks for Scholarship and Teaching
Rod Corbett, Academic Development Centre
Mount Royal University

Public social networks like Twitter, and the more general network of blogs, wikis and news publishing sites represent a valuable source of useful information. The purpose of this workshop is to enable participants to leverage these networks by creating a Personal Learning Network that will make it easy for them to locate, annotate, collect, share and store for later retrieval the most valuable information applicable to their teaching and research. This workshop will demonstrate how easy it is to set up a system using only free and publicly available cloud-based web applications that can also be replicated in the participants’ classes with their students. This will be a very interactive workshop where participants will have the opportunity to construct their own personalized network of tools that they will be able to continue to access after the session and share with others.

Specific Web Applications used in this workshop will include:
- search.twitter.com
- blogsearch.google.com
- scholar.google.com
- reader.google.com
- diigo.com

Rod Corbett has been working in the field of adult education for 25 years in the roles of learner, instructor technical support, and instructional designer. Rod completed the Master of Distance Education degree from Athabasca University. He is now on Faculty at the Mount Royal University as the Educational Developer responsible for Learning Technologies in their Academic Development Centre. Rod is also a part-time instructor for the Bissett School of Business and MRU Continuing Education.
2-2 Envisioning a Future Browser Toolbar for an Academic Community
Tim Fedak, Jonathon Amyotte, Kurt Sampson, and Natalie Murray, Faculty of Medicine, Faculty of Computer Science, Information Technology Services, and Faculty of Medicine, Dalhousie University

Into the foreseeable future, faculty and students will continue to work/write on personal computers and use web-browsers to access information online. Our lively workshop will explore how a web-browser toolbar could enrich an academic community. Imagine your university had a web-browser toolbar that was stable and secure, and provided access to your university news and email, an ability to share information or text-chat with colleagues, and to access your bibliographic reference manager. Imagine your academic tools and community were readily accessible in an academic toolbar.

- A short presentation of background concepts will follow a group introduction activity.
- Small breakout groups will identify benefits and barriers to the development of an academic toolbar.
- Results from breakout groups will then be shared among the whole group, to inspire further discussion and identification of opportunities to move forward.
- The workshop results will then be assembled for publication as a collaborative scoping paper.

Dr. Tim Fedak plays an active role within Dalhousie’s Faculty of Medicine in the advancement of academic adoption, and the use of information and communication technology. He has a scholarly interest in how technology (media) shapes academic work. An experienced facilitator for IT Innovation, Tim seeks to identify areas where technology adoption can improve learning and research.

Jonathon Amyotte, working within Dalhousie’s Faculty of Computer Science, enjoys building and extending web-based solutions to facilitate the delivery of course material and streamline faculty processes. Fascinated by the possibilities of the web, he specializes in tailoring open-source projects for academia and promotes web development to students through the courses he teaches for the FCS.

Kurt Sampson, a member of Dalhousie’s Information Technology Services, employs a combination of business and I.T. expertise in the strategic integration of emerging information technologies into higher education. Mr. Sampson continues to champion, facilitate & integrate cross-functional enterprise solutions through enabling and empowering the inspirational expertise inherent in a university community.

Natalie Murray, a member of the Dalhousie Faculty of Medicine’s Application Development Team, collaborates with a wide variety of interest groups to use web technologies to make ideas and concepts into reality. An active participant and contributor to the online world since 1995, Natalie loves to explore new ideas and new uses of technology that enable users to engage more fully with each other in the online (and offline) community.
Front Entrance
<table>
<thead>
<tr>
<th>Time</th>
<th>Session One</th>
<th>Room #</th>
<th>Room</th>
<th>Room</th>
<th>Room</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15 to 10:30</td>
<td>Opening Plenary: Making Ideas Collide: Partnerships for creativity, innovation, and sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Refreshment Break and Room Change</td>
<td>1007</td>
<td>1009</td>
<td>1011</td>
<td>1014</td>
<td>1016</td>
</tr>
<tr>
<td>11:00 to 11:50</td>
<td>Room Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 to 2:20</td>
<td>Concurrent Session Two: Taking your Online Learning Content from Zero to Interactive with SoftChalk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20</td>
<td>Room Change</td>
<td>1007</td>
<td>1009</td>
<td>1011</td>
<td>1014</td>
<td>1016</td>
</tr>
<tr>
<td>2:30 to 3:20</td>
<td>Concurrent Session Three: Technology in the Classroom. Really?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20</td>
<td>Refreshment Break and Room Change</td>
<td>1007</td>
<td>1009</td>
<td>1011</td>
<td>1014</td>
<td>1016</td>
</tr>
<tr>
<td>3:30 to 4:20</td>
<td>Concurrent Session Four: Accessibility and Moodle: Jailbreak your LMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td>Posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dalhousie Conference on University Teaching and Learning and The Canadian eLearning Conference present**

**Partnerships in Learning**

**Wednesday, April 27, 2011**

**Kenneth C. Rowe Management Building, 6100 University Avenue**
Wednesday, April 27, 2011

8:30 – 9:00  Continental Breakfast & Registration
9:00 – 9:15  Welcome

Opening Plenary
Potter Auditorium, Room 1028
9:15 – 10:30

Making Ideas Collide: Partnerships for creativity, innovation, and sustainability
Dave Cormier, Integrated Communications
University of Prince Edward Island

Collaboration outside our classrooms used to take months of planning, organizing, and fund raising. Now new collaborative spaces are at our fingertips. The challenges facing E-learning are finding the right people to collaborate with, pushing our ideas further, and making projects viable in the long-term.

You are invited to a discussion on how openness can be the key to finding effective partnerships, and how partnerships and collaboration underwrite creativity, support innovation, and are the most effective path to sustainability.

Dave Cormier is an independent educational researcher and thinker, an online community manager and the Web Projects Lead at the University of Prince Edward Island. He has published on open education, the rhizomatic model of education, and practical classroom uses of virtual worlds. In partnerships for research and learning, in teaching, and in the animated debate in the comments section of his blog, partnerships have been the driving influence on Dave’s career in education. His partners have included faculty and researchers from well-known universities, and lone teachers in small town classrooms. Some of them are even still talking to him.

Dave is the co-founder and current manager of Edtechtalk, a community of educators that has produced more than 1000 live interactive webcasts since June 2005.
1-1 Extending your Virtual Learning Environment (VLE) using Instructional Management Systems (IMS) Learning Tools Interoperability (LTI)
Stephen Vickers, Information Services
University of Edinburgh

The Instructional Management Systems (IMS) Learning Tools Interoperability (LTI) specification aims to provide a standard mechanism for connecting external applications with Virtual Learning Environments (VLEs). This specification has the potential to benefit: developers (by only having to support a single integration for all VLEs), VLE administrators (by providing a standard way of integrating new applications), and teachers and learners (because it is more likely that applications can be made available, and in a seamless manner).

This presentation will discuss the work being undertaken by the JISC-funded ceLTic (Creating Environments for Learning using Tightly Integrated Components) project, which is using four applications (WebPA, Elgg, PebblePad and Campus Pack) to identify the types of integration most important to their users, and demonstrating their implementation using LTI. As well as providing LTI integrations for each of the applications, the presentation will also provide evidence of the effectiveness of their deployment, especially with respect to the student experience. The presentation will not assume any prior knowledge of LTI.

Stephen Vickers has been a user and developer of eLearning applications in Higher Education for over 30 years. He has written a number of open source PowerLinks and Building Blocks including implementations of Basic LTI for the Blackboard platforms. Stephen has received Blackboard awards for Innovative Development in 2008, 2009, and 2010.
1-2  **Instructional Designers as Partners in Teaching and Learning**  
Sunah Cho and Afsaneh Sharif, *Centre for Teaching, Learning and Technology*  
University of British Columbia

Changes in learners' behaviours and demands, their comfort with technologies, and their sharing with the whole world attitude call upon all educators to be responsive to these needs and changes and become partners with them. Instructional Designers are not separate from the rest of this learning community; we need to add to our tool kits everyday while working on present and future designs. In this presentation, Partnerships in Learning will be discussed through UBC Instructional Designers' lenses. Various tools, resources, and strategies will be introduced outlining how to be current and responsive to students and faculty needs. In addition, we will share challenges and opportunities that we face as Instructional Designers at the UBC Centre for Teaching, Learning and Technology as it evolves and grows (there was a recent merge, which doubled the centre's size). Finally, we will discuss ideas of the best practices in design, development cycle, and proper use of technology, as well as research and scholarly work.

**Sunah Cho** provides leadership in the application of educational technology and research to the design and development of distance learning courses. Her research interests are anchored in the area of developing effective interactive learning experiences for online distance learning courses.

**Afsaneh Sharif** likes to explore diversity and cultural challenges in an online environment and how the visual representation of information aids in learning. Particular interests for her include accessibility, community of learning, open education and instructional/learning design.

---

11:00 – 11:50 (50 minutes)  
Room 1009

1-3  **Going Virtual: How a children’s literature course moved online**  
Joanne de Groot, *Elementary Education*  
University of Alberta

Recently, an undergraduate children’s literature course at the University of Alberta moved from a face-to-face class to a completely online format. This was many students’ first experience with online learning, which led the course instructor to design a course that met the learning needs of a diverse group and pushed students to gain deeper understanding of, and comfort with, both children’s literature and technology. This session will focus on how the course was designed to build a strong sense of community, how small groups were used to encourage discussion, and how Web 2.0 tools were integrated into all aspects of the course.

Participants will see the course wiki, which housed course content (including instructor-created videos and podcasts), and some of the other online tools (such as Wall Wisher) that were used to support student learning. Course assignments which integrated various technologies will be highlighted. The presentation will also include practical advice about how to transform a face-to-face class into a dynamic and interactive online course. Spaces can become multi-culturally diverse environments that bring valuable out-of-classroom learning experiences inside the classroom.

**Joanne de Groot** is an instructor at the University of Alberta as well as two other universities. She has been teaching online courses for 8 years with a focus on teacher-librarianship, children’s literature and technology.
1-4  Info Lit ANGEL: Courseware, Information Literacy and Outreach to Adult Learners
Betty Braaksma, *University of Manitoba Libraries*

Information and digital literacies are recognized as critical skills for the information-rich environment of today and tomorrow. Most information literacy instruction is done by librarians in a classroom setting, emphasizing academic tools such as ejournals and databases. How do we reach out to adult learners and off-campus learners? How do we teach information literacy using "real world" tools like Google, Wikipedia and Twitter? This session will describe the development and delivery of the Digital Literacy component of the University of Manitoba's Faculty of Extended Education's Certificate in Emerging Technologies. In addition to delivering content, the information literacy process is both modelled and experienced as students work through the course using the ANGEL Learning platform.

**Betty Braaksma** is the Coordinator of Information Literacy and Virtual Reference at the University of Manitoba Libraries. She is also an adjunct instructor with the Faculty of Extended Education at the University of Manitoba and has taught a course on Digital Literacy for Extended Education students since 2009. Ms. Braaksma has presented on information literacy initiatives at a number of national and international conferences.

11:00 – 11:50 (50 minutes) Room 1016

1-5  Critical Reflection Dialogue Groups: Promoting Critical Reflection Within an Online Environment
Carolyn Campbell, Gai Baikie, Jackie Thornhill, and Jodi Butler, *School of Social Work Dalhousie University*

This session will describe and analyze an adaptation of a specific technique for promoting critical reflection within an on-line environment. The approach has evolved from its origins within the Fook and Gardner (2007) professional development model. The primary goals for student practitioners are: the development of critical reflection skills and the enhancement of their critical consciousness regarding the discursive structural power that intercedes within individual and collective social relations of diversity and difference. The presenters embody a unique partnership with intersecting identities as University educators, students, and practitioners.

**Dr. Carolyn Campbell** is a faculty member at the School of Social Work. She teaches beginning and advanced practice courses in the Bachelor of Social Work program both on site and online.
1-6 Engaging Business Students Across Space and Time
Geoff Archer and Jo Axe, Faculty of Management
Royal Roads University

From personal enrichment to professional credentialing, distance education courses are growing in popularity. The convenience or necessity of learning in one’s pajamas is significantly affecting how educators work. Yet for students, learning is enriched by engaging with others in activities that are directly linked to the world outside the living room. Striving to combine these two realities, the presenters in this case study session have investigated ways to connect online undergraduate students with each other and the external environment. In this session participants will explore innovative ways to engage distance learning students through experiential activities that foster real social, environmental and commercial endeavors. Specifically, the presenters will outline the (Video) Elevator Pitch and (Online)Venture Challenge exercises, documenting the revisions that were made to include these experiential exercises into an online course, as well as the results. Participants will be invited to dialogue about their related experiences and challenges.

Dr. Geoff Archer is an Associate Professor with the Faculty of Management, the Director of the Eric C. Douglass Centre for Entrepreneurial Studies, and the Faculty Advisor for Royal Roads’ Chapter of Students in Free Enterprise (SIFE). Geoff’s research interests include entrepreneurship, microfinance, SOTL, and sustainability.

Dr. Jo Axe is the Associate Dean in the Faculty of Management at Royal Roads University in Victoria, British Columbia. Bringing over twenty years of business experience to the classroom, Jo has taught accounting and finance courses in the face-to-face, blended, and distance learning environments at both the Undergraduate and Graduate level. Her research interests include learning community development, student engagement in the online environment, and aboriginal post-secondary education.
Great Hall, University Club

Hot Buffet:

Lasagna
Salad
Rolls

Assorted Sweets

Coffee/Tea
Assorted Juices
2-1  Taking Your Online Learning Content from Zero to Interactive with SoftChalk
Sheila Cunningham-Hodge, *SoftChalk*

Learn how to make your online content engaging, interactive and professional looking with SoftChalk! This session will demonstrate how easy it is to take static content from a Word document or PowerPoint presentation and make it interactive by including learning activities, quizzes and media (sound, video, youtube videos, etc.). You will learn how to: easily make online content more engaging and interactive, build online lessons, integrate media, and create flash-based learning activities. Keyword search repositories can easily bring the discovered media into a lesson with SoftChalk’s media search tool. Upload a lesson, eCourse, or learning activity on CONNECT, a learning object repository, to share with specific groups. With the intuitive software, educators create content that will engage students and reinforce learning with interactive media, web-based widgets, comprehension questions, formatting features and flash-based activities.

Sheila Cunningham-Hodge represents SoftChalk a software solution for creating engaging interactive and professional looking online lesson content for the e-learning and smart classroom.

2-2  The University of Alberta and Northern Lakes College providing access to a community-based teacher education program to north-central Albertans
Kevin Delorey, *Learner Services*
Northern Lakes College

At the University of Calgary several new programs have converged into an organized and institution-wide initiative to promote and recognize the learning that students engage in outside of the classroom. In 2008, the University created a central office dedicated to community service learning and civic engagement to support both curricular and co-curricular service learning on campus. In 2009, the University launched a co-curricular record program, a new student leadership program, and a grant program to support curricular service learning.

In this presentation, we will discuss: how these and other programs have come together to: enhance outside the classroom learning, leadership and service opportunities for students to promote such opportunities across a large University with many faculties and disciplines, to support the learning component of co-curricular service; and to provide official University recognition for all forms of outside the classroom learning. Student learning in the above programs is enhanced through the use of “learning plans” (in co-curricular CSL), mentorship for first year students (in the Emerging Leaders Program), and engaging classroom environments (through service-learning). This presentation will discuss the steps we have taken and are taking to build this culture of support and recognition for learning outside the classroom.

Kevin Delorey is a Director for Community Learning Centres for Northern Lakes College located in Peace River, Alberta. He is a member of the Alberta-North Management Committee and consults with regional and provincial groups on post-secondary programming and distance education programs. His research focuses on community-based education, the Alberta SuperNet, and community economic development initiatives. In 2006, Kevin was a Canadian Institute for Distance Education Research (CIDER) Graduate Student Fellow at Athabasca University. He holds academic credentials in community studies, adult education and distance education from four Canadian universities.
2-3 Resource >Research >Resource 2.0: Learning from Case Studies and Models of Educational Technology Use  
Scott Gerrity, Valia Spillotopoulos, Patric Lougheed, Michael Todd-Hammond  
*Learning Systems*, University of Victoria

The Case Studies Project, funded by BC Campus, is a collaborative effort between the University of Victoria, Royal Roads University and Simon Fraser University. The project is building a web-based series of case studies and educational models that profile instructors who use educational technologies in effective and innovative ways. The case studies include videotaped interviews, guidelines and tips from faculty, as well as videos/snapshots and captures of exemplar courses using clickers, LMSs, wikis, or blogs, or other tools that will help other instructors adapt, conceptualize and apply strategies and practices in their own courses/contexts. This presentation will offer two things: (1) an introduction and demonstration of the learning resource in the context of the target questions directed at the instructors, including a discussion of assumptions, success criteria, and potential barriers for successful adoption, and (2) discussion, feedback, and evaluation as consideration for additional development and research directions.

2-4 Integrating the Library and Other Academic Services: How and Why  
William Maes, *Dalhousie University Libraries*

The success of the Dal Learning Commons is not simply due to it being a well-designed, technically enabled space. Also critical to its success has been access to a variety of library, computing and student services. The combination of appropriate space and convenient help outside the classroom is paramount to student success while providing an enhanced and unique learning experience with new learning opportunities. How can we improve on this environment? Is greater integration of academic services part of the way forward?

William Maes is the University Librarian at Dalhousie University. Acutely aware of the rapidly evolving scholarly information environment, he is fixed upon changing the library to remain an active partner in the learning enterprise. Mr. Maes holds a B.A. in philosophy from Gonzaga University in Washington, an M.A. in Philosophy from the University of Calgary, and an M.L.S. degree from the University of British Columbia.

2-5 Facilitating Interaction and Engagement in Large Distance Courses: Personality, Psychology and Moodle  
Heather Schmidt, *Department of Psychology*  
Cape Breton University

The year that she was first assigned to teach a distance class with 50 students, Heather Schmidt faced a number of challenges: She was determined to provide an enriching and interactive environment for her students (one that they would normally find in an on-campus course), however she did not have a lot of direction as to where to begin. What are some key differences between on-campus and distance courses that need special consideration? What types of projects and assignments work in larger distance courses? This demonstration will highlight material from Heather’s Personality Psychology distance course's Moodle site, which includes a case-study poster presentation activity, guidelines for open-book online exams, a term project research study, and a variety of weekly activities. Useful tips and instructions for new distance course instructors will also be provided.

Dr. Heather Schmidt teaches Personality Psychology and Introductory Psychology as both distance courses and on-campus courses at Cape Breton University in Sydney Nova Scotia.
2-6 Using Mobile Learning to Interpret History
Joan Butler, Distance Education and Learning Technologies
Memorial University of Newfoundland

This presentation will discuss Memorial University's development of an iPhone application as part of an educational initiative for a 400th anniversary community celebration. The mobile learning project brought together the University, the community and business to develop a location sensitive iPhone application to explore and interpret the history of Cupids, Newfoundland. Distance Education and Learning Technologies (DELT) at Memorial University collaborated with the Department of Computer Science to develop the framework for the application. DELT's team then worked with the Cupids 400th anniversary celebration committee to create the content for students and teachers, as well as visitors. Bell Mobility joined the partnership by donating iPhones to the project. The presentation will discuss the role of the partners, creation of the content, and lessons learned from the project, as well as a preview of the application and how it is used as part of the Cupids in the Classroom initiative.

Joan Butler is a Senior Instructional Designer with Distance Education and Learning Technologies (DELT) at Memorial University in St. John's NL.

3-1 Technology in the Classroom. Really?
Anita Drossis, Advanced Broadband Enabled Learning (ABEL) Program Office
York Region District School Board

This session demonstrates how the effective use of technology connects York University to its education partners by applying the lessons learned from the Advanced Broadband Enabled Learning Program (ABEL). Through a variety of technologies, the University and ABEL create and sustain knowledge mobilization activities with community groups, generate learning experiences that are engaging and authentic, and support the community with their technology based initiatives. Engage in conversation about how technology mediated connections can expand the reach of the University to benefit all learners by using social media, real-time and asynchronous strategies, learning management systems and other web 2.0 applications. Gain insight into working with University policy makers and community partners to ensure that connections are optimized and result in enhanced teaching, learning and training.

Anita Drossis is an Advanced Broadband Enabled Learning (ABEL) Lead at York University. As a physics teacher in the York Region District School Board, Anita engages her students using technology and was awarded the Prime Minister's Award for Teaching Excellence. As an ABEL Lead, she works at the University to support professional learning for educators in Ontario. With ABEL and its community partners she researches and evaluates effective use of technology for learning teaching and training.
3-2  E-Mapping Tools in the Classroom and Beyond
Shannon Spasova, Russian Studies
Dalhousie University

While students use more and more technology and virtual environments in their learning, both teachers and students are also increasingly recognizing the value of real world experiences. The classroom is limited in its time and place, but mapping tools and the new exciting features available in mapping mashup tools allow teachers to bring real-world locations into the classroom in a much more realistic way. This presentation will explore the potential of electronic mapping tools both inside and outside of the classroom. Mapping tools can have obvious uses for classes in geography, urban planning, and engineering, but can also serve teachers and learners in such diverse fields as language, history, literature, and sociology. Shannon will give an overview of the best mapping tools available, in particular focusing on Google Maps, Google Earth, and mashup applications, as well as mapping that can be done in virtual worlds. She will provide sample assignments and a variety of ideas for how these tools can be used to simulate the real world and extend learning beyond the classroom.

Shannon Spasova has been teaching Russian language and literature since 1998 when she started graduate school at the University of Wisconsin-Madison. Her interest in computer-assisted language learning was developed when she worked for the RAILS (Russian Advanced Interactive Language Series) Project and Learning Support Services. At Dalhousie she continues to work with technology in her language teaching her main interests being web 2.0 and virtual worlds.

3-3  Building a Flexible Learning Network for Professional Development
Lorraine Storry Mockford, Health and Human Services
Nova Scotia Community College

Busy faculty want to be engaged in teaching and learning professional development (PD) activities, but with so many time demands this is often pushed to the end of the list. The challenge is how best to provide meaningful PD opportunities that are fast, easy, and fun. Following from the EDCHAT microblogging model, the Flexible Learning Network was implemented with, but not limited to, Nova Scotia Community College (NSCC) faculty members, specifically to support alternate delivery initiatives using a variety of social networking tools. Come see how we do it and join the conversation.

Lorraine Storry Mockford's interests in teaching, learning, and technology have always leaned towards collaborative practice. The advent of social media has allowed her to more fully embrace this through an active worldwide network, embracing Twitter, Facebook, social bookmarking and virtual worlds.
3-4  Weaving the Library into the Fabric of Online Learning  
Andy Syson, e-Learning Unit  
Coventry University  

In the year 2000, a year after the introduction of a campus wide virtual learning environment (VLE), Coventry University opened its new library for the 21st century: eco-friendly and hi-tech. However for several years, the VLE and library systems evolved separately, connected only by a link from the VLE to the library catalogue. During that time the library introduced several new systems such as a digitised short loan collection, online course reading lists and a streaming video server. But, in spite of many publicity campaigns, the uptake of these systems by the students and faculty failed to match the library’s expectations. It was not until these systems became fully integrated with the VLE that they took off. This case study will outline how, with the aid of a digital repository, the library and e-Learning Unit worked together to bring these new library facilities directly into the students’ course webs in such a way that they were easily accessible to both students and faculty. 

Andy Syson has been at the forefront of e-Learning at Coventry University since the late 1990s. In 1999, he led the team who implemented a VLE across the whole University. His unit works at the interface between students, faculty support departments and administrators and has been responsible for many of the developments that have led to the VLE via WebCT Blackboard and now Moodle becoming an essential element in the students’ learning experiences.

3-5  Motivating Students in Engineering Economics Through Case-Based Learning and Interactive Online Tutorials  
Navin Chari, Ronald Pelot and Megan Barteaux, Department of Industrial Engineering  
Dalhousie University  

To accommodate the upcoming accreditation changes to the Canadian Engineering program, we are investigating alterations to the Engineering Economics course at Dalhousie to create a curriculum that has an outcomes-based perspective. This class is mandatory for all Engineering students, but can be taken any time between the second and fourth years of their enrolment. As the composition of the students will be quite varied in terms of disciplinary background, age, and experience, we aim to embrace these differences in an interdisciplinary approach. Integrating a case-based mini-project where students have to work in groups as well as learn independently is one example of this. The cornerstone for these technological additions will include a series of interactive online tutorials uniting central Engineering Economics concepts, their relation to the real world, and their application in Microsoft Excel. The results of our pedagogical and technological changes will be measured through defined metrics to assess improvement in learning outcomes. 

Navin Chari is a PhD candidate in the Department of Industrial Engineering at Dalhousie University currently focused on closed loop supply chains. He has previously worked as a Consultant with Accenture Inc. He holds a MASc in Aerospace Engineering from the University of Toronto, and a BScE in Mechanical Engineering from Queen's University. 

Ronald Pelot (PhD, P.Eng) is a Professor of Industrial Engineering at Dalhousie University. He is a co-author of Contemporary Engineering Economics: A Canadian Perspective and has over 20 years of experience teaching this course at three institutions. He has received the DalTech Award for Teaching Excellence. He conducts research in several areas of risk management and has authored 45 refereed publications and over 120 conference proceedings and technical reports. 

Megan Barteaux is a fourth year Industrial Engineering student at Dalhousie University. Under the supervision of Dr. Ronald Pelot during her second co-operative work term, she created a series of interactive online tutorials for the Engineering Economics course at Dalhousie University. Megan also did work terms at General Dynamics Canada as well as the Nova Scotia Department of Transportation and Infrastructure Renewal.
Subjective Structure-Objective Grading: Using CSS (Cascading Style Sheets) to Expand the Realm of Online Assessments
Rob Peregoodoff and Maga Kijak, Sauder School of Business
University of British Columbia

Not many lecturers are happy to teach courses without textbooks and without exams; few, if any, require students to tweet in class. Yet two Sauder School of Business instructors, Paul Cubbon and Jeff Kroeker, do exactly that. Students are expected to come to class having read assigned online articles and then discuss their ideas in small groups before sharing them with the whole class via the class Twitter account. The use of Twitter, together with i>clickers (an audience response system), allows everyone to feel involved even in a class of 100-plus. Weekly blog-entries in which students must use what they have learned in class to reflect on business news also form part of the assessment. This course is a clear example of how social media - which is usually blamed for causing distraction in class - can be successfully harnessed to engage students in learning.

Rob Peregoodoff was born and raised in Alberta but now finds himself realizing what all the excitement is about around living on the west coast. Having spent 15 years in the Math, Computer Science, and English Language classrooms he fell into educational technology support while working in Dubai in the Middle East. He also has had teaching experience in Swaziland, the Blood Reserve in Alberta, as well as a large high school in Lethbridge.

Maga Kijak, after more than a decade teaching English, decided to pursue another postgraduate degree at UBC. Little did she know when she took a summer job with the Learning Technology Services at the Sauder School of Business that she was joining a team of enthusiasts who would completely redefine her concept of university teaching. She learned that new technologies, even “non-academic” ones such as Twitter or Blogs, change boring instructor-centered mass lectures into lively interactive and engaging experiences.
4-1 Accessibility and Moodle: Jailbreak your LMS  
Chad Leaman and Ryan Thomas, Neil Squire Society

The Neil Squire Society has been using Moodle for over a year to deliver two different programs to people with various disabilities across Canada. There are various things instructional designers and teachers can do in Moodle to make the learning experience more accessible to people with disabilities. Our presentation will give you a brief background on how we use Moodle, and then focus on an accessibility overview. We will break down for attendees: a) What Moodle does; b) What a teacher/instructional design should do; and c) What customizations we have done. This will include how to “jailbreak” Moodle to allow for coded resources, demonstration of some in-house blocks we have developed, and some innovative technology we have developed to increase accessibility for all users. We will leave time for questions and discussion at the end, but encourage a conversation throughout.

Chad Leaman has been with the Neil Squire Society for eight years, working directly with people with disabilities and empowering them through technology. Over the last six years, he has led the organization’s growth of online learning and connecting to various rural and aboriginal learning centers. He has spoken at numerous conferences on themes of e-Learning and accessibility, including being the keynote speaker at the Innovative Professor Conference. His current projects include running a network of free-computer sites in Burnaby; creating an online one-on-one computer tutoring program; and using speech recognition as transcription with the Liberated Learning consortium.

Ryan Thomas, in his three years with the Neil Squire Society, has been working to increase the accessibility and usability of online resources. He has brought the organization closer to WCAG 2.0 guidelines and implemented in-house content management systems, databases and accessibility evaluation procedures to this end. His current projects include administration and custom implementations of the Neil Squire Society Moodle site, extending the Liberated Learning Consortium’s speech recognition and transcription technologies, and championing proposed fixes for inaccessible web sites.
4-2 The Assessment of an Online Microscopic Anatomy Laboratory Course
Kem Rogers and Michelle Barbeau, Department of Anatomy & Cell Biology
University of Western Ontario

We have developed a senior level histology course with a laboratory component which is offered fully online. This course utilizes virtual microscopy and synchronous videoconferencing software technologies to allow a synchronous lecture and laboratory course. This online course is being compared to a face to face (F2F) course covering the same content. Initial data suggest that there is no significant difference between these methods for overall student outcomes. Closer examination of the components will determine if there is any difference in outcomes for the lab portion of the course. In addition, attendance levels and patterns will be examined for differences between the online and F2F groups. Finally, levels of student satisfaction will be compared for the courses. Many studies have compared online to F2F courses, however, few were laboratory courses and none were synchronous courses where both the lectures and the laboratories were interactive. Results from this study will help to clarify any strengths or weaknesses of online laboratories.

Dr. Kem A. Rogers is a professor and Acting Chair of Anatomy and Cell Biology at the University of Western Ontario. Kem received his PhD in Anatomy and Histology at the University of Toronto in 1984 and joined the Department of Anatomy and Cell Biology at Western in 1986. Over the past 24 years, in addition to his research into the causes and treatment of cardiovascular disease, Kem has been involved in the teaching of histology to Undergraduate science students.

Michele Barbeau is a PhD candidate in the Department of Anatomy and Cell Biology at the University of Western Ontario, and holds a B.Ed degree obtained in 1995 also from the same University. Michele has been involved in teaching histology to Undergraduate science, medical and dental students for 8 years.

4-3 Creating Online Simulations with Concept Maps
Grant Potter, Centre for Teaching, Learning and Technology
University of Northern British Columbia

Using design principles from game-based learning and problem based learning, the University of Northern British Columbia and the Justice Institute of British Columbia are utilizing open source software platforms to construct rich patient and client simulations to support nursing education and emergency response training. These simulations allow students to consider full scenarios in narrative format and with degrees of difficulty that can be adjusted to suit learners’ skill level. Designed using concept maps to generate artificial intelligence features, the simulations provide significant scope for problem-based, authentic learning. This session will demonstrate the methods and approaches used and provide opportunities for attendees to collaboratively design a basic simulation.

Grant Potter has been pursuing research and development of educational technologies for the last 12 years through his work in the Canadian Arctic China and Northern British Columbia. Grant leverages technologies to extend the teaching and learning potential of UNBC courses and facilitates faculty development through regular workshops, seminars and consultations. In addition to academic pursuits, Grant also holds a number of IT certifications and is an active contributor to various open-source software.
4-4 Old and Deprecated Technology: The end of CMS?
Bhupesh Shah and Kevin Pitts, School of International Business
Seneca College

Since the World Wide Web and teaching first got together just a few short years ago, the focus has been on new and emergent technologies and how they could be used to enhance teaching and learning. This relationship, however, has matured. Many of these technologies are not so new and not so emergent any more. Perhaps it is time to take stock and rethink the value and future of some of the once “new and emergent” technologies. This presentation will look at where we have been in terms of educational technology, some of the shifts that are occurring, where we are headed, and speculate on which technologies will flourish in the future and which technologies will be relegated to the realm of the “old and deprecated”.

Bhupesh Shah is a faculty member at Seneca College’s School of International Business who utilizes and frequently speaks about technology in and out of the classroom. He is a recipient of the McGraw Hill Ryerson Award for Innovation in Education (2010).

Kevin Pitts is a faculty member at Seneca College. In his role as eLearning Advisor in the Centre for Faculty and Staff Development, Kevin has been helping faculty explore possibilities related to the effective use of technology in instruction and the implementation of rich curriculum. Kevin (along with his colleagues) is the recipient of the McGraw Hill Ryerson Award for Innovation in Education (2000).

4-5 But What’s In It For Me? Convincing Academic Departments to Create and Offer Online Courses
Maggie Cusson and Carol Miles, Educational Development Centre
Carleton University

With the explosion of online offerings from many universities today, one of the primary challenges that remains is that of obtaining a commitment from academic departments (specifically deans, chairs, and faculty members) to do the tough work of creating and offering this content in primarily new-to-them formats. Engaging in the development of online content requires reconceptualization of teaching methods as well as additional workload concerns for already stretched faculty members and departmental budgets. Despite the promise for potential financial gain long term, it is difficult to convince them to undertake the immediate work. This presentation explores some of the specific challenges that e-learning centres face in encouraging academic departments to create and support online courses, and offers a number of modeCarls for financial compensation and other rewards, as well as holding an open discussion of communication strategies that will facilitate the robust partnership needed between academics and e-learning experts to ensure pedagogical and financial success.

Maggie Cusson is the Manager of Teaching Development and Support at Carleton’s Educational Development Centre responsible for all faculty and teaching assistant development programs. She is a core member of the Carleton University OnLine team, supervising the Centre’s Instructional Design team, and working with faculty members and the academic departments in developing their online and hybrid courses and programs.

Carol Miles is Director of Learning Technologies and Teaching Support at Carleton University, responsible for all Teaching and Learning Support Services, Carleton University Online (CUOL) and Instructional Media. Sitting on the Executive Board of The Canadian Society for Studies in Higher Education, Carol is also the Chair Elect of the Council of Ontario Educational Developers, a Steering Committee Member of eLearnNetwork.ca, and previous board member of the Inukshuk Fund.
4-6 Supporting Students with a History of Reading Difficulties
S. Hélène Deacon, Bonnie Neuman, Krista Ritchie, Department of Psychology and Student Services
Dalhousie University

Increasingly, students with a history of reading difficulties are entering post-secondary education, yet, their challenges are not over once they enter as they struggle with the rigorous academic and reading demands of higher education (Lewis & Farris, 1999). Research in Dalhousie’s Language & Literacy Lab suggests that students who report early reading difficulties on the screening tool, the Adult Reading History Questionnaire, face challenges with university-level reading. Most importantly, these difficulties are similar to those of university students with diagnosed reading difficulties. Based on these findings, we partnered with Student Services at Dalhousie to invite all incoming students in the Fall of 2010 to complete this screening that was delivered using simple on-line survey software. Student Services will use these responses to guide student outreach and support. We report on this emerging collaboration designed to develop evidence-based knowledge in the identification and support of students with a history of reading difficulties.

Dr. Hélène Deacon is an Associate Professor in Dalhousie’s Department of Psychology and Director of the Language & Literacy Lab. Her research focuses on the processes involved in child and adult reading and spelling. She examines these processes across a wide range of learning contexts, including monolingual, bilingual and university students. Dr. Deacon has published multiple articles in international developmental and educational psychology journals. She also presents and participates in a range of academic forums such as the Society for the Scientific Study of Reading.

Dr. Bonnie Neuman is Vice President Student Services at Dalhousie. She has a PhD in Educational Administration and has worked in student services roles at three other major institutions bringing with her a wealth of professional knowledge and experience. Dr. Neuman is well known for her transformative leadership in university student affairs. She is particularly focused on service-delivery to meet students’ needs as well as finding ways to heighten student engagement in university life.

Dr. Krista Ritchie received her PhD in Educational Psychology, major in Applied Cognitive Science. Her research stems from an interest in how the dynamic links between social, emotional and cognitive processes impact performance and coping in a variety of everyday school and health care settings. She has rich interdisciplinary experience that includes working as a member of the evaluation team for a Health Canada project to promote interprofessional education in McGill's Faculty of Medicine.

4:00 – 6:00 Rowe Atrium

Reception: Celebrating Excellence in Teaching
Sponsored by the Dalhousie Alumni Association

The Dalhousie Conference in University Teaching and Learning is a venue where scholarly teaching is valued, shared, and recognized. The Dalhousie Alumni Association is pleased, in the company of so many accomplished teachers, to host a reception to celebrate the announcement of the winner of the 2010 Dalhousie Alumni Association Award of Excellence for Teaching.

There will also be a poster display by various presenters. Please see the list of presenters on the next page.
Partnerships in Learning

Conference Poster Sessions
April 27 • 4:30 to 5:30 • Rowe Atrium

1. Rick Butler and Tyler Butler, Lokken Career College • Professional Facebook Usage

2. Nellie Clyke, Dalhousie University • Understanding the Learner’s Experience with Technology

3. Shelley Cobbett, Dalhousie University • Two for One: Acquiring Research and Technological Skills

4. Anita Drossis, York Regional District School Board/ABEL • Connecting Community to Expand Learning

5. Amir Feridooni, Peggy Alexiadis, and Angela Hogan, Dalhousie University • The Process of Recruiting, Training, and Supporting Faculty in a Distributed Education Program

6. Maryanne Fisher, Saint Mary's University and Anthony Cox • Students’ Perspectives on Real and Ideal Use of Instructor Time

7. Sarah Gilbert, Dalhousie University • Designing a Tool for the Student Research and Writing Task

8. Anita Hamilton, University of Alberta • Moving Beyond Facebook: Using Online Technology in Occupational Therapy

9. Linda Hui, University of Alberta • Nurturing a Resilient Campus Community

10. Marie Matte, Dalhousie University • The Use of e-Learning to Help Ensure Comparability of Learning Experiences for Faculty and Students in a Distributed Model of Medical Education

11. Stacey Schwartz and Brett Taylor, Dalhousie University • Early Experiences with Pediatric X-ray Teaching by Blog

12. Lisa Smith and Lorraine Storry Mockford, NS Community College • Education Without Boundaries: Funeral Services Program Delivery in Atlantic Canada

13. Barbara Welsford, South Shore Regional School Board and Wendy Kraglund-Gauthier, St. Francis Xavier University • The Impact and Efficacy of Synchronous Online Assistive Technology Training in Nova Scotia
<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
<th>Room</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Registration &amp; Refreshment</td>
<td>Rowe Atrium</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Welcome</td>
<td>Rowe Atrium</td>
<td>Potter Auditorium Room 1028</td>
</tr>
<tr>
<td>9:15</td>
<td>Plenary</td>
<td>Rowe Atrium</td>
<td>Potter Auditorium Room 1028</td>
</tr>
</tbody>
</table>
| 9:15  | **A Learning Transformation:** How on-line technologies have transformed our teaching into a collaborative partnership with our students**  
Sophie Karanicas and Cathy Snelling, University of Adelaide |            |                        |
| 10:30 | Refreshment Break                                   |            | Rowe Atrium Room 1007 1011 1014 1016 1020 |
| 11:00 | Concurrent Session Five                             |            |                        |
| 1007  | The Next Big Thing in Digital Education            |            |                        |
| 1111  | Morfopos & Prince (McGraw-Hill)                     |            |                        |
| 1014  | Case Writing on the Tupper Trail: A Building Block in the New Curriculum at the Dalhousie Medical School |            |                        |
| 1016  | Concierge Service at Sauder: A New Paradigm in Learning Technologies Training and Support |            |                        |
| 1017  | Creating Conversational Spaces in Higher Education: Lessons from Ten Years of AISI Research and Alternative Delivery at the University of Alberta |            |                        |
| 1018  | Parsons & Harding (Alberta)                         |            |                        |
| 11:00 | Room Change                                        | Rowe Atrium|                        |
| 12:00 | Lunch                                              |            | University Club Great Hall Room 1007 1009 1011 1014 1016 1020 |
| 1:30  | Concurrent Session Six                              |            |                        |
| 1007  | Learn More about Learning Objects                   |            |                        |
| 1009  | Generational Learners? Technology Partnerships Will Bridge the Gaps |            |                        |
| 1011  | Saville (Marshall)                                  |            |                        |
| 1014  | Active and Interactive: Exploring Learning Technologies in a Learning-centred College |            |                        |
| 1016  | Exploring our Digital Presence: Partnerships in Learning and Living Online |            |                        |
| 11:00 | Room Change                                        | Rowe Atrium|                        |
| 2:20  | Concurrent Session Seven                            |            |                        |
| 1007  | Learn More about Top Hat Monocle                    |            |                        |
| 1009  | Cloud Computing: Free and Open Source Tools for Teachers |            |                        |
| 1011  | Shah & Pitts (Seneca)                               |            |                        |
| 1014  | Learning with Technology: Challenges and Opportunities |            |                        |
| 1016  | Selecting eLearning Technologies to Enhance Teaching and Learning |            |                        |
| 11:00 | Room Change                                        | Rowe Atrium|                        |
| 3:20  | Refreshment Break and Room Change                   |            |                        |
| 3:30  | Closing Plenary                                     |            |                        |
| 7:00  | Lobster Dinner                                      |            |                        |

**Setting Sail: Charting New Connections in eLearning (or The Six Degrees of Canadian Bacon)**  
Wade Kelly and Wendy Caplan, University of Alberta
A Learning Transformation: How on-line technologies have transformed our teaching into a collaborative partnership with our students

Sophie Karanicolas and Cathy Snelling, *University of Adelaide*

On-line learning tools have extended the boundaries of our classroom by creating a community of inquiry, engaging students in pre-lecture self-paced activities and developing undergraduate research skills within the context of an on-line collaborative group project. Our keynote will showcase how blogs, interactive on-line learning modules (IOLMs), and wikis have enhanced student engagement and content connectivity beyond the confines of the classroom and have allowed students to learn with no limits. This approach has transformed the learning environment and enriched the educational experience for both our students and their teachers as partnerships grow through the sharing of common goals and mutual respect.

**Sophie Karanicolas** is a senior lecturer in oral health in the School of Dentistry at The University of Adelaide in South Australia. She currently coordinates several aspects of the Bachelor of Oral Health Program and works closely with the Centre for Learning and Professional Development to develop active student e-learning initiatives. With over 20 years of teaching experience Sophie is recognized as a passionate and student centred educator with extensive knowledge in the areas of curriculum and assessment development. Most recently Sophie mentors a diverse range of faculty across disciplines through professional development workshops in e-learning and teaching. Sophie has presented her educational research in numerous education conferences nationally and internationally.

**Cathy Snelling** holds an academic post at the School of Dentistry at the University of Adelaide and has been involved with undergraduate teaching since 1989. Cathy holds a degree in adult education and has completed postgraduate study in on-line learning, which has led to her increasing use of a blended learning approach in her teaching. She has presented at education conferences within Australia, New Zealand, and most recently in the USA at the Council on Undergraduate Research, where she showcased an undergraduate on-line research project using wiki technology.

**Their Partnership(s)**

Much of Sophie and Cathy's educational work has been undertaken as a part of a team-based teaching approach and their work with students incorporating e-learning has resulted in a number of local and national teaching awards that recognize the high level of student centeredness and engagement created by these learning approaches. In July 2010 they were awarded a prestigious Australian Learning and Teaching Council citation for outstanding contribution to student learning for sustained excellence in team teaching in a lively, imaginative, and engaging manner that inspires enthusiastic, independent learning in the field of oral health.

Their current research projects extend across Faculties and a number of international universities, and focus on the use of on-line technologies to create vibrant communities of practice and inquiry that prepare students for active and constructivist learning environments. They are actively involved in mentoring colleagues to integrate on-line learning strategies into their own practice.
CONCURRENT SESSION FIVE
11:00 – 11:50

5-1 The Next Big Thing in Digital Education
Nick Morfopos and Jamey Prince, McGraw-Hill Higher Education

McGraw-Hill Connect™ and McGraw-Hill Create™ are now fully integrated into the Blackboard Learn™ platform. This unprecedented integration of publisher-provided content and tools into a learning management system offers the enhanced experience of all course resources in a single, online environment. All hosted within your institution's Blackboard instance, students now have the means to better connect with their coursework, instructors, and the important concepts that they will need to know for success now and in the future. The key features include:

• Single Sign-on: A single login and single environment provide seamless access to all course resources – all McGraw-Hill's resources are available within the Blackboard Learn™ platform.
• One Gradebook: Automatic grade synchronization with Blackboard gradebook. All grades for McGraw-Hill assignments are recorded in the Blackboard gradebook automatically.
• Rich and Deep Integration: One click access to a wealth of McGraw-Hill content and tools - all from within Blackboard Learn™.

Learn more about how this exciting new partnership will simplify your teaching experience!

Nick Morfopos is the Senior sales manager for McGraw-Hill Higher Education. Nick manages the sales for Eastern Canada and executes on strategic sales initiatives like the Blackboard/McGraw-Hill exclusive partnership which offers McGraw Hill digital content fully integrated within Blackboard with a single sign on and one gradebook.

5-2  **Case Writing on the Tupper Trail: A building block in the new curriculum at the Dalhousie Medical School**  
Anna MacLeod, Adrienne Sehatzadeh and Karen Mann, *Medical Education*  
Dalhousie University

Dalhousie Faculty of Medicine has been developing a new curriculum since Fall 2009, with the goal of developing better curriculum management, monitoring and evaluation processes to support developing doctors. Case-based Learning (CBL) is a key component of the curriculum. Using written descriptions (cases), students work together in small groups (tutorials) with the help of a facilitator (tutor), to explore the case at hand. CBL is intended to simulate the clinical context and imitate “real life” medical situations, leading to rich discussion. Students and Tutors are expected to prepare for each tutorial session by reviewing the specific case and doing guided research to be fully prepared for discussion. Starting with the incoming students in September 2010, there has been a dramatic shift from problem-based learning (PBL) to case-based learning. The presenters will explore what is involved in this change and will look at the collaborative processes involved in moving from a paper-based to an interactive, paperless learning environment for students.

**Dr. Anna MacLeod** is the Education Specialist in the Division of Medical Education in the Faculty of Medicine at Dalhousie. She supports faculty to design teaching and learning experiences that are based in sound educational theory. Specifically, Dr. MacLeod’s work supports the on-going process of undergraduate medical education curriculum renewal.

**Adrienne Sehatzadeh** is the Faculty Development Education Coordinator for Dalhousie Medicine New Brunswick, located on the Halifax campus and supporting faculty teaching in the distributed medical program. She coordinates faculty development programs for multi-mode delivery. Adrienne is also an Instructional Designer/Solutions Researcher with Integrated Learning Online, a unit within Information Technology Services. Her primary roles are to teach faculty how to use the teaching technologies, and to research technologies for suitability within the Dalhousie suite of teaching technology solutions.

**Dr. Karen Mann** has been a member of the Faculty of Medicine since 1986. She has served as Associate Dean Undergraduate medical education and as Director of the Division of Medical Education. She has been involved in curriculum renewal development and implementation locally, nationally and internationally and in the evaluation of curriculum change. She has a particular interest in curricula that supports self-directed learning, self-assessment and reflection capabilities.
5-3  **Concierge Service at Sauder: A New Paradigm in Learning Technologies, Training and Support**  
Rob Peregoodoff and Maga Kijak, *Sauder School of Business*  
University of British Columbia

Realizing that the traditional training and support model was ineffective and irrelevant, the Learning Technologies team at Sauder has launched a new "Concierge Service", where the prime directive for faculty introducing new technology into their classrooms is a simple one: that both faculty and students want to do it again. Rather than submitting faculty to the pain of current instructional design methods (that most have neither time nor patience for), the team will complete the full evaluation and build and deploy for them the first time. Once they have seen the entire cycle, the team then back-fills training and support resources as appropriate to 'teach them to fish'. The three pillars that make this scalable are Collaboratory, Self-Service Resources, and Teaching Assistant/Divisional Assistant support resources.

**Rob Peregoodoff** was born and raised in Alberta but now finds himself realizing what all the excitement is about around living on the west coast. Having spent 15 years in the Math, Computer Science and English Language classrooms, he fell into educational technology support while working in Dubai in the Middle East. He also has had teaching experience in Swaziland, the Blood Reserve in Alberta as well as a large high school in Lethbridge.

**Maga Kijak**, after more than a decade teaching English, decided to pursue another postgraduate degree at UBC. Little did she know when she took a summer job with the Learning Technology Services at the Sauder School of Business that she was joining a team of enthusiasts who would completely redefine her concept of university teaching. She learned that new technologies, even "non-academic" ones such as Twitter or Blogs, change boring instructor-centered mass lectures into lively interactive and engaging experiences.

11:00 – 11:50 (50 minutes)

5-4  **Creating Conversational Spaces in Higher Education: Lessons from Ten Years of AISI Research and Alternative Delivery at the University of Alberta**  
Jim Parsons and Kelly Harding, *Department of Secondary Education*  
University of Alberta

This presentation focuses on how oral culture within e-learning, and not more traditional written culture of higher education, might change teaching and learning in higher education. The authors consider two sources for information: (a) the Alberta Initiative for School Improvement (AISI), a 10-year K-12 action research project and (b) the Masters of Educational Studies (MES) alternative delivery program to provide examples of oral pedagogies. Participants will explore a number of different learning ideas that have proved successful for e-learning.

**Jim Parsons** is a professor at the University of Alberta and Director of the Alberta Initiative for School Improvement. He was formerly Director of Alternative Delivery Graduate Programs within the Faculty of Education at the University of Alberta.

**Kelly Harding** is a doctoral student in the Department of Secondary Education and the Associate Director of the Alberta Initiative for School Improvement. She was formerly English Department Chair in Centre High School in Edmonton.
5-5  **DMNB Videoconferencing: The Model Become Reality**  
Amir Feridooni,  *MedIT*  
Dalhousie University

Dalhousie Medical New Brunswick (DMNB) is an undergraduate medical education program wherein the classes are videoconferenced at distributed educational sites between Halifax and Saint John in real time. The model provides submissions of the videolecture contents, assistance for content preparation, one-on-one training/familiarizing sessions for faculty with the technologies, distribution and delivery of contents to both sites at the same time and quality. The process is evaluated by sending a short survey to lecturers after the class. All content materials are unified based on the template and are tested by technicians and Faculty Liaison in both sites to ensure quality is acceptable and identical, then the content is distributed a week before the class. The objective of this presentation is to take participants on a “field trip” just down the street to the Faculty of Medicine to show how the DMNB model became reality and how it was successfully introduced in the Dalhousie Medical School.

**Amir Feridooni** studied at Dalhousie University; he received his Bachelor of Computer Science, Master in Health Informatics (MHI) and received Master of Library and Information Studies (MLIS). He is currently working as Faculty Liaison/Instructional Designer for the Faculty of Medicine, Dalhousie University. The Faculty Liaison role is to advise Faculty members regarding teaching strategies, learning activities, assessment mechanisms, and course revisions, through the use of technology and computer applications.

5-6  **Walk and Talk Teaching**  
Suzanne LeMay-Sheffield,  *Centre for Learning and Teaching*  
Dalhousie University

Some of our best ideas and some of our most effective learning does not take place while we are engaged in solitary and/or sedentary activities; they happen when our minds are engaged by lively discussion and our bodies are in motion. Research has demonstrated not only the physical and mental health benefits of walking but also the cognitive benefits. As we walk, our minds are given broader vistas, and they become more relaxed, open and flexible. Potentially, we can be more creative and mindful, solve problems more quickly, and engage in conversations that lead to innovative collaborations. During this session, participants will embark on a walk in an outdoor setting and will have the opportunity to listen, reflect, engage and generate ideas with others based on their experiences during the conference. Participants will be encouraged to set their own walking pace and to wear comfortable, weather-appropriate clothing and footwear. A walking route map will be provided.

**Suzanne Le-May Sheffield** is the Associate Director (Programs) at the Centre for Learning and Teaching Dalhousie University.
Great Hall, University Club

Hot Buffet:
Roasted Chicken
Roasted Potatoes
Salad
Rolls

Assorted Sweets

Coffee/Tea
Assorted Juices
6-1 Learn More about Learning Objects

6-2 Generational Learners? Technology partnerships will bridge the gaps
Kathy Saville, Instructional Design
Marshall University

The differences between the generations in teaching and learning can and do create a difficult disconnect. Technology can and will provide bridges to transport skills and knowledge from instructor to learner, learner to instructor, and learner to learner. Join us in the interactive session and share your knowledge and experience in how to successfully build the bridges.

Kathy Saville has been an educator for 32 years in the field of educational technology. She is a member of the Association of Educational Communications and Technology (AECT), and serves the association as a Trustee on the ECT Foundation. Ms. Saville is also a 2-time Blackboard Catalyst Award winner.

6-3 Active and Interactive: Exploring Learning Technologies in a Learning-centred College
Lorraine Storry Mockford and Carolyn Campbell, Health and Human Services
Nova Scotia Community College (NSCC)

How do faculty learn to use technology to create engaging learning experiences at the Nova Scotia Community College? In this hands-on session, participants will be introduced to the strategies NSCC uses to move faculty from the classroom to an online environment where they complete, design and facilitate active and interactive learning activities in synchronous and asynchronous environments. In addition, participants will learn how they leverage peer teaching to support those who are new to technology, as well as early adopters through innovative activities like the Virtual Water Cooler and the Learning Market, so that faculty feel comfortable as they learn.

Lorraine Storry Mockford is a member of the Flexible Learning team at the Nova Scotia Community College and has participated in the development and delivery of the Flexible Learning series of courses. In her 20-year career with the NSCC, she has been on the ground floor of alternate delivery in a variety of Health and Human Services programs from more traditional correspondence courses and audio-conferences to fully interactive online courses.
6-4 Exploring our Digital Presence: Partnerships in learning and living online
Jennifer Branch-Mueller and Joanne de Groot, Elementary Education
University of Alberta

In the Teacher-Librarianship by Distance Learning program at the University of Alberta, instructors mentor teachers (working to become teacher-librarians) into thinking about their own digital presence. This is especially crucial as these teachers complete their Master of Education degree completely online. Students are working to build partnerships with other students in the program and to build global personal learning networks. This workshop will present research done with graduate students as they explored and discussed, in their learning management system, the following questions: 1) How are you customizing your spaces on the web? 2) How do you get and stay organized in a Web 2.0 environment? 3) How do you manage information overload? And 4) How do you read in a Web 2.0 world - reading for learning and/or reading for understanding? The session will provide resources for participants as well as an overall discussion about the successes and challenges of learning and living online.

Jennifer Branch-Mueller is the Coordinator of the Teacher-Librarianship by Distance Learning program and an Associate Professor in the Faculty of Education at the University of Alberta. She has been teaching online for more than 10 years and her areas of research are information-seeking processes, information literacy education, electronic reference sources and teacher-librarianship education.

Joanne de Groot is an instructor at the University of Alberta as well as two other universities. She has been teaching online courses for 8 years with a focus on teacher-librarianship children's literature and technology.

6-5 Developing an Institutional Strategy for ePortfolio Implementation
Joan Butler, Distance Education and Learning Technology
Memorial University

Memorial University of Newfoundland has launched an ePortfolio tool, which is integrated into Desire2Learn’s learning management system and can be utilized in courses and programs, faculty tenure and promotion, and career planning and lifelong learning. From creating an institutional model for engagement, to developing the project governance structure and project teams, to identifying, initiating and delivering pilots, evaluating the pilots, and designing and delivering training, the presentation will share strategies and lessons learned regarding all aspects of the project. How ePortfolio can be effectively used in courses and programs in blended learning environments and distance education, for faculty promotion and tenure, and career planning will be discussed. The presentation will also include a visual demonstration of Memorial’s ePortfolio tool, sample ePortfolios, and resource and training materials created for the institution wide rollout planned for 2011.

Joan Butler is a Senior Instructional Designer with Memorial University's Distance Education and Learning Technologies (DELT) and is involved with the institution-wide ePortfolio initiative. She has a Bachelor of Arts, Bachelor of Vocational Education, and Master of Adult Education.
The dermatology component of second year undergraduate curriculum at Dalhousie was the first course to utilize Blackboard Learning System (BLS) in medical school. Using BLS, dermatology teaching material was made available to all second year medical students to supplement class lectures, and later was made available for postgraduate electives in dermatology and for family medicine academic half day. Posted material emphasized class content with formative assessment tools for self evaluation, a digital photo library of dermatology conditions and online case based learning with posted video answers. Software used included Softchalk © and Camtasia for Mac © used to make screencast videos. This presentation explores the outcome of this new learning system, including how often students accessed the information and verbal feedback from students.

Peter Green is the Director for Dermatology Residency at Dalhousie and the Director of Undergraduate Medical Education since 2003. He also works as a Preceptor for students and residents electives. Peter completed an MD at Dalhousie in 1995, obtained Fellow of the Royal College of Physicians and Surgeons of Canada (FRCPC) in Internal Medicine in 1999 and FRCPC in Dermatology in 2001. His clinical interests include medical dermatology, pediatric dermatology and phototherapy.

Bhupesh Shah is a faculty member at Seneca College’s School of International Business who utilizes and frequently speaks about technology in and out of the classroom. He is a recipient of the McGraw Hill Ryerson Award for Innovation in Education (2010). Kevin Pitts is a faculty member at Seneca College. In his role as eLearning Advisor in the Centre for Faculty and Staff Development Kevin has been helping faculty explore possibilities related to the effective use of technology in instruction and the implementation of rich curriculum. Kevin (along with his colleagues) is the recipient of the McGraw Hill Ryerson Award for Innovation in Education (2000).
7-3 Learning with Technology: Challenges and Opportunities
Luc Beaudoin, Department of Education
Simon Fraser University

This presentation will describe some of what presenters take to be the most significant challenges facing adults (knowledge workers and university students) in their attempts to learn productively using technology such as web browsers, e-readers, PDF readers and word processors. Some of these problems have to do with disappointing limitations of existing software and operation systems. Others have to do with learners’ knowledge, skills, strategies, habits, and affect pertaining to both learning and technology. These issues are not adequately covered in popular "study skills" books. This presentation will propose specific solutions which learners can implement to overcome the challenges. Study skills centres and teachers may consider using this information to help learners.

Luc Beaudoin is an Adjunct Professor of Education at Simon Fraser University and owner of CogZest. He specializes in knowledge-worker cognitive productivity including learning with technology and applied memory. He co-designed general-purpose e-learning applications and has taught applied psychology at the university level. He has experience as a software developer lead and writer and has a Ph.D. in Cognitive Science, as well as a B.A. in Psychology.

7-4 Selecting eLearning Technologies to Enhance Teaching and Learning
Ian Smissen and Joanne Smissen, Desire2Learn Incorporated

Online Learning Management Systems have the potential to revolutionise distance, open and flexible education with a suite of tools and features to facilitate content development and delivery, assessment, communication, collaboration, class management and tracking of student participation and achievement. However, understanding how to select and use the appropriate tools to suit a teacher's pedagogical preferences, discipline-specific teaching methods and diversity of student learning styles can be challenging even for experienced teachers. While principally aimed at classroom teaching of university undergraduate students, these principles are universal enough to be applicable to any level or context of teaching and learning. Participants in this workshop will engage in whole group discussions and small group activities to examine how the seven principles provide a framework for identifying areas of improvement and selecting tools and teaching methods to enhance online teaching and learning.

Ian Smissen has 30 years of experience working in the education sector as a high school teacher, university lecturer, education consultant specializing in curriculum and professional development of teachers, zoo educator and museum curator and exhibition designer. Before joining Desire2Learn, Ian managed eLearning Technology and Teaching Support at Deakin University in Australia. Ian is passionate about curriculum design and the use of online technologies to enhance student learning.

Joanne Smissen has more than 25 years of experience teaching in higher education and more recently her love of teaching has led her into various roles supporting teaching and learning and the implementation and management of eLearning across a range of discipline areas at Deakin University in Australia. Joanne’s research interests focus on the use of online technologies for teaching and learning, particularly in relation to online communication and students’ use of online resources.
7-5 Simulation and Sustainability-Readiness: Leveraging e-Learning Technology for Real-World Impact
Rachael Craig, Neuroscience
Dalhousie University

This presentation explores the experiences of Dalhousie University’s “Environment, Sustainability and Governance: A Global Perspective” class (SUST2001), first taught in Winter 2011, which included modules on biodiversity, food and agriculture, and environmental security. The students in the course assumed stakeholder positions and engaged in negotiations that recreated debates within the United Nations Convention on Biological Diversity regarding Access and Benefit Sharing. An interactive online component was created to replicate the dynamism of real-world negotiations of Multilateral Environmental Agreements. Wiki documents allowed students to engage in collaborative writing and editing of draft proposals which were debated and submitted during plenary sessions. Wimba Classroom allowed students to interact in virtual negotiation and mediation and to upload media presentations on their positions. This presentation will evaluate the effectiveness of these learning technologies in assisting students to understand the complexities of Multilateral Environmental Agreements.

Rachael Craig is an undergraduate neuroscience student at Dalhousie University with a keen interest in novel deployments of information and instructional technology and other telecommunications tools, applications and systems that support learning. Her current research involves examining the teratological and neurotoxicological effects of manganese using the model animal Danio rerio.

2:30 – 3:20 (50 minutes) Room 1016
Meet at Registration Desk (Field Trip)

7-6 How Do You Teach in an Incubator?
James Boxall, Geographic Information Sciences Centre
Dalhousie University

Dalhousie University created a hybrid 115 seat classroom called the LINC - Learning Incubator and Networking Centre - which has become both a popular social space for collaboration, group presentations and preparations, and a comfortable and visually appealing study space. The LINC is a ‘classroom with a twist’ in that it has been used to experiment with different teaching methods and various content delivery styles from different disciplines. Pedagogical, technical, and social issues have come to the fore with the LINC and these will be discussed during a tour of the facility with ample time for questions and discussion. Of note has been the experience with multiple screens, constantly changing technical developments, group dynamics from the distribution of students in ‘pods’, and a development with evaluation where issues of group dynamics has played a role in learning outcomes. As a classroom, the most noticeable feature from an instructor’s perspective is the number of miles one has to walk to contact each student and each group, and the amount of ‘theatre’ needed to conduct lectures and maximize the use of the available technology. Collaboration in groups has become essential, and much effort has been placed on altering curriculum to meet pedagogical demands.

James Boxall is Director of the Dalhousie Geographic Information Sciences Centre. He holds appointments in the Faculties of Science, Management, and Architecture - Urban Planning. He has taught geography at all levels. Of note for this presentation is that he holds an MA in Education and co-authored a paper on E-Learning in Geography. He is currently writing a textbook for Oxford based upon new methods and technologies for teaching undergraduate geography. He consults in the areas of social impacts of climate change and health. He is a Fellow of both the Royal Geographical Society and the Royal Canadian Geographical Society.
Setting Sail: Charting New Connections in eLearning (or The Six Degrees of Canadian Bacon)

Wade Kelly and Wendy Caplan, University of Alberta

On a return engagement from the Canadian e-Learning Conference (CeLC) 2010 in Edmonton, Alberta, Wendy and Wade will provide us with a light-hearted and insightful look at how we have imagined opportunities and possibilities for building bridges that connect learning communities from coast to coast to coast. During the conference they will navigate their way through the whirlpools of ideas that swell from our presentations and conversations. From port to starboard, bow to stern they will trace our journey, and with pictures and words, provide us with beacons of light, which can be used as a compass to guide us as we seek to build pan-Canadian communities of learning. So join us as we embark on this exciting voyage into a connected future for eLearning in Canada.

Wendy Caplan is the Director of eLearning Service with the Faculty of Nursing at the University of Alberta. With an M.Ed in Adult and Higher Education she has over 16 years of experience teaching adults in both face-to-face and on-line environments. In 2004 Wendy co-founded the On-Line Program Support Group (OPSG) at the University of Alberta, a vibrant community of practice that now has over 80 members from Faculties across campus. Wendy was pleased to be the recipient of the University of Alberta 2010 Information Technology Leadership Award.

Wade Kelly is a Professional Development Specialist in the Faculty of Nursing at the University of Alberta. Wade has been working with adult learners since 2001 in both public and private institutions. In the Faculty of Nursing he works with faculty members to develop and manage electronic resources for both distance and blended delivery with a focus on developing multi-media interactions and learning objects.
**Special Event: LOBSTER DINNER**

Historic Pier 21
Thursday, April 28\(^{th}\) 7:00pm

**What maritime event would be complete without savoring the bounty of the sea?**

Our closing dinner, hosted by Blackboard, will be a sumptuous lobster dinner served at Historic Pier 21. In addition to our feast of fresh local lobster, you will enjoy tasty Lunenburg County potato salad; corn on the cob; tangy coleslaw; fresh dinner rolls with butter; and a traditional Nova Scotia apple crisp.

Our evening will begin with an opening reception complete with live jazz music and a cash bar in the Rudolph P. Bratty Exhibition Hall at Pier 21. You will enjoy the chance to mingle with other delegates and brush up on Canada’s fascinating past in the place where thousands of new Canadians were welcomed to our country.

During dinner, we will have a visitor from even further back in history, as our out of town guests are inducted into the oldest social order in North America – *L’Ordre de Bon Temps*, or *Order of good Cheer*, established in 1606, and throughout the evening we will be entertained by some of the most talented young musicians in town, by way of the Dartmouth All-City Schools jazz band, string orchestra and choir.

It is sure to be a memorable evening.

*For those who are unable to enjoy lobster there are chicken and vegetarian alternatives available given advance notice.*