ACODE 66 Workshop
Backing the right horses: Perspectives on online learning success
Program
Thursday 6th November 2014
University of Melbourne
Yasuko Hiraoka Myer (YHM) Room 106, Sydney Myer Asia Center (Building 158)

Time	Session
8.30 – 9.00	Registration
9.00 – 9.15	Welcome: Professor Gregor Kennedy Opening
9.15 – 10.15	Different paths to the finish line or running a separate race: Contrasting institution, staff, student and 'expert' perspectives on online learning Professor Barney Dalgarno
10.15 – 10.45	Morning tea
10.45 – 11.45	Roundtable Session 1: Delegates will be asked to form small working groups to discuss what constitutes online learning success from one of three perspectives: Institutional, Staff or Student
11.45 – 12.05	Considering a Staff Digital Learning Framework Helen Carter, Macquarie University
12.05 – 12.25	Staff Support Perspective paper Travis Cox, the University of Melbourne
12.30 – 1.30	Lunch
1.30 – 1.50	Student Panel from the University of Melbourne
1.50 – 2.10	BYOD at RMIT - the horse has bolted Garry Allan, Principal Advisor Academic ICT integration, RMIT
2.10 – 2.30	Punting on elephants; or, lasagna versus spaghetti. Kay Souter, Australian Catholic University
2.30 – 3.30	Roundtable Session 2: Delegates will be asked to continue in their working groups to discuss what constitutes online learning success from their chosen perspectives: Institutional, Staff or Student
3.30 – 4.30 (incl. Afternoon Tea)	Reporting Back Session: A single delegate from each of the groups will be asked to report back to the broader group on the main issues that emerge
4.30 – 4.45	Summary Professor Gregor Kennedy
4.45	Tour of Innovative spaces at the University of Melbourne
5.30	Close

Keynote
Title:
Different paths to the finish line or running a separate race: Contrasting institution, staff, student and 'expert' perspectives on online learning
Barney Dalgarno

Abstract:
In this keynote Barney Dalgarno will begin by painting an aspirational picture of 'best practice' in online supported higher education, across face to face, fully online and blended learning contexts. Drawing in theoretical and empirical research and current leading edge practices he will paint a picture of some of the utopian futures that educational technology and educational design 'experts' aspire to. He will then contrast this aspirational perspective with the perspectives of institutional leaders, academic staff and students. The argument will be made that the first step towards achieving our aspirational goals is to: a) understand institutional goals, values and constraints; b) appreciate the differing perspectives of research intensive, teaching focused and technology focused academic staff, and c) acknowledge the diversity of students and student learning needs. Only from this base of understanding are we able to create a strategy that addresses the needs and perceived needs of the various stakeholders while moving us closer to our aspirational utopia of quality technology supported learning.

Bio:
Barney Dalgarno is Professor and Director of uImagine, Charles Sturt University's Digital Learning Innovation Laboratory, a role in which he undertakes strategic leadership towards the adoption of innovative online learning practices across the university. As Associate Dean Curriculum Learning and Teaching in the Faculty of Education Prof Dalgarno has also led faculty and university wide initiatives in online learning, assessment, and transition and retention underpinned by technology and learning research over a number of years. Prof Dalgarno's research contributions have been in three broad areas: the relationship between learning technology and learning theory; learning in polysynchronous learning environments, including 3D virtual environments; and university teacher and student attitudes towards and use of learning technologies. He has obtained numerous grants and consultancies for research into learning and teaching including 5 OLT and ARC grants and has produced over 70 refereed publications. Prof Dalgarno received the prestigious ascilite fellow award in 2013 in recognition of his outstanding contribution in the exemplary use of and research into technologies for learning and teaching in tertiary education, and has also received ALTC Citations in 2007 and 2011. He is a lead editor of the Australasian Journal of Educational Technology.

Title:

BYOD at RMIT - the horse has bolted

Garry Allan

Abstract:

In recent times RMIT has placed significant emphasis
 on the transformation of its physical on-campus built form to accommodate the affordances of mobile and digital technologies. A key component of this change has been the introduction of a University-wide Bring-Your-Own-Device (BYOD) platform that has been
 deployed as the cornerstone of student mobile support services. From the student perspective however, does the ubiquitous availability of BYOD services influence learning opportunities and meet evolving technological preferences?

Bio:

Garry Allan

Principal Advisor Academic ICT integration, RMIT

In this role Garry has responsibility for the implementation
 and evaluation of University-wide educational technology initiatives, and has been instrumental in the establishment of strategic and systematic processes for the deployment and lifecycle management of learning

technologies at RMIT. He specialises in technology-related
 change management and associated professional development programs. In recent years he has focused on the University-wide

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Title
Punting on elephants; or, lasagna versus spaghetti.
Kay Souter
Professor and Associate Dean (Learning and Teaching) in the Faculty of Law and Business at ACU

Abstract
Kay Souter will address some of the issues that beset institutions in trying to pick technological winners. Gigantic, slow moving behemoths on the one hand, on the other a tangle of bits and pieces that won't talk to each other. Pan-institutional requirements that evolve like viruses. And in the fourth corner, the end users, with extraordinary problems and seemingly irreconcilable needs. How do institutions manage these issues? How can a structured and sustainable suite of resources be produced from this brew?

Bio
Kay Souter is Professor and Associate Dean (Learning and Teaching) in the Faculty of Law and Business at ACU. She has previously been Director of Learning Environments, Research and Evaluation at Deakin University and Associate Dean (Academic) in the Faculty of Humanities and Social Science at La Trobe University. She is interested in student learning environments of all sorts, and the institutional efforts required to make them work.

Title
Considering a Staff Digital Learning Framework
Helen Carter
Director, The Education Studio, Macquarie University

Title

Travis Cox
Program Manager, Academic and Learning Systems Support, The University of Melbourne
Abstract
What's necessary for academic staff to successfully adopt and implement new educational technologies to support teaching and learning? This is not a simple task with a myriad of options jockeying for position in the market. Each tool type has varying levels of complexity, integration and user appeal – how can we help improve the odds of success, and foster exploration and innovation without creating a large number of 'also-rans'? We explore three key factors for success, so no matter the size of the field, we back more winners more often.

Bio
Travis Cox provides strategic and operational leadership for expansion of eLearning and online learning, and integrated service and support frameworks for users of the LMS, Lecture Capture and associated learning technologies. Formerly an academic staff member in Melbourne School of Land and Environment, Travis has been an early adopter of technologies during 21 years studying and/or working at The University of Melbourne.