

11-12 November 2011  
University of California  
Berkeley, California

Fourth International Conference on

# UBIQUITOUS LEARNING



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# UBIQUITOUS LEARNING: AN INTERNATIONAL CONFERENCE

CLARK KERR CONFERENCE CENTER  
UNIVERSITY OF CALIFORNIA  
BERKELEY

11-12 NOVEMBER 2011



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**UBIQUITOUS LEARNING:  
AN INTERNATIONAL CONFERENCE**



## LETTER FROM DR BILL COPE



Dear Ubiquitous Learning Conference Delegates,

Welcome to the Fourth Ubiquitous Learning Conference.

This conference investigates the uses of technologies in learning, including devices with sophisticated computing and networking capacities which are now pervasively part of our everyday lives—from laptops to mobile phones, games, digital music players, personal digital assistants and cameras. The conference explores the possibilities of new forms of learning using these devices not only in the classroom, but in a wider range of places and times than was conventionally the case for education. Ubiquitous Learning is made possible in part by the affordances of the new, digital media. What's new about it? What's not-so-new? What are the main challenges of access to these new learning opportunities? These are the key themes and concerns of the conference and its companion journal.

This conference has evolved from e-Learning Symposia held in Melbourne, Australia in 2006 and 2007, connected with the International Conference on Learning. It is also connected to the Ubiquitous Learning Institute in the College of Education at the University of Illinois, Urbana-Champaign. In 2008, the Ubiquitous Learning Conference was held in Chicago, Illinois USA, in Boston, Massachusetts, USA, in 2009, and at the University of British Columbia, Vancouver, Canada in 2010.

Over the past decade, Common Ground has developed conferences and journals in related areas of critical intellectual human concern—learning, sustainability, technology, diversity and humanities, to name several. Our aim is to develop new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using the new, digital media. We are also committed to creating a more accessible, open and reliable peer review process. Alongside well-known academics, we are creating new publication openings for academics from developing countries, for emerging scholars, for researchers from historically teaching institutions and for practitioners.

In addition to organizing the Ubiquitous Learning Conference, Common Ground publishes papers from the conference at [www.UJJournal.com](http://www.UJJournal.com), and we do encourage all conference participants to submit a paper based on their conference presentation for peer review and possible publication in the journal. We also publish books at <http://ULConference.com> in both print and electronic formats. We would like to invite conference participants to develop publishing proposals for original works, or for edited collections of papers drawn from the journal which address an identified theme. Finally, please join our online conversation by subscribing to our monthly email newsletter, and subscribe to our Facebook, RSS, or Twitter feeds at <http://ubi-learn.com>.

This is the longer story of the Ubiquitous Learning Conference. The shorter story is the phenomenal amount of work that has been done by our Common Ground colleagues in preparation for this conference. I especially would like to thank Abigail Manekin, Garrett Gietzen, Brian Kornell, Homer Stavely, and Kathryn Weisbaum.

We wish you all the best for this conference, and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the world.

Yours Sincerely,



Bill Cope  
Director, Common Ground Publishing  
Research Professor, Dept. of Educational Policy Studies,  
University of Illinois, Urbana-Champaign, USA







## DAILY SCHEDULE

### FRIDAY, NOVEMBER 11, 2011

8:00-9:00	Conference Registration Open
9:00-9:25	Conference Opening - Homer Stavely, Common Ground Publishing, Illinois, USA
9:25-10:00	Plenary Session - Kimiko Ryokai, University of California, Berkeley, USA
10:00-10:35	Plenary Session - Al Weiss, Pacific University, Oregon, USA
10:35-10:50	Coffee
10:50-12:30	Parallel Sessions (See SCHEDULE, Page 16)
12:30-13:15	Lunch and Garden Sessions, featuring Kimiko Ryokai and Al Weiss
13:15-13:55	Talking Circles (See SCHEDULE, Page 17)
14:00-15:05	Parallel Sessions (See SCHEDULE, Page 18)
15:05-15:20	Coffee
15:20-17:00	Parallel Session (See SCHEDULE, Page 19)
17:00	End of Day

### SATURDAY, NOVEMBER 12, 2011

8:00-9:00	Conference Registration Open
9:00-9:25	Plenary Session – Lindsay Davidson, Queen’s University, Ontario, Canada
9:35-9:50	Coffee
9:50-12:05	Parallel Sessions (See SCHEDULE, Page 21)
12:05-12:45	Lunch and Garden Session, featuring Lindsay Davidson
12:45-14:25	Parallel Sessions (See SCHEDULE, Page 23)
14:25-14:40	Coffee
14:40-15:45	Parallel Session (See SCHEDULE, Page 25)
15:50-16:05	Talking Circles (Plenary Room)
16:05-16:35	Conference Closing
16:35	End of Day



## **2011 UBIQUITOUS LEARNING CONFERENCE PLENARY SPEAKERS**

### **LINDSAY DAVIDSON**

Dr. Lindsay Davidson currently holds the Chair of Teaching and Learning at Queen's University. She is a practicing pediatric orthopedic surgeon and Associate Professor at Queen's School of Medicine where she also completed a Master's of Education in 2009. She is the Director of the last two years of the undergraduate medical program. Dr. Davidson has been very active in the Queen's community and has been on the forefront of bringing both technology-rich learning and active learning strategies to Queen's Faculty and is currently developing a web-based community for like-minded teachers at [www.adventuresinteaching.ca](http://www.adventuresinteaching.ca). Dr. Davidson has received two national teaching awards (Canadian Association for Medical Education Certificate of Merit, 2011; Provan Award for Undergraduate Surgical Education, 2005) for her educational work.

Dr. Davidson and co-authors Loretta Walz and Nancy Dalgarno were awarded the 2010-2011 Ubiquitous Learning: An International Journal's International Award for Excellence.

### **KIMIKO RYOKAI**

Kimiko Ryokai is an assistant professor at the School of Information and Center for New Media at UC Berkeley. She teaches courses on interface aesthetics and theory and practice of tangible user interfaces at UC Berkeley. Ryokai's work on tangible user interfaces to support creative learning and storytelling has been presented at CHI, SIGGRAPH, CSCL, IUI (winning 4 best paper awards), as well as exhibited at international venues such as Ars Electronica Linz Austria, Children's Museum Kyoto, Japan, AIGA, and IDSA (Gold Award). She has also conducted a number of human-centered design research projects at the internationally renowned design firm IDEO as an interaction design and human factors specialist. Ryokai received a B.A. in Linguistics and Psychology from the State University of New York at Stony Brook (1997), M.S. degree (1999) and Ph.D. (2005) in Media Arts and Sciences from Massachusetts Institute of Technology.

### **AL WEISS**

Al Weiss is the Director of Educational Technology and Curricular Innovation at Pacific University where he is leading and supporting initiatives to integrate digital technology into teaching and learning. Al has been engaged in teaching with technology since 1992 when he used a simple spreadsheet program to help teach math and science skills to seventh and eighth graders. Since then, he has used technology in a number of different classrooms and settings, including an elementary school in Hawaii, a junior high school in Japan, and when teaching a variety of graduate and undergraduate classes. Most recently, he coordinated the instructional development and faculty support programs for campus-wide e-learning platforms at the University of Illinois in Urbana-Champaign. Al has given numerous workshops and presentations at regional and national conferences on e-learning and has published articles on virtual learning environments and gaming. His current research focuses on the relationship between physical and digital learning spaces.



## **PLENARY SESSIONS AND GARDEN SESSIONS**

### **Friday, 11 November**

**Kimiko Ryokai**, University of California, Berkeley, USA  
Plenary Session: 9:25 – 10:00  
Garden Session: 12:30 – 13:15 (Lunch)

**Alfred Weiss**, Pacific University, Oregon, USA  
Plenary Session: 10:00 – 10:35  
Garden Session: 12:30 – 13:15 (Lunch)

### **Saturday, 12 November**

**Lindsay Davidson**, Queen's University, Ontario, Canada  
Plenary Session: 9:00 – 9:35  
Garden Session: 12:05 – 12:45 (Lunch)

## **FEATURED PARALLEL SESSION**

**Publishing Your Paper or Book with Common Ground**  
**Friday, 11 November – 16:30, Room 4**  
**Saturday, 12 November – 9:50, Room 3**

**Brian Kornell**, *Commissioning Editor, Common Ground Publishing*

*Overview:* In this session the Commissioning Editor of *Ubiquitous Learning: And International Journal* and the Ubiquitous Learning Book Series will present an overview of Common Ground's publishing practices and philosophy. He will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce the Ubiquitous Learning Book Series, and provide information on Common Ground's book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q & A.



## SPECIAL EVENTS

### **Conference Dinner: Friday, 11 November, 19:00 – Le Bateau Ivre**

Located seven blocks south of the UC campus on the corner of Telegraph and Carleton, join Ubiquitous Conference colleagues, speakers and friends for a French-inspired 3 course conference dinner at Le Bateau Ivre Restaurant, Cafe and Coffeehouse, a Berkeley landmark.

Established in 1972, Le Bateau Ivre was originally a residence built in 1898 by a French architect. Enjoy the warm and comfortable ambiance of a French home and good conversation at a time when many of our speakers are able to come together for more intimate conversations over great food and wine.

### **Conference Tour: Saturday, 12 November, 18:00 – San Francisco Evening Walking Tour**

Evening Walking Tour of San Francisco

After meeting at the Downtown Berkeley Bay Area Rapid Transport (BART) station and riding across the Bay, our experienced tour guide will lead us through some of the historic neighborhoods of San Francisco. We will visit Union Square and Chinatown, and if time allows, we might also visit the Tao Temple, fortune cookie factory, or walk down the street of Painted Balconies.

Then we will venture to North Beach, Little Italy, and Fisherman's wharf. Should you wish to stay in the area, be sure to ask about the wonderful restaurants and cafés!

Finally, we will ride the famous San Francisco Cable Car back to the BART station to head back to Berkeley. Remember to wear comfortable shoes, and to eat before the tour.

Total Cost: \$35 per person (Includes transportation)

Appropriate for ages 14 and up.

*Please note: Spaces for the Dinner and Tour are limited. Please stop by the registration desk for additional information or to confirm your booking.*

## GRADUATE SCHOLARS

Graduate scholars contribute to the flow and overall success of the conference. Their key responsibilities include chairing the parallel sessions, keeping the conference on schedule, providing audio-visual technical assistance and assisting with the registration process.

We would like to thank the following Graduate Scholars who participated in the 2011 Ubiquitous Learning Conference:

**Melissa Burton** is currently pursuing a PhD in Human Computer Interaction at Iowa State University (ISU). She has obtained her Bachelor of Science degree in Information Technology and Psychology from the Rochester Institute of Technology in Rochester, New York. Her current research at ISU involves identifying and correcting perceptual distortions in immersive virtual environments and evaluating current educational tools used in virtual environments as an alternative teaching tool for K-12 students. Melissa's true passion involves creating and enhancing the learning environment of students with the use of technology. Her specific interests are involved with developing effective teaching tools for underrepresented students (low socioeconomic status, disabilities) in educational communities that lack sufficient funding and resources for higher quality tools.

**Lynn Gershman** taught Social Studies for 12 years in rural and smaller communities in Telluride and Grand Junction, Colorado, then moved to Denver to continue teaching and pursue a PhD in Curriculum and Instruction at the University of Denver. In addition to pursuing her PhD, she also is currently teaching at a school with a primarily minority student population of mostly Latino/a students, 100% of whom qualify for free and reduced lunch. Her presentation at the Ubiquitous Learning conference is the culmination of her work with English Language Learners and technology skills acquisition. Research at University of Denver includes looking at the digital divide in terms of access, teacher reluctance to use technology, and the containment of the achievement gap through use of technology tools with underserved populations. The experiences she has had teaching in Colorado with a variety of "underserved" communities drives her interest in this field.

**Azilawati Jamaludin** is a PhD student and Research Associate in the Learning Sciences Lab at the National Institute of Education, Nanyang Technological University, Singapore. Drawing on her background in computer science (B.Comp, NUS) and information systems (M.Sc, NTU), she has developed a nuanced appreciation of technology for its potential in affording agency within the context of one's learning and becoming trajectories. At the research front, she's currently helming a project on investigating learners' identity becoming, across offline and online 3D immersive spaces, in relation to coherent construal of self. Her PhD research focuses on the notion of embodiment and embodied subjectivities across youth's online and offline contextual traversals.

**Robin Parent** is a PhD student in Curriculum and Instruction with an emphasis in cultural studies at Utah State University. She has a Bachelor of Science degree in Anthropology and a Master of Science degree in American Studies/Folklore, which led her to teaching English both online and traditional for the past twelve years, also at Utah State University. Her online teaching experience fueled her interest in K-12 online learning and precipitated her current pilot project where teacher education students complete part of their student teaching requirements in a virtual school environment. She is also working on a dissertation with a focus on Borderlands in young adult literature.

**Spencer Striker** works for the Media Arts & Game Development Program at the University of Wisconsin at Whitewater while simultaneously pursuing a PhD in Educational Communications & Technology at the University of Wisconsin at Madison. His work seeks to synthesize research and practice toward becoming an expert designer of 21<sup>st</sup> Century learning systems that integrate new media production, web video, social media optimization, and the new web. Spencer's Master's Thesis project at Indiana University, GameZombie TV, went on to become a 4-time Webby Award winning student run game media studio that is now a central component of UWW's MAGD program. His PhD project focuses on the future of the book.



## **UBIQUITOUS LEARNING CONFERENCE AND JOURNAL INTERNATIONAL ADVISORY BOARD**

- **Michel Bauwens**, Peer-to-Peer Alternatives, Thailand
- **Nick Burbules**, University of Illinois, Urbana-Champaign, USA
- **Bill Cope**, University of Illinois, Urbana-Champaign, USA
- **Mary Kalantzis**, University of Illinois, Urbana-Champaign, USA
- **Faye L. Lesht**, University of Illinois, Urbana-Champaign, USA
- **Robert E. McGrath**, University of Illinois, Urbana-Champaign, USA
- **Michael Peters**, University of Waikato, New Zealand

## **CONFERENCE SECRETARIAT**

- Garrett Gietzen
- Brian Kornell
- Abigail Manekin
- Homer "Tony" Stavely
- Kathryn Weisbaum

## **SUPPORTERS**



<b>FRIDAY, 11 NOVEMBER</b>			
8:00-9:00	<b>CONFERENCE REGISTRATION OPEN</b>		
9:00-9:25	<b>CONFERENCE OPENING - Homer Stavelly, Common Ground Publishing, Illinois, USA</b>		
9:25-10:00	<b>PLENARY SPEAKER – Kimiko Ryokai, University of California, Berkeley, USA</b>		
10:00-10:35	<b>PLENARY SPEAKER – Al Weiss, Pacific University, Oregon, USA</b> Composition 2.0: The Rhetoric of Multimodality, Participation, and Convergence.		
10:35-10:50	<b>COFFEE BREAK</b>		
10:50-12:30	<b>PARALLEL SESSIONS</b>		
	10:50-11:20	11:25-11:55	12:00-12:30
Room 1	<p><b>Social Media and Creative Practice: Integration, Engagement and Creative Advertising Students</b> <i>John Delacruz, Faculty of Arts, Media and Design, Staffordshire University, Stoke-on-Trent, UK</i> Overview: Distance learning applications are antithetical to learning in subjects with creative practice at the core. Social media, however, can be applied to good effect. <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Internet Advising: Reaching Students in the Digital Age</b> <i>Samantha Segal, Joseph Lodato, Academic and Pre-Professional Advising Center, Stony Brook University, Stony Brook, Neil Buffett, Suffolk County Community College, Selden, USA</i> Overview: In the last two years, Stony Brook University's Academic and Pre-Professional Advising Center has expanded its employment of digital resources in an attempt to reach students throughout the campus community. <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>But Are They Connected? A Report on the Queens College Technology Survey of the Use of Ubiquitous Tools for Learning</b> <i>Dr. Michelle Fraboni, Elementary and Early Childhood Education Division of Education Teaching Online Initiative Center for Teaching and Learning, Eva Fernández, Arts &amp; Humanities Division, Queens College, City University of New York, Flushing, USA</i> Overview: We report findings from a survey of undergraduate and graduate students, indicating that despite pervasive connectedness with technology, students prefer traditional learning environments. <i>Stream: Changing Teachers and Teaching</i></p>
Room 2	<p><b>Exploring Mobile E-Portfolios for Student Engagement and Program-Based Assessment</b> <i>Dr. Jenifer Sunrise Winter, School of Communications, University of Hawaii at Manoa, Honolulu, USA</i> Overview: Explores the potential for using mobile electronic portfolios to engage student learning and provide course- and program-based assessment opportunities for a new curriculum <i>Stream: Changing Pedagogies</i></p>	<p><b>Sustained Silent Reading as an Independent Learning Tool at Institutions of Higher Learning</b> <i>Manjet Kaur Mehar Singh, Georgetown, Malaysia, Anne Rowena David, Julie Chuah Swan Choo, School of Languages, Literacies and Translation, Universiti Sains Malaysia, Georgetown, Malaysia</i> Overview: Using Sustained Silent Reading to produce independent lifelong readers <i>Stream: Changing Pedagogies</i></p>	<p><b>Thoughtful Technology: Facilitating Faculty Conversations on Technology Use</b> <i>Nancy Nowlan, Capilano University, Vancouver, Canada</i> Overview: A structured discussion event across disciplines gives faculty the opportunity to share opinions and learn from each other. <i>Stream: Changing Pedagogies</i></p>



FRIDAY	PARALLEL SESSIONS		
	10:50-11:20	11:25-11:55	12:00-12:30
Room 3	<p><b>Creating Course Portfolios with Open Source or Free Programs</b>  <b>Prof. Robert Workman</b>, Computer Science, Southern Connecticut State University, New Haven, USA            Overview: This is a discussion focused on using open source or free programs to create course portfolio web pages.            Stream: <i>Technologies for Learning</i></p>	<p><b>Using Social Network Analysis to Compare Online Teaching</b>  <b>Joan Thormann</b>, School of Education Technology in Education, Lesley University, Cambridge, USA, <b>Patricia Fidalgo</b>, Instituto Superior de Estudos Interculturais e Transdisciplinares, Instituto Piaget, Almada, Portugal            Overview: Our study examined a course taught by a seasoned online instructor and the other by an instructor new to the online teaching format using social network analysis techniques.            Stream: <i>Technologies for Learning</i></p>	<p><b>Learning to Use and Adapt New Technologies to Teaching in Rural Areas of South Australia: The Use of the R2D2 Model to Enhance Learning and Teaching</b>  <b>Melissa Kruger</b>, Centre for Regional Engagement, University of South Australia, Whyalla, Australia            Overview: This presentation will give an account of adapting new technologies in teaching and learning in rural areas of South Australia.            Stream: <i>Technologies for Learning</i></p>
Room 4	<p><b>Dancing around Digital Literacy, Do-Si-Do: Sidestepping the Curricular Implications of Ubiquitous Computing and the Fourth Literacy</b>  <b>Dr. Meg Murray</b>, Department of Information Systems, <b>Dr. Jorge Pérez</b>, Office of the President, Kennesaw State University, Kennesaw, USA            Overview: Digital literacy is a foundational literacy. This workshop addresses how and why higher education must embrace digital literacy and make it a core component of an undergraduate education.            Stream: <i>Transforming Educational Institutions</i></p>	<p><b>Energizing and Enabling a Campus-wide Practical and Pedagogical Shift to Ubiquitous Learning Technologies in the Classroom: A Library-centered Approach to Faculty Development</b>  <b>Gary Gorka</b>, Archbishop Alemnay Library, <b>Dr. Harlan Stelmach</b>, Department of Humanities, Dominican University of California, San Rafael, USA            Overview: A library-based faculty development program is proposed which will facilitate the successful widespread introduction of ubiquitous learning technologies into the university culture.            Stream: <i>Transforming Educational Institutions</i></p>	
Plenary Room	<p><b>Service Learning with Digital Media</b>  <b>Prof. Les Tannenbaum</b>, <b>Dr. Cynthia Selfe</b>, <b>Prof. H. Lewis Ullman</b>, Department of English, <b>Dr. Richard Selfe</b>, Center for the Study and Teaching of Writing, The Ohio State University, <b>Prof. Warren Ben McCorkle</b>, Department of English, The Ohio State University-Marion Campus, Columbus, USA            Overview: Three projects at Ohio State University that engage students in learning to use digital media in the university community and beyond            Stream: <i>Changing Pedagogies</i></p>		
12:30-13:15	<b>LUNCH – Featuring Garden Conversations with Kimiko Ryokai and Al Weiss</b>		
13:15-13:55	<b>TALKING CIRCLES</b> (Streams Listed Below)		
Room 1	Stream: <i>Changing Teachers and Teaching</i>		
Room 2	Stream: <i>Transforming Educational Institutions AND Education Responses to Social Change and Diversity</i>		
Room 3	Stream: <i>Changing Pedagogies</i>		
Room 4	Stream: <i>Technologies for Learning</i>		

FRIDAY		PARALLEL SESSIONS	
	14:00-14:30		14:35-15:05
Room 1	<p><b>Using Web 2.0 to Build Rigor for English Language Learners</b>  <b>Lynn Gershman</b>, <i>Social Studies, Denver Public Schools, Denver, USA</i>  <i>Overview:</i> Are Web 2.0 tools effective when teaching English Language Acquisition students? This presentation will explore this question and provide time to practice using tools that are relevant to ELA students.  <i>Stream: Changing Teachers and Teaching</i></p>		
Room 2	<p><b>The Lada-RT-Pupeees: A Fine-Tuned 5-Minute 'Antidote' to Counteract the Deterioration of English Language Arts and to Offer Next Generation Elementary Science Educators a Template to Introduce Evolutionary Biology in an Exciting Way</b>  <b>Dr. Helen Amoriggi</b>, <i>Integrated Studies in Education, McGill University, Montreal, Canada</i>  <i>Overview:</i> Conversations (Teacher-Teachers) at scholarly conferences/seminars around the world (New Delhi, Memorial of Newfoundland, Northeastern, Harvard, Johns Hopkins, Cairns, Granada, Syracuse, Military Academies) reveal English Language Arts deficiencies are truly 'Ubiquitous'.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Bridging the Newest Digital Divide: Helping Community College Faculty Meet the New (Digital) Needs of Their Students</b>  <b>Kandace Knudson, Melissa Green</b>, <i>Learning Resources Division Instructional Development, Sacramento City College, Sacramento, USA</i>  <i>Overview:</i> Community college faculty who have not kept up with digital technology often avoid it at the expense of their students. We recommend strategies for helping faculty and seek other strategies.  <i>Stream: Changing Teachers and Teaching</i></p>	
Room 3	<p><b>Virtual Student Teaching Partnerships: Keeping Up with the Digital Natives</b>  <b>Robin Parent</b>, <i>Teacher Education and Leadership, Utah State University, Logan, USA</i>  <i>Overview:</i> The first phase of a partnership between a university teaching program and a K-12 virtual charter school for student teaching opportunities.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Teaching and Learning in the Multi-media Graduate Classroom</b>  <b>Dr. Lloyd Kilmer</b>, <i>Department of Educational Leadership College of Education and Human Services, Western Illinois University, Moline, USA</i>  <i>Overview:</i> This presentation will describe the challenges of creating a student centered graduate level classroom, integrating multiple collaboration and presentation technologies.  <i>Stream: Changing Teachers and Teaching</i></p>	
Room 4	<p><b>The HML-IQ, an Online Orientation Game: Bring Motivation, Clear Goals, Interpreted Outcomes, and Immediate Feedback to Learning</b>  <b>Vang Vang</b>, <i>Henry Madden Library, California State University, Fresno</i>, <b>Monica Fusich</b>, <i>Fresno, USA</i>  <i>Overview:</i> Picture the Impossible, an online game which encouraged participants to explore their community through games inspired librarians, staff and students at the Henry Madden Library to create the HML-IQ game.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Instructional Technology: Redesigning University Courses</b>  <b>Dr. Josh Trout</b>, <i>Physical Education and Teacher Education Department of Kinesiology, California State University - Chico, Chico, USA</i>  <i>Overview:</i> Summary of a course redesign using instructional technology to improve student learning and reduce university costs following the lead of thencat.org.  <i>Stream: Changing Teachers and Teaching</i></p>	
Plenary Room	<p><b>The Effective Use of Text and Images in Multimedia Instruction</b>  <b>Barbara Fenesi</b>, <i>Hamilton</i>, <b>Dr Joseph A. Kim</b>, <i>Psychology, Neuroscience and Behaviour, McMaster University, Canada</i>  <i>Overview:</i> Multimedia presentations in education and training are dramatically increasing in prevalence (i.e. PowerPoint, Keynote, online lectures). This presentation highlights how research informs effective (and ineffective) multimedia instructional design.  <i>Stream: Technologies for Learning</i></p>	<p><b>Learning to Design Technological Instruments for Social Research</b>  <b>Dr. Lucia Patricia Carrillo Velázquez</b>, <i>CEIICH, Universidad Nacional Autónoma de México, DF, Mexico</i>  <i>Overview:</i> This paper describes the researching-teaching-learning process that takes place in a social research network in order to design a telematics platform as a research instrument.  <i>Stream: Transforming Educational Institutions</i></p>	
15:05-15:20		<b>COFFEE BREAK</b>	

FRIDAY	PARALLEL SESSIONS		
	15:20-15:50	15:55-16:25	16:30-17:00
Room 1	<p><b>The Ubiquitous Language Lab: Using the iPod Touch to Enhance Language and Culture Acquisition</b>  <i>Dr. Simone Bregni, Department of Modern &amp; Classical Languages, Saint Louis University, St. Louis, USA</i>  <i>Overview:</i> The paper explores the ability of the iPod Touch to turn any place into a persistent, easily and always accessible language lab.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>IL Goes Viral: Information Literacy Instruction through Online Video</b>  <i>Amy Thornley, King Library University Libraries, Miami University, Oxford, USA</i>  <i>Overview:</i> A semester-long assignment revolving around video dissemination as a vehicle for teaching information literacy concepts.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Making Connections: Using m-Learning and Learner Analytics to Foster Student Learning in Allied Health</b>  <i>Eric Seneca, Office of Academic Technology, Our Lady of the Lake College, Marty Aime, Physical Therapist Assistant Program, College of Arts, Sciences and Health Professions, Baton Rouge, USA</i>  <i>Overview:</i> To help meet the challenges of important learning goals, students in a two-year program use an iPad or iPhone with apps that track their progress on an individual basis.  <i>Stream: Changing Teachers and Teaching</i></p>
Room 2	<p><b>GIS (Google Earth) Presentation of Undergraduate History Research: Results of Four Years of Experimentation</b>  <i>Prof. Jim Brown, Department of History, Samford University, Birmingham, USA</i>  <i>Overview:</i> A relatively new technique for the presentation of undergraduate student research in history: engages class attention with its visuality.  <i>Stream: Changing Pedagogies</i></p>	<p><b>Expanded Studio: Ubiquitous Learning in a Studio Art Curriculum</b>  <i>Prof. Sheri Wills, Art &amp; Art History, University of Rhode Island, New York, USA</i>  <i>Overview:</i> By integrating online practices in their studio art curriculum, faculty can create a framework to develop students' conceptual skills, which are an essential component in students' studio art activities.  <i>Stream: Changing Pedagogies</i></p>	<p><b>Using Context Information To Support a Ubiquitous Classroom Response System</b>  <i>Ricardo Caceffo, UNICAMP - STATE UNIVERSITY OF CAMPINAS, Dr. Heloisa Vieira da Rocha, Information Systems, UNICAMP - State University of Campinas, Campinas, Brazil</i>  <i>Overview:</i> This work describes the use of classroom related context information to support the creation of a Ubiquitous Classroom Response System, a framework that supports the Active Learning in classroom.  <i>Stream: Changing Pedagogies</i></p>
Room 3	<p><b>L2 Vocabulary Development as Mediated through an ICALL Tool, LangBot</b>  <i>Kelly Arispe, Department of Spanish &amp; Classics, UC Davis, Davis, USA</i>  <i>Overview:</i> This study reports on how an Intelligent CALL tool (ICALL), LangBot, helps learners at the intermediate and beginner levels with their lexical acquisition.  <i>Stream: Technologies for Learning</i></p>	<p><b>Individual Factors and Successful Language Learning in a Hybrid Course</b>  <i>Dr. Robert Blake, UC Language Consortium, Kelly Arispe, Department of Spanish &amp; Classics, University of California Davis, Davis, USA</i>  <i>Overview:</i> This study examines certain personality and cognitive factors that might account for which students will have a successful language learning experience in a hybrid format.  <i>Stream: Technologies for Learning</i></p>	<p><b>Information Literacy in an Online Just-in-Time Environment: or How to Save the Time of the Learner</b>  <i>Elaine MacLean, Angus L. Macdonald Library, St. Francis Xavier University, Antigonish, Canada</i>  <i>Overview:</i> Transcripts of a live chat reference service are coded according to the ACRL Information Literacy Competency Standards for Higher Education.  <i>Stream: Technologies for Learning</i></p>

FRIDAY		PARALLEL SESSIONS	
	15:20-15:50	15:55-16:25	16:30-17:00
Room 4	<p><b>Peer Virgils: Embedding VOIP for Ubiquitous Learning</b>  <b>Prof. Jennifer Ruth Hosek</b>, German Department, Queen's University, Kingston, Canada</p> <p><i>Overview:</i> A pilot project and web-based resource connect individual learners and "foreign" target languages/cultures through peer-to-peer VOIP communication. Issues treated: logistics; cost; labour; scaffolding; motivation; learning outcomes; virtual classroom; "outsourcing" instruction.  <i>Stream: Changing Teachers and Teaching</i></p>		<p><b>Publishing Your Paper or Book with Common Ground</b>  <b>Brian Kornell</b>, Commissioning Editor, Common Ground Publishing</p> <p><i>Overview:</i> In this session the Commissioning Editor of Ubiquitous Learning: And International Journal and the Ubiquitous Learning Book Series will present an overview of Common Ground's publishing practices and philosophy. He will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce the Ubiquitous Learning Book Series, and provide information on Common Ground's book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q &amp; A.</p>
Plenary Room	<p><b>E-learning in Higher Education in the East Asian Region: Case Study for China</b>  <b>Dr. Toshifumi Nagamatsu</b>, Department of Education, Tottori University (National), Tottori-shi, Japan</p> <p><i>Overview:</i> This presentation provides an historical review of E-learning in China and the some important factors in the establishment of the present system as well as some problems in the case.  <i>Stream: Educational Responses to Social Change and Diversity</i></p>	<p><b>Digital Natives and the Future of Interior Architecture Education</b>  <b>Omer Kutay Guler</b>, Department of Interior Architecture Faculty of Fine Arts, Anadolu University, Eskişehir, Turkey</p> <p><i>Overview:</i> In this study the advantages and disadvantages of new design education models that employ digital technology will be analyzed and discussed.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Making Distance Education Equal Face-to-Face Education</b>  <b>Dr. Joy Zhao</b>, Humanities, El Camino College, Torrance, USA</p> <p><i>Overview:</i> My presentation intends to explore and support the hypothesis that distance education can achieve the same desirable student learning outcomes as the traditional face-to-face education.  <i>Stream: Technologies for Learning</i></p>
<b>19:00-20:00</b>	<b>CONFERENCE DINNER: LE BATEAU IVRE</b> (Limited space available – see registration desk for details)		

## SATURDAY, 12 NOVEMBER

8:00-9:00	<b>CONFERENCE DESK OPEN</b>			
9:00-9:35	<b>PLENARY SESSION – Lindsay Davidson, Queen's University, Ontario, Canada - Journal Award Winner</b> Simple Technologies Facilitating Complex Communities: Lessons Learned from the Learning with Cases Project			
9:35-9:50	<b>COFFEE BREAK</b>			
9:50-12:05	<b>PARALLEL SESSIONS</b>			
	9:50-10:20	10:25-10:55	11:00-11:30	11:35-12:05
Room 1	<p><b>Interactive Hierarchical Navigation of Knowledge-Clusters for Seamless Learner's Engagement</b> <i>Ashirul Mubin, Graduate School, University of Alabama, Tuscaloosa, USA</i> Overview: To increase engagement in seamless learning experiences over the Internet, a self-efficacious dynamic navigation tool can be deployed to map hierarchically organized knowledge clusters within the entire scope of learning. Stream: Technologies for Learning</p>	<p><b>The Effect of Perceived Ease of Use on Virtual Team Performance</b> <i>Nuket Savaskan Nowlan, Interactive Media Group Technology Innovation Management Department School of Information Technology &amp; Department of Systems and Computer Engineering, Dr. Ali Arya, School of Information Technology, Carleton University, Dr. Eleanor Riesen, Michelle Morley, Health, Public Safety and Community Studies, Algonquin College, Ottawa, Canada</i> Overview: Teamwork performance in virtual collaboration space observed and evaluated by a group of experts to study the relationship between perceived ease of use and performance. Stream: Technologies for Learning</p>	<p><b>Contextualized Mobile Support for Learning by Doing in the Real World</b> <i>Dr. Ray Bareiss, Dr. Martin Griss, Dr. Natalie Linnell, Carnegie Mellon University Silicon Valley Campus, Mountain View, USA</i> Overview: This talk will discuss the use of mobile devices to provide contextualized support to learners engaged in real-world tasks. Issues include inferring actions and intentions, and mapping intentions to support. Stream: Technologies for Learning</p>	<p><b>University and Non-profit Media Collaboration: Immersive Learning through the Convergence of Consumer Digital Media Capture and Delivery with Professional Artistic and Craft-based Education</b> <i>Assoc. Prof. Rebecca Ormond, Film Production Program Electronic and Photographic Media Department School of Communications, Webster University, St. Louis, USA</i> Overview: New media, including social networks, inexpensive, user-friendly cameras, and software have changed traditional studio-client roles, creating the need for equivalent collaborative immersive learning experiences in the curriculum. Stream: Technologies for Learning</p>
Room 2	<p><b>A Distributed Learning Program for AA, Bachelors and Graduate Degree Social Work Students Living in Remote Areas of California</b> <i>Steven Williams and Chris Mathias, California Social Work Education Center, University of California, Berkeley, Colby Smart and Pamela Brown, Humboldt State University, Teresa Morris, California State University, San Bernardino, Celeste Jones, California State University, Chico, USA</i> Overview: Panelists will discuss their experience designing and delivering technology-enhanced social work education at the associate's, bachelor's, and master's level. Stream: Changing Teachers and Teaching</p>		<p><b>The Evolution of a Hybrid Course: Eliciting, Analyzing, and Responding to Student Perceptions over Time</b> <i>Dr. Lorraine Jackson, Communication Studies Department, California Polytechnic State University, San Luis Obispo, USA</i> Overview: This explores the evolution of a hybrid course over four years. Effective ways to elicit student feedback and benefit from it are discussed, and examples of student commentary are analyzed. Stream: Changing Teachers and Teaching</p>	

SATURDAY		PARALLEL SESSIONS		
	9:50-10:20	10:25-10:55	11:00-11:30	11:35-12:05
Room 3	<p><b>Publishing Your Paper or Book with Common Ground</b>  <b>Brian Kornell,</b>  <i>Commissioning Editor, Common Ground Publishing</i>                      Overview: In this session the Commissioning Editor of Ubiquitous Learning: And International Journal and the Ubiquitous Learning Book Series will present an overview of Common Ground's publishing practices and philosophy. He will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, introduce the Ubiquitous Learning Book Series, and provide information on Common Ground's book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q &amp; A.</p>	<p><b>Privacy in Web 2.0 Learning: Experiences with the Acceptance of Part-time Students</b>  <b>Christian Kaufmann,</b>  <i>Vienna, Dr. Gerd Holweg, Prof. Harald Wahl,</i> <i>Department of Information Engineering &amp; Security, Prof. Peter Balog,</i> <i>Department of Embedded Systems, Prof. Alexander Mense,</i> <i>Department of Information Engineering &amp; Security, University of Applied Sciences Technikum Wien, Austria</i>                      Overview: The paper shows a study of acceptance of part-time students concerning learning with new media and answers the question - should educational institutions enter students' community platforms with learning content.  <i>Stream: Educational Responses to Social Change and Diversity</i></p>	<p><b>Analytical Learning through Robotics and the Internet</b>  <b>Jumie Yuventi,</b>  <i>Electrical Engineering Construction Engineering Management in Civil and Environmental Engineering, Stanford University, Palo Alto, USA</i>                      Overview: The paper describes a method that uses the Internet and robotics to teach the fundamentals of good programming skills: analytical development.  <i>Stream: Transforming Educational Institutions</i></p>	<p><b>The Information Search Behavior of the Millennial Generation</b>  <b>Dr. Arthur Taylor,</b>  <i>Computer Information Systems, Rider University, Lawrenceville, USA</i>                      Overview: This paper reports study results which suggest that members of the millennial generation search for information in a sometimes erratic matter with little regard for validity and source quality.  <i>Stream: Changing Pedagogies</i></p>
Room 4	<p><b>Learning Animation Principles Using New Technologies: (Before and After)</b>  <b>Dr. Manal Abd El-Rahim Hassan,</b>  <i>Decoration Department Faculty of Applied Arts, Helwan University, Giza, Egypt</i>                      Overview: In this paper, based on practical experience, I address the question: How is using old learning with new technologies to learn the animation principles to get better result?  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Creative Product Design Using Advanced Electronic Brainstorming Methods</b>  <b>Dr. Yosr Elhafez,</b>  <i>Department of Industrial Design Faculty of Applied Arts, Helwan University, Guiza, Egypt</i>                      Overview: This paper discusses the effect of electronic brainstorming on enhancing product design by generating creative ideas worldwide.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Examining Effective Component of Professional Development Program</b>  <b>Debby Tanamal,</b> <i>Widia Center of Excellence for Teaching and Learning (WiTeL), Binus University, Jakarta, Indonesia, Dr. Khairiah Salwa Mokhtar,</i> <i>School of Distance Education, Universiti Sains Malaysia, Minden, Malaysia</i>                      Overview: Elaboration of different professional development models, the characteristics of effective professional development, and professional development stages to be adhered to.  <i>Stream: Changing Teachers and Teaching</i></p>	<p><b>Rhizomatic 'Becomings': Investigating Learner's Identity Trajectories through Self- and Socio-dialectics across Transcontextual Spaces</b>  <b>Azilawati Jamaludin,</b>  <i>Learning Sciences Lab National Institute of Education, Nanyang Technological University, Singapore, Singapore</i>                      Overview: In this paper, we investigate the relation between the sociocultural and youth's cognitive development and identity construction and negotiation within their en-masse exodus to online worlds.  <i>Stream: Changing Teachers and Teaching</i></p>

SATURDAY		PARALLEL SESSIONS			
	9:50-10:20	10:25-10:55	11:00-11:30	11:35-12:05	
Plenary Room	<p><b>Negation of the Role of Mind in Learning, Behavioral Socialization, and the Posterization of the American Intellect: How Learning as a Technology Reduces Intellectual Development to Performance and Outcomes</b></p> <p><i>Dr. Christopher Deason, Full Sail University, Winter Park, Margaret Campbell, Education Media Design and Technology MS Program, Full Sail University and University of Southern California, Nevada City, USA</i></p> <p>Overview: Learning as a technology properly socializes and instructs the organism, but ultimately posterizes the intellect. Is it possible to alter this trajectory?</p> <p>Stream: <i>Technologies for Learning</i></p>	<p><b>Constructing a Conversational Learning Community: A Case Study of Knowledge Construction and Interactivity Enhancement in Web-based Learning and Teaching</b></p> <p><i>Dr. Adams Bodomo, Hong Kong, China, Yuxiu Hu, Department of Linguistics, The University of Hong Kong, Hong Kong</i></p> <p>Overview: This paper has addressed one major research question. How can we increase interactivity in web-based learning for knowledge construction and how can we measure it?</p> <p>Stream: <i>Technologies for Learning</i></p>	<p><b>The Practice and Potential of Distributed Grading: Writing and Programme Design in the Academy</b></p> <p><i>Dr. Keith Comer, Academic Development Group Office of the Deputy Vice-Chancellor, University of Canterbury, Christchurch, New Zealand</i></p> <p>Overview: This session explores current and future options for tracking and documenting students' written communications skills development across time in university curricula.</p> <p>Stream: <i>Changing Pedagogies</i></p>		
12:05-12:45	<b>LUNCH – Featuring Garden Conversation with Lindsay Davidson</b>				
12:45-14:25	PARALLEL SESSIONS				
	12:45-13:15	13:20-13:50	13:55-14:25		
Room 1	<p><b>Combining Higher Level Cognition and Ubiquitous Learning: A Case Study</b></p> <p><i>Bro. Lee Barney, College of Business and Communication, Brigham Young University - Idaho, Berkeley, USA</i></p> <p>Overview: A case study indicating higher outcomes by combining ubiquitous learning and higher cognition in post K-12 courses.</p> <p>Stream: <i>Changing Teachers and Teaching</i></p>	<p><b>Ubiquitous Miscommunication: Subjective Time and Probability</b></p> <p><i>Terence Holmes, Department of Management Marketing &amp; Business Administration, Murray State University College of Business, Murray, Dr. Edward C. Brewer, Department of Communication, Appalachian State University, Boone, USA</i></p> <p>Overview: Use of euphemisms, acronyms, and other abbreviated and subjective terms to communicate quickly can lead to distorted meaning and bad outcomes.</p> <p>Stream: <i>Changing Teachers and Teaching</i></p>	<p><b>GameZombie TV: Using Badges to Assess a Constructivist, Project-Based Learning Environment</b></p> <p><i>Spencer Striker, Media Arts and Game Development, University of Wisconsin at Whitewater, Madison, USA</i></p> <p>Overview: The project-based digital media curriculum, GameZombie TV, teaches students to become self-directed learners capable of thriving in the accelerating pace of the 21st Century.</p> <p>Stream: <i>Changing Teachers and Teaching</i></p>		

SATURDAY		PARALLEL SESSIONS	
	12:45-13:15	13:20-13:50	13:55-14:25
Room 2	<p><b>Integrating Technology within a Pedagogical Framework for Ubiquitous Learning</b>  <b>Dr. Jagjit Kaur Singh</b>, <i>College of Liberal Arts and Sciences, DeVry University, Calgary, Canada</i>                      Overview: A framework of ubiquitous learning and the role of cognitive dissonance for learning, will be presented with examples. Within this framework, participants will plan integration of technology in their courses.                      Stream: <i>Technologies for Learning</i></p>		
Room 3	<p><b>Cloud Resources for Developing Learning Portals</b>  <b>Prof. Nanda Ganesan</b>, <i>Department of Information Systems, California State University, Los Angeles, Los Angeles, USA</i>                      Overview: The development and hosting of a course website and multimedia learning modules using cloud computing resources such as Google Apps, Skydrive and YouTube are discussed in this case study article.                      Stream: <i>Changing Teachers and Teaching</i></p>	<p><b>Being Ubiquitous across the Media: Using Time Honored Techniques to Reach a Broad Audience</b>  <b>Dr. Riley Maynard</b>, <i>Department of Mass Communications, Southern Illinois University Edwardsville, Edwardsville, USA</i>                      Overview: Although technologies are changing constantly, their effectiveness can be maximized by relying on time honored professional techniques.                      Stream: <i>Changing Teachers and Teaching</i></p>	<p><b>External and Internal Validity of a Training Development Instrument</b>  <b>Dr. George G. Klemic</b>, <i>College of Business, Lewis University, Geneva, Dr. Roger Goodson</i>, <i>School of Business and Management, Notre Dame de Namur University, Belmont, USA</i>                      Overview: Authors are creating an instrument to identify learning levels involved in training development. Results of field work involving external validity will be shared.                      Stream: <i>Changing Teachers and Teaching</i></p>
Room 4	<p><b>SignBright: An Educational Storytelling Application for Learning Sign Language and Increasing Interpersonal Bonding amongst Deaf and Hard of Hearing Youth with Family Members</b>  <b>Melissa Burton</b>, <i>Human-Computer Interaction</i>, <b>Mariam Melkumyan</b>, <b>Lei Zhang</b>, <i>Iowa State University, Ames, USA</i>                      Overview: This study investigates and evaluates an innovative solution to foster connection and understanding between deaf or hard of hearing children and hearing caregivers.                      Stream: <i>Technologies for Learning</i></p>		<p><b>Smart Phones, Tablets, and Aura: Loss or Gain?</b>  <b>Prof. Robert Matuozzi</b>, <i>Libraries Research Services, Washington State University, Pullman, USA</i>                      Overview: This paper returns to Benjamin's "Work of Art" essay to assess the use of smart phones and tablets in the academy.                      Stream: <i>Technologies for Learning</i></p>



SATURDAY	PARALLEL SESSIONS		
	12:45-13:15	13:20-13:50	13:55-14:25
Plenary Room			
14:25-14:40	COFFEE		
14:40-15:45	PARALLEL SESSIONS		
	14:40-15:20	15:15-15:45	
Room 1	<p><b>The Entangled Web: Quantum Learning, Quantum Learning Environments and Web Technology</b>  <b>Prof. Katherine J. Janzen</b>, Faculty of Health and Community Studies, Mount Royal University, Calgary, <b>Dr. Beth Perry</b>, Centre for Nursing and Health Studies, Edmonton, <b>Dr. Margaret Edwards</b>, Centre for Nursing and Health Studies Faculty of Health Disciplines, Athabasca University, Athabasca, Canada</p> <p>Overview: Developing quantum learning environments is pivotal to keeping pace with the developments of Web technology and at the same time ensuring that students remain engaged as learners.</p> <p>Stream: <i>Changing Pedagogies</i></p>	<p><b>Standardized Assessment of Non-standardized Learning</b>  <b>Dr. William Bryant</b>, Performance Assessment Development, ACT, Inc., Iowa City, USA</p> <p>Overview: Is there a place for large-scale standardized assessment in ubiquitous learning?</p> <p>Stream: <i>Changing Pedagogies</i></p>	
Room 2	<p><b>Empirical Study of Integrating Podcasts into Chinese Idiom Teaching</b>  <b>Hsin-Yih Cindy Shyu</b>, Department of Educational Technology, Tamkang University, Taipei, Taiwan</p> <p>Overview: The purposes of this study was to compare the results of traditional Chinese idiom teaching and idiom teaching with podcasts, as well as to investigate children's acceptability of podcasts.</p> <p>Stream: <i>Technologies for Learning</i></p>	<p><b>From Design for Dominance to Design for Dialogue: Reframing Theoretical Foundations</b>  <b>Mark Keitges</b>, Department of Education Policy, Organization, and Leadership, University of Illinois at Urbana-Champaign, Urbana, USA</p> <p>Overview: This presentation discusses the importance of dialogic learning theory in reframing the theoretical and ethical standpoint of design decisions in the learning technology design field.</p> <p>Stream: <i>Technologies for Learning</i></p>	

SATURDAY		PARALLEL SESSIONS	
	14:40-15:20		15:15-15:45
Room 3	<p><b>A Responsible Designer: Using App's to Encourage a Responsible Approach to Design</b>  <b>John Hudson</b>, <i>Graphic Design, Staffordshire University, Stoke On Trent, UK</i>                      Overview: Responsible Designer is a studio and mobile device system which allows students to consider a more responsible approach to design. It engages them with issues such as sustainability and ethics.                      Stream: <i>Changing Teachers and Teaching</i></p>		
Room 4	<p><b>Teacher Uses and Perceptions about Interactive Whiteboard Incorporation in Spanish Classrooms</b>  <b>Dr María Graciela Badilla Quintana</b>, <i>Educational Computing Unit and Knowledge Management, Universidad Católica de la Santísima Concepción, Concepción, Chile</i>                      Overview: This paper explores how teachers use interactive whiteboards in their teaching and learning methodology and their perceptions about the integration of this technology.                      Stream: <i>Changing Teachers and Teaching</i></p>	<p><b>Picasst: An Innovative Web-Based Tool for Recording Classes</b>  <b>Dr. Cayetano Guerra-Artal, Dr. M. Soraya García-Sánchez</b>, <i>Department of Modern Languages Faculty of English Studies, Las Palmas de Gran Canaria, M. Dolores Afonso</i>, <i>Universidad de Las Palmas de Gran Canaria, Spain</i>                      Overview: Picasst, is an innovative web-based software tool that facilitates both the creation of audio visual teaching content and their on-line accessibility.                      Stream: <i>Changing Teachers and Teaching</i></p>	
Plenary Room	<p><b>Blended Learning Methods in the Art Design Field Giving Unexpected Results in Comparison to Direct Learning Methods</b>  <b>Dr. Reham Mohsen</b>, <i>Decoration Department (Art and Environmental Design), Helwan University, Cairo, Egypt</i>                      Overview: The use of electronic communications between teacher and students with direct contact gives different results in each case based on types of personalities and relation-ship with teacher.                      Stream: <i>Technologies for Learning</i></p>		
15:50-16:05	<b>TALKING CIRCLES – Plenary Room</b>		
16:05-16:35	<b>CONFERENCE CLOSING</b>		
18:00-21:00	<b>CONFERENCE TOUR – WALKING TOUR OF SAN FRANCISCO</b> (Limited Space Available – See registration desk for details)		

## LIST OF PARTICIPANTS

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Alan	Schut	Dominican University of California	USA
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Richard	Selfe	The Ohio State University	USA
Eric	Seneca	Our Lady of the Lake College	USA
Hsin-Yih Cindy	Shyu	Tamkang University	Taiwan
Jagjit Kaur	Singh	DeVry University	Canada
Colby	Smart	Humboldt State University	USA
Spencer	Striker	University of Wisconsin	USA
Debby	Tanamal	Binus University	Indonesia
Les	Tannenbaum	The Ohio State University	USA
Arthur	Taylor	Rider University	USA
Joan	Thormann	Lesley University	USA
Amy	Thornley	Miami University	USA
Josh	Trout	California State University, Chico	USA
H. Lewis	Ulman	The Ohio State University	USA
Vang	Vang	California State University, Fresno	USA
Sheri	Wills	University of Rhode Island	USA
Jenifer Sunrise	Winter	University of Hawaii at Manoa	USA
Patrick C. M.	Wong	Northwestern University	USA
Robert	Workman	Southern Connecticut State University	USA
Hua	Yi	California State University San Marcos	USA
Jumie	Yuventi	Stanford University	USA
Joy	Zhao	El Camino College	USA

# **BUILDING KNOWLEDGE COMMUNITIES**

## **THE UBIQUITOUS LEARNING CONFERENCE KNOWLEDGE COMMUNITY**

At a time when knowledge communities are being redefined and disciplinary boundaries challenged, Common Ground aims to develop innovative spaces for knowledge creation and sharing. Through our conferences, journals and online presence we attempt to mix traditional face-to-face interaction with new 'social web' technologies. This is a part of our attempt to develop new modes of deliberation and new media for the dissemination of ideas. Common Ground is founded upon and driven by an ambitious research and knowledge design agenda, aiming to contest and disrupt closed and top-down systems of knowledge formation. We seek to merge physical and online communities in a way that brings out the strengths in both worlds. Common Ground and our partners endeavour to engage in the tensions and possibilities of this transformative moment.

We provide three core ways in which we aim to foster this community:

### **PRESENT**

You have already made the first step and are in attendance. We hope this conference provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects. We hope your session is the start of a conversation that continues on past the last day of the conference.

### **PUBLISH**

We also encourage you to publish your paper in *Ubiquitous Learning: An International Journal*. In this way, you may share the finished outcome of your presentation with other participants and members of the Ubiquitous Learning Community. You also have access to the complete works of the Ubiquitous Learning Journal in which the published work of participants from the conference who submitted papers may be found.

### **ENGAGE**

Each conference presenter is provided a personal CGPublisher website with public and private spaces where you are able to:

#### *The Public View*

- Post your photo, biography and CV.
- Make your contact details public (or keep them private for access only by publishers and collaborators, if you like).
- Maintain a personal diary or weblog.
- Make links to other sites of personal interest.
- Have a bookstore where your published works appear.
- Have full access to the HTML and CSS so you may change the look and feel of your site (advanced users).

#### *The Private View*

- Manage your personal website.
- Use a secure, private digital storage space where you may create and store your works-in-progress.
- Create a space where collaborators (joint creators, secondary contributors and publishers) may be invited to access and comment on your works-in-progress.
- Keep a record of version development (keeping each successive draft, as well as a copy of the final work that becomes a published edition until you start working on new drafts towards a new edition).
- Keep a record of messages connected to each work, mirrored in emails and capturing incoming emails.

## **UBIQUITOUS LEARNING CONFERENCE COMMUNITY FUTURE DIRECTIONS**

We encourage anyone interested in hosting the Ubiquitous Learning Conference, or who has ideas for locations and themes for upcoming conferences, to discuss these possibilities with members of Common Ground, either at the conference or via email at [support@ubi-learn.com](mailto:support@ubi-learn.com). We feel it is of critical importance that the trajectory and movement of the community emerges from the community itself.

## **COMMON GROUND: OUR PHILOSOPHY**

Common Ground is committed to building dynamic knowledge communities that meet regularly in face-to-face interaction connect in a virtual community of web spaces, blogs and newsfeeds, and publish in fully refereed academic journals. In this way, we are bringing to the fore our commitment to explore new ways of making and disseminating academic knowledge. We believe that the Internet promises a revolution in the means of production and distribution of knowledge, a promise, as of yet, only partially realised. This is why we are working to expand social and technical frontiers in the production of text, so that academic publishing gains the immediacy, speed and accessibility of the web whilst nevertheless maintaining—and we would hope enhancing—the intellectual standards of legacy peer refereed journals. To support these kinds of emerging knowledge communities, Common Ground continues to have an ambitious research and development agenda, creating cutting edge ‘social web’ technologies and exploring new relationships of knowledge validation.

### **CONFERENCES**

Common Ground conferences are intellectually and discursively open places. They connect the global with the local. They encourage people to speak in as many ways as possible. They attempt to find ways to include people regardless of whether or not they are able to attend in person. They turn otherwise ephemeral conversations into formal knowledge, leading to systematic refereeing by the peer community and publication in an academic journal.

### **CONNECTING THE GLOBAL WITH THE LOCAL**

Common Ground conferences connect with different host universities and local communities each year, seeking fresh perspectives on questions of global concern. In recent years, we have worked with a wide range of educational institutions including (to list just a few): Beijing Normal University; The Australian National University; The University of London; The Institute for Pedagogical Sciences, Cuba; University of California, Los Angeles; The University of Cambridge, UK; The University of Carthage, Tunisia; Columbia University, New York; Singapore Management University; McGill University, Montreal; The University of Edinburgh, Scotland; and New York University in New York City. At conference sites, we bring the global to the local—academics, researchers and practitioners from around the world gather to discuss conference topics. At the same time, we also bring the local to the global, as local academics and community leaders speak from the perspective of local knowledge and experience.

### **WAYS OF SPEAKING**

Our conferences encourage people to converse in as many ways as possible.

- Plenary presentations by some of the world’s leading thinkers are followed by ‘garden conversation’ sessions, a circle of chairs where an extended conversation may be had with plenary speakers.
- Thematically defined ‘talking circles’ encourage people to meet each other and discuss their reasons for being at the conference, to reflect on the most striking ideas emerging from the discussions, and to report back agenda items for future conferences in the closing session.
- Thirty-minute paper sessions provide participants the opportunity to make a formal 15-minute presentation on their intellectual work, be that research, theory, practice or aesthetic work, followed by 15 minutes of audience interaction.
- Sixty-minute workshop sessions involve extensive interaction between presenter and participants around an idea or hands-on experience of a practice.
- Ninety-minute colloquium sessions consist of five or more short presentations with audience interaction.

The range and breadth of conversational opportunities reflects Common Ground’s belief that each conference belongs ultimately to its participants.

### **WAYS OF JOINING THE CONVERSATION**

We try to make sure that our conferences do not exclude people who cannot afford to travel or who are unable to travel at the time of the conference. Virtual participation means that a participant may submit a paper for possible publication in the journal, take part in the peer referee process, and access the conference content, published at the journal website, through the journal subscription that comes with conference registration. For graduate students, we have a Graduate Scholar Award, in which they are granted a fee waiver, present a paper and are presented an award in return for chairing parallel sessions at the conference.

### **TURNING CONVERSATIONS INTO FORMAL KNOWLEDGE**

All too often, ideas circulating at conferences disappear into the ether once they have been uttered. People and their ideas are often hard to tie down during the conference and even harder to track down afterwards. For Common Ground, the conference is just one step in a formal knowledge-making process, from presentation proposal, to presentation and audience feedback, to submission and peer refereeing in a formal journal process. This is how the conference becomes an integral part of a systematic, dynamic and open academic knowledge-making ecology.

## **THE UBIQUITOUS LEARNING COMMUNITY ONLINE**

The Ubiquitous Learning Community has a strong online presence via our blog, email newsletter and social networking sites. The blog and links to Facebook, Twitter, Flickr and our YouTube channel can be found at <http://ubi-learn.com>

### **Email Newsletter**

The email newsletter will be sent to all conference participants.

Please send suggested links for news items with a subject line 'Email Newsletter Suggestion' to [support@ubi-learn.com](mailto:support@ubi-learn.com)

### **Facebook**

Find us on Facebook at <http://www.facebook.com/pages/Ubiquitous-Learning/114003368636354>

### **Twitter**

You can now follow the Ubiquitous Learning Community on Twitter: @ubilearn

### **Flickr**

View and share pictures from the Ubiquitous Learning Conference at our Flickr site:

<http://www.flickr.com/groups/ubiquitouslearningconference/>

### **YouTube Channel**

VIEW

Online presentations can be found on our YouTube channel <http://www.youtube.com/user/CGPublishing>

### **CREATE A YOUTUBE PRESENTATION**

Whether you are presenting at this conference, or are a virtual participant, we encourage all participants to present on the Global Studies Conference YouTube Channel. Here are two suggestions:

1. Record a video of your presentation before or after the conference, or ask a colleague to record a video of your presentation at the conference, and then submit it to our YouTube channel.
2. Create a PowerPoint presentation with voice-over before or after the conference, or record the audio of the presentation at the conference, then link this to the PowerPoint presentation.

These presentation recordings will be published to YouTube with a link to your session description on the conference website, and (if your paper is accepted to the journal), a link to the abstract of your paper on the journal website.

For instructions on how to create and upload these presentations, visit the conference website at

<http://ubi-learn.com/conference-2011/online-presentations/>



## ABOUT THE CONFERENCE

### SCOPE AND CONCERNS

#### Defining the Field

The Ubiquitous Learning: An International Conference and its associated Journal, Book Imprint and News Weblog publication venues set out to define an emerging idea and field of practice. Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media.

Ubiquitous Learning is a counterpart to the concept 'ubiquitous computing', but one which seeks to put the needs and dynamics of learning ahead of the technologies that may support learning. The arrival of new technologies does not mean that learning has to change. Learning should only change for learning's sake. The key perspective of the conference and journal is that our changing learning needs can be served by ubiquitous computing.

At first glance, it is the machines that make ubiquitous learning different from heritage classroom and book-oriented approaches to learning. These appearances, however, can deceive. Old learning can be done on new machines. Using new machines is not necessarily a sign that ubiquitous learning has arrived. Some features of ubiquitous learning are not new—they have an at times proud and at times sorry place in the history of educational innovation, stretching back well before the current wave of machines.

However, there is an obvious link between ubiquitous learning and ubiquitous computing. The term 'ubiquitous computing' describes the pervasive presence of computers in our lives. Personal computers and laptops have become an integral part of our learning, work and community lives, to the point where, if you don't have access to a computer networked with reasonable bandwidth you can be regarded as disadvantaged, located as a 'have not' on the wrong side of the 'digital divide'. Meanwhile, many other devices are becoming more computer-like (in fact, more and more of them they are computers or have computer power built in): mobile phones, televisions, global positioning systems, digital music players, personal digital assistants, video cameras, still cameras and game consoles, to name a few. These devices are everywhere. They are getting cheaper. They are becoming smaller and more portable. They are increasingly networked. This is why we find them in many places in our lives and at many times in our days. The pervasive presence of these machines is the most tangible and practical way in which computing has become ubiquitous.

Importantly for education, the machines of ubiquitous computing can do many of the things that pens and pencils, textbooks and teacher-talk did for learners in an earlier era. They can do these things the same, and they can do them differently.

Does ubiquitous computing lay the ground work for ubiquitous learning? Does it require us to make a shift in our educational paradigms? It may, however, the approach of the conference and journal to ubiquitous learning is more conditional than this. To reiterate, 'ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media'. The qualifications in this statement are crucial. 'Made possible' means that there is no directly deterministic relationship between technology and social change. Digital technologies arrive and almost immediately, old pedagogical practices of didactic teaching, content delivery for student ingestion and testing for the right answers are mapped onto them and called a 'learning management system'. Something changes when this happens, but disappointingly, it is not much.

And another qualifier: 'affordance' means you can do some things easily now, and you are more inclined to do these things than you were before simply because they are easier. You could do collaborative and inquiry learning in a traditional classroom and heritage institutional structures, but it wasn't easy. Computers make it easier. So, the new things that ubiquitous computing makes easier may not in themselves be completely new—modes of communication, forms of social relationship or ways of learning. However, just because the new technology makes them easier to do, they become more obviously worth doing than they were in the past. Desirable social practices which were at times against the grain for their idealistic impracticality, become viable. The technology becomes an invitation to do things better, often in ways that some people have been saying for a long time they should be done.

Following are just a few of the characteristic moves of ubiquitous learning that this Conference, Journal, Book Imprint and News Weblog address. Conference participants and journal authors may agree or disagree and choose to add more.

#### **Move 1: To blur the traditional institutional, spatial and temporal boundaries of education.**

In the heritage educational institutions of our recent past, learners needed to be in the same place at the same time, doing the same subject and staying on the same page. The classroom was an information architecture, transmitting content, one to many: one textbook writer to how every many thousands of learners; one teacher to thirty something children or one lecturer to one hundred and something university students. The spatial and temporal simultaneity of this information and knowledge system practically made sense. Today, in the era of cheap recording and transmission of any textual, visual and audio content anywhere, such classrooms are less needed. Education can happen anywhere, anytime. Long traditions of 'distance education' and 'correspondence schools' mean that these ideas are far from novel. The only difference now is that ubiquitous computing renders anachronistic and needlessly expensive for many educational purposes the old information architecture of the classroom, along with its characteristic forms of discourse and social relationships to knowledge. Even the problem of duty of care for children is surmountable with mobile phones and global positioning devices. Knowing the location of a child in a classroom was never better than the one meter margin of error of GPS devices. And another problem with the old classroom: the idea was that this was preparation for life, enough to assume whatever one's lot would be, and the rest could be left to experience. Today, everything is changing so rapidly that today's education easily becomes

tomorrow's irrelevance. So, there have been moves to make ongoing training and formally accredited education 'lifelong and lifewide'. For people in work and with families, not able to commute to an institution or able to schedule their time easily, ubiquitous computing can be a conduit for education beyond the traditional spatial and institutional boundaries. Coming together in specific times and places will, of course, remain important, but what we will choose to do when we come together may be different from what happens in classrooms today—these may be special times to focus, on face-to-face planning, collaborative work and community building. Then there's the new pervasiveness of pedagogy in spaces of informal and semi-formal learning—help menus, 'intuitive interfaces', game-like staged learning, and 'over-the-shoulder-learning' from friends and colleagues. This kind of learning only ever needs to be just in time and just enough. It is now integral to our lifeworlds, a survival skill in a world of constant change.

**Move 2: To shift the balance of agency.**

In the traditional classroom, the teacher and blackboard were at the front of the room. The learners sat in straight rows, listened, answered questions one at a time, or quietly read their textbooks and did their work in their exercise books. Lateral student-student communication was not practicable, or even desirable when it could be construed as cheating. Underlying this arrangement was a certain kind of discipline (listen to the teacher, read authority into the textbook), and a particular relationship to knowledge (here are the facts and theories you will need to know, the literature which will elevate and the history which will inspire). This kind of education made a certain kind of sense for a certain kind of world, a world where supervisors at work shouted orders or passed down memos in the apparent productive interests of the workers, where the news media told the one main story we were meant to hear, and where we all consumed identical mass-produced goods because engineers and entrepreneurs had decided what would be good for us. Authors wrote and the masses read; television companies produced and audiences watched; political leaders led and the masses followed; bosses bossed and the workers did as they were told. We lived in a world of command and compliance. Today, the balance of agency has shifted in many realms of our lives. Employers try to get workers to form self-managing teams, join the corporate 'culture' and buy into the organisation's vision and mission. Now the customer is always right and products and services need to be customised to meet their particular practical needs and aesthetic proclivities. In the new media, ubiquitous computing has brought about enormous transformations. There's no need to listen to the top forty when you can make your own playlist on your iPod. There's no need to take on authority the encyclopedia entry in Wikipedia when you, the reader, can talk back, or at least watch other people's arguments about the status of knowledge. There's no need to take the sports TV producer's camera angles when you can choose your own on interactive television. There's no need to watch what the broadcast media has dished up to you, when you can choose your own interest on YouTube, comment on what you're watching and, for that matter, make and upload your own TV. There's no need to relate vicariously to narratives when you can be a player in a video game. This new order applies equally well to learning. There is no need to be a passive recipient of transmitted knowledge when learners and teachers can be collaborative co-designers of knowledge. There are many sources of knowledge, sometimes problematically at variance with each other, and we have to navigate our way around this. There are many sites and modalities of knowledge, and we need to get out there into these to be able to make sense of things for ourselves. There may be widely accepted and thus authoritative bodies of knowledge to which we have to relate, but these are always uniquely applied to specific and local circumstances—only we can do this, in our own place and at our own time. In this environment, teachers will be required to be more knowledgeable, not less. Their power will be in their expertise and not in their control or command routines.

**Move 3: To recognise learner differences and use them as a productive resource.**

Modern societies used to value uniformity: we all read the same handful of newspapers and watched the same television channels; we all consumed the same products; and if we were immigrant, or indigenous, or of an ethnic minority, we needed to assimilate so we could all comfortably march to the same national beat. And so it was in schools: everyone had to listen to the teacher at the same time, stay on same message on the same the page, and do the same test at the end to see whether they had learnt what the curriculum expected of them. Today there are hundreds of television channels, countless websites, infinite product variations to suit one's own style, and if you are immigrant or indigenous or a minority, your difference is an aspect of our newfound cosmopolitanism. This is all part of a profound shift in the balance of agency. Give people a chance to be themselves and you will find they are different in a myriad of ways: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona). In schools today, these differences are more visible and insistent than ever. And what do we do about them? Ubiquitous learning offers a number of possibilities. Not every learner has to be on the same page; they can be on different pages according to their needs. Every learner can connect the general and the authoritative with the specifics and particulars of their own life experiences and interests. Every learner can be a knowledge maker and a cultural creator, and in every moment of that making and creating they remake the world in the timbre of their own voice and in a way which connects with their experiences. Learners can also work in groups, as collaborative knowledge makers, where the strength of the group's knowledge arises from their ability to turn to productive use the complementarities that arise from their differences. In this context, teacher will need to be engaged members of cosmopolitan learning communities and co-designers, with learners, of their learning pathways.

**Move 4: To broaden the range and mix of representational modes.**

Ubiquitous computing records and transmits meanings multimodally—the oral, the written, the visual and the audio. Unlike previous recording technologies, these representational modes are reduced to the same stuff in the manufacturing process, the stuff of zeros and ones. Also, like never before, there is next to no cost in production and transmission of this stuff. Now, anyone can be a film-maker, a writer who can reach any audience, an electronic music maker, a radio producer. Traditional educational institutions have not managed to keep up this proliferation of media. But, if educators have not yet made as much as they could of the easy affordances of the new media, the students have. When educators do catch up, the learning

seems more relevant, and powerful, and poignant. Educators will need to understand the various grammars of the multiple modes of meaning making that the digital has made possible, in the same depth as traditional alphabetic and symbolic forms.

**Move 5: To develop conceptualising capacities.**

The world of ubiquitous computing is full of complex technical and social architectures that we need to be able to read in order to be a user or a player. There are the ersatz identifications in the form of file names and thumbnails, and the navigational architectures of menus and directories. There is the semantic tagging of home-made folksonomies, the formal taxonomies that define content domains, and the standards which are used to build websites, drive web feeds, define database fields and identify document content. These new media need a peculiar conceptualising sensibility, sophisticated forms of pattern recognition and schematisation. For these reasons (and for other, much older, good educational reasons as well), ubiquitous learning requires higher-order abstraction and metacognitive strategies. This is the only way to make one's way through what would otherwise be the impossibilities of information quantity. Teachers then need to become masterful users of these new meaning making tools, applying the metalanguage they and their learners need alike in order to understand their affordances.

**Move 6: To connect one's own thinking into the social mind of distributed cognition and collective intelligence.**

In the era of ubiquitous computing, you are not what you know but what you can know, the knowledge that is at hand because you have a device in hand. Even in the recent past, we had libraries on hand, or experts we could consult. Cognition has always been distributed and intelligence collective. The most remarkable technology of distributed cognition is language itself. However, today there is an immediacy, vastness and navigability of the knowledge that is on hand and accessible to the devices that have become more directly an extension of our minds. Those who used to remember telephone numbers will notice that something happens to their minds when the numbers they need are stored on the mobile phone—the phone remembers for you. It becomes an indispensable extension of your mind. This should spell doom for the closed book exam. Educators will need to create new measures to evaluate learners' capacities to know how to know in this new environment.

**Move 7: To build collaborative knowledge cultures.**

Ubiquitous computing invites forms of social reflexivity which can create 'communities of practice' to support learning. In the ubiquitous learning context, teachers harness the enormous lateral energies of peer-to-peer knowledge making and the power of collective intelligence. This builds on the complementarity of learner differences—experience, knowledge, ways of thinking and ways of seeing. Learners also involve people who would formerly have been regarded as outsiders or even out-of-bounds in the learning process: parents and other family members, critical friends or experts. The digital workspaces of 'social networking' technologies are ideal places for this kind of work, at once simple and highly transparent when it comes to auditing differential contributions. Teachers need higher order skills to build learning communities that are genuinely inclusive, such that all learners reach their potential.

Each of these moves explores and exploits the potentials of ubiquitous computing. None, however, is a pedagogical thought or social agenda that is new to the era of ubiquitous computing. The only difference today is that there is now no practical reason not to make any of these moves. The affordances are there, and if we can, perhaps we should. When we do, we may discover that a new educational paradigm begins to emerge. And as this paradigm emerges, we might also find educators take a leading role on technological innovation.

The journey of ubiquitous learning is only just beginning. As we take that journey, we need to develop breakthrough practices and technologies that allow us to reconceive and rebuild the content, processes and human relationships of teaching and learning.

## **THEMES**

### **PEDAGOGIES**

- New learning supported by new technologies: challenges and successes.
- Old learning using new technologies, for better or for worse.
- Traditional (didactic, mimetic) and new (transformative, reflexive) pedagogies, with and without new technology.
- Changing classroom discourse in the new media classroom.
- Peer to peer learning: learners as teachers.
- From hierarchical to lateral knowledge flows, teaching-learning relationships.
- Supporting learner diversity.
- Beyond traditional literacy: reading and writing in a multimodal communications environment.
- Digital readings: discovery, navigation, discernment and critical literacy.
- Metacognition, abstraction, and architectural thinking: new learning processes in new technological environments.
- Formative and summative assessment: technologies in the service of heritage and new assessment practices.
- Evaluating technologies in learning.
- Shifting the balance of learning agency: how learners become more active participants in their own learning.
- Recognizing learner differences and using them as a productive resource.
- Collaborative learning, distributed cognition and collective intelligence.
- Mixed modes of sociability: blending face to face, remote, synchronous and asynchronous learning.
- New science, mathematics and technology teaching.
- Technology in the service of the humanities and social sciences.
- The arts and design in a techno-learning environment.

### **INSTITUTIONS**

- Blurring the boundaries of formal and informal learning.
- Times and places: lifelong and lifewide learning.
- Always ready learnability, just in time learning, and portable knowledge sources.
- Educational architectures: changing the spaces and times.
- Educational hierarchies: changing organizational structures.
- Student-teacher relations and discourse.
- Sources of knowledge authority: learning content, syllabi, standards.
- Schools as knowledge producing communities.
- Planning and delivering learning digitally.
- Teachers as curriculum developers.
- Teachers as participant researchers and professional reflective practice.

### **TECHNOLOGIES**

- Ubiquitous computing: devices, interfaces and educational uses.
- Social networking technologies in the service of learning.
- Digital writing tools; wikis, blogs, slide presentations, websites, writing assistants etc.
- Supporting multimodality: designing meanings which cross written, oral, visual, audio, spatial and tactile modes.
- Designing meanings in the new media: podcasts; digital video, digital imaging etc.
- Learning management systems.
- Learning content and metadata standards.
- Designed for learning: new devices and new applications.
- Useability and participatory design: beyond technocentrism.
- Learning to use and adapt new technologies.
- Learning through new technologies.

## **SOCIAL TRANSFORMATIONS**

- Learning technologies for work, civics and personal life.
- Ubiquitous learning in the service of the knowledge society and knowledge economy.
- Ubiquitous learning for the society of constant change.
- Ubiquitous diversity in the service of diversity and constructive globalism.
- Inclusive education addressing social differences: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona).
- Changing the balance of agency for a participatory culture and deeper democracy.
- From one to many, to many to many: changing the direction of knowledge flows.
- Beyond the traditional literacy basics: new media and synaesthetic meaning-making.

## **STREAMS**

- Changing Pedagogies
- Changing Teachers and Teaching
- Transforming Educational Institutions
- Technologies for Learning
- Educational Responses to Social Change and Diversity

## **SESSION DESCRIPTIONS**

### **SESSION GUIDELINES**

#### **CHAIRING OF PARALLEL SESSIONS**

Common Ground usually provides graduate students to chair all of the parallel sessions. If you wish, you are welcome to chair your own session, or provide your own chair or facilitator for your session. The chair's role is to introduce the presenter and keep the presentation within the time limit.

#### **PROGRAM CHANGES**

Please see the notice board near the conference registration desk for any changes to the printed program (e.g., session additions, deletions, time changes, etc.). If a presenter has not arrived at a session within 5 minutes of the scheduled start time, we recommend that participants join another session. Please inform the registration desk of 'no-shows' whenever possible.

### **SESSION TYPES**

#### **PLENARY**

Plenary sessions, by some of the world's leading thinkers, are 30 minutes in length. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in discussions during their Garden Conversation sessions (see below).

#### **GARDEN CONVERSATIONS**

Garden Conversations are unstructured 60-minute sessions that allow delegates a chance to meet plenary speakers and talk with them informally about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

#### **PAPER (30-minute)**

Thirty-minute paper sessions provide participants the opportunity to make a formal 15-minute presentation on their intellectual work (be that research, theory, practice or aesthetic work), followed by 15 minutes of audience interaction. The formal, written paper will be available to participants if accepted to the Journal.

#### **WORKSHOP (60-minute)**

Sixty-minute workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the Journal based on a workshop session.

#### **COLLOQUIM (90-minute)**

Ninety-minute colloquium sessions consist of five or more short presentations with audience interaction. A single article or multiple articles may be submitted to the Journal based on the content of a colloquium session.

#### **VIRTUAL PRESENTATION**

Virtual presentations are papers submitted without the participant attending the conference in person, but are eligible to be refereed and published (if accepted) in the journal. A virtual presentation allows participants to join the conference community in the following ways:

- The conference proposal will be listed in the Session Descriptions of the conference.
- Acceptance of a conference proposal for a virtual participant is based on the same criteria as that for an attending participant.
- The full paper may be submitted to the Journal.
- The journal paper submission will be refereed against the same criteria as attending participants. If accepted, the paper will be published in the same volume as conference participants from the same year.
- Online access to all papers published in the Journal from the time of registration until one year after the conference end date.

#### **TALKING CIRCLES**

Talking circles are meetings of minds, often around points of difference or difficulty. They are common in indigenous cultures. The inherent tension of these meetings is balanced by protocols of listening and respect for varied viewpoints. From this, rather than criticism and confrontation, productive possibilities may emerge.

#### *The Purpose of Talking Circles in this Conference*

The purpose of the Talking Circles is to give shape to a conference that is wide-ranging in its scope and broad-minded in its interests. They also give people an opportunity to interact around the key ideas of the conference away from the formalities of the plenary, paper, workshop and colloquium sessions. They are places for the cross-fertilisation of ideas, where cycles of conversation are begun, and relationships and networks formed.

Talking Circles are not designed to force consensus or even to strive towards commonality. Their intention is, in the first instance, to find a common ground of shared meanings and experiences in which differences are recognised and respected.

Their outcome is not closure in the form of answers, but an openness that points in the direction of pertinent questions. The group finally identifies axes of uncertainty that then feed into the themes for the conference of the following year.

#### *How Do They Work?*

The Talking Circles meet for two 45-minute sessions during the conference, and the outcomes of each Talking Circle are reported back to the whole conference in the closing plenary session. They are grouped around each of the conference streams and focus on the specific areas of interest represented by each stream. Following is the Talking Circles outline that is currently in use, but we welcome feedback and suggestions for improvement from participants.

Talking Circle 1 (45 minutes): Who Are We? What is our common ground?

Talking Circle 2 (45 minutes): What is to be done?

Closing Plenary: Talking Circles report back.

It is important to note that each Talking Circle may be organised in any way that members of the group agree is appropriate. They may be informal and discursive, or structured and task-oriented. Each Talking Circle group has a facilitator.

#### *The Role of the Facilitator*

The facilitator must be comfortable with the process of thinking 'out of the square' and also embracing multiple and diverse scenarios. The process is one of creating a kind of collective intelligence around the stream. The facilitator should shape a conversation that is open to possibilities and new lines of inquiry or action; they should embody a spirit of openness to new knowledge rather than the closure of advocacy. The facilitator is required to keep a record of the main discussion points. These points need to be summarised for the closing plenary session at the conference.

#### *Possible Session Contents - Suggestions to Assist Facilitators*

##### *Talking Circle 1 (45 minutes): Who are we?*

Orientation: members of the group briefly introduce themselves.

What could be the narrative flow of the Talking Circle sessions?

What could be the outcomes of the work of this group and its contribution to the closing plenary session, the Journal and the Conference as a whole (including the themes for next year's conference)?

Assessing the landscape, mapping the territory: What is the scope of our stream? Do we want to rename it?

What are the burning issues, the key questions for this stream?

What are the forces or drivers that will affect us as professionals, thinkers, citizens, and aware and concerned people whose focus is this particular stream?

Where could we be, say, ten years hence? Scenario 1: optimism of the will; Scenario 2: pessimism of the intellect.

##### *Talking Circle 2 (45 minutes): What is to be done?*

###### *What are our differences?*

The setting: present and imminent shocks, crises, problems, dilemmas - what are they and what is the range of responses?

What are the cleavages, the points of dissonance and conflict?

What are the dimensions of our differences (1)? Politics, society, economics, culture, technology, environment.

What are the dimensions of our differences (2)? Persons, organisations, communities, nations, the global order.

###### *What is our common ground?*

Where are the moments of productive diversity?

What are the bases for collaboration (1)? Politics, society, economics, culture, technology, environment.

What are the bases for collaboration (2)? Persons, organisations, communities, nations, the global order.

Alternative futures: outline several alternative scenarios.

What are the forces that drive in the direction of, or mitigate against, each scenario?

###### *What is to be done?*

What's been coming up in the parallel sessions in this stream since the last Talking Circle?

What is the emerging view of the future?

Can we foresee, let alone predict alternative futures?

Looking back a decade hence, what might be decisive or seminal in the present?

Scenarios: can we create images of possibility and agendas for robust alternative futures?

Directions: conventional and unconventional wisdoms?

Strategies: resilience in the face of the inevitable or creative adaptation?

What could be done: review the scenarios developed in Talking Circle 1.

Axes of uncertainty: working towards the right questions even when there's no certainty about the answers.

*Closing Session:* Conference Host reports to the Closing Session based on summaries provided by each Talking Circle.

# **UBIQUITOUS LEARNING: AN INTERNATIONAL JOURNAL**





## ABOUT THE JOURNAL

*Ubiquitous Learning: An International Journal* sets out to define an emerging field. Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media.

Ubiquitous Learning is a counterpart to the concept 'ubiquitous computing', but one which seeks to put the needs and dynamics of learning ahead of the technologies that may support learning. The arrival of new technologies does not mean that learning has to change. Learning should only change for learning's sake. The key perspective of the Conference and Journal is that our changing learning needs can be served by ubiquitous computing. In this spirit, the Journal investigates the affordances for learning in the digital media, in school and throughout everyday life.

*Ubiquitous Learning: An International Journal* is peer-reviewed, supported by rigorous, criterion-referenced article ranking and qualitative commentary processes, ensuring that only intellectual work of significance is published.

## EDITORS

Mary Kalantzis, University of Illinois, Urbana-Champaign, USA  
Bill Cope, University of Illinois, Urbana-Champaign, USA

## OPEN PEER REVIEW

*Ubiquitous Learning: An International Journal* is a fully peer reviewed scholarly journal, one of approximately sixteen journals published by Common Ground under its University Press imprint. Common Ground's approach to peer review is open and inclusive. Instead of being dominated by the exclusive academic hierarchies represented by many establishment editors and their networks, Common Ground journals build lateral knowledge communities. Our referee processes are systematic and criterion-referenced. Ranking is based on clearly articulated 'knowledge process' criteria. The result is a refereeing process that provides a more carefully structured and constructive contribution to the shape of the published paper. Our aim, in this respect, is no less than to change the direction of the knowledge flows, from top-down hierarchies to horizontal communities of intellectual practice. For Common Ground, the peer community is the publisher.

## INTELLECTUAL EXCELLENCE

The result is a publishing process that is without prejudice to institutional affiliation, stage in career, national origins or disciplinary perspective. If the paper is excellent, and has been systematically and independently assessed as such, it will be published. This is why Common Ground journals have so much exciting new material, much of it originating from well known research institutions but also a considerable amount of brilliantly insightful and innovative material from academics of lesser known institutions in the developing world, emerging researchers, people working in hard-to-classify interdisciplinary spaces and researchers in liberal arts colleges and teaching universities. In recognition of the highest levels of excellence, every year an international prize is awarded for the top-ranked paper in each journal.

## ACCESSIBILITY

Common Ground is developing a low-cost commercial approach to academic publishing. We believe there are limitations in both the high cost commercial publishing and seemingly no-cost open access publishing models. This is why we are seeking to find a practical middle ground between the idealism of open access and the inefficiencies and greed of which the big journal publishers are increasingly accused. The idealism of open access often creates new problems, leaving academics in the often less-than-happy role of amateur publisher. And ironically, open access journals and discipline repositories sometimes give insider networks even greater control over what gets published than was traditionally the case with the big commercial publishers.

Common Ground journals are highly accessible on the web. They are not hidden behind subscription walls. Every article has its own page; and every author has their own self-maintainable website, which includes any articles and books they have published with Common Ground, a blog, and places to paste their bio note, photo and CV. We have modest subscription charges for libraries and a small per-article charge for electronic access by non-subscribers. Conference participants are granted free electronic access to the corresponding journal for one year. Our journals are also available in print editions.

## **JOURNAL AWARD**

*Ubiquitous Learning: An International Journal* presents an annual International Award for Excellence in the area of learning and education. All papers submitted for publication in the Ubiquitous Learning Journal are entered into consideration for this award. The review committee for the award is the International Advisory Board for the Journal and the Conference, who will select the winning paper from the ten highest-ranked papers emerging from the referee process and according to the selection criteria outlined in the referee guidelines. The winning author(s) will be invited to the next annual Ubiquitous Learning Conference, where they will be formally presented with their award. They will receive a free registration to attend this conference.

This year's award winners are:

Nancy Dalgarno, Queen's University, Ontario, Canada  
Lindsay Davidson, Queen's University, Ontario, Canada  
Loretta Walz, Queen's University, Ontario, Canada

For the paper:

*Simple Technology Facilitating Complex Communities: A New Paradigm for Interprofessional Education?*

*Abstract:* The Internet, and social media in particular, have in many ways made the world a smaller place. One can share their thoughts and stories with people on the other side of the globe in an instant. Social media is often thought of in this context – connecting people at great distances in a visceral way that until fairly recently was pure science fiction. But one can also use these tools to build a strong local network and create networks to, and within local community environs. Used locally within existing communities or by linking disparate communities within a region, social media tools can help facilitate virtual face-to-face networking in a world full of timetable conflicts and “too busy to stop” professionals. This paper will tell the story of how one interprofessional education (IPE) research project came to realize that exploiting the potential of social networking technology would ultimately create the effective relationships and synergies necessary for foundational change in real life context. Genuine collaboration through social networking at the faculty level was the necessary component that ultimately embedded interprofessional (IP) competencies in health professional education.

## SUBSCRIPTION INFORMATION

**Website:** [www.UlJournal.com](http://www.UlJournal.com)

**Publisher:** Common Ground - [www.CommonGroundPublishing.com](http://www.CommonGroundPublishing.com)

**ISSN:** 1835-9795

**Frequency:** Six issues per volume.

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As part of the conference registration, participants are provided with a complimentary electronic subscription to all full-text papers published in *Ubiquitous Learning: An International Journal*. The duration of this access period is from the time of registration until one year after the end date of the conference. To view articles, go to <http://ubi-learn.com/journal/publications/> select the 'Login' option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select 'Forgot your login' to request a new password.

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## **SUBMISSION INFORMATION**

Registration for the Ubiquitous Learning Conference allows participants the opportunity to publish in *Ubiquitous Learning: An International Journal*. Presenters may submit their papers up to one month after the conference. Submitted papers will be fully refereed. The publication decision will be based on the referees' reports.

To submit, at least one author of each paper must be registered to attend the conference (to a maximum of one paper per registered author).

### *Formatting Requirements:*

- Papers should be approximately 2,000-5,000 words in length. They should be written as continuous expository narrative in a chapter or article style - not as lists of points or a PowerPoint presentation.
- Please remember that the papers are to be published in a fully refereed academic journal. This means that the style and structure of your text should be relatively formal. For instance, you should not submit a verbatim transcript of your oral presentation, such as 'Today I want to speak to you about ...'.
- Authors are responsible for the accuracy of citations, quotations, diagrams, tables and maps.
- You may use any referencing style you choose, as long as you use it consistently and to the appropriate standards.
- Spelling may vary according to national usage, but should be internally consistent.
- Papers should be thoroughly checked and proofread before submission, both by the author and a critical editorial friend – after you have submitted your paper you are unable to make any changes to it during the refereeing process.
- Papers will be assessed by referees against ten criteria - or fewer if some criteria do not apply to a particular kind of paper.

### *Illustration/Electronic Artwork Guidelines:*

- Figures and images must be clear and easy to view. Common Ground cannot improve the quality of images.
- Figures and tables need to be placed where they are to appear in the text. If preferred, you may also place images and tables at the end of your paper.
- Please refrain from using Word Drawing objects. Instead use images imported from a drawing program. Word Drawing objects will not be rendered in the typeset version.

### *Keyword Guidelines:*

Keywords are extremely important in search engine rankings. To achieve better exposure for your paper, please make sure your keywords are clear and accurate.

### *Resubmission Policy:*

If your paper has been rejected, we will allow a maximum of TWO further resubmissions until TWO months prior to the anticipated publication date.

### *How to submit a paper:*

For information on how to submit a paper, please visit the 'Publisher Your Papers' page at [www.ondiversity.com/journal](http://www.ondiversity.com/journal).

### *The publication process is as follows:*

- When we receive a paper, it is verified against template and submission requirements. If there are any problems, authors will be asked to resubmit the paper.
- The paper will then be prepared and matched to two appropriate referees. When a paper has been submitted to the referees, authors will receive an email notification. Additionally, authors may be asked to referee up to 3 papers.
- When the referee reports are uploaded, authors will be notified by email and provided with a link to view the reports (after the referees' identities have been removed).
- If a paper is accepted, we will confirm conference registration before sending a Publishing Agreement.
- Authors will then be asked to accept the Publishing Agreement and submit the final paper.
- Papers will be typeset and proofs made available for final approval before publication in the journal's online bookstore as well as in individual author Creator Sites.

**The final date for submission of papers to the journal (for one way blind refereeing) is 12 December 2011 – one month after the close of the conference.**

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## OTHER JOURNALS PUBLISHED BY COMMON GROUND

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**The International Journal of Climate Change: Impacts and Responses** seeks to create an interdisciplinary forum for discussion of evidence of climate change, its causes, its ecosystemic impacts, and its human impacts. This peer-reviewed journal also explores technological, policy, strategic and social responses to climate change.

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**The International Journal of the Constructed Environment** publishes broad-ranging and interdisciplinary articles on human configurations of the environment and the interactions between the constructed, social and natural environments. This peer-reviewed journal brings together researchers, teachers, architects, designers, and others interested in how we interact with our environment.

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**Design Principles and Practices: An International Journal** is a site of discussion exploring the meaning and purpose of “design” and the use of designed artifacts. This peer-reviewed journal examines transdisciplinary conversations between the theoretical and the empirical, the pragmatic and the idealistic.

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**The International Journal of Diversity in Organizations, Communities and Nations** allows educators, professionals, and anyone interested in the mediation of cultural difference and diversity to empirically and strategically discuss globalization, identity and social group formation. This peer-reviewed journal reflects the business of negotiating diversity in organizations and communities.

**Website:** [www.Diversity-Journal.com](http://www.Diversity-Journal.com)

**Food Studies: An Interdisciplinary Journal** provides an interdisciplinary forum for the discussion of agricultural, environmental, nutritional, health, social, economic and cultural perspectives on food. Contributions range from broad theoretical and global policy explorations, to detailed studies of specific human-physiological, nutritional and social dynamics of food.

**Website:** [www.food-studies.com/journal/](http://www.food-studies.com/journal/)

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**Website:** [www.thehumanities.com/Journal/](http://www.thehumanities.com/Journal/)

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**Ubiquitous Learning: An International Journal** sets out to define an emerging field. Ubiquitous Learning is a new educational paradigm made possible in part by the affordances of digital media. Our changing learning needs can be served by ubiquitous computing. This peer-reviewed journal investigates the affordances for learning through digital media, in school, and throughout everyday life.

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**The Journal of the World Universities Forum** seeks to explore the meaning and purpose of the academy in times of striking social transformation. This peer-reviewed journal brings together university administrators, teachers and researchers to discuss the prospects of the academy and to exemplify or imagine ways in which the university can take a leading and constructive role.

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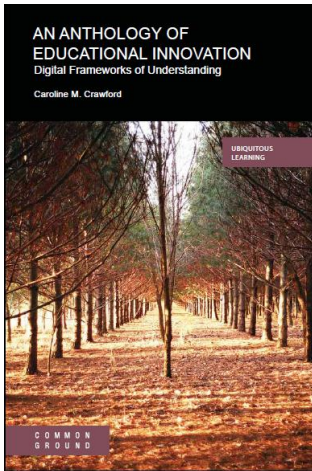
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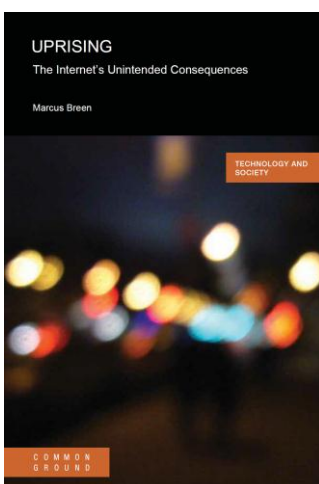
### ***An Anthology of Educational Innovation: Digital Frameworks of Understanding*** by Caroline M. Crawford (ed)

As the Digital Age embraces the concepts related to online distance education environments, the importance of conceptually grounded and innovative impact upon the success of online education environment and support tools is realized. Dr. Crawford has focused a significant part of her career upon the conception of successful distance education learning environmental instruction and support. This anthology of various intriguing select works suggest the innovative ways through which quality instruction and the development of successful online learning environment communities can be supported.



### ***Pedagogy Leads Technology: Online Learning and Teaching in Higher Education: New Technologies, New Pedagogies*** By Arianne Jennifer Rourke and Kathryn Sara Coleman(eds)

This book highlights research and practice where pedagogy effectively utilises as well as leads the technology in teaching, learning, and assessment in higher education. The examples provided, not only highlight how teaching practice can become research, an important focus for 21st century academics, but also provides exemplary case studies and theoretical perspectives on the importance of a student-centered approach to adopting technology for teaching and learning.



### ***Uprising: The Internet's Unintended Consequences*** By Marcus Breen

The Internet has transformed the social relations that were once managed by the powers that be. As a rapidly maturing communications technology, the Internet has brought people together even while it has reinforced privatism. The desktop computer, the laptop, the cellular and mobile phone, the Global Positioning System, the pilotless drone aircraft, video games and Government documents courtesy of Wikileaks, all are connected on the network of networks. Together these converged elements of a global socio-technical system offer wonderful possibilities for human emancipation, even while those ideas collide with established ideas of civility and decency.

Utilizing a transdisciplinary approach, Uprising examines the way transgressive knowledge circulates in places and spaces where communication regulation has been removed. In doing so, the book offers a new approach to proletarianization. It is based on the theory that the deregulation of the digital infrastructure allows transgressive knowledge to be mobilized in ways that remake political economy. The current moment sees the Internet opening up questions about social organization, power and democracy. The unintended consequences that are attached to this analysis of the Internet are discussed in research about pornography and jihad. These case studies show how proletarianization can be used to understand the Internet, culture and society.

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