

SATURDAY, 27 MAY	
8:00-8:50	CONFERENCE REGISTRATION DESK OPEN
8:50-9:20	DAILY UPDATE
9:20-9:50	PLENARY - MALGOSIA GREEN, CHIEF PRODUCT OFFICER, TOP HAT, CANADA
9:50-10:20	PLENARY - TOM CORR, PRESIDENT AND CEO, ONTARIO CENTRES OF EXCELLENCE, TORONTO, CANADA
10:20-10:50	GARDEN CONVERSATION
10:50-12:30	PARALLEL SESSIONS
Plenary Room	Multi-Session
Room 1	Technology Conference Session
Room 2	Technology Conference Session
Room 3	Changing Course Designs <u>Using Google Self-Grading Quiz Forms for Delivering and Accessing Learning Options</u> Prof. Robert Workman, <i>Computer Science, Southern Connecticut State University, New Haven, USA</i> <i>Overview:</i> I discuss Google self-grading forms used for delivering and accessing learning options. <i>Theme: Pedagogies</i> <u>Students' Satisfaction Levels with Their First Undergraduate Hybrid Environmental Communication Design Course</u> John R. Kleinpeter, <i>Department of Design, California State University Long Beach, Long Beach, USA</i> <i>Overview:</i> This paper describes 31 undergraduate, full-time, Design students' responses to a satisfaction survey after completing a hybrid course in Environmental Communication Design. Results and implications will be discussed. <i>Theme: Pedagogies</i> <u>Peer Assessments for Improving Wiki Projects</u> Dr. Eugenia M. W. Ng, <i>Department of Computing, Hang Seng Management College, Hong Kong, Hong Kong</i> <i>Overview:</i> This study aims to investigate whether students are actively involved in the assessment process - both as the assessors and assesses to enhance their wiki projects. <i>Theme: Pedagogies</i> <u>Teaching and Learning with iPads: Expert Readers Using an iPad to Learn</u> Dr. Nance Wilson, <i>Literacy Department, State University of New York at Cortland, Cortland, USA</i> Dr. Victoria Cardullo, <i>Elementary Education, Auburn University, Auburn, USA</i> Dr. Vassiliki Zygouris-Coe, <i>Reading Education, University of Central Florida, Orlando, USA</i> <i>Overview:</i> Literacy practices and strategies that expert readers use when engaging with an iPad for academic reading and writing in science. Additionally, a pedagogical framework for implementing strategy instruction. <i>Theme: Pedagogies</i>

10:50-12:30	PARALLEL SESSIONS
Room 4	Colloquium <u>Using Technologies to Address Challenges of Holistic Competency Based Frameworks in e-Learning Environments</u> Dr. William Jackson Koehler, <i>Social Work Department, Edinboro University, Edinboro, USA</i> Dr. Christine Rine, <i>Department of Social Work, Edinboro University, Edinboro, USA</i> Dr. Shraddha Prabhu, <i>Social Work Department, Edinboro University, Edinboro, USA</i> Prof. Natalie Montero, <i>Social Work Department, Edinboro University, Edinboro, USA</i> Dr. Elaine Rinfrette, <i>Social Work Department, Edinboro University, Edinboro, USA</i> Overview: e-learning environments can bring added challenges to competency based educational frameworks and holistic assessment models particularly for disciplines centered around interpersonal skills. Strategies for success through technologies are demonstrated. Theme: <i>Pedagogies</i>
Room 5	Teaching and Learning Dynamics <u>Technology Driven Novel Pedagogical Technique Incorporating a “Scenario-based, Flipped Learning Approach” for an Authentic Learning Experience</u> Dr. Mrinal Musib, <i>Biomedical Engineering, National University of Singapore, Singapore, Singapore</i> Overview: This novel technique involved creating a near-real-life ethical script and converting these scripts into comic strips and videos and eventually using them as flipped classrooms to enhance authentic learning. Theme: <i>Technologies</i> <u>From Hierarchical to Lateral Knowledge Flows, and Teaching-Learning Relationships</u> Dr. Joseph Arul Jayraj Susaimanickam, <i>Department of English, St. Joseph's College, Bharathidasan University, Tiruchirappalli, India</i> Overview: I explain how the theories of educational psychology are incorporated into designing the curriculum and the textbook, evolving teaching pedagogy, practising teaching-learning processes and modes of evaluation. Theme: <i>Institutions</i> <u>Interpreting the Impact of the e-Learning Component in English Language Teaching and Learning</u> Dr. Victoria Tuzlukova, <i>Language Centre, Sultan Qaboos University, Muscat, Oman</i> Overview: This paper discusses the experience of integrating an e-learning component into the writing and study skills course currently in place at the foundation program of Sultan Qaboos University in Oman. Theme: <i>Pedagogies</i> <u>Creating Equivalent Active Learning Experiences: A Comparison of Virtual and Face-to-face Delivery Modes</u> Dr. Rebecca McPherson, <i>Human Resource Management Program, Texas A&M University-Central Texas, Killeen, USA</i> Overview: I discuss ubiquitous active learning and co-creation of knowledge utilizing technology-nested learning strategies and effective teaching presence to create of an equivalent learning experience vis-à-vis the face-to-face environment. Theme: <i>Pedagogies</i>
Room 6	Session in Spanish
12:30-13:10	LUNCH
13:10-13:55	PARALLEL SESSIONS
Plenary Room	Multi-Session
Room 1	Posters <u>Contribution Patterns and Structures to Inform the Development of Knowledge Building Teacher Communities</u> Derya Kici, <i>Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada</i> Stacy Costa, <i>Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada</i> Ahmad Khanlari, <i>Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada</i> Overview: The research aims to uncover metrics of community interaction that define progressive

13:10-13:55	PARALLEL SESSIONS idea improvement in Knowledge Building teacher communities. <i>Theme: Technologies</i> <u>Altering Assessments for Greater Achievement: Evaluating Student Engagement and Attitudes toward mTuner</u> Lindsay Shaw, <i>Applied Social Psychology, University of Windsor, Windsor, Canada</i> Overview: I evaluate an online assessment tool, called mTuner (developed by Steve Joordens), which incorporates several phases that are supported by cognitive learning theories to enhance learning and retention. <i>Theme: Technologies</i> <u>Pharmacy Students' Perceptions and Usage of an Adaptive Learning Technology in Anatomy and Physiology in a Caribbean School of Pharmacy</u> Dr. Gillian Lenore Allison, <i>Faculty of Medical Sciences Office of the Dean Optometry Programme, The University of the West Indies, St. Augustine, Trinidad and Tobago</i> Dr. Rian Marie Extavour, <i>School of Pharmacy Faculty of Medical Sciences, The University of the West Indies, St. Augustine, Trinidad and Tobago</i> Overview: We discuss pharmacy students' perception and extent of use of adaptive learning technology in Anatomy and Physiology. <i>Theme: Technologies</i> <u>Digital Interactive Platforms on Students and Educational Institutions</u> Carlos Agyemang Appiah, <i>Marketing, Solbridge International School of Business, Dong-Gu, South Korea</i> Overview: I discuss how videos and chats can be interactive and engaging during class lessons, resulting in spending less on employing instructors and the advent of virtual classrooms in the future. <i>Theme: Institutions</i> <u>An e-Learning Environment for Exploratory Analysis of Storage Systems</u> Dr. Adam Villa, <i>Department of Mathematics and Computer Science, Providence College, Providence, USA</i> Overview: This work presents an easy to use, graphical, e-Learning storage simulation environment that allows students to better understand how disk drives and storage arrays function. <i>Theme: Technologies</i>
Room 2	Technology Conference Session
Room 3	Technology Conference Session
Room 4	Focused Discussions <u>Student Generated Content</u> Satish Patel, <i>Faculty of Arts, Umea University, Sweden</i> Overview: I discuss a learning environment where students produce and consume content made by and for other students. <i>Theme: Technologies</i> <u>Chasing the Dream: The Engaged Learner</u> Dan Piedra, <i>Centre for Continuing Education, McMaster University, Toronto, Canada</i> Overview: Engagement within online courses does not always require advanced technical tools and/or software. Come prepared to consider best practices and share success stories in driving engagement. <i>Theme: Pedagogies</i>
Room 5	Workshop <u>Rethinking Course Ownership in the Age of Collective Bargaining: A Rationale for Accessibility and Dissemination</u> Dr. Paul Cesarini, <i>College of Technology, Architecture, and Applied Engineering, Bowling Green State University, Bowling Green, USA</i> Overview: As online and hybrid degrees become increasingly common in higher education, what does this mean for copyright and ownership of course materials? How might collective bargaining

13:10-13:55	PARALLEL SESSIONS
	agreements impact such ownership? <i>Theme: Institutions</i>
Room 6	Session in Spanish
13:55-14:05	BREAK
14:05-15:20	PARALLEL SESSIONS
Plenary Room	New Curriculums <u>Second Language Collaborative Writers' Perceptions and Communication Relationships toward Computer-supported Collaborative Writing</u> Meng-Ying Daphne Lin, <i>Research Institute for the Humanities and Social Science, National Taiwan University, Taipei, Taiwan</i> <i>Overview:</i> The study investigated writers' perceptions of the computer-supported collaborative writing and their communication relationships, aiming to understand how such writing practices assisted them in advancing writing quality. <i>Theme: Pedagogies</i> <u>The Appearance of Information and Communication Technology Devices in Public Education</u> Zsuzsanna Arany, <i>University of Pécs, Aba, Hungary</i> <i>Overview:</i> I am searching for the answer for the questions raised by education with applications, and games; learning via virtual societies and gamification that is gathering ground nowadays. <i>Theme: Pedagogies</i> <u>Ubiquitous Learning in an Era of Constant Change: Accelerating Students' Creative Intelligences and Innovation Mindsets</u> Dr. Sidneyeve Matrix, <i>Arts & Science, Queen's University, Kingston, Canada</i> Dr. James McLellan, <i>Engineering, Queen's University, Kingston, Canada</i> Beverly King, <i>Arts & Science Online, Queen's University, Kingston, Canada</i> Christina Dinsmore, <i>Arts & Science Online, Queen's University, Kingston, Canada</i> <i>Overview:</i> This is a case study of a STEAM initiative designed to increase post-secondary students' employability, creativity, and capacity for innovation in an era of digital disruption and constant change. <i>Theme: Social Transformations</i>
Room 1	Technology Conference Session
Room 2	Pedagogical Tools <u>The Theory Based Intercultural Sensitizer as an Intercultural Training Method</u> Annika Hofmann, <i>Germanistisches Seminar, Kiel University, Kiel, Germany</i> <i>Overview:</i> I will discuss the possibilities of rendering the method "Intercultural Sensitizer" into an e-Learning method so that students from all over the world will be able to receive cultural sensitization. <i>Theme: Pedagogies</i> <u>Motion Capture and Developing Interactive Pedagogical Tools for Ancient Classical Dance</u> Assoc. Prof. Biju Dhanapalan, <i>School of Art, Design and Media, Nanyang Technological University, Singapore, Singapore</i> <i>Overview:</i> An initial analysis of motion capture data of a classical dance form has revealed a possibility of developing interactive pedagogical aids, and an insight into the kinesiology involved therein. <i>Theme: Pedagogies</i> <u>The Usefulness of Digital Badges in Higher Education: An Exploration of the Student Perspective</u> Matt Glowatz, <i>College of Business, University College Dublin, Dublin, Ireland</i> Linda Dowling-Hetherington, <i>College of Business, University College Dublin, Dublin, Ireland</i> <i>Overview:</i> This research outlines and discusses a research project utilising digital badges for better student engagement in Higher Education. <i>Theme: Pedagogies</i>

14:05-15:20	PARALLEL SESSIONS
Room 3	Digital Learning <u>The Impact of Hybrid Learning on Speaking and Listening Skills</u> Dr. Mohammad S. Bagheri, <i>English Department, Islamic Azad University, Shiraz Branch, Shiraz, Iran (Islamic Republic of)</i> Overview: This paper reports on the findings of an experimental study conducted on some Iranian EFL learners exposed to two different modes of learning, namely, face-to-face traditional and hybrid learning. Theme: <i>Technologies</i> <u>Delivering Learning Digitally: Story of a Virtual School in Canada</u> Nadeem Saqlain, <i>Faculty of Education, Memorial University of Newfoundland, Canada</i> Overview: I discuss the provisions of a comprehensive curriculum through e-learning. Theme: <i>Institutions</i> <u>Instructional Scaffolding and the Self-Directed Learner: Gauging Students' Perceptions and Reactions to the Integration of Online Educational Tools</u> Dr. Patrick Guilbaud, <i>Graduate School, Winthrop University, Rock Hill, USA</i> Overview: This study investigated students' reactions to the integration Online Educational Tools (OETs) in a graduate course. Preliminary results indicate that the OETs helped students better prepare for the class. Theme: <i>Pedagogies</i>
Room 4	Education for the Professions <u>An Applied Approach to the Teaching of Virtual Work Skills within a Business School Curriculum</u> Dr. Richard Michael Kesner, <i>Supply Chain and Information Management Group, College of Business Administration, Northeastern University, Boston, USA</i> Dr. Barbara Larson, <i>D'Amore-McKim school of Business, Northeastern University, Boston, USA</i> Dr. Martin Dias, <i>D'Amore-McKim School of Business, Northeastern University, Boston, USA</i> Overview: This paper reports on the progress of a research team creating and applying virtual work and virtual-team learning experiences within an undergraduate business school program. Theme: <i>Pedagogies</i> <u>A Curriculum Inquiry: e-Learning Technologies and Undergraduate Nursing Education</u> Dr. Maureen Ryan, <i>School of Nursing Faculty of Human and Social Development, University of Victoria, Victoria, Canada</i> Dr. Lynne Young, <i>School of Nursing Faculty of Human and Social Development, University of Victoria, Victoria, Canada</i> Overview: We discuss where and how e-learning technologies are introduced into a four-year baccalaureate nursing curriculum. e-Learning is effective in nursing education yet requires a mindful application. Theme: <i>Pedagogies</i> <u>From Needs Analysis to Task Design: A Case Study of a Third-Year Architecture ESP Course</u> Dr. Sylwia Ejmont, <i>English Language Teaching Unit, The Chinese University of Hong Kong, Hong Kong, Hong Kong</i> Overview: This paper discusses the challenges of designing tasks that answer the specific needs of Architecture students. Theme: <i>Pedagogies</i>
Room 5	Institutional Change <u>Digital Technologies, Pedagogical Innovations and Student Learning Outcomes: An Exploratory Investigation</u> Dr. Ruth Palmer, <i>Department of Ed. Administration & Secondary Education, The College of New Jersey, Ewing, USA</i> Dr. Judi Cook, <i>Office of Instructional Design, The College of New Jersey, Ewing, USA</i> Overview: We address the process of faculty adoption and use of digital technologies to achieve pedagogical goals from the perspectives of a faculty member and instructional designer working in

14:05-15:20	PARALLEL SESSIONS
	higher education. <i>Theme: Institutions</i> <u>Online Education in a Public Colombian University</u> Guillermo Pupo, <i>World Languages Department, University of Arkansas, Fayetteville, Colombia</i> Juan Manuel Santacruz Valcárcel, <i>Biology Department, Universidad del Atlantico, Barranquilla, Colombia</i> <i>Overview:</i> We discuss perceptions of students about an online course offered in Colombia, South America. The perception is analyzed based on the 8 quality components an online course must have. <i>Theme: Institutions</i> <u>Teaching First Year Students How to Read Online</u> Elise Silva, <i>Digital and Instructional Services, Public Services, Harold B. Lee Library, Brigham Young University, Provo, USA</i> <i>Overview:</i> This paper focuses on information literacy skills in the context of online reading strategies taught via learning modules in a library instruction setting. <i>Theme: Pedagogies</i>
Room 6	Session in Spanish
15:20-15:35	BREAK
15:35-16:50	PARALLEL SESSIONS
Plenary Room	Late Additions
Room 1	Technology Conference Session
Room 2	Technology Conference Session
Room 3	New Learning <u>Evaluating Pre-Service Teachers' Computational Thinking Skills in Scratch</u> Corbett Artym, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i> Dr. Mike Carbonaro, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i> Dr. Patricia Boechler, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i> Michelle Killoran, <i>Edmonton, Canada</i> <i>Overview:</i> This paper details a current literature review of computational thinking and proposes a first iteration instrument, grounded in theory, for evaluating computational thinking. <i>Theme: Technologies</i> <u>Social Media and First Year Community</u> Dr. Frances Louise Tuer, <i>DeGroote School of Business Human Resource and Management, McMaster University, Hamilton, Canada</i> Brendan Wehby-Malicki, <i>Faculty of Social Science, McMaster University, Hamilton, Canada</i> Kim Taruc, <i>Faculty of Science, McMaster University, Hamilton, Canada</i> <i>Overview:</i> We investigated student attitudes towards the use of social media (self-generated or university/faculty-generated) to build social and learning community at the institutional, program, and class level. <i>Theme: Technologies</i> <u>Automated Content Analysis</u> Andor Nagy, <i>University of Pécs, Budapest, Hungary</i> <i>Overview:</i> The techniques of automated content analysis are developing simultaneously with the information technology. It has a wide application area, such as education. It helps to map the latent contents. <i>Theme: Technologies</i>
Room 4	Challenging the Traditional <u>Digital Dialogues: Students and Teachers of Spanish Interact in an e-Magazine and Its Blog</u> Emma Jiménez, <i>Department of Spanish, National Autonomous University of Mexico, Mexico, Mexico</i> <i>Overview:</i> Flores de Nieve, a university e-magazine started by Canadian students of Spanish, and its blog, have allowed international students and teachers to interact in Spanish in a blended

15:35-16:50	PARALLEL SESSIONS environment. <i>Theme: Pedagogies</i> <u>Exploring Blended Learning in the Humanities: A Pilot Study in a Graduate Course in Linguistics</u> Dr. Miguel Farias, <i>Facultad de Humanidades Departamento de Lingüística y Literatura, Universidad de Santiago de Chile, Santiago, Chile</i> <i>Overview:</i> The study evaluates a blended learning graduate course in Linguistics designed as a community of inquiry. Constant access, easier timing and face to face sessions are valued by students. <i>Theme: Pedagogies</i> <u>Relationships Between Blended Course Design and Student Learning Behaviors</u> William Dunn, <i>Faculty of Education, University of Alberta, Edmonton, Canada</i> Dr. Amanda Montgomery, <i>Department of Elementary Education, University of Alberta, Edmonton, Canada</i> Amin Mousavi, <i>Department of Educational Psychology and Special Education, University of Saskatchewan, Saskatoon, Canada</i> Dr. Mike Carbonaro, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i> Dr. Denyse Hayward, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i> <i>Overview:</i> This study explores relationships between course design and student learning behaviors. We discuss the importance of self-regulated learning behaviours for students' successful online learning. <i>Theme: Pedagogies</i>
Room 5	Learning Online <u>Remote Internship Supervision: State of Practices in Different Field of Post-secondary Training</u> Matthieu Petit, <i>Education Faculty, Université de Sherbrooke, Sherbrooke, Canada</i> Lucie Dionne, <i>Unité départementale des sciences de l'éducation, Université du Québec à Rimouski, Rimouski, Canada</i> Louis Brouillette, <i>Université de Sherbrooke, Sherbrooke, Canada</i> <i>Overview:</i> New technologies change the design of supervision, especially for internships in remote areas. What are the similarities and distinctions between remote internship supervision practices in different fields of post-secondary training? <i>Theme: Institutions</i> <u>A Comparative Typology of Student and Institutional Expectations of Online Faculty</u> Dr. Melanie Shaw, <i>School of Education, Northcentral University, New York, USA</i> Dr. M. C. Clowes, <i>Prescott Valley, USA</i> <i>Overview:</i> This study includes a typological analysis of institutional requirements for online faculty in terms of student engagement. Then, student comments regarding faculty performance expectations are compared. <i>Theme: Technologies</i> <u>Facilitating Learner Agency across Disciplines in the Synchronous Classroom at Stanford Online High School</u> Jenny Nadaner, <i>Division of Ancient and Modern Languages, Stanford University Online High School, Stanford, USA</i> James Doherty, <i>Science Division, Stanford University Online High School, Stanford, USA</i> Anne Hruska, <i>English Division, Stanford University Online High School, Stanford, USA</i> <i>Overview:</i> In our synchronous Spanish, science, and English classes at Stanford Online High School, we each use diverse methods to encourage high school students to actively engage in their own learning. <i>Theme: Social Transformations</i>
Room 6	Session in Spanish
16:50-17:20	CONFERENCE CLOSING AND AWARD CEREMONY