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Plenary Sessions

Neuroscience + Learning Psychology + Education Technology = Education 3.0

Jeff Borden, Pearson, USA

Brain science shows us that how we typically use PowerPoint stinks. It suggests that for some, learning should not be attempted before 10am while for others, learning should conclude by noon. Cognitive research proves that listening to a lecture is the brain-equivalent of watching televised fishing. Education technologists have produced social learning assets that not only cross over the walls of classrooms, but even the borders of countries for deeper, more engaging learning.

We know more about the brain and about learning than ever before in our history. While what we do know about the brain, relatively speaking, is not much, it is significant that so little cognitive science makes its way into the classroom. At the same time the skills, aptitudes, and abilities to critically think and problem solve have shifted dramatically in the past several decades, yet these paradigm shifts are also absent from many teaching and learning experiences. (Never before has a catch phrase been interjected into educational mission statements around the world with so little understanding of what it means as, "21st Century Learning.") From competency based models to gamification to retention devices, this session hopes to start changing paradigms and filters specific to learning.

This session will encourage participants to engage in pattern recognition, craft problems prior to solving them, collaborate in real-time to promote social learning, and showcase other, immediately usable filters for the effective learning. This presentation will focus on ways to create multinodal and multi-modal connections based on effective practices from practitioners around the globe, all of which could be categorized as Education 3.0. Participants will be shown examples of web assets and learning experiences (both in-person and eLearning) that promote social learning, transformative learning, game based learning, and learning based on cognitive science.

Dr. Jeff Borden, Director of the Center for eLearning (part of the Research & Innovation Network) will unpack what neo-millennial learning and assessment can and should be, as well as a few old policies and procedures, embedded deeply in the educational DNA that need to go. From game changers based on cognitive science to best practices found in education psychology and support for it all through technology platforms and frameworks, attendees will have a better understanding of how to make tomorrow's learning start happening today as we build Education 3.0.

Education Without States

Mitchell L. Stevens, Stanford University, USA

Virtually all of what social scientists know about education is built on the presumption that education is a right guaranteed, if not necessarily provided, by governments. Throughout the twentieth century most educational data were produced and analyzed with government patronage,

with the resulting knowledge deployed to nurture modern citizens and build modern states. Very recently, proprietary firms are producing huge new stores of education data through digitally mediated instruction. They also are underwriting scientific inquiry with these data in the interest of improving privately owned educational products and services. This represents a major change in the ecology of educational knowledge production that has been almost completely overlooked by observers of the digital revolution in education. I provide a synthetic description of this change and specify its implications for education science, governments, education businesses, and citizenship in the twenty-first century.

Creativity and Engagement

Social Media in Higher Education: A Proposed Model for Engaging Students into Effective Learning

Bader Alsaleh & Noura Alhazzani, King Saud University, Saudi Arabia

Technology is transforming and reshaping our lives. The proliferation of new and powerful technology has inspired educators to redefine all aspects of university learning: from facilities design and allocation, instructional delivery, faculty-students interaction, time and space of learning, to roles of faculty and students. In higher education, Social media technologies- often called web 2 encompass a wide variety of web-based technologies (e.g. blogs, Facebook, You Tube, Twitter, Wikis, virtual worlds, etc.) "is on the rise as faculty employs a variety of software tools and free web applications to enhance learning, communication, and engagement"(Rodriguez, 2011).

What motivates the crucial need to rethink our definition of teaching and learning is the rise of web2 technologies that enable participants to generate and share content with others. Social media according to Reynard (2008, p.2, 3):" encourage learners to engage in collaborative, innovative, creative work and networking.

Three major benefits of adopting social media by faculty for instructional purposes are (Trowbridge, 2012): engaging students in a familiar and shred space, extending learning beyond the classroom, and modeling effective uses of social media for learning. Aleman et. al., (2012, p.9) add other benefits; these are: "building relationships that are crucial to social engagements and community building, and creating contexts that encourage contribution and collaboration among students." They argue that social media can be institutional space in which critical engagement can take place because of social media's essential characteristics (p.11).

The Social Clinic.Com (2012) Report presents astonished statistics of social media use in Saudi Arabia. The report indicates there are over 6 million active Facebook users; 2 million of its 6 million users using Facebook via mobile devices; with 90% of Facebook's use in Arabic. Further, there are more than 3 million active Twitter users with 50 million tweets per month and growth rate that exceeded 3,000% from 2011 to 2012 leaving global annual growth rate (300%) way behind. In addition, 30% of the global tweets tweeted in Arabic, making Arabic the fastest growing language on Twitter. The reports states that 15 % (480,000 active LinkedIn users) out of 5.9 million users of LinkedIn in the Middle East and North Africa, comes from Saudi Arabia; about 90 million videos are watched daily on YouTube, which is more than any daily YouTube video watch number worldwide; and that YouTube's growth rate grew more than 109% from 2011 to 2012.

The main goal of the paper is to investigate the impact of using a proposed model for the incorporation of social media on supporting university student's engagement into effective learning.

The paper addresses the following issues and is organized into three sections as follows:

1) Introduction to the concepts of social media; the multifaceted of student engagement; advantages of using social media for students and faculty; the different types of learning supported by social media; patterns of social media use by faculty; theories underpinning social media integration into university instruction (social

learning, social constructivism, and connnectivisim); and social media use worldwide with emphasis on Saudi Arabia.

2) The challenges of faculty use of social media and potential solutions, the role of social media in supporting selective individual and institutional factors contributing to student engagement and adoption issues related to faculty use of social media.

3) A description of a model proposed by Alsaleh (March, 2013) for incorporating social media into university instruction based on Pettenati & Cigognini, (2007) model. Further, the paper will report the findings of applying the model in teaching a sample (n=30) of female graduate students at King Saud University. The proposed model is composed of five stages. These stages are:

Pre-activity stage: Awareness (knowledge about social media capabilities and advantages, positive attitude toward the value and importance of social media, belief in social media benefits for oneself and community, and embracing social media by the institution and commitment regarding technology infrastructure and technical support; students and faculty skills related to the utilization of social media for learning purposes; and students motivation to the use of social media learning environment.

Initiation stage: Specification of learning goals and tasks, forming group members, assigning tasks and completion due dates, control distribution between faculty and students.

Collective knowledge building: Individual and participative research inquiry to specify required resources for problem solving, acquiring required resources, faculty scaffolding, and feedback, building harmony into group members contributions, and final formation of problem solution or project building.

Summation Stage: Final problem solution or project reviewed, revised, fine-tuned by group members.

Reflection Stage: Reflection is needed by learners across all previous stages with more emphasis in this final stage on self-evaluation, peer-evaluation, group evaluation as well as cost-effective evaluation.

Research Objectives:

1. Promoting the use of social networks and web 2.0 tools into university instruction.
2. Looking at how emerging technologies are changing student's engagement in learning at academic setting.
3. Investigating the impact of a proposed model for incorporating social media into university instruction on student engagement.
4. Helping to build community of knowledge, Sharing knowledge and active learning.

Research Methods:

This research (currently in progress) uses a survey methodology; adapting a version of the National Survey of Student Engagement (NSSE, 2013) to assess the impact of the proposed model on the engagement of the subjects participating in the study.

Research Procedures

1. Applying the Proposed Model into teaching and learning of three graduate courses (CI 570, CI577, and CI576) at the College of Education, King Saud University (KSU) first semester 2013.
2. Choosing a sample of 30 female graduate students at the College of Education, KSU.
3. Building the research tool (an adapted version of the NSSE, 2013).
4. Gathering the findings, analysing results, and writing the research report.

Global Learning

The Global Challenge of Adopting Open Educational Resources (OER): A Saudi Arabian Perspective

Abdullah Almegren, The National Centre for e-Learning and Distance Learning, NCeL, Ministry of Higher Education, Saudi Arabia; Thomas C. Reeves, University of Georgia, USA

There is an increasing need to develop knowledge-based societies and economies around the world (UNESCO, 2005). Within the context of the Arab world, Moughrabi (2009) went so far as to state that "Countries that do not move toward knowledge economies risk becoming failed economies" (p. 27). Moughrabi went on to recommend that Arab countries must apply advances in cognitive learning sciences and information technology to develop more effective educational systems if they are to make the transition to modern knowledge societies.

Open educational resources (OER) have been enabled by advances in both learning sciences research and information technology. OER are "digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research" (OECD, 2007, p. 10). Several prestigious universities (e.g., the Massachusetts Institute of Technology and the Open University of the UK) have recently put enormous resources into developing OER that other universities as well as individuals can access without direct costs. The uptake of OER is much more prevalent in the Western countries where these materials are developed than in other regions of the world where barriers related to access, language, culture, and other factors limit OER adoption.

Three important issues face any institution considering using OER for formal learning: 1) assessment, 2) certification, and 3) accreditation. Assessment is the process of determining what people are learning as well as the extent to which they are learning. Traditional assessments include tests and essays whereas alternative assessments include portfolios and authentic tasks. Certification refers to the process whereby a higher education institution or other entity warrants that someone has learned and issues a credential (e.g., a Bachelors degree) as evidence. Accreditation is the process whereby an external agency warrants that a higher education institution is worthy of awarding degrees at various levels (Jung & Latchem, 2012).

This paper describes the strategies used by the National Center for e-Learning (NCeL) of the Kingdom of Saudi Arabia to meet the challenges of assessment, certification, and accreditation, especially with respect to the adoption of OER. NCeL emphasizes "alignment" of seven critical components of OER (objectives, content, instructional design, learner tasks, instructor roles, technology roles, and assessment) with other curricular components. Although the strategies described have been specifically developed for application in the Arab world, they can be applied elsewhere with some localization effort.

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COER13: A MOOC on Open Educational Resources as Change Agent?

Patricia Arnold, Munich University of Applied Sciences, Germany

The concept of "open educational resources" (OER) has been around now for more than ten years and is often regarded as one of the most important social innovations that has come into existence since the internet became widely used in the educational sphere (Brown & Adler 2008, Geser 2007). Yet in German speaking countries the OER movement is only slowly gathering momentum, compared to the uptake of OER globally (Ebner & Schön 2011, Arnold 2012). German-speaking higher education is particularly lagging behind. The same applies to the new learning and teaching format of "massive open online courses (MOOCs)" that only this year received more public and scientific attention in German-speaking countries. This situation formed the backdrop of the "Online **C**ourse on **O**pen **E**ducational **R**esources" (short: COER13). The course was offered as a community-oriented cMOOC as opposed to an instructor-led xMOOC (for details of this differentiation cf. Daniel 2012). Participants' contributions via postings, with reflections, questions or task solutions, were thus an integral part of the course design. Course organizers saw their roles as facilitators or conveners rather than content experts.

COER13 was offered by eight experts in the field of learning and teaching with digital media from Austria and Germany, affiliated with five different organizations. The organizers wanted to actively promote the topic of OER in the German-speaking educational realm across different educational spheres (schools, higher education, professional development, independent learners, and the like). For some, another motivation was to gain (additional) experience in offering a MOOC to a wide, open audience. The course itself was meant to constitute an OER itself as all the material was licensed openly and is available on the course website, accessible to all interested (www.coer13.de – in German).

In this paper, as one of the organizers, I will share some of the COER13 experience, using course analytics and surveys. In particular, I will look at the institutional challenges that came about when offering such an innovative learning experience. Furthermore, I will preliminarily assess to what extent COER13 acted as change agent – within my institution as well as in promoting the cause of OER in general.

Design – How was COER13 planned?

COER13 was scheduled over 12 weeks from April to June 2013, entirely online. There were no course fees and no prerequisites for participating. COER13 comprised five thematic units dealing with different aspects of OER, each with a duration of two weeks:

1. Searching and finding OER
2. Producing OER oneself
3. OER use cases
4. OER business models
5. OER in schools and higher education

In addition, COER13 started with an introductory week (concept of OER and course design) and ended with a closing week (course summaries and evaluation).

The central course website was meant to provide instructional videos, reading materials and relevant internet links for each thematic unit. All materials were gradually added to as the course evolved. Expert talks, offered via live classroom software, created one or two focal points per unit, for synchronous communication between experts, organizers and participants. Recordings of the events were later provided for all, as permanent learning resources.

For course communications many different communication channels were provided: A regular newsletter from organizers to participants served for sharing announcements, summaries and organizational arrangements. Thematic discussions were designed to take place in the discussion forum integrated on the website, or via tweets and blog entries that were aggregated on the course website via the course hashtag "#coer13".

In each thematic unit participants were presented with tasks aimed at promoting the idea of OER and deepening understanding of the issues. Participants were asked to share their solutions with the course community and document their work on the course website in case they wanted to obtain "online badges". Online badges were offered at two levels, COER13-hOERer and COER13-wOERker, and provided a means of alternative certification.

Implementation - How did COER13 evolve?
All in all, the course could be realized with the design described above. COER13 had 1090 registered participants from many different areas of life (e.g. higher ed lecturers 21%, school teachers 23%, freelancers 18%, students 15%). The course website had more than 15,000 site visits and nearly 78,000 page views, from Germany (76%), Austria (12%) and Switzerland and the US (3% each). Course discussion took place in the forum (673 posts), but much more in social media, e.g. via twitter (2,247 tweets by 363 people, and via 316 blog posts from 71 aggregated blog feeds). As it turned out, participants also created a new COER13 facebook group for discussion (105 members) and posted to an already existing OER google+ group.

The ten online events reached between 40 and 134 live participants and between 111 and 2,953 views of the recordings. From 89 persons interested in obtaining an online badge, 56 actually managed to do so (27 wOERker and 29 hOERer).

Assessment – To what extent did COER13 act as change agent?
Further research is necessary to answer this question from a scientific perspective. For the time being, the effects of COER13 will be summarized: a.) in respect to one participating university, and b.) in respect to the OER cause in general.

a.) Challenges and effects within one institution (Munich University of Applied Sciences):
The questions that arise when offering such a new learning format with an equally new topic within an established university are manifold:

- *Issues of mandate*: The University strives to support its regular face-to-face teaching with flexible and innovative online formats within various projects. One of the projects establishes comprehensive support services for online learning and promotes research and development of new educational designs for students. Is a joint venture with many different organizations, in which some of them are higher ed institutions, while others are not, mandated by the project? In addition, is a course for an open target group, some of which might be students of the university, while many will not be students at all, mandated by the project?

- *Issues of public relations*: Generally, all University seminars, workshops, etc, are clearly announced on the University website and using other communication channels of the Public Relations Division. Now, what is the official status of a joint venture by eight experts with no contractual basis? Is it an official offering of the University?

- *Issues of accreditation*: If students were to take part, they would ask for the possibility to obtain credit points (ECTS) for their successful participation. Which institution is accrediting credit points to non-enrolled students? Even for the students of Munich University of Applied Sciences the question arose: For which study program and for which module could successful participation be accredited?

At the same time, positive effects on the institution were noticeable:

- *Raised awareness*: Partially because of the "me too" phenomenon within the MOOC hype in Germany in spring/summer 2013, University management was open to experimenting with innovations and COER13 was generally supported by the University. The Division of Public Relations included a prominent article on COER13 in the University's newsletter, the course was announced on the website and presented and discussed in various faculty meetings. Thus awareness both for the new format of MOOCs as well as of the topic of OER was raised.

- *Increased student choices*: At the Faculty of Applied Social Sciences COER13 was accredited ECTS within a scheme of study offerings across study programs. So for the first time, an informal learning opportunity like the cMOOC COER13 could have been accredited within the Universities' study programs. Unfortunately, no student actually took this opportunity.

- *Enhanced information material*: The COER13 website was frequently used for presenting the main idea of OER as it contained a variety of instructional videos and other resources to make colleagues and students familiar with the social innovation of OER.

b.) Promoting the OER cause:
Looking at the number of registered participants, the website visits and viewings of the video recordings, COER13 definitely received a lot of attention. All resources are still freely available and have been added to in many ways by participants: Among others, COER13 participants created:

- Many open educational resources in their respective domains, often tagged with edutags and linked to the COER13 website
- a OER wiki with suggestions and recommendations for introducing OER into institutions (strategies, policies)
- a variety of summarizing posters and graphics
- two smart phone apps to choose the most adequate open license for OER material and to feed into the OER-wiki respectively.

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Peer Learning Supporting Collaboration and Creativity in Organisations

Leena Vainio, HAMK University of Applied Sciences, Finland; Anne Rongas & Kaisa Honkanen-Ratinen, Association of Finnish eLearning Centre, Finland; Jaakko Rantala, The Educational Association and Citizens' Forum SKAF, Finland

People are capable of achieving a great deal together, but invisible obstacles slow us down. People wish to set free the skills and capabilities available in their organizations, but how can people activate their resources?

We will present a tested six-step training program that will guide the participants in finding their resources and taking active roles in the development of their work communities and organizations.

The combination of old tricks and new tools has much to offer: peer learning, coaching and socio-cultural animation – with the possibilities enabled by social media and mobile technologies.

We encourage people to seek and find the answers themselves but together with peers. Dialogue and empowerment are the key elements of our model. Learning destination can vary. The path guides people toward social learning and learning networks by six steps:

1. What do we do? Awakening: the present state and goals.
Learning can start when learners develop an awareness of the need and desire to improve their performance. The awakening is important, without genuine recognition of need and desire, it is impossible to learn new things. The old saying: You can take a horse to water but you can't make it drink" is true (Parsloe &Leedham 2000).

2. Why do we do it? Building rapport, finding a common motivation.
At this stage it is important to discuss and check the learning style preferences of all peer learners. It is more enjoyable and easier to learn together if participants have found mutual methods and their feel comfortable in team. This is the contracting stage – all partners tell what they want and how they want to achieve the outcomes. This is also the opportunity to exercise responsibility.

3. What skills do we need? Recognizing own and common skills.
We really need new skills and especially new attitudes in peer learning. We need skills and competences to share our knowledge, ideas, experiences, ideas and resources as part of our daily workflow. When we at the level of our work community recognise the fact that we all have weak points in our competences, we can also realise that similarly, we all have certain competences, and together, we can cope with anything new. A new work culture involves us in many changes, and different people proceed at different paces in change processes. Finding a common direction and will are crucially important – we are managing change and the creating a common work spirit.

4. How do we do it? Skills to conduct dialogue, finding the right methods.
Juha Arikoski and Mikael Sallinen (2011, 71) have combined the stages of commitment by Kurt Lewin to the key phases of change processes. Changes travel from resistance and unlearning to learning and the implementation of change. At all times, participant commitment varies as to its degree and form. Participants' states of minds and attitudes are not always visible, or they may not be correctly interpreted. At times, it may be difficult to communicate with other individuals simply because they are experiencing the wave of change at a different point in the process. Some people may even become stuck at certain points, unable to proceed. Therefore, it is important to find the right words and common languages as well as the mental state that together allow the expression of pain and inertia relating to changes. We all proceed at our own pace.
This is really demanding phase and this needs also time. According Parsloe &Leedham (2000) if serious change, learning and development are to be achieved, a sense of personal responsibility

requires time for proper doing and dialogue. Once the initial enthusiasm wears off, it very often leads to no peer learning at all. And mostly the reason is that people fail to find the time for learning together. Formalized timetabling in a hectic working environment and right methods often produce results.

5. Who does it? Opening opportunities for participation, combining roles
Personal learning environments, learning networks and communities of practice together with open educational resources enable learning to be blended with work. Social learning will make room for itself while we commute and also in the weekly routines of our work communities. Stopping to meet one another and to reflect will open surprising new vistas for us.
When we collaborate, change becomes associated with meaningful future goals. Instead of compulsory change, we are allowed to encounter genuine visions and a desire to change. We may work to clarify issues together with those that are walking the same road with us. We find ourselves empowered when there is a plan and a shared goal. Collaboration among colleagues also strengthens our professional identities, our mutual trust and our trust in ourselves. It fortifies our motivation and endurance in the face of uncertainty and obstacles that are, nevertheless, normal parts of our lives.

6. Towards the concrete.
Trying out in practice, reflecting in groups, development cycles, an iterative mode. Operating cultures change through action.

Why is peer learning important just now?
The pace at work has increased. The speed of development in different fields has increased. How do we keep up with changes? While many people specialize in increasingly narrow, in-depth fields, our society also needs people with comprehensive skills of wide scope, capabilities for complex problem solving, and abilities to create something new and innovate.

The solution cannot be that every individual learns all there is to learn in his or her own field. We need an organic preparedness for action: just as the parts of a plant function in harmony and grow together, different people together can form something that nobody is capable of alone.

In 2003, Autor et al presented an analysis of the skills required in future working life). There is a definite trend of routine work being automated even in knowledge-intensive fields. Where we still need human labour is the nonroutine expert work and collaboration.

Nonroutine work is defined as requiring more dialogue, more collaboration, more cross-functional interaction, and more self-guided leadership. Nonroutine work requires creativity and liberation of human energies and capabilities at the level of the community. Openness, daring and bravery, and even the courage to fail are needed.

Pressured from all sides, people feel left alone even though there are networks and information within the reach of everyone. We must now recreate our approaches to our lives, our work and our sense of community.

Our model helps provide the participants with the skills they need for growing and developing into animators of their organizations and networks. They are the nodes that establish and spread the culture of peer learning and doing together.

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The MOOC Experience: A Participant Blog Perspective

Samar Zutshi, Sheena O'Hare & Angelos Rodafinos, Swinburne Online, Australia

Massive Open Online Courses (MOOCs) have recently been recognized as "maturing" and have generated a lot of hype in the media as well as research interest (Department for Business Innovation and Skills, 2013). The term MOOC is often traced back to a course run in 2008 on Connectivism and Connective Knowledge (see, e.g., Mackness, Mak, & Williams, 2010) that allowed anyone to participate in the course alongside a small number of for credit students. A lot of research on MOOCs is generated from student feedback surveys (e.g. MOOCs@Edinburgh Group, 2013). A complementary and rich source of data about the student experience in MOOCs can be found in publicly available blogs. Blogs provide an easy to use, informal platform for the voicing of opinions in a form intended for wide consumption, and can be a rich source of data (Papacharissi, 2002, 2007). In this presentation, we elaborate on the findings from our previous study (Zutshi, O'Hare & Rodafinos, in press), which explored the experiences of students who have participated in MOOCs as reflected in their blogs, adding further data to the existing set. The aim of the study was to assess a) whether the student experience portrayed in the blogs is a positive one and b) the common issues and discussion themes that bloggers post about. Three searches were performed using the Google blog search engine with the search terms "MOOC experience." From the top hundred results in each search, a manual inspection was used to narrow down the sample to posts that were a) written by a MOOC participant and b) commented on the MOOC experience of the blog poster. We categorised student comments from these 30 blog posts into seven categories: Assessment and Measurement; Instructional Materials; Learner Interaction and Engagement; Course Technology; student motivation for taking the MOOC; positive aspects of the student experience; and thoughts on improving the MOOC. The first four categories were based on the Quality Matters rubric (Quality Matters, 2011), while the last three emerged from the initial data set. We then classified the blog posts by sentiment as broadly positive, broadly negative, mixed or neutral. The results suggest that the overall student experience is mixed rather than broadly positive (providing a counter point to the hype). The results paint a picture of the MOOC student experience. Motives for enrolling in MOOCs include primarily a desire to explore, learn and develop. Another frequently mentioned motivation to take MOOCs was simply to evaluate them and see what they were like. This can be explained by the fact that a number of blog posts that emerge at the top of Google blog search lists belong to education professionals. Consequently, credit appeared to be secondary. Being able to manage the workload is central to a positive student experience, students who were not able to do so could find the experience overwhelming and thus negative. The potential for significant learning from course content and fellow participants was identified as a theme among positive aspects of the experience. Issues identified as needing improvement included the need for greater clarity of assessment instructions, particularly in connection with team work. Finally, course technology is still not straightforward; even basic lecture videos can be perceived as unsatisfactory, if they are unclear or not interactive enough. Discussion boards are considered hard to keep track of when there are hundreds or thousands of posts being made. MOOC providers have to make sure that "all systems go" prior to launching a course, and constantly be on guard / vigilant for breakdowns and things that may go wrong. The findings are likely to be of interest to those interested in studying, developing and teaching MOOCs and other online courses.

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