

Thirteenth International Conference on
Technology, Knowledge & Society

The Future of Cities: Augmenting Urban Innovation

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Thirteenth International Conference on Technology, Knowledge & Society

“The Future of Cities: Augmenting Urban Innovation”

26–27 May 2017 | University of Toronto | Toronto, Canada



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International Conference on Technology, Knowledge, and Society
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Designed by Ebony Jackson
Cover image by Phillip Kalantzis-Cope



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Dear Technology, Knowledge & Society Delegates,

Welcome to Toronto and to the Thirteenth International Conference on Technology, Knowledge & Society. The Technology, Knowledge & Society Research Network—its conference, journal, and book imprint—was created to provide a transdisciplinary forum that examines the relationship between technology, knowledge, and its societal context.

Founded in 2005, The Inaugural Technology, Knowledge & Society Conference was held at the University of California, Berkeley, USA. The conference has since been hosted at McGill University, Montreal, Canada in 2006; Cambridge University, Cambridge, UK in 2007; Northeastern University, Boston, USA in 2008; Von Braun Center, Huntsville, USA in 2009; Free University, Berlin, Germany in 2010; Universidad del País Vasco – Euskal Herriko Unibertsitatea, Bilbao, Spain in 2011; the University of California, Los Angeles, Los Angeles, USA in 2012; UBC Robson Square, Vancouver, Canada in 2013; Facultad de Ciencias de la Información, Universidad Complutense, Madrid, Spain in 2014; the University of California, Berkeley, Berkeley, USA in 2015; and the Universidad de Buenos Aires, Argentina in 2016. Next year, we are honored to hold the conference at St John's University, Manhattan Campus, in New York City, USA.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Research Network supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to *The International Journal of Technology, Knowledge, and Society*. We also encourage you to submit a book proposal to the Technology, Knowledge & Society Book Imprint.

In partnership with our Editors and Network Partners, the Technology, Knowledge & Society Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of research networks, innovative in their media and forward thinking in their messages. Common Ground Research Networks takes some of the pivotal challenges of our time and builds research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

I want to thank our Conference Chair, Daniel Araya, who has poured such a phenomenal amount of work into this conference. I'd also like to thank my Technology, Knowledge & Society Research Network colleagues, Rachael Arcario, Kim Kendall, and Dominique Moore who have put such a significant amount of work into this conference.

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

Yours sincerely,

Dr. Phillip Kalantzis-Cope

Chief Social Scientist, Common Ground Research Networks



Our Mission

Common Ground Research Networks aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative research networks and provide platforms for meaningful interactions across diverse media.

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports research networks through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The research network also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

Technology, Knowledge & Society Research Network

Exploring innovative theories and practices that relate technology to society



This research network is brought together by a shared interest in the complex and subtle relationships between technology, knowledge, and society. The research network interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book imprint—exploring the affordances of the new digital media.

Conference

The conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Publishing

The Technology, Knowledge & Society Research network enables members to publish through two media. First, research network members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. The Technology, Knowledge & Society Collection provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, Technology, Knowledge & Society, publishing cutting edge books in print and electronic formats. Publication proposal and manuscript submissions are welcome.

Research Network

The research network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the research network YouTube channel. Quarterly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Join the conversations on Facebook and Twitter, or explore our new social media platform, **Scholar**.



On human uses of technologies, human uses, and the social impacts of technologies

Theme 1: Technologies and Human Usability

- Technology, knowledge, and society: re-examining the connections
- Human-technology interaction, interfaces, and usability
- Cybernetics, informatics, systemics, and distributed networks
- New media, new communications channels: broadcasting, to narrowcasting, to pointcasting
- Open computing: the theory and practice of open source and free software
- Creative Commons
- Copyright and digital rights management
- Proprietary software and its human influences
- Data and metadata: meanings, boundaries, functions
- Open standards and the logistics of communicability and interoperability
- Structure and semantics in information
- The semantic web
- Markup languages, new markup practices, new literacies
- Wireless and mobile information and communications technologies
- Multilingualism, Unicode, and machine translation
- Artificial intelligence, intelligent systems, intelligent agents
- Human-machine interfaces

On the roles of technologies in community formation, maintenance and change

Theme 2: Technologies in Knowledge Sharing

- Communities of practice and knowledge-creating communities
- Virtual communities
- Technologies for participatory citizenship
- Technology in capacity development
- Digital development: bridging the digital divide
- E-government, e-democracy, and cyber-civics
- Participatory systems
- The politics of information
- Globalization and technology
- Multilingualism and cultural diversity in the digital age
- Technological meets social transformation
- Technical and social systems of sustainability
- The wild world of the Web: regulation and its discontents
- Communities as publishers
- Communities as networks: the dynamics of collaboration and community building
- Information architectures: scaffolds for autonomy or restrictive straight-jackets?
- Multi-channel publishing
- Digital repositories, archives, and libraries
- Disability and access
- Differences of sensibility and access: gender, language, culture
- Cyber-identities



On learning through and about technologies

- Creative sources: the technologies of art and the arts of technology
- Cyber-ethics and cyber-law

Theme 3: Ubiquitous Learning

- Learning by design: curriculum and instruction in the era of networked computing
- Edutainment: gaming as pedagogy
- Perception, cognition, and interactivity
- Children of the digital era: learning styles and the challenges of engagement
- Interactive and collaborative learning
- Digital meanings, multimodal communications, and multiliteracies
- Lifelong and lifewide learning
- E-learning on the job and in work-related training
- E-learning in the professions
- Organizational learning and the learning organization
- Formal and informal learning
- Help menus and user-guides: website and software-integrated learning
- The virtual university

On the use of technologies in knowledge creation and access

Theme 4: Technologies in Society

- Technology in the service of the 'knowledge society'
- Data, information, knowledge, wisdom: re-examining core concepts
- Knowledge management: nurturing personal and common knowledge
- Information systems and people in organizations
- Research infrastructures
- Participatory design
- Intellectual property: approaches digital rights management
- Creative Commons and commercial realities: what are the economic conditions for knowledge and innovation?
- E-commerce, open markets, and open knowledge: contradictions or complementarities?
- Collaborations: from personal to interpersonal computing
- Technologies for development
- Information and communications technologies and development
- ICTs: how the poor benefit or does not benefit
- Situating ICTs in development policies and strategies
- Global interactions: technologies, development, and globalization



The Future of Cities: Augmenting Urban Innovation

What is the future of smart cities? The smart city represents an idealized attempt to reconstruct metropolitan centers. In the wake of techno-economic disruption. Beyond the Fordist city and its structural dependence on encrusted bureaucratic systems, smart cities are viewed as highly digitized environments. But what is the role of citizens in the design and evolution of smart cities? What policies are needed to advance socially responsible innovation? And what role will university's play in this? This conference brings together academics, policymakers, entrepreneurs, and technologists to better understand the future of cities.



Technologies

How do we understand and evaluate the workings of these technologies?

Over the past quarter century, digital technologies have become signature change agents in all aspects of our domestic, working, and public lives. Whether it is our awareness of the world through the media, formal or informal learning, shopping, banking, traveling, or communicating, digital technologies are everywhere. The hardware is getting less expensive relative to the power of the technology. Meanwhile, a battle is being fought in the domain of intellectual property between software that is proprietary and sometimes closed, and software that is open and sometimes free.

How do we understand and evaluate the workings of these technologies? To answer this question we need to recruit the disciplines of computer science, software engineering, communications systems, and applied linguistics. We need to develop and apply the conceptual tools of cybernetics, informatics, systemics, and the theory of distributed networks. And how do we understand their effects? Here we may consider the impact of the new media, intelligent systems, or human-machine interfaces.

Communities

How do communities form?

In earlier modern times, information and communications technologies centralized power, knowledge, and culture. They were built with heavy plant and physical infrastructure—the printing presses, the transmission stations, the transport and distribution systems that only the larger corporation or the state could afford. They were centralized, driven by economies of (large) scale and dominated on a day-to-day basis by those with economic resources, political power, and elite cultural networks.

The new digital technologies are free or cheap. They are instantaneous and global. They are decentralized and distributed. And so, it is argued that they open out and provide broader access to the means of production and communication of meaning. They are the bases for an electronic democracy, participatory design, and communities of practice. They allow a myriad of cultures, interests, and knowledge communities to flourish.

Or, at least, this is one interpretation. In bleaker views, they add a digital divide to older historical cleavages of inequality. They daze us into passivity. They place our every movement under surveillance. They enforce a sedentary compliance.

Learners

How do technologies transform learning relationships?

There is little doubt that ‘e-learning’ is destined to become a larger part of the experience of learning at school, in universities, on the job, at home—indeed, lifelong, and lifewide learning. Technology is now a central concern of education, not only from the point of view of preparing students for a world of work where networked computers are pervasive, but also from the point of view of community participation and citizenship. Learners who are excluded from the new information spaces, will clearly be economically, socially, and culturally disadvantaged.



At its best, e-learning is a refreshingly new medium with a pedagogically new message. However, as the critics of e-learning rightly point out, much of what passes for e-learning is lock-step, mechanical, and individualized (one user/one screen), reflecting and reproducing pedagogies that are best dubious and at worst regressive.

On the other hand, a more optimistic view notes the capacity of the new information and communication technologies to transform learning relationships. Instead of being the recipients of transmitted knowledge (syllabuses, textbooks, 'information' resources), institutions of learning might become places where teachers and learners develop knowledge banks, and where traditional classrooms, dominated by teacher talk, are replaced by open learning in which groups of students work autonomously and collaboratively on knowledge projects within a structured 'content management' environment. By these means, the role of the learner is transformed from knowledge consumer to knowledge producer.

Knowledge

How is knowledge shared and transformed?

The world is moving into a phase that is widely, and perhaps too glibly at times, referred to as a 'knowledge economy' or 'knowledge society'. Information and communications technologies, and their human effects, play a central part in this development.

These digital technologies allow new, bottom-up structures of knowledge to emerge, building from the collaborative endeavors of knowledge creating communities—in, for instance, workplaces, schools, and associations of common interest. In each case, they provide the means by which personal knowledge may be shared and transformed into common knowledge. From being receptors of knowledge, persons, organizations, and communities become makers and publishers of knowledge, reversing at least in part the fundamental epistemic flows of modernity and replacing this with a new 'dialogics' of knowledge.

This conference, journal, book imprint, and online media provide a forum for discussion of the connections between technology and society. The perspectives presented range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. Conference presentations and publications traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action.



About

The Technology, Knowledge & Society Research Network is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the Technology, Knowledge & Society Research Network brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits

As a Technology, Knowledge & Society Research Network member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to *The International Journal of Technology, Knowledge, and Society* for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the Research Network.
- Option to add a video presentation to the community YouTube channel.
- Free access to the **Scholar** social knowledge platform, including:
 - ◊ Personal profile and publication portfolio page;
 - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media;
 - ◊ Optional feeds to Facebook and Twitter;
 - ◊ Complimentary use of **Scholar** in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.



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#TLS2017

Present and Participate in the Conference

You have already begun your engagement in the research network by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with research network colleagues that will continue well into the future.

Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the research network. As a member of the research network, you will also be invited to review others' work and contribute to the development of the research network knowledge base as an Reviewer. As part of your active membership in the research network, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Engage through Social Media

There are several ways to connect and network with research network colleagues:



Email Newsletters: Published quarterly, these contain information on the conference and publishing, along with news of interest to the research network. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@techandsoc.com.



Scholar: Common Ground's path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



Facebook: Comment on current news, view photos from the conference, and take advantage of special benefits for research network members at:
<https://www.facebook.com/TechnologyKnowledgeandSociety>.



Twitter: Follow the research network @ontechsociety and talk about the conference with #TLS2017.



YouTube Channel: View online presentations or contribute your own at
<http://cgnetworks.org/support/uploading-your-presentation-to-youtube>.



The principal role of the Advisory Board is to drive the overall intellectual direction of the Technology, Knowledge & Society Research Network and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to *The International Journal of Technology, Knowledge, and Society* as well as proposals or completed manuscripts to the Technology, Knowledge & Society Book Imprint.

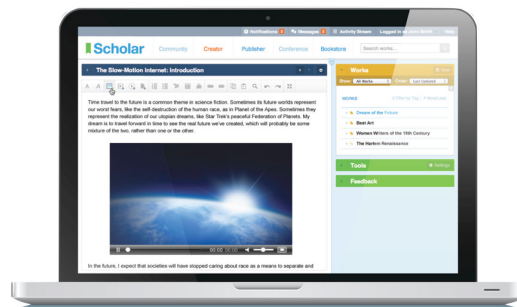
We are grateful for the continued service and support of the following world-class scholars and practitioners.

- **Payal Arora**, Erasmus University Rotterdam, Rotterdam, The Netherlands
- **Marcus Breen**, Boston College, Boston, USA
- **Simon Cooper**, Monash University, Melbourne, Australia
- **Bill Cope**, University of Illinois, Urbana-Champaign, USA
- **William Dutton**, Michigan State University, East Lansing, USA
- **David Hakken**, Indiana University, Bloomington, USA
- **David Karpf**, George Washington University, Washington, DC, USA
- **Michele Knobel**, Montclair State University, Montclair, USA
- **Anand Kumar**, MS Engineering College, Bangalore, India
- **Christiane Paul**, The New School, New York City, USA
- **Alfonso Unceta**, Universidad del País Vasco, Bilbao, Spain
- **Karl Viehe**, University of the District of Columbia, Washington, DC, USA
- **Telle Whitney**, Anita Borg Institute for Women and Technology, Palo Alto, USA
- **Nicola Yelland**, Victoria University, Melbourne, Australia

A Social Knowledge Platform

Create Your Academic Profile and Connect to Peers

Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



Utilize Your Free Scholar Membership Today through

- Building your *academic profile* and list of published works.
- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new Research Network *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select [**Sign Up**] below 'Create an Account'.
2. Enter a "**blip**" (a very brief one-sentence description of yourself).
3. Click on the "**Find and join communities**" link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

Scholar Next Steps – Build Your Academic Profile

- **About:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create searchable information so others with similar interests can locate you.
- **Peers:** Invite others to connect as a peer and keep up with their work.
- **Shares:** Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
- **Image:** Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher:** All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.

A Digital Learning Platform

Use **Scholar** to Support Your Teaching

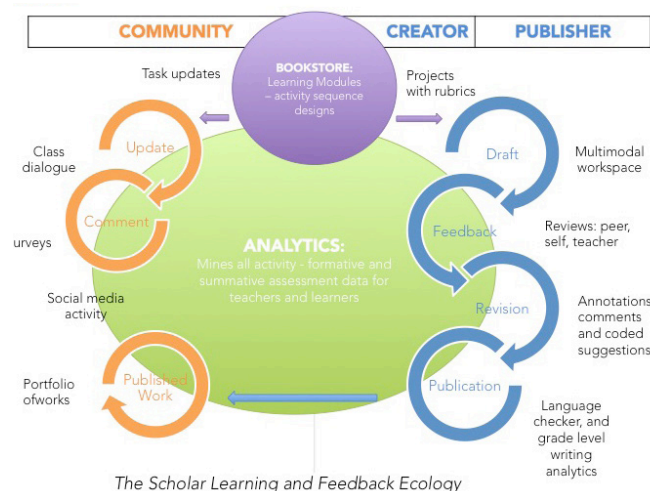
Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

Scholar also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a Research Network space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Research Network members as part of their membership. Please email us at support@cgscholar.com if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



Scholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit: <http://knowledge.cgscholar.com>.**

Technology, Knowledge & Society Journal

Aiming to create an intellectual frame of reference for an interdisciplinary conversation on the relationships between technology, knowledge, and society



About

The International Journal of Technology, Knowledge, and Society explores innovative theories and practices relating technology to society. The journal is cross-disciplinary in its scope, offering a meeting point for technologists with a concern for the social and social scientists with a concern for the technological. The focus is primarily, but not exclusively, on information and communications technologies.

Equally interested in the mechanics of social technologies and the social impact of technologies, the journal is guided by the ideals of an open society, where technology is used to address human needs and serve community interests. These concerns are grounded in the values of creativity, innovation, access, equity, and personal and community autonomy. In this space, commercial and community interests at times complement each other; at other times they appear to be at odds. The journal examines the nature of new technologies, their connection with communities, their use as tools for learning, and their place in a "knowledge society".

The perspectives presented in the journal range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized social applications of technology. The papers traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis whilst at other times suggesting interested strategies for action.

The journal covers the fields of informatics, computer science, history and philosophy of science, sociology of knowledge, sociology of technology, education, management and the humanities. Its contributors include research students, technology developers and trainers, and industry consultants.

Indexing

- Academic Search Alumni Edition (EBSCO)
Academic Search Elite (EBSCO)
Academic Search Premier (EBSCO)
Academic Search Complete (EBSCO)
Academic Search Research & Development (EBSCO)
China National Knowledge Infrastructure (CNKI Scholar)
Computer Science - Business Information Systems Directory (Cabell's)
Genamics Journal Seek Management Directory (Cabell's)
STM Source (EBSCO)
The Australian Research Council (ERA)
Ulrich's Periodicals Directory

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Collection Editor



Marcus Breen, Department of Communication, Boston College, Boston, USA

Reviewers

Articles published in The International Journal of Technology, Knowledge, and Society are peer reviewed by scholars who are active members of the Technology, Knowledge & Society Research Network. Reviewers may be past or present conference delegates, fellow submitters to the journal, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the Research Network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to The International Journal of Technology, Knowledge, and Society Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the journal.





Article Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. Submit a conference presentation proposal.
2. Once your conference presentation proposal has been accepted, you may submit your article by clicking the “Add a Paper” button on the right side of your proposal page. You may upload your article anytime between the first and the final submission deadlines. (See dates below)
3. Once your article is received, it is verified against template and submission requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.
4. When both referee reports are uploaded, and after the referees’ identities have been removed, you will be notified by email and provided with a link to view the reports.
5. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be required to submit a change note with your final submission, explaining how you revised your article in light of the referees’ comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new referees.
6. Once we have received the final submission of your article, which was accepted or accepted with revisions, our Publishing Department will give your article a final review. This final review will verify that you have complied with the Chicago Manual of Style (16th edition), and will check any edits you have made while considering the feedback of your referees. After this review has been satisfactorily completed, your paper will be typeset and a proof will be sent to you for approval before publication.
7. Individual articles may be published “Web First” with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.



Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is \$250 per article—a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at \$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at support@cgnetworks.org.



Research Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to *The International Journal of Technology, Knowledge, and Society*. This complimentary personal subscription grants access to both the current volume of the collection as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

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Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to *The International Journal of Technology, Knowledge, and Society*, individual journals within the collection, and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:

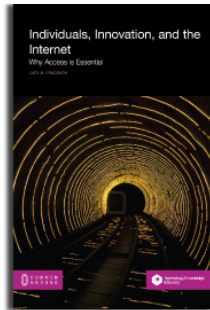
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Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to *The International Journal of Technology, Knowledge, and Society*: <http://cgnetworks.org/support/recommend-a-subscription-to-your-library>.

Technology, Knowledge & Society Book Imprint

*Aiming to set new standards in participatory knowledge
creation and scholarly publication*



Technology, Knowledge & Society Book Imprint

Call for Books

Common Ground Research Networks is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we're not interested in the size of potential markets or competition from other books. We're only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats and are available through Amazon and as Kindle editions. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Proposals can be submitted by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.



Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

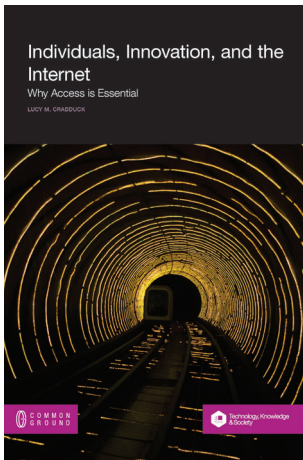
- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.



Individuals, Innovation, and the Internet: Why Access is Essential

Lucy M. Craddock



ISBN—978-1-61229-694-4

151 Pages

Network Website:

techandsoc.com

Bookstore:

techandsoc.com

cgpublisher.com

As each day passes, and as new and better devices and services are developed, more and more government and private services are being moved to an online format. This movement makes access to the internet essential for twenty-first century life. The internet has become so integrated in our lives that many of us cannot imagine how we could operate without it. This omnipresent ‘being’ affects all forms of ‘normal’ social and economic activity and does so in ways that we do not realize.

Those with access are able to engage with government, business, family, and friends more easily, which can lead to an improved standard of living. For the disadvantaged, however—those with the desire but without the capacity—a lack of access can be socially isolating.

*Between the idea
And the reality
Between the motion
And the act
Falls the Shadow*

Engagement in the internet economy requires both physical access and the individual to have the necessary finances and skills to make and sustain their use. If governments and the international community want a fully functioning internet economy this requires that *all* individuals must be operating in it. That not all individuals do so means, very simply, that the internet economy is *not* fully functioning.

The text contextualizes for policy makers and legislatures *why* it is essential to ensure that individuals have appropriate access to the internet and what can be done to achieve it. The interrelationship/overlap between why access is essential, how it can be achieved, and the central role of the individual to the internet economy is explored and translated into the concept of *connectedness*. From this, solutions for ensuring *connectedness* for all individuals are developed.

It is Dr Craddock’s hope that in the not too distant future readers will puzzle over why texts such as this needed to be written.

Author Bio:

Dr Craddock is a member of the Australian Smart Communities Association and her primary research interest is in the development of appropriate broadband/internet access policies. Lucy’s research also includes the impacts to property use and users arising from access to internet. She was appointed in 2012 as part of QUT’s Early Career Academic Recruitment and Development (ECARD) Program. Her SJD Thesis entitled *The future of the Internet Economy: Addressing challenges facing the implementation of the Australian National Broadband Network* examined issues pertinent to the challenges facing ubiquitous high speed broadband in Australia.



Technology, Knowledge & Society Conference

*Curating global interdisciplinary spaces, supporting
professionally rewarding relationships*



Conference History

Founded in 2005, the International Conference on Technology, Knowledge & Society provides a forum for addressing a range of critically important themes in the various fields that address the complex and subtle relationships between technology, knowledge, and society.

The International Conference on Technology, Knowledge & Society is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Past Conferences

- 2005 - University of California, Berkeley, USA
- 2006 - Hyderabad, India
- 2006 - McGill University, Montreal, Canada
- 2007 - Cambridge University, Cambridge, UK
- 2008 - Northeastern University, Boston, USA
- 2009 - Von Braun Center, Huntsville, Alabama, USA
- 2010 - Free University, Berlin, Germany
- 2011 - Universidad del País Vasco – Euskal Herriko Unibertsitatea Bilbao, Spain
- 2012 - University of California, Los Angeles, USA
- 2013 – UBC Robeson Square, Vancouver, Canada
- 2014 - Facultad de Ciencias de la Información, Universidad Complutense, Madrid, Spain
- 2015 - University of California, Berkeley, USA
- 2016 - Universidad de Buenos Aires, Buenos Aires, Argentina



Plenary Speaker Highlights

The International Conference on Technology, Knowledge & Society has a rich history of featuring leading voices from the field, including:

- Payal Arora, Erasmus University Rotterdam, The Netherlands (2015)
- Darin Barney, McGill University, Montreal, Canada. (2005)
- Genevieve Bell, Senior Researcher, Intel Research, USA(2005)
- Ricardo Dominguez, University of California, San Diego, USA (2013)
- William Dutton, University of Oxford, Oxford, UK (2005)
- David Hakken, Indiana University, Bloomington, USA (2006)
- Henry Jenkins, University of Southern California, Los Angeles, USA (2012)
- David Karpf, George Washington University, Washington D.C (2013)
- Tim Luke, Virginia Polytechnic Institute and State University, Blacksburg, USA. (2005)
- David Lyon, Queen's University, Kingston, Canada (2006)
- Robin Mansell, London School of Economics and Political Science, London, UK (2007)
- Deirdre K. Mulligan, University of California, Berkeley, USA (2015)
- Christiane Paul, The New School, New York City, USA (2012)
- Saskia Sassen, University of Chicago, Chicago, USA (2006)
- Victoria Vesna, University of California, Los Angeles, USA (2012)
- McKenzie Wark, Eugene Lang College The New School for Liberal Arts, New York City, USA (2008)
- Telle Whitney, Anita Borg Institute for Women and Technology, Palo Alto, USA (2005)
- Langdon Winner, Rensselaer Polytechnic Institute, Troy, USA (2011)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Contact us at support@techandsoc.com to become a partner.



Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on the Image offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 40 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this community. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this community and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this community.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.



Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Conversation.



Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length 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.



Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



Workshop/Interactive Session

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.



Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.



Virtual Lightning Talk

Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the community YouTube channel. Full papers based in the virtual poster can also be submitted for consideration in the journal.



Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template and Virtual Posters are submitted as a PDF. Final posters must be submitted at least one month prior to the conference start date. Full papers based on the virtual poster can also be submitted for consideration in the journal.



Friday, 26 May

| | |
|-------------|--|
| 8:00–9:00 | Conference Registration Desk Open |
| 9:00–9:25 | Conference Opening |
| 9:25–9:55 | Plenary Session—Nigel Jacob, Urban Technologist in Residence, Living Cities; Co-Chair, Mayor's Office of New Urban Mechanics, Boston, USA; <i>"Human Centered Innovation for Cities"</i> |
| 9:55–10:25 | Plenary Session—Shiri M. Breznitz, Associate Professor, Munk School of Global Affairs, CSUS Affiliated Faculty, University of Toronto, Toronto, Canada; <i>"Assessing the Impact of Universities: Commercialization and Entrepreneurships As Solutions for Economic Development"</i> |
| 10:25–10:55 | Plenary Session—Hossein Rahnama, Research and Innovation Director, Digital Media Zone (DMZ), Ryerson University, Toronto, Canada; <i>"Financial Institutions Will Drive Smart Cities of the Future. Who Would Have Thought?"</i> |
| 10:55–11:25 | Garden Conversation |
| 11:25–12:10 | Talking Circles |
| 12:10–12:55 | Lunch |
| 12:55–14:35 | Parallel Sessions |
| 14:35–14:50 | Break |
| 14:50–16:05 | Parallel Sessions |
| 16:05–16:20 | Break |
| 16:20–18:00 | Parallel Sessions |
| 18:00–19:00 | Conference Welcome Reception |

Saturday, 27 May

| | |
|-------------|--|
| 8:00–8:50 | Conference Registration Desk Open |
| 8:50–9:20 | Daily Update |
| 9:20–9:50 | Plenary Session—Malgosia Green, Chief Product Officer, Top Hat, Canada; <i>"Rethinking the Pedagogical Dynamic and the Future of Educational Content"</i> |
| 9:50–10:20 | Plenary Session—Tom Corr, President and CEO, Ontario Centers of Excellence, Toronto, Canada; <i>"Supporting Ontario Innovation Across Sectors to Build Smart Cities"</i> |
| 10:20–10:50 | Garden Conversation |
| 10:50–12:30 | Parallel Sessions |
| 12:30–13:10 | Lunch |
| 13:10–13:55 | Parallel Sessions |
| 13:55–14:05 | Break |
| 14:05–15:20 | Parallel Sessions |
| 15:20–15:35 | Break |
| 15:35–16:50 | Parallel Sessions |
| 16:50–17:20 | Special Event - Closing & Award Ceremony |



Pre-Conference Tour: Walking and Tasting Tour of St Lawrence Market

25 May 2017 | 3:00-5:00 PM | Cost: US\$18.00

Location: This walking tour starts inside the front entrance of the St Lawrence Market by the historical photo display.

Beginning across from the famous St Lawrence Market, (established in 1803), join our private guide on a walk of the area to give you a sense of what the old Town of York was like and how the market developed over time to be one of the top attractions in this great city. Upon entering the South Market Building, which houses the permanent vendors (unlike the seasonal vendors in the North Market Building), your guide will lead you to their very favorite spots and those that sell particular foods that tell the story of Canada's settlement and the people who came from around the world to make this country their new home. Canadian food is very regional and this tour will cover the country coast to coast.

Highlights:

- Learn some history of the St Lawrence Market area
- Sample some amazing foods made in Canada (some vendors provide samples, beyond this, delegates are free to purchase food throughout the market as advised by our local guide)
- Meet some of the nicest vendors in the market
- Buy a variety of foods to sample and share
- Get to know the market with a local expert then explore more on your own until the market closes (6pm)

Be sure to book early and join your fellow conference delegates on this pre-conference tour.

Conference Welcome Reception

Common Ground Research Networks, the Technology, Knowledge & Society Conference, and the e-Learning & Innovative Pedagogies Conference will be hosting a welcome reception at the University of Toronto, Chestnut Conference Centre. The reception will be held directly following the last parallel session of the first day of the Technology Conference, Friday, 26 May 2017. Join other conference delegates and plenary speakers from both conferences for drinks, light hor d'oeuvres, and a chance to converse.

We look forward to hosting you!



Shiri M. Breznitz

Assessing the Impact of Universities: Commercialization and Entrepreneurships As Solutions for Economic Development



Shiri M. Breznitz, an economic geographer, specializes in innovation, technology commercialization, and regional economic development. Her research is at the critical intersection of theory and policy to fit the new realities of globalization. Dr. Breznitz's work has informed policymaking at the local, national, and international levels. She has advised on the role of universities in the larger story of innovation, on the economic impact of biotechnology, and on the role of clusters in driving innovation. In addition, Dr. Breznitz is one of the section editors for Economic Geography at the Geography Compass Journal. Breznitz's book, "The Fountain of Knowledge" with Stanford University Press (July 2014), analyzes universities' relationships with government and industry, focusing on the biotechnology industry as a case study. She has also, co-edited the book "University Technology Transfer: The Globalization of Academic Innovation," with Routledge Press (September 2015). Additional work by Dr. Breznitz has been published in *Regional Studies*, *Canadian Journal of Regional Science*, *Economic Development Quarterly*, *Journal of Product Innovation Management*, and *The Journal of Technology Transfer*. Current projects include: Crowd funding and Digital Media in Canada, Culture and Higher Education Institutions as Intermediaries in the U.S., The Fintech industry in Canada, a Study on US universities during the financial crisis of 2008, and a study examining the impact of university incubators.

Marcelo Careaga Butter

Spanish-language Plenary Speaker



Dr. Marcelo Careaga Butter is a university professor and researcher who works at the Universidad Católica de la Santísima Concepción (UCSC), Chile. Its main line of research is related to curricular integration of Information and Communication Technologies (ICT) based on Knowledge Management. He is currently developing a postdoctoral fellow at the University of Bristol, UK, researching technology-mediated intercultural dialogues and writing books on cyber curriculum and epistemology. He has a degree in Philosophy and History and Geography; Master's in Education mention Resume; Has a Specialization in Educational Informatics and is Dr. in Philosophy and Education Sciences. He has taught undergraduate and postgraduate and consulting in Chilean universities and has lectured in universities and in Congresses and other national and international academic events. He has published several scientific papers, in indexed journals ISI, WOS, SCOPUS and in magazines of editorial committee. He has written books and book chapters related to Curriculum Cybernetics, Virtual Tutoring, Models of Knowledge Management and Talent Management in intercultural contexts, ICT skills in teacher training, Virtual Epistemology, among other topics. During the years 1995 to 2004 he was Coordinator of the Enlaces Project, working on the integration of technologies in the Chilean educational system in two regions of Chile. Between 2008 and 2015 he was Head of Postgraduate Studies at the Faculty of Education and later Director of Postgraduate Studies at UCSC. Currently, he is an Associate Researcher at UCSC's Center for Research in Education and Development (CIEDE), Director of the Doctoral Program in Education, and since 2017 he has held the Pro-tempore Presidency of the Consortium of four universities that support this program academically. Head of the Unit of Educational Informatics and Knowledge Management of this university. He directs an International Intercultural Network, made up of academics and students of higher education in Chile, Peru, Panama, Honduras, Mexico and Spain. It declares its interest in forming networks of academic collaboration, based on building trust and sharing common interests of research, with those who are interested in rethinking education and in prefiguring new educational paradigms.



Tom Corr

Supporting Ontario Innovation Across Sectors to Build Smart Cities



Tom Corr, the Ontario Centres of Excellence new President and CEO, has a long resumé in commercializing innovation in Ontario. He was CEO of the Accelerator Centre at the Waterloo Research and Technology Park and Associate Vice-President of Commercialization at the University of Waterloo. Previously, he was Director of Commercialization – IT & Communications at the University of Toronto. In his role at the AC, Tom was responsible for overseeing the mentoring, advice, and training that is provided to the 25 early-stage companies that are located at the AC, with a goal of creating successful start-up companies that create economic development for the community and wealth for the company founders and investors. In his role at UW, Tom's primary responsibility was the management of the protection and commercialization of intellectual property developed by the researchers and students at UW. Tom's career also includes over 30 years in the IT sector including positions as Managing Partner at Catalyst Partnership; founder and CEO of Momentum Systems; founder and CEO of Applied Development Corp., and President of Canadian Data Processing Corp. In addition to his responsibilities at the University of Waterloo, Tom is also an Industry Professor at McMaster University. Tom's education includes a Doctor of Business Administration degree from Henley Management College/Brunel University in England, an MBA from the University of Toronto, and an Advanced Post Graduate Degree in Management Consultancy from Henley Management College. Tom has also completed his certification as a corporate director by the Institute of Corporate Directors and holds the ICD.D designation.

Malgosia Green

Rethinking the Pedagogical Dynamic and the Future of Educational Content



Malgosia is an entrepreneur with over 12 years of experience in edtech. Since 2013, she has been the Chief Product Officer at Top Hat, a teaching platform that helps professors engage their student inside and outside the classroom. Top Hat is used by over 2 million students around the world, and was recently added to Deloitte's Fast 50 and ranked #12 by Profit magazine on its annual list of fastest growing Canadian companies. Prior to Top Hat, she was CEO and co-founder of LearnHub, which grew to be the #1 education site in India, helping connect Indian students with higher education opportunities in India and abroad. Malgosia studied Systems Design Engineering at the University of Waterloo.

Nigel Jacob

Human Centered Innovation for Cities



Nigel Jacob is Living Cities' Urban Technologist in Residence and Founder and Co-Chair for the Mayor's Office of New Urban Mechanics in Boston, Massachusetts. With an extensive background in collaborative, citizen-facing technology projects, Nigel also serves as Mayor Menino's advisor on emerging technologies. In both of these roles, Nigel works to develop new models of innovation for cities in the 21st century. Prior to joining the City of Boston in 2006, Nigel worked for and launched a series of technology start-ups in the Boston area.



Hossein Rahnama

Financial Institutions Will Drive Smart Cities of the Future. Who Would Have Thought?



Dr. Hossein Rahnama is the Research and Innovation Director of Ryerson's Digital Media Zone (DMZ). Hossein leads the DMZ's research and innovation arm, facilitating and encouraging industry partnerships with DMZ companies and teams while contributing to scientific discovery and dissemination. He is also the CEO Flybits, a spin-off company from Ryerson and MaRS Innovation focusing on context-aware computing. Hossein has been at Ryerson University for more than a decade, starting with his undergraduate degree and staying through to complete his doctoral degree and postdoctoral work. This long association with Ryerson has given him a deep understanding of the university system, including the academic and scientific research process, which has been invaluable to the DMZ's development. A man who wears many hats, Hossein is also the Research Director of the Ubiquitous Computing Group at Ryerson, and an Assistant Professor in the University's Faculty of Communication and Design. He is an advocate for Canadian-European research collaborations in the Information and Communications Technology (ICT) sector, having completed collaborations with more than 14 industry partners across Europe, including close relations with companies in Sweden and Norway. In the DMZ, Hossein conducts research that combines context-aware computing, artificial intelligence, and opportunistic social networking. With special interests in the transit, transport and security industries, Hossein's Flybits team specializes in mobile software solutions that respond to situational factors and personal information. Hossein is the recipient of ORION Innovation Award, Isadore Sharp Outstanding Graduate Award, an OCE International Scholarship, Apple Inc. student scholarship, and in 2008, he was a semi-finalist for the business plan competition at Harvard Business School. Hossein has more than 18 publications and patents on Ubiquitous and Pervasive Computing. Prior to starting his doctoral studies at Ryerson, Hossein was the VP of Research and Innovation at Appear Networks in Sweden and prior to that a Mobile Applications Architect at Primus Telecommunications in London, England. In August 2012 it was announced that Rahnama was recognized as part of MIT's Technology Review magazine's annual list of the world's top innovators under the age of 35.



Harbir Kaur Bal



Harbir Kaur Bal is a third-year PhD student at the Centre for Education Studies, University of Warwick, and an editor at *Exchanges: the Warwick Research Journal*. Before commencing doctoral study Harbir worked as a Science teacher (secondary school) and then researcher for a start-up company in the aerospace sector. She has completed policy internships at the UK Department for Education and Royal Society of Science. Her research explores the nature of participatory democracy in UK school communities considering and implementing new technology regimes and the nature of participation in organisational learning processes.

Luke Barnesmoore



Luke R. Barnesmoore is Founder and Executive Director of the Center for Critical Interdisciplinary Studies 501(c)3 (CCIS), Co-Founder and Co-Director of the UBC Urban Studies Lab (UBC USL), Associate Editor of *Environment and Social Psychology* and a Graduate Student in the University of British Columbia Department of Geography. Current research centers on metaphysical inquiry into order and associated epistemological inquiries into human-nature-technology relations. Outside of his formal academic work Luke pursues creative writing on a number of topics from contemporary politics through spirituality and human evolution.

Matt Glowatz



Matt Glowatz is Assistant Professor at University College Dublin (UCD)'s College of Business delivering both undergraduate and postgraduate modules covering Social Media Strategy, MIS, Project Management, Electronic Business, Digital Marketing and Innovation. His main research interests cover electronic learning (eLearning), Innovation and Social Media related themes. Matt is the academic coordinator for international students and is a member of UCD's Centre for the Future of Learning. The European Commission awarded Matt with two research scholarships advising both the University of Nizwa (Oman) and Mahidol University (Thailand) on eLearning-related issues. Matt received twice the Excellence in Teaching Awards in the Higher Diploma of Business Studies (IT) programme and won the Educational Contribution Award at the Irish Internet Association's Net Visionary Awards 2006 recognizing his significant contribution to the Irish Internet Industry through education. In March 2015, Matt was invited to deliver the closing keynote address at the inaugural EdTECx event in Ireland discussing the future of educational technologies in the context of the higher education sector. In July 2015, Matt has been appointed co-chair of the Bled e-Conference special interest group focusing on Education in the Digital Economy. In addition, he has also published numerous research articles and conference contributions.

Ramin Kalantar



Ramin Kalantar graduated with his Masters from Azad University in Iran. His research has focused on digital architecture, cyberspace, parametric architecture and urban design, animate architecture and urban design, interactive architecture and urban design, smart architecture and urbanism, as well as changeable architecture. Also, he has participated in several national and international conferences. Kalantar started professional activities by establishing Shar Bana Shar Consulting in 2004, and over the last decade, he designed several projects. He is a member of the Engineering Council of Tabriz, and has License in Grade 2.



Francisca Oladipo



Francisca ('cisca) is currently a faculty member at the Federal University, Lokoja Nigeria where she pioneered research into the Software Paradigm for Internet Computing and promotes projects that showcases how the concept interface with the society. Francisca's association with Common Ground Research Network dated back to 2008 when she received the Graduate Assistant Scholarship to the Fifteenth International Conference on Learning, University of Illinois, Chicago from 3-6 June. She was an Internet Society Fellow to the Internet Engineering Task Force (IETF) Honolulu, Hawaii, USA in 2014 and in 2016 she was selected a Fellow into the US Department of State Techwomen Professional Exchange Program where she had to spend five weeks in Silicon Valley, California. She was also a Faculty Scholar to the Grace Hopper Celebration of Women in Computing in the same year. 'cisca belongs to the Global Internet Governance Academic Network (GigaNet), the Internet Society (ISOC), European Alliance for Innovation (EAI), British Computer Society (BCS), Nigerian Computer Society (NCS), Computer Professionals (Regulatory Council) of Nigeria, the Institute for Computer Sciences, Social Informatics and Telecommunications Engineering (ICST), the International Association of Engineers, the Africa ICT Network and the Diplo Internet Governance Community among other scientific and academic organizations.

Reshma Prashad



Reshma Prashad is a PhD Candidate in the School of Health Policy and Management at York University in Toronto, Canada. She completed an honors Bachelor of Health Studies majoring in Health Informatics in 2009 at York University, followed by the completion of a Masters of Health Informatics at the University of Toronto in 2011. Reshma's doctoral work focuses on the use of digital health technologies to engage and empower patients to self-manage their chronic conditions and work closely with their care providers to ensure proactive management of their conditions to prevent avoidable complications. Additionally she has a keen interest in how organizations can be designed to effectively support care providers in proactively managing their patients with chronic conditions. In addition to her academic background, Reshma has over 10 years of professional Project Management experience in information systems implementation at various levels of the health system in Canada. She leverages her professional experience in her doctoral work.

Nadeem Saqlain



Nadeem Saqlain is a Sessional Instructor and a Doctoral Candidate with the Faculty of Education, Memorial University of Newfoundland. His areas of interest encompass E-learning, Rural Education, Rural Development, Multi-age education, and Small Schools. Before joining Memorial, he worked for six years as a Lecturer at University of Tabuk in Saudi Arabia. He was also involved in pedagogical assignments at school levels both in Saudi Arabia and in Pakistan for eight years. He has attended numerous conferences, symposiums, seminars, and lectures in different parts of the world. He is an active member of some of the professional associations in Education.

Laura Scherling



Laura Scherling is a senior designer, completing her doctoral degree at Columbia University's Teachers College. Her research interests include design and media studies, and emerging technologies. Scherling holds a BFA in Design from the School of Visual Arts and an MA in Media Studies from The New School. Her work can be viewed at laurascherling.info.



Lindsay Shaw



Lindsay Shaw is the research coordinator for the Centre of Teaching and Learning at the University of Windsor. She holds a BA in psychology and is currently finishing her MA in Applied Social Psychology. Her research is focused on educational assessment and innovation, exploring the integration of technology on student learning. Lindsay continuously blends community psychological principles in her work, highlighting the importance of student equality, empowerment, and agency for the betterment of higher education.

Shelby Stanovsek



Shelby is a first-year Media Studies master's student at the University of Oregon, where she also works as a teaching fellow and as a research assistant with the psychology department's Learning Lab. Her interests in psychology, philosophy, and education intersect at issues involving human relationships with technology and digital media. She plans to research youth media habits and the effects of ubiquitous technology in the digital era to develop pragmatic strategies for parents and educators. She earned her BA in Individualized Studies from Miami University in 2013, where she developed an interdisciplinary thesis project titled "Digital Natives on Facebook: Mediating the Boundaries of Virtual Performance."

Sharon Storch



Sharon Storch is a doctoral candidate in the Communications Media and Instructional Technology Program at Indiana University of Pennsylvania, as well as a full-time technology educator. Professional experience for Sharon includes 10 years in corporate purchasing, marketing, and senior management roles and 16 years engaged in many facets of education to include developing and teaching traditional and online 21st century courses and chairing the Business, Computer, and Instructional Technology Department at a K-12 public school system. Research interests include the role that mobile technology plays in the dynamics of family and career communications. Sharon aspires to teach at the college level.

FRIDAY, 26 MAY

| FRIDAY, 26 MAY | |
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| 8:00-9:00 | CONFERENCE REGISTRATION DESK OPEN |
| 9:00-9:25 | CONFERENCE OPENING- DANIEL ARAYA, PHILLIP KALANTZIS-COPE, COMMON GROUND RESEARCH NETWORKS, USA |
| 9:25-9:55 | PLENARY SESSION - NIGEL JACOB, URBAN TECHNOLOGIST IN RESIDENCE, LIVING CITIES; CO-CHAIR, MAYOR'S OFFICE OF NEW URBAN MECHANICS, BOSTON, USA |
| | "Human Centered Innovation for Cities" |
| 9:55-10:25 | PLENARY SESSION - SHIRI M. BREZNITZ, ASSOCIATE PROFESSOR, MUNK SCHOOL OF GLOBAL AFFAIRS, CSUS AFFILIATED FACULTY, UNIVERSITY OF TORONTO, CANADA |
| | "Assessing the Impact of Universities: Commercialization and Entrepreneurship as Solutions for Economic Development" |
| 10:25-10:55 | PLENARY SESSION - HOSSEIN RAHNAMA, RESEARCH AND INNOVATION DIRECTOR, DIGITAL MEDIA ZONE (DMZ), RYERSON UNIVERSITY, TORONTO, CANADA |
| | "Financial Institutions Will Drive Smart Cities of the Future. Who Would Have Thought?" |
| 10:55-11:25 | GARDEN CONVERSATION |
| 11:25-12:10 | TALKING CIRCLES |
| | Room 1: Technologies and Human Usability Room 2: 2017 Special Focus - The Future of Cities: Augmenting Urban Innovation Room 3: Technologies in Knowledge Sharing Room 4: Ubiquitous Learning Room 5: Spanish-language Talking Circle Room 6: Technologies in Society |
| 12:10-12:55 | LUNCH |
| 12:55-14:35 | PARALLEL SESSIONS |
| Room 1 | <p>Power and Security in Information Systems</p> <p>Global Finance and Emergent Technologies: Accountability, Power, and (In)Stability Dr. Malcolm Campbell-Verduyn, <i>Balsillie School of International Affairs, University of Waterloo, Toronto, Canada</i> <i>Overview:</i> I assess the varying challenges and opportunities for public and private actors as well as implications for accountability, power, and stability of recent applications of peer-to-peer technologies in global finance. <i>Theme: Technologies and Human Usability</i></p> <p>Collective Intelligence to Collective Wisdom: Enhancing the Effectiveness of Large Online Collaboration Projects with Big Data Dr. Marcelo Machado, <i>School of Business, Kwantlen Polytechnic University, Surrey, Canada</i> <i>Overview:</i> This paper proposes a framework aiming at enhancing the effectiveness of large open collaboration efforts by complementing it with Big Data based analysis. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>Detecting Distributed Denial of Service Attacks Using Intrusion Prevention Systems Dr. Krishna Subba Rao Pulugurta, <i>Jntu Kakinada, Visakhapatnam, India</i> Dr. Lakshmi Jagadamba Pulugurtha, <i>Andhra University, Visakhapatnam, India</i> <i>Overview:</i> We intend to focus on DDoS attack, which is a malicious attempt to make a server or network-based intrusion. We attempt to investigate the problem of early efficient detection. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>Spatial and Temporal Characterization of Network Traffic for Intrusion Detection based on Information Theory Dr. Pablo Velarde Alvarado, <i>Universidad Autónoma de Nayarit, Tepic, Mexico</i> Dr. Rafael Martinez Pelaez, <i>Universidad de la Salle, Leon, Mexico</i> Dr. Luis J. Mena, <i>Universidad Politecnica de Sinaloa, Mexico</i> Dr. Adalberto Iriarte-Solis, <i>Economic and Administrative Sciences Department, Autonomous University of Nayarit</i> <i>Overview:</i> We propose a method for detecting anomalous traffic by characterization of three-dimensional entropy spaces of network traffic by using different data mining tools (k-means clustering, KDE, PCA, and Mahalanobis distance). <i>Theme: Technologies and Human Usability</i></p> |
| Room 2 | <p>Technologies for Health and Wellness</p> <p>Health in the Community: Where Cultural Animation Meets Digital Technology Prof. Mihaela Kelemen, <i>Community Animation and Social Innovation Centre-CASIC, Keele, Keele University, Newcastle-under Lyme, UK</i> <i>Overview:</i> The paper discusses the development of a cultural animation approach that uses digital technology to explore "Health in the community" with participants to the 2015 UK Connected Communities Festival. <i>Theme: Technologies in Society</i></p> <p>Using Simulation Modeling Approach: To Analyze the U.S. County-Level Adult Obesity Rate Dr. Chau-Kuang Chen, <i>Office of Institutional Research, Meharry Medical College, Nashville, USA</i> <i>Overview:</i> This study was designed to investigate important risk factors contributing to the U.S. adult obesity rate and to quantify the effect of a specific factor on the obesity rate reduction. <i>Theme: Technologies in Society</i></p> <p>Amplified Voices: New Technology in the Service of Elder Knowledge Dr. Erin Partridge, <i>Elder Care Alliance, Notre Dame de Namur University, Alameda, USA</i> <i>Overview:</i> Older adults' communication is limited as a result of age-related health issues and ageist stereotypes. New technology paired with creative approaches to communication amplify the voices of elders. <i>Theme: Technologies in Society</i></p> <p>Technology Enabled Knowledge Exchange in Healthcare Organizations Reshma Prasad, <i>School of Health Policy and Management, York University, Toronto, Canada</i> <i>Overview:</i> This paper focuses on how technologies facilitate knowledge exchange in healthcare organizations. The benefits of technology enabled patient engagement will be shared with attendees. <i>Theme: Technologies in Knowledge Sharing</i></p> |



FRIDAY, 26 MAY

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| 12:55-14:35 | PARALLEL SESSIONS |
| Room 3 | <p>Intellectual Capital</p> <p>Is Innovation a Factor in Merger Decisions? Evidence from a Panel of US Firms Dr. Mahdiyeh Entezarkheir, <i>Department of Economics, Huron at Western University, London, Canada</i> Dr. Saeed Moshiri, <i>Saskatoon, Canada</i> <i>Overview:</i> This paper examines the impact of innovation on merger decision. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>Neighborhood Level Index of Knowledge and Intellectual Capital Dr. Denise A. D. Bedford, <i>College of Communication and Information, Georgetown University, Brookeville, USA</i> <i>Overview:</i> This paper describes a neighborhood-level index of intellectual capital: data harvesting, harmonization, dashboards, reports, GIS, social media to enable citizens to realize their vision of a 21st century Knowledge City. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>The Role of Technology in Sharing and Maintaining Construction Project Knowledge between Construction Organisations Touria Bouazza, <i>Department of Mechanical and Construction Engineering, Northumbria University, Newcastle upon Tyne, UK</i> Prof. David Greenwood, <i>UK</i> Dr. Chika Udeaja, <i>Uganda</i> <i>Overview:</i> The process of sharing knowledge in construction projects has contributed to an increased value and benefits to the clients, and also helped the stakeholders to avoid problems during construction projects. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>Formation from Information: Sharing New Knowledge in Three Dimensions Jason Hansen, <i>Public Programmes, Literacy and Learning, Victoria University of Wellington, Wellington, New Zealand</i> <i>Overview:</i> Victoria University of Wellington and the National Library of New Zealand explore how emerging technologies can enrich knowledge sharing through 3D interpretation of new and old formats of collection material. <i>Theme: Technologies in Knowledge Sharing</i></p> |
| Room 4 | <p>Supporting the Learner</p> <p>Supporting Learner Engagement through Collaboration and Social Presence in e-Learning Environments Dr. Christine Rine, <i>Department of Social Work, Edinboro University of Pennsylvania, Edinboro, USA</i> <i>Overview:</i> e-Learning environments can challenge learner engagement, collaboration, sense of social presence, and overall satisfaction. Study findings support e-Learning pedagogies to mitigate potential barriers to successful learning outcomes. <i>Theme: Ubiquitous Learning</i></p> <p>Lifewide Learning with Technology: Exploring the Impacts on Knowledge Acquisition, Professional Skills Building, and Career Exploration Dr. Patrick Guilbaud, <i>Graduate School, Winthrop University, Rock Hill, USA</i> <i>Overview:</i> This study investigated the impacts on learning, professional development and career exploration by upper level students of using Arc-GIS in a marketing course as part of a class project. <i>Theme: Ubiquitous Learning</i></p> <p>Chasing Ghosts in the Machine: A Discourse Analysis of the Reinvented Learner Role in a Gamified Course Dr. Leticia De Leon, <i>Teaching and Learning Department, The University of Texas - Rio Grande Valley, Edinburg, USA</i> <i>Overview:</i> Language is a negotiating agent in online discussion forums, and this discourse analysis revealed how students attempted to reinvent the learner role within a novel, gamified learning environment. <i>Theme: Ubiquitous Learning</i></p> |
| Room 5 | <p>New Developments</p> <p>Global Offshoring and App Development SMEs: Risk Factors and Risk Management Shawn Quait, <i>Orange Eclipse Inc., Hamilton, Canada</i> Dr. Francine Vachon, <i>Goodman School of Business Department of Finance, Operations and Information Systems, Brock University, St. Catharines, Canada</i> <i>Overview:</i> This paper examines risk factors resulting from SDO; additional risks factors encountered by app development SMEs; and mitigating measures should these SMEs adopt to manage SDO risks. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>Embedded Scale-free Automated Vision Processing Inspired from Nature Dr. Paul Gaynor, <i>The Department of Computing, The University of the West Indies, Kingston, Jamaica</i> <i>Overview:</i> Animal vision techniques are surveyed, inspiring scale-free embedded designs that can be deployed over walls or vehicles. Designs apply wireless network techniques with a Local Restricted Boltzmann Machine for processing. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>Ecological Management Practices: A Participatory Approach for Sustainable Urban Development Prof. Arup Kumar Sarma, <i>Civil Engineering Department, Indian Institute of Technology, Guwahati, India</i> Banasri Sarma, <i>Public Health Engineering Department, Public Health Engineering Department, Govt. of Assam, Guwahati, India</i> Jayshree Hazarika, <i>Civil Engineering Department, Indian Institute of Technology Guwahati, Guwahati, India</i> Sagarika Patowary, <i>Civil Engineering Department, Indian Institute of Technology Guwahati, Guwahati, India</i> <i>Overview:</i> Demonstration of Ecological Management Practices (EMPs), through GIS and other digital technologies, has helped its implementation in hilly urban watershed of Guwahati City in India. <i>Theme: Technologies in Society</i></p> <p>Exploration and Exploitation of Reverse Knowledge Transfer: Antecedents and Consequences Md Khaled Shukran, <i>Department of Policy and Strategy, University of Malaya, Kuala Lumpur, Malaysia</i> Dr. Mohammad Nazri Bin Mohd Nor, <i>Department of Policy and Strategy, University of Malaya, Kuala Lumpur, Malaysia</i> Dr. Norizah Binti Mohd Mustamil, <i>Department of Policy and Strategy, University of Malaya, Kuala Lumpur, Malaysia</i> Md Al Amin, <i>Business and Management, Mahsa University, Kuala Lumpur, Malaysia</i> <i>Overview:</i> The paper aims to explore the factor affecting reverse knowledge transfer and its consequences in the field of knowledge-intensive business services (KIBS). <i>Theme: Technologies in Knowledge Sharing</i></p> |
| Room 6 | Session in Spanish |
| 14:35-14:50 | BREAK |



FRIDAY, 26 MAY

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| 14:50-16:05 | PARALLEL SESSIONS |
| Room 1 | <p>Understanding Space and Place</p> <p>An Ontology-based Expert System for Enriching Art Museum Experience Dr. Feng-Tyan Lin, <i>Department of Urban Planning, National Cheng Kung University, Tainan, Taiwan</i> Dr. Yu-Chih Lin, <i>Department of Urban Planning and Spatial Information, Feng Chia University, Tainan, Taiwan</i> Dr. Wen-Thong Chang, <i>Department of Photonics and Communications, Asia University, Taichung, Taiwan</i> <i>Overview:</i> The research developed an ontology for an art museum and uses CLIPS, a tool for building expert systems, to enrich the visitors' experiences and help art researchers' works. <i>Theme: Technologies and Human Usability</i></p> <p>Exploring How Sense of Presence Erodes the Uncanny Valley Charmaine Farber, <i>Graphic Communication, California Polytechnic State University, San Luis Obispo, USA</i> <i>Overview:</i> Uncanny Valley is not applicable in every virtual situation. <i>Theme: Technologies and Human Usability</i></p> <p>Using a Responsive Interactive Program to Enhance Daily Travel Feedback Dr. Kevin Chang, <i>Department of Civil Engineering, University of Idaho, Moscow, USA</i> <i>Overview:</i> The purpose of this paper is to explore how individuals responded to a robust and interactive daily travel feedback program. <i>Theme: Technologies and Human Usability</i></p> |
| Room 2 | <p>Systems of Value</p> <p>Exploring Machine Learning's Contributions to Economic Productivity and Innovation Dr. Christopher Alex Hooton, <i>Internet Association, Washington, USA</i> Davin Kaing, <i>George Washington University, Washington, USA</i> <i>Overview:</i> We explore the relationship between historical computational power and productivity from 1960 to today. We then develop forecast scenarios for machine learning development using data production volumes. <i>Theme: Technologies and Human Usability</i></p> <p>Using Social Analytics for Value Co-Creation in Digitalized Ecosystems Dr. Harri Jalonen, <i>Business Administration, Turku University of Applied Sciences, Turku, Finland</i> <i>Overview:</i> The paper explores how social analytics can be used for blending data, emotions and experiences in a way that enables new kinds of value co-creation processes, manifestations and contexts. <i>Theme: Technologies and Human Usability</i></p> <p>The Internet of Things and Critical Applications, Oh Mine! Dr. Tom Chan, <i>School of Business, Southern New Hampshire University, Manchester, USA</i> <i>Overview:</i> The Internet of Things are now adapted in critical applications which raise major safety concerns, and society must take precautions and deal firmly with the issue. <i>Theme: Technologies in Knowledge Sharing</i></p> |
| Room 3 | <p>Ways of Knowing Technology</p> <p>Heidegger and Technology Dr. Karen Seubert, <i>Department of English and Philosophy, Edinboro University of Pennsylvania, Erie, USA</i> <i>Overview:</i> Martin Heidegger asks what the full development of our technical intelligence will do to the spirit of man. Make him machine with purely technological relationships? Has technology taken over humans? <i>Theme: Technologies in Society</i></p> <p>Reflections on the Interface: Philosophy and Human-Computer Interaction David Vampola, <i>Department of Computer Science, State University of New York at Oswego, Oswego, USA</i> <i>Overview:</i> This talk provides a preliminary scheme for dealing with issues in philosophy's relation to HCI, such as interaction, potentiality (affordances), theory of representation, ontological frameworks, ethics and social life. <i>Theme: Technologies and Human Usability</i></p> <p>Exploring the Limitations of Face-to-Face Instruction through Blogging: An Emergent Exploration in a Teacher Education Program Dr. John L. Vitale, <i>Schulich School of Education, Nipissing University, Brantford, Canada</i> <i>Overview:</i> Through emergent research methodologies, this paper will explore my experience incorporating online blogging while teaching 12 courses in a Canadian teacher preparation program over a two-year period. <i>Theme: Ubiquitous Learning</i></p> |
| Room 4 | <p>Information Management</p> <p>Artificial Intelligence and Knowledge Management: Application, Current and Future Trends Armando Paladino, <i>School of Advanced Studies, University of Phoenix, Raleigh, USA</i> Mansureh Kebritchi, <i>School of Advanced Studies, University of Phoenix, Orlando, USA</i> <i>Overview:</i> This proposal explored application, current, and future trends in using Artificial intelligence for knowledge management. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>An Algorithmic Approach to Calculate Fault Tolerant to a Gene-Gene Network Using Graph-based MapReduce Programming Framework Architecture Dr. Lakshmi Jagadamba Pulugurtha, <i>Andhra University, Visakhapatnam, India</i> Dr. Krishna Subba Rao Pulugurta, <i>Jntu Kakinada, India</i> <i>Overview:</i> The emergence of massive datasets in a clinical setting presents both challenges and opportunities in data storage and analysis. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>The Scrum Framework for Cooperative Ontology Evolution Wa'el Mohsen, <i>Computer Science, Ain Shames University, Cairo, Egypt</i> <i>Overview:</i> The research area of ontology engineering seems to have reached a certain level of maturity, however, there is still little understanding of, and support for, the evolutionary aspects of ontologies. <i>Theme: Technologies in Knowledge Sharing</i></p> |



FRIDAY, 26 MAY

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| 14:50-16:05 | PARALLEL SESSIONS |
| Room 5 | <p>Special Topics in Technology</p> <p>Exploring Ethics in the Design Process in the Path to Empathic Futures Maria Paula Baron Aristizabal, <i>Department of Design, Universidad de Los Andes, Bogota, Colombia</i> Margarita Echavarría, <i>Design Department, Universidad de Los Andes, Bogota, Colombia</i> <i>Overview:</i> We discuss applying and exploring ethics in the design process in the path to build empathic futures in our technological environment. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>Hyper Architecture and Hyper Urbanism: A New Paradigm in the Advent of the Future Cities Ramin Kalantar, <i>Architectural Engineering, Islamic Azad University, TABRIZ, Iran (Islamic Republic of)</i> <i>Overview:</i> architecture in this new era, is a hypered architecture in which the identity of the components differs from the architecture in the past decades which I call Ro. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>3 - The Zero Rating: Problem or Promise for Network Neutrality? Dr. Paul Cesarini, <i>Online & Summer Academic Programs, Bowling Green State University, Bowling Green, USA</i> <i>Overview:</i> As data caps become normalized, more telecoms are exempting certain content types from overages in order to lock-in customers. Welcome to the "Zero Rating", the new battleground in network neutrality. <i>Theme: Technologies in Society</i></p> |
| Room 6 | Session in Spanish |
| 16:05-16:20 | BREAK |
| 16:20-18:00 | PARALLEL SESSIONS |
| Room 1 | <p>Workshops</p> <p>The Role of Knowledge in 21st Century Course Design: A Decision-Making Model Dr. Brad Garner, <i>Center for Learning and Innovation, Indiana Wesleyan University, Marion, USA</i> <i>Overview:</i> The parameters of knowledge are changing every day. How can teachers be adaptive and flexible in course design and use technology in meaningful and effective ways to promote student learning? <i>Theme: Technologies and Human Usability</i></p> |
| Room 2 | <p>Technology of Civics</p> <p>Promoting Inclusive Urban Economies: The Role of Diverse Epistemic Communities Dr. Chris Benner, <i>Departments of Environmental Studies and Sociology, Everett Program for Technology and Social Change, Santa Cruz, USA</i> Dr. Manuel Pastor, <i>Sociology and American Studies& Ethnicity, Program for Environmental and Regional Equity, Los Angeles, USA</i> <i>Overview:</i> This paper explores evidence that U.S. urban areas that have developed inclusive economies have strong regional knowledge communities where data are shared and common understandings have developed across diverse constituencies. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>Smart Cities Aren't Wise, Loving, Empathetic or Compassionate Luke Barnesmoore, <i>Department of Geography, University of British Columbia, Vancouver, Canada</i> Nicole Alexandra Rallis, <i>Department of Geography, University of British Columbia, Vancouver, Canada</i> <i>Overview:</i> This is an analysis and critique of Smart City Epistemology. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>Rethinking e-Government in the Environment of Open Government Data Movement Dr. Meng Wang, <i>Administrative Law School, Southwest University of Political Science and Law, ChongQing, China</i> <i>Overview:</i> e-Government can be considered the means (a powerful tool) to promote open government data and an end to support good governance and an innovative society. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>The City and Places of Digital Work: Scenario for a Regeneration Strategy Michelangelo Vallicelli, <i>Architecture and Urban Studies Department, Roma Tre University, Italy</i> <i>Overview:</i> This proposal aims to outline design oriented scenarios for a urban regeneration strategy considering digital work implications at urban scale and using location based services analysis as a visual tool. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> |
| Room 3 | <p>Internet Governance</p> <p>Internet Governance, Inclusive Growth and Sustainable Development Onaolapo Francisca Oladipo, <i>Computer Science Department Faculty of Science, Federal University Lokoja, Lokoja, Nigeria</i> <i>Overview:</i> I discuss how internet governance can bring about inclusiveness and empower sustainable development. <i>Theme: Technologies in Society</i></p> <p>Communication Technology and the Erosion of the Private Sphere in Late Nineteenth-Century German Literature Dr. Christian Thomas, <i>Department of Languages and Literatures, Acadia University, Canada, Wolfville, Canada</i> <i>Overview:</i> In their literary works, German authors of the late nineteenth-century depicted the threats posed to private spheres by modern communication technologies but also their potentials for these spheres' preservation. <i>Theme: Technologies in Society</i></p> <p>Telecommunications in Mexico: Competition and Digital Inclusion Dr Cristina Casanueva-Reguart, <i>Social Sciences, Universidad Iberoamericana, Mexico City, Mexico</i> <i>Overview:</i> This paper presents the institutional and regulatory progress made by Mexico's recent Telecommunications and Broadcasting Reform, designed to encourage competition in the telecommunications and broadcasting service markets. <i>Theme: Technologies in Society</i></p> <p>Technology Innovation within Digital Ecosystems Dr. Arthur Taylor, <i>Information Systems and Supply Chain Management, Rider University, Lawrenceville, USA</i> <i>Overview:</i> This is an examination of the influence of digital ecosystems on technology innovation. <i>Theme: Technologies in Society</i></p> |



FRIDAY, 26 MAY

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| 16:20-18:00 | PARALLEL SESSIONS |
| Room 4 | <p>Ubiquitous Learning</p> <p>Online English Diagnostic Test: New University Students in a Mexican University Dr. Ragueb Chain Revuelta, <i>Universidad Veracruzana, Xalapa, Mexico</i> Janeth Tello Carrillo, <i>Language Center, Universidad Veracruzana, Xalapa, Mexico</i> José Adrian Ruiz Carmona, <i>Universidad Veracruzana, Xalapa, Mexico</i> Dr. Juan Carlos Ortega Guerrero, <i>Universidad Veracruzana, Xalapa, Mexico</i> <i>Overview:</i> We discuss characteristics of an Online English Diagnostic Test and its massive administration to sixteen thousand new university students. <i>Theme: Ubiquitous Learning</i></p> <p>Democratic Participation during Technology-related Changes in UK Secondary Schools Harbir Kaur Bal, <i>Centre for Education Studies, University of Warwick, Coventry, UK</i> <i>Overview:</i> This paper explores the nature of democratic participation in organisational learning processes as schools adopt one-to-one devices, providing a conceptual alternative to education technology studies rooted in an instrumental rationality. <i>Theme: Ubiquitous Learning</i></p> <p>Indigenous Languages and the Internet: New Ways of Learning How to Write in the Mother Tongue Dr. Anuschka van T. Hooft, <i>Faculty of Social Sciences and Humanities, Autonomous University of San Luis Potosí, San Luis Potosí, Mexico</i> Dr. José Luis González Compeán, <i>CINVESTAV, Mexico</i> <i>Overview:</i> Indigenous peoples in Mexico often speak but don't write in their language. We present an online platform to present, discuss and learn the written expression of the Tenek language. <i>Theme: Technologies in Society</i></p> |
| Room 5 | <p>Facilitating Change</p> <p>An Exploration of Technology-Culture Fit of ICT Adoption in the Construction Industry Yuanyuan Hua, <i>Department of Real Estate and Construction, The University of Hong Kong, HongKong, Hong Kong</i> Prof. Anita Liu, <i>Department of Real Estate and Construction, The University of Hong Kong, HongKong, Hong Kong</i> <i>Overview:</i> Organization has to either align the technology with the organizational culture or change the organizational culture to fit the technology in order to guarantee the success of technology adoption. <i>Theme: Technologies and Human Usability</i></p> <p>Medical Practice and Increasing Proliferation of Technologies of Medicine and Health: The Implications of Empowered Non-Professionals for General and Expert Practices Dr. Samuel Abaidoo, <i>Department of Sociology and Criminal Justice, Kennesaw State University, Kennesaw, USA</i> <i>Overview:</i> This paper examines trends, impacts/implications of changing health-related technologies and information for providers and consumers of healthcare. It examines the emancipatory potential of these changes for both providers and consumers <i>Theme: Technologies and Human Usability</i></p> <p>Bio-Mediated Spaces: BioDesign and New Media as Spatial Interfaces Dr. Frederico Fialho Teixeira, <i>School of Architecture, University of Queensland, Brisbane, Australia</i> <i>Overview:</i> Bio-Mediated Spaces combine use of synthetic biology and Virtual Reality to creatively promote the potentials and integration of Biodesign and architecture as social and ecological sustainable systems. <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>Technology, Power, Subjectivity: The Case of New Reproductive Technologies and Women's Bodies Simona Sarma, <i>Advanced Centre for Women's Studies, School of Development Studies, Tata Institute of Social Sciences, Mumbai, Mumbai, India</i> <i>Overview:</i> Analysing the linkages between technology, knowledge, power and subjectivity, I want to focus on how new reproductive technologies act upon women's bodies and constitute women as "subjects?" <i>Theme: Technologies in Society</i></p> |
| Room 6 | Session in Spanish |
| 18:00-19:00 | CONFERENCE WELCOME RECEPTION |



SATURDAY, 27 MAY

| SATURDAY, 27 MAY | |
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| 8:00-8:50 | CONFERENCE REGISTRATION DESK OPEN |
| 8:50-9:20 | DAILY UPDATE |
| 9:20-9:50 | PLENARY SESSION - MALGOSIA GREEN, CHIEF PRODUCT OFFICER, TOP HAT, CANADA "Rethinking the Pedagogical Dynamic and the Future of Educational Content" |
| 9:50-10:20 | PLENARY SESSION - TOM CORR, PRESIDENT AND CEO, ONTARIO CENTRES OF EXCELLENCE, TORONTO, CANADA "Supporting Ontario Innovation Across Sectors to Build Smart Cities" |
| 10:20-10:50 | GARDEN CONVERSATION |
| 10:50-12:30 | PARALLEL SESSIONS |
| Plenary Room | e-Learning & Innovative Pedagogies Conference Session "Active Learning" |
| Room 1 | Innovations for Education Communication Design Education through a Transnational Lens Laura Scherling, <i>Department of Arts and Humanities, Teachers College, Columbia University, Brooklyn, USA</i> <i>Overview:</i> This narrative research study explores historical innovations in technology use and communication design education with implications for contemporary education practices. <i>Theme: Technologies in Knowledge Sharing</i> Expanding Access and Deepening Engagement: Building an Open Source Digital Platform for Restoration-Based STEM Education in the Largest Public School System in the United States Dr. Lauren Birney, <i>Pace University School of Education, Pace University, New York, USA</i> <i>Overview:</i> The session focuses on the BOP-CCERS Digital Platform, an unique real-time digital tool that allows for students, teachers, researchers and scientists to communicate effectively and efficiently in real time internationally. <i>Theme: Technologies in Knowledge Sharing</i> Justificatory Literacy: An Umbrella Literacy for the Digital Age Dr. Justin Lonsbury, <i>Center for Excellence in Teaching and Learning, Georgia State University, Atlanta, USA</i> <i>Overview:</i> This talk will introduce the idea of justificatory literacy and argue that schools that promote its development are making the most just use of educational technologies. <i>Theme: Ubiquitous Learning</i> Collaborative Course Design for Online Instruction: Undergraduate Work-study Student as Content Creation Specialist Dr. Ling Wang, <i>Department of Information Systems and Cybersecurity College and Engineering and Computing, Nova Southeastern University, Fort Lauderdale, USA</i> Kelly White, <i>McLennan Community College, Waco, USA</i> <i>Overview:</i> A mixed methods study investigating the impact of work-study student content publication on student course completion rate, student GPA, and instructor's satisfaction with the team-based design process and teaching experience. <i>Theme: Technologies in Knowledge Sharing</i> |
| Room 2 | Learning Contexts The Struggle for ICT Development after Five Years of Independence Dr. Trisha Capansky, <i>Department of English and Modern Foreign Languages, University of Tennessee at Martin, Martin, USA</i> <i>Overview:</i> After becoming the newest nation in the world, South Sudan's desire to narrow the digital divide between itself and developed nations continues to be stalled by instability. <i>Theme: Technologies in Society</i> Professional Development: Educating Digital Natives in the 21st Century Dr. Thomas Ryan, <i>Education, Graduate Studies, Nipissing University, North Bay, Canada</i> Courtney Neely, <i>Nipissing University, North Bay, Canada</i> <i>Overview:</i> Learning in the twenty-first century has radically changed due to the intensifying use of technology. Students are engaging with technology at a very young age which should impact their education. <i>Theme: Technologies in Society</i> Digital Literacy and Online Video: Enabling Student Sharing and Commenting on Online Video for Group Work Dr. Peter Tiernan, <i>Institute of Education, Dublin City University, Dublin, Ireland</i> <i>Overview:</i> I examine digital literacy in practice with University Students, focusing on how students share and comment on online video for a group assignment, facilitated by a custom Video Retrieval System. <i>Theme: Ubiquitous Learning</i> Evolving Use of Technologically Supported Learning Environments: Reimagining Knowledge Creation in the Classroom Dr. Stuart Berry, <i>School of Business, Camosun College, Victoria, Canada</i> <i>Overview:</i> I discuss how to challenge current learning models using online learning communities to capture and use work of others in building different approaches to knowledge creation. <i>Theme: Ubiquitous Learning</i> |
| Room 3 | e-Learning & Innovative Pedagogies Conference Session "Changing Course Designs" |
| Room 4 | e-Learning & Innovative Pedagogies Conference Session "Colloquium: Using Technologies to Address Challenges of Holistic Contemporary Based Frameworks in e-Learning Environments" |
| Room 5 | e-Learning & Innovative Pedagogies Conference Session "Teaching and Learning Dynamics" |
| Room 6 | Session in Spanish |
| 12:30-13:10 | LUNCH |



SATURDAY, 27 MAY

| | |
|---------------------|--|
| 13:10-13:55 | PARALLEL SESSIONS |
| Plenary Room | <p>Focused Discussion</p> <p>1 - Motivational Factors Related to Examination Fraud Prof. Tennyson Mgutshini, <i>The University of South Africa, South Africa</i> Mr Hamed Lekan Alabi, <i>The University of South Africa, South Africa</i> <i>Overview:</i> The paper looks at technologies used by learners in academic theft and/or examination fraud and proposes a range of curriculum design innovations in the management of examination content. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>2- Screens, Cameras, Glasses and Gadgets: A New Model for Knowledge, Learning and "Self" in the Age of Wearable and Virtual Learning Matthew Moreno, <i>Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education/ University of Toronto, Mississauga, Canada</i> Earl Woodruff, <i>Applied Psychology & Human Development, Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada</i> <i>Overview:</i> This paper discusses a new model for the role of schooling, knowledge, and learner identity in 21st century education, facilitated through wearable and virtual learning technologies. <i>Theme: Ubiquitous Learning</i></p> <p>Exploring the Human-Technology Relationship: An Inquiry Based upon Practical Wisdom Nikunj Dalal, <i>Department of Management Science and Information Systems Spears School of Business, Oklahoma State University, Stillwater, USA</i> <i>Overview:</i> Using approaches based on practical wisdom, this focused discussion will explore questions around the process and content for an inquiry into the relationship between humans and technology. <i>Theme: Technologies in Society</i></p> |
| Room 1 | <p>Posters</p> <p>Complying with BYOD Security Policies: A Moderation Model Cindy Zhiling Tu, <i>School of Computer Science and Information Systems, Northwest Missouri State University, St Joseph, USA</i> Joni Adkins, <i>School of Computer Science and Information Systems, Northwest Missouri State University, St. Joseph, USA</i> <i>Overview:</i> This study proposes a theoretical model to identify the key factors and the specific BYOD features that affect employees' complying with organization's BYOD (Bring Your Own Device) policies. <i>Theme: Technologies in Society</i></p> <p>Use of Applications on Personally Owned Devices Trevor Nesbit, <i>Department of Business, ARA Institute of Canterbury, Christchurch, New Zealand</i> <i>Overview:</i> This paper presents part of an ongoing investigation into the use of applications on personally owned devices to enhance student engagement during large lectures. <i>Theme: Ubiquitous Learning</i></p> <p>Virtual Social Networks: Exercising Participatory Citizenship Júlio Afonso Sá de Pinho Neto, <i>Communication Department, Federal University of Paraíba, João Pessoa, Brazil</i> Márcia Maria de Medeiros Travassos Saeger, <i>Department of Applied Sciences and Education, Federal University of Paraíba, João Pessoa, Brazil</i> <i>Overview:</i> This research aims to discuss the paths for developing the Participatory Budgeting at the city of João Pessoa due to the possibilities enabled by a virtual social network. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>American Consumers Are Not Yet Willing to Ride in Driverless Buses Nathan Walters, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Dr. Scott Winter, <i>College of Aviation, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Dr. Stephen Rice, <i>College of Arts and Science, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Mattie Milner, <i>College of Arts and Science, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Matthew Pierce, <i>College of Arts and Science, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Emily C. Anania, <i>College of Arts and Science, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Natasha Rao, <i>College of Aviation, Florida Institute of Technology, Melbourne, USA</i> <i>Overview:</i> The current study reveals that American consumers are generally not willing to ride in driverless buses, particularly if someone they care about is riding with them. <i>Theme: Technologies in Society</i></p> <p>Are People Willing to Let Their Children Ride on Driverless School Buses? Mattie Milner, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Dr. Stephen Rice, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Dr. Scott Winter, <i>College of Aviation, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Emily C. Anania, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Nathan Walters, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> Matthew Pierce, <i>College of Arts and Sciences, Embry-Riddle Aeronautical University, Daytona Beach, USA</i> <i>Overview:</i> I discuss consumer willingness to have their child ride on a driverless school bus compared to a traditionally human-operated bus. <i>Theme: Technologies in Society</i></p> |
| Room 2 | <p>Innovation Showcase</p> <p>Five Key Steps to Create an Award-winning Course Using Digital Storytelling: Engaging Your Learners Using Gamification Techniques and Technologies Nishan Joomun, <i>IT, KnowledgeOne Inc., Montreal, Canada</i> <i>Overview:</i> The presentation shows how Concordia University is using gamification and storytelling techniques to produce online courses. Designing game-like experiences transport learners on a sensory voyage and make e-Learning more immersive <i>Theme: 2017 Special Focus: The Future of Cities - Augmenting Urban Innovation</i></p> <p>All Hands on Tech: Forging Connections Using Personal Response Systems Dr. Carolyn Sealfon, <i>Toronto, Canada</i> Nancy Watt, <i>Nancy Watt Communications, Hamilton, Canada</i> <i>Overview:</i> Come learn pros and cons of using Personal Response Systems and how to apply this tool to foster meaningful learning and collaboration in corporate, classroom, or informal learning environments. <i>Theme: Ubiquitous Learning</i></p> |
| Room 5 | <p>e-Learning & Innovative Pedagogies Conference Session</p> <p>Workshop - "Rethinking Course Ownership in the Age of Collective Bargaining: A Rationale for Accessibility and Dissemination"</p> |
| Room 6 | <p>Session in Spanish</p> |
| 13:55-14:05 | BREAK |



SATURDAY, 27 MAY

| | |
|---------------------|---|
| 14:05-15:20 | PARALLEL SESSIONS |
| Plenary Room | e-Learning & Innovative Pedagogies Conference Session "New Curriculums" |
| Room 1 | <p>Intersections of Gender and Technology</p> <p>How Women Journalists Deal with Online Harassment Dr. Susan S. Reilly, <i>School of Communication & Multimedia Studies, Florida Atlantic University, Boca Raton, USA</i> <i>Overview:</i> Is gender and racial harassment a small price to pay for unregulated free speech on the Internet? <i>Theme: Technologies in Knowledge Sharing</i></p> <p>At the Intersection of Gender and Technology: A Meta-Analysis Dr. Jihan Rabah, <i>Department of Education, Concordia University, Montreal, Canada</i> <i>Overview:</i> Using random-effects meta-analytic techniques, this paper synthesizes the results of 213 studies to evaluate gender differences across students' reported usage and attitudes towards ICT in formal educational settings. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>ICT Use among Temporary Migrant Workers in Canada and their Female Partners Prof. Simon Collin, <i>Faculty of Education, University of Quebec in Montreal, Montreal, Canada</i> Prof. Cándido Hernández-Limón, <i>School of Business and Management, Universidad Autónoma de Tamaulipas, Ciudad Victoria, Mexico</i> <i>Overview:</i> The objective of the paper is to identify the use of ICT among temporary migrant workers in Canada and the consequences of the use of ICT by their female partners. <i>Theme: Technologies in Society</i></p> |
| Room 2 | e-Learning & Innovative Pedagogies Conference Session "Pedagogical Tools" |
| Room 3 | e-Learning & Innovative Pedagogies Conference Session "Digital Learning" |
| Room 4 | e-Learning & Innovative Pedagogies Conference Session "Education for the Professions" |
| Room 5 | e-Learning & Innovative Pedagogies Conference Session "Institutional Change" |
| Room 6 | Spanish-language Plenary Speaker Marcelo Careaga Butter, Professor, Universidad Católica de la Santísima Concepción, Concepción, Chile |
| 15:20-15:35 | BREAK |
| 15:35-16:50 | PARALLEL SESSIONS |
| Room 1 | <p>Constructing Stories</p> <p>Mediated Contexts: Exploring the Dynamics of Listening Sharon Storch, <i>Communications Media and Instructional Technology, Indiana University of Pennsylvania, Indiana, USA</i> Dr. Anna Victoria Ortiz Juarez-Paz, <i>Communications Media and Instructional Technology, Indiana University of Pennsylvania, Indiana, USA</i> <i>Overview:</i> Using a qualitative approach, the study seeks to understand how listening occurs in mediated contexts specific to mobile device texting and via social media platforms within familial relationships. <i>Theme: Technologies and Human Usability</i></p> <p>Authorship in the Age of Digital Archiving Dr. Gavin Keulks, <i>Department of English Honors Program, Western Oregon University, Portland, USA</i> <i>Overview:</i> Depending on the author, literary websites/archives can supersede research libraries as the primary destination for source material. However, administrators often struggle with questions of design, usability, funding, and copyright law. <i>Theme: Technologies in Knowledge Sharing</i></p> |
| Room 2 | <p>Late Additions</p> <p>The Narrative Power of "Humans of New York": Examining the Impact of Framing and Issue Salience in Online Activism Shelby Stanovsek, <i>Media Studies School of Journalism and Communication, University of Oregon, Eugene, USA</i> <i>Overview:</i> This work examines how networked narratives and visibility shared through the Facebook page "Humans of New York" impacts civic participation in relation to two fundraisers promoted on the site. <i>Theme: Technologies in Knowledge Sharing</i></p> <p>Critical Feedback Choices Predict Middle-School Students' Memory for Feedback Dr. Maria Cutumisu, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i> <i>Overview:</i> This study shows that middle-school students' choices to seek critical feedback predict their memory for their chosen feedback over their choices to revise and their digital poster performance. <i>Theme: Ubiquitous Learning</i></p> |
| Room 3 | e-Learning & Innovative Pedagogies Conference Session "New Learning" |
| Room 4 | e-Learning & Innovative Pedagogies Conference Session "Challenging the Traditional" |
| Room 5 | e-Learning & Innovative Pedagogies Conference Session "Learning Online" |
| Room 6 | Session in Spanish |
| 16:50-17:20 | SPECIAL EVENT – CONFERENCE CLOSING & AWARD CEREMONY |





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|--------------------------------------|---|-------------|
| Samuel Abaidoo | Kennesaw State University | USA |
| Anna af Burén | Mälardalens University | Sweden |
| Julian Allen | Georgia State University | USA |
| Norah Alothman | York University | Canada |
| Harbir Kaur Bal | University of Warwick | UK |
| Luke Barnesmoore | University of British Columbia | Canada |
| Maria Paula Baron Aristizabal | Universidad de Los Andes | Colombia |
| Chris Benner | Everett Program for Technology and Social Change | USA |
| Stuart Berry | Camosun College | Canada |
| Lauren Birney | Pace University | USA |
| Nadine Bobbett | Calgary Catholic School Board | Canada |
| Shiri Breznitz | University of Toronto | Canada |
| Amy Bruni | Georgia State University | USA |
| Malcolm Campbell-Verduyn | University of Waterloo | Canada |
| Trisha Capansky | University of Tennessee at Martin | USA |
| Cristina Casanueva-Reguart | Universidad Iberoamericana | Mexico |
| Paul Cesarini | Bowling Green State University | USA |
| Grace S. Chan | Camosun College | Canada |
| Tom Chan | Southern New Hampshire University | USA |
| Kevin Chang | University of Idaho | USA |
| Wen-Thong Chang | Asia University | Taiwan |
| Chau-Kuang Chen | Meharry Medical College | USA |
| Elly Choi | Sheridan College | Canada |
| Simon Collin | University of Quebec in Montreal | Canada |
| Judi Cook | The College of New Jersey | USA |
| Tom Corr | Ontario Centres of Excellence | Canada |
| Maria Cutumisu | University of Alberta | Canada |
| Nikunj Dalal | Oklahoma State University | USA |
| Leticia De Leon | The University of Texas - Pan American | USA |
| Telma de Souza Garcia Grande | UEMS-Universidade Estadual de Mato Grosso do Sul | Brazil |
| Mahdiyeh Entezarkheir | Huron at Western University | Canada |
| Charmaine Farber | California Polytechnic State University | USA |
| Sammy Feilchenfeld | Volunteer Toronto | Canada |
| Veeresh Gadag | Memorial University | Canada |
| Brad Garner | Indiana Wesleyan University | USA |
| Paul Gaynor | The University of the West Indies | Jamaica |
| Patrick Guilbaud | Winthrop University | USA |
| Gabor Gyorgy | Yukon College | Canada |
| Haj-Ali | Brock University | Canada |
| Jason Hansen | National Library of New Zealand/Victoria University of Wellington | New Zealand |
| Sarah Hepler | Georgia State University | USA |





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| Candido Hernandez | Borough of Manhattan Community College, CUNY | USA |
| Yuen Yi Ho | Social Welfare Department | Hong Kong |
| Tammy Hodgson | Rocky View | Canada |
| Christopher Alex Hooton | Internet Association | USA |
| Nigel Jacob | Mayor's Office of New Urban Mechanics | USA |
| Harri Jalonen | Turku University of Applied Sciences | Finland |
| Peter Jonas | Cardinal Stritch University | USA |
| Nishan Joomun | KnowledgeOne Inc. | Canada |
| Mihaela Kelemen | Keele University | UK |
| Gavin Keulks | Western Oregon University | USA |
| Feng-Tyan Lin | National Cheng Kung University | Taiwan |
| Yu-Chih Lin | Feng Chia University | Taiwan |
| Anita Liu | The University of HongKong | Hong Kong |
| Justin Lonsbury | Georgia State University | USA |
| Madelaine Lundberg | Mälardalens University | Sweden |
| Marcelo Machado | Kwantlen Polytechnic University | Canada |
| Marena MacIsaac Power | Calgary Catholic School Board | Canada |
| Mattie Milner | Embry-Riddle Aeronautical University | USA |
| Matthew Moreno | Ontario Institute for Studies in Education/ University of Toronto | Canada |
| Telmo Moreno | Escuela Superior Politécnica de Chimborazo | Ecuador |
| Mrinal Musib | National University of Singapore | Singapore |
| Onaolapo Francisca Oladipo | Federal University Lokoja | Nigeria |
| Chidi Opara | Brock univerisity | Canada |
| Armando Paladino | University of Phoenix | USA |
| Ruth Palmer | The College of New Jersey | USA |
| Erin Partridge | Notre Dame de Namur University | USA |
| Jenny Pedersen | Deschutes Public Library | USA |
| Helena Pesonen | Helsinki Business College | Finland |
| Júlio Afonso Sá de Pinho Neto | Federal University of Paraíba | Brazil |
| Reshma Prashad | York University | Canada |
| Krishna Subba Rao Pulugurta | GVP College of Engineering | India |
| Lakshmi Jagadamba Pulugurtha | Andhra University | India |
| Piritta Maria Pyykönen | Helsinki Business College | Finland |
| Jihan Rabah | Concordia University | Canada |
| Hossein Rahnama | Ryerson University | USA |
| Arkush Rami | NRCN | Israel |
| Susan S. Reilly | Florida Atlantic University | USA |
| Christine Rine | Edinboro University of Pennsylvania | USA |
| José Adrian Ruiz Carmona | Universidad Veracruzana | Mexico |
| Thomas Ryan | Nipissing University | Canada |
| Catherine Rönnqvist | Helsinki Business College | Finland |



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| Arup Kumar Sarma | Indian Institute of Technology Guwahati | India |
| Simona Sarma | Tata Institute of Social Sciences, Mumbai | India |
| Laura Scherling | Teachers College, Columbia University | USA |
| Carolyn Sealfon | University of Toronto | Canada |
| Karen Seubert | Edinboro University of Pennsylvania | USA |
| Sharon Storch | Indiana University of Pennsylvania | USA |
| Ho Wai Groovy Tang | Social Welfare Department, HKSAR Government | Hong Kong |
| Janeth Tello Carrillo | Universidad Veracruzana | Mexico |
| Christian Thomas | Acadia University, Canada | Canada |
| Cindy Zhiling Tu | Northwest Missouri State University | USA |
| Francine Vachon | Brock University | Canada |
| Michelangelo Vallicelli | Roma Tre University | Italy |
| David Vampola | State University of New York at Oswego | USA |
| Anuschka van T. Hooft | Autonomous University of San Luis Potosí | Mexico |
| Pablo Velarde Alvarado | Universidad Autónoma de Nayarit | Mexico |
| John L. Vitale | Nipissing University | Canada |
| Nathan Walters | Embry-Riddle Aeronautical University | USA |
| Meng Wang | Southwest University of Political Science and Law | China |
| Nancy Watt | Nancy Watt Communications | Canada |
| Kelly White | McLennan Community College | USA |
| Margo Williams | Johns Hopkins University | USA |
| M. Yasmin | SFR College for Women | India |













**1–2 March
2018**

**St John's University,
Manhattan Campus**

New York, USA

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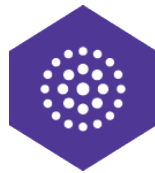
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Tenth International Conference on e-Learning and Innovative Pedagogies

“Learning Cities”

27 May 2017 | University of Toronto | Toronto, Canada



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by Common Ground Research Networks
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Dear e-Learning & Innovative Pedagogies Delegates,

Welcome to Toronto and to the Tenth International Conference on e-Learning & Innovative Pedagogies. The e-Learning & Innovative Pedagogies Research Network—its conference, journal, and book imprint—was created to investigate the uses of technologies in learning, including devices with sophisticated computer and networking capacities which are now pervasively part of our everyday lives.

Founded in 2008, The Inaugural e-Learning & Innovative Pedagogies Conference was held at the University Center, Chicago, USA. The conference has since been hosted at Northwestern University, Boston, USA in 2009; the University of British Columbia, Vancouver, Canada in 2010; the University of California, Berkeley, Berkeley, USA in 2011; the University of Illinois at Urbana-Champaign, Champaign, USA in 2012; the Universidad Nacional de Educación a Distancia, Madrid, Spain in 2013; Pacific University, Portland, USA in 2014; and the University of California, Santa Cruz, Santa Cruz, USA in 2015. Next year, we are honored to hold the conference at St John's University, Manhattan Campus, in New York City, USA.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Research Network supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to *Ubiquitous Learning: An International Journal*. We also encourage you to submit a book proposal to the e-Learning and Innovative Pedagogies Book Imprint.

In partnership with our Editors and Network Partners, the e-Learning & Innovative Pedagogies Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of research networks, innovative in their media and forward thinking in their messages. Common Ground Research Networks takes some of the pivotal challenges of our time and builds research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

I want to thank our Conference Chair, Daniel Araya, who has poured such a phenomenal amount of work into this conference. I'd also like to thank my e-Learning & Innovative Pedagogies Research Network colleagues, Rachael Arcario, Kim Kendall, and Dominique Moore who have put such a significant amount of work into this conference.

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

Yours sincerely,



Dr. Phillip Kalantzis-Cope
Chief Social Scientist, Common Ground Research Networks



Our Mission

Common Ground Research Networks aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative research networks and provide platforms for meaningful interactions across diverse media.

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds research networks that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports research networks through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The research network also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

e-Learning & Innovative Pedagogies Research Network

*Brought together around a common concern for new technologies
in learning and an interest to explore possibilities for
innovative pedagogies*



The e-Learning and Innovative Pedagogies Research Network is brought together around a common concern for new technologies in learning and an interest to explore possibilities for innovative pedagogies. The community interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book series—exploring the affordances of the new digital media. Members of this Research Network include academics, teachers, technology practitioners, and research students.

Conference

The conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Publishing

The e-Learning and Innovative Pedagogies Research Network enables members to publish through two media. First, community members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. *Ubiquitous Learning: An International Journal* provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, e-Learning and Innovative Pedagogies, publishing cutting edge books in print and electronic formats. Publication proposal and manuscript submissions are welcome.

Community

We are pleased to announce the expansion of the e-Learning and Innovative Pedagogies Research Network into Common Ground's Technology, Knowledge & Society Research Network. This innovative merger provides community members with an extended academic network and greater interdisciplinary interaction, as well as opportunities to publish within the Technology, Knowledge & Society Collection. The Technology, Knowledge & Society Research Network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the network YouTube channel. Quarterly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Members may also join the conversations on Facebook and Twitter or explore our new social media platform, **Scholar**.



On the microdynamics of learning in and through digital technologies and social media

Theme 1: 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

On the changing the institutional forms of education—classroom, schools and learning communities—in the context of ubiquitous computing

Theme 2: 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



On new learning devices and software tools

Theme 3: Technologies

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

On the social transformations of technologies, and their implications for learning

Theme 4: 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



Learning Cities

The promise of e-learning is to make learning ubiquitous. There are several layers in this promise. One is to make formal learning accessible beyond its traditional sites of geo-location. Historically, these were cities, large and sometimes small. Another layer is to extend the range of informal learning—just in time, in just the right place, just when needed—hence, the range of self-help courses, training programs, and embedded, on-the-fly learning opportunities in online environments. What does this mean for cities? Will “smart cities” still dominate the educational environment in the digital era? Or will spatial geolocation be displaced by “virtual cities” where teachers, learners, platform developers, and instructional designers work collaboratively across extraurban virtual space? In this conference, researchers, teachers, and designers will explore these questions. And importantly, to what extent are these practices extensions of legacy pedagogies and institutional forms? Or do they foreshadow radical disruption?



First we called it ‘computers in education’. Then it was the World Wide Web. Then it was the reincarnation the Internet in the form Web 2.0 and social media. For a long time, we educators have lived with enthusiastic talk about the implications of technology in learning. Sometimes the talk has been plausible. At other times the results of using technology in learning have been disappointing.

For all the hyperbole, education is in many sites and many ways still relatively unchanged—the relations of teachers to students, students to each other and students to knowledge—and this is the case even when technology is used. For instance, if the print textbook becomes an e-book, do the social relations of knowledge and learning actually change? If the pen-and-paper test is mechanized, does this change our assessment systems?

Technology, in other words, can and often does reproduce and reinforce traditional, didactic relationships of learning. However, today’s information and communications technologies also offer affordances which in many ways we have barely yet explored. These possibilities we call a ‘new learning’ and ‘transformative pedagogy’.

How then, can we create and use technologies that push the boundaries of the learning experience, engage students more deeply and produce learning outcomes that live up to the high expectations of citizens, governments and workplaces in the twenty-first century? For this reason, in this Research Network, we want to focus not just on e-learning, but the pedagogical innovations that we hope e-learning environments might support. In this agenda, the ideas and practices of ‘ubiquitous learning’ suggest a wide range of possibilities.

From Ubiquitous Computing to Ubiquitous Learning

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, laptops, tablets, and smart phones 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 computing power built in): televisions, global positioning systems, digital music players, personal digital assistants, 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 groundwork for ubiquitous learning? Does it require us to make a shift in our educational paradigms?



It may, however, the approach of this Research Network 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 does not amount to 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 Research Network addresses in its various discussion forums. Participants may agree or disagree with these, or 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 organization's vision and mission. Now the customer is always right and products and services need to be customized 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.

Instead, 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 recognize 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 sites of learning 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 often have. When educators do catch up, the learning seems more relevant, 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 conceptualizing 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 conceptualizing sensibility, sophisticated forms of pattern recognition and schematization. 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 already but what you can potentially 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.

Digital workspaces built upon 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.

Reference: Bill Cope and Mary Kalantzis, (eds), editors' introductory chapter to Ubiquitous Learning, University of Illinois Press, 2009.



About

The e-Learning & Innovative Pedagogies Research Network is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the e-Learning & Innovative Pedagogies Research Network brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits

As an e-Learning & Innovative Pedagogies Research Network member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to *Ubiquitous Learning: An International Journal* for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the network e-newsletter, providing access to news and announcements for and from the Research Network.
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Present and Participate in the Conference

You have already begun your engagement in the research network by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with re colleagues that will continue well into the future.

Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the research network. As a member of the research network, you will also be invited to review others' work and contribute to the development of the research network knowledge base as a Reviewer. As part of your active membership in the research network, you also have online access to the complete works (current and previous volumes) of the journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Engage through Social Media

There are several ways to connect and network with research network colleagues:



Email Newsletters: Published quarterly, these contain information on the conference and publishing, along with news of interest to the research network. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@ubi-learn.com.



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The principal role of the Advisory Board is to drive the overall intellectual direction of the e-Learning & Innovative Pedagogies Research Network and to consult on our foundational themes as they evolve along with the currents of the community. Board members are invited to attend the annual conference with a complimentary registration and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to *Ubiquitous Learning: An International Journal* as well as proposals or completed manuscripts to the e-Learning & Innovative Pedagogies Book Imprint.

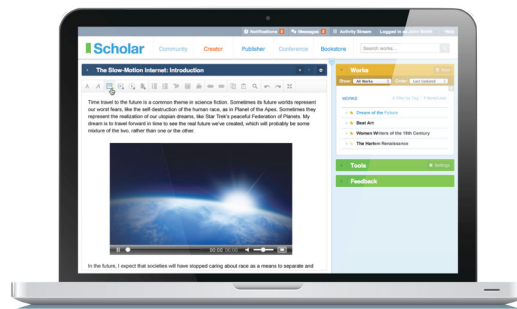
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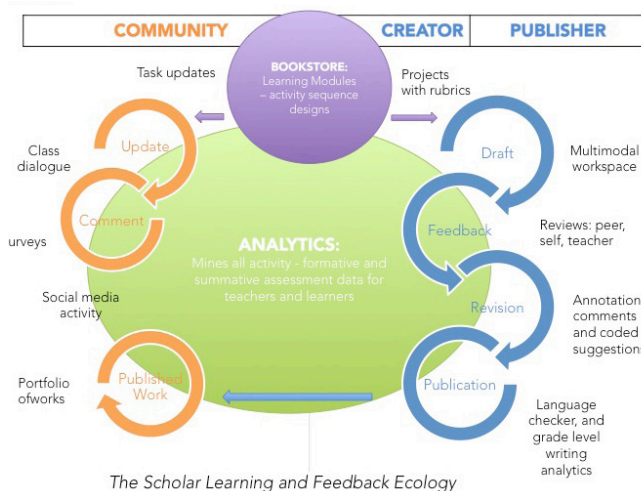
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e-Learning & Innovative Pedagogies Journal

*Aiming to create an intellectual frame of reference and to support
an interdisciplinary conversation on the relationships between
technology, knowledge, and society*



About

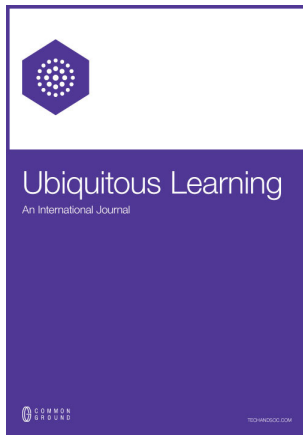
Ubiquitous Learning: An International Journal sets out to define an emerging field. Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media.

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.

Editor



Bill Cope, University of Illinois at Urbana-Champaign, USA



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Associate Editors

Articles published in *Ubiquitous Learning: An International Journal* are peer reviewed by scholars who are active members of the e-Learning & Innovative Pedagogies Research Network. Reviewers may be past or present conference delegates, fellow submitters to the journal, or scholars who have volunteered to review papers (and have been screened by Common Ground’s editorial team). This engagement with the Research Network, as well as Common Ground’s synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Associate Editors in the volume that includes the paper(s) they reviewed. Thus, in addition to the *Ubiquitous Learning: An International Journal*’s Editors and Advisory Board, the Associate Editors contribute significantly to the overall editorial quality and content of the journal.



Journal Collection Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. Submit a conference presentation proposal.
2. Once your conference presentation proposal has been accepted, you may submit your article by clicking the “Add a Paper” button on the right side of your proposal page. You may upload your article anytime between the first and the final submission deadlines. (See dates below)
3. Once your article is received, it is verified against template and submission requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.
4. When both referee reports are uploaded, and after the referees’ identities have been removed, you will be notified by email and provided with a link to view the reports.
5. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be required to submit a change note with your final submission, explaining how you revised your article in light of the referees’ comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new referees.
6. Once we have received the final submission of your article, which was accepted or accepted with revisions, our Publishing Department will give your article a final review. This final review will verify that you have complied with the Chicago Manual of Style (16th edition), and will check any edits you have made while considering the feedback of your referees. After this review has been satisfactorily completed, your paper will be typeset and a proof will be sent to you for approval before publication.
7. Individual articles may be published “Web First” with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.



Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is \$250 per article—a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at \$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at support@cgnetworks.org.



Community Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to *Ubiquitous Learning: An International Journal*. This complimentary personal subscription grants access to the current volume as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to <https://cgscholar.com/bookstore> and select the “Sign in” option. An account in CG Scholar has already been made on your behalf; the username/email and password are identical to your CG Publisher account. After logging into your account, you should have free access to download electronic articles in the bookstore. If you need assistance, select the “help” button in the top-right corner, or contact support@cgscholar.com.

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to *Ubiquitous Learning: An International Journal* and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:

- <http://ubi-learn.com/journal/hybrid-open-access>
- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to *Ubiquitous Learning: An International Journal*: <http://cgnetworks.org/support/recommend-a-subscription-to-your-library>.

e-Learning & Innovative Pedagogies Book Imprint

*Aiming to set new standards in participatory knowledge
creation and scholarly publication*



e-Learning & Innovative Pedagogies Book Imprint

Call for Books

Common Ground is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we're not interested in the size of potential markets or competition from other books. We're only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats and are available through Amazon and as Kindle editions. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Proposals can be submitted by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.



Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

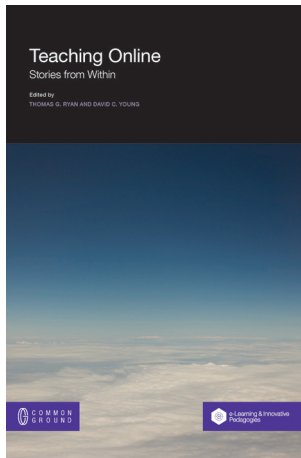
- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.



Teaching Online: Stories from Within

Dr. Thomas G. Ryan and Dr. David C. Young (eds.)



Teaching Online: Stories from Within has captured the narratives of fifteen post-secondary instructors who currently teach online. It is a pan-Canadian sample of those who step into the depths of cyberspace and reveal their own personal insights about the world of online education in a manner that enables readers to access answers to some of the current questions concerning e-learning. Admittedly, education is vital to personal growth and understanding the world around us, but this education may simply be economically out of reach for those who live too far from the course and school where they would like to study. Online education is a potential solution, but how does one know if this is the right fit for them? This peer-reviewed book provides some insight into the trials and tribulations of online teaching and learning that may enable those people to make an informed decision. As the medium evolves and innovation drives possibilities, online post-secondary education may begin to meet wider needs.

ISBN—978-1-61229-606-7
195 Pages

Community Website:
ubi-learn.com

Bookstore:
ubi-learn.cgpublisher.com

Technology offers new and different ways to deliver university courses, including online or blended formats, but we need to consider a number of impacts as we develop and innovate in our teaching. This book outlines a variety of perspectives on online teaching—perspectives that will help university instructors think through ways to ensure rigour and integrity in their online course offerings.

—Dr. Ann Sherman, Dean of Education, University of New Brunswick

Editor Bios:

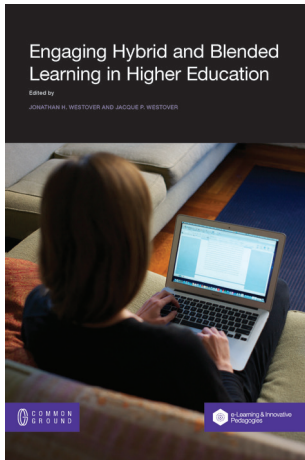
Dr. Thomas G. Ryan is a professor in the Schulich School of Education, Nipissing University, in North Bay, Ontario, Canada. He has been teaching since 1985 and began teaching online in 2002 with Campus Alberta. Currently he is teaching graduate students online via Blackboard and looks forward to new innovations in e-learning.

Dr. David C. Young is an associate professor in the Faculty of Education at St. Francis Xavier University in Antigonish, Nova Scotia, Canada. He began teaching at the post-secondary level in 2004, and currently offers several online graduate courses.



Engaging Hybrid and Blended Learning in Higher Education

Jonathan H. Westover and Jacque P. Westover (eds.)



ISBN—978-1-61229-538-1
266 Pages

Community Website:
ubi-learn.com

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Hybrid and blended learning are relatively new approaches to utilizing disruptive technological innovations within educational environments. With increased pressure on higher education institutions to provide greater access to programs as well as reduce costs, a continually increasing number of universities and colleges have been embracing the role of distance education programs and online courses. Within the context of this pedagogical and technology tension, engaging hybrid and blended learning methods have emerged as a balanced approach to addressing a rapidly shifting landscape of higher education.

This edited collection will answer the following questions:

- How can we make hybrid and blended learning models more engaging and student-centered?
- How can we effectively implement, manage, and assess hybrid and blended learning environments?
- What are examples and best practices of hybrid and blended learning across disciplines?

This edited collection provides a comprehensive introduction to hybrid and blended learning and explores the role of emerging disruptive technological innovations within academia, presenting a wide range of cross-disciplinary research in an organized, clear, and accessible manner. It will be informative to higher education scholars and administrators seeking to understand the role and implementation of hybrid and blended learning in response to a shifting higher education landscape.

Editor Bios:

Dr. Jonathan H. Westover is an assistant professor of management and director of academic service learning at Utah Valley University, specializing in international human resource management, organizational development, and community-engaged experiential learning. His ongoing research examines issues of globalization, labor transformation, work quality characteristics, the determinants of job satisfaction cross-nationally, and higher-education pedagogy.

Jacque P. Westover is a part-time professor of mathematics and developmental math in the College of Science and Health and University College at Utah Valley University. Her research interests include math teaching in public schools, teaching with technology, theory and methods of education, and multicultural and exceptional education.

e-Learning & Innovative Pedagogies Conference

*Curating global interdisciplinary spaces, supporting
professionally rewarding relationships*



Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the Research Network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the e-Learning and Innovative Pedagogies Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 40 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this research network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this research network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this community.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.



Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.



Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length 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.



Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



Workshop/Interactive Session

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.



Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.



Saturday, 27 May

| | |
|-------------|--|
| 8:00–8:50 | Conference Registration Desk Open |
| 8:50–9:20 | Daily Update |
| 9:20–9:50 | Plenary Session—Malgosia Green, Chief Product Officer, Top Hat, Canada, <i>“Rethinking the Pedagogical Dynamic and the Future of Educational Content”</i> |
| 9:50–10:20 | Plenary Session—Tom Corr, President and CEO, Ontario Centers of Excellence, Toronto, Canada, <i>“Supporting Ontario Innovation Across Sectors to Build Smart Cities”</i> |
| 10:20–10:50 | Garden Conversation |
| 10:50–12:30 | Parallel Sessions |
| 12:30–13:10 | Lunch |
| 13:10–13:55 | Parallel Sessions |
| 13:55–14:05 | Break |
| 14:05–15:20 | Parallel Sessions |
| 15:20–15:35 | Break |
| 15:35–16:50 | Parallel Sessions |
| 16:50–17:20 | Special Event—Closing & Award Ceremony |

Conference Highlights

Conference Welcome Reception

Common Ground Research Networks, the Technology, Knowledge & Society Conference, and the e-Learning & Innovative Pedagogies Conference will be hosting a welcome reception at the University of Toronto, Chestnut Conference Centre. The reception will be held directly following the last parallel session of the first day of the Technology Conference, Friday, 26 May 2017. Join other conference delegates and plenary speakers from both conferences for drinks, light hor d’œuvres, and a chance to converse.

We look forward to hosting you!





Tom Corr

Supporting Ontario Innovation Across Sectors to Build Smart Cities



Tom Corr, the Ontario Centres of Excellence new President and CEO, has a long resumé in commercializing innovation in Ontario. He was CEO of the Accelerator Centre at the Waterloo Research and Technology Park and Associate Vice-President of Commercialization at the University of Waterloo. Previously, he was Director of Commercialization – IT & Communications at the University of Toronto. In his role at the AC, Tom was responsible for overseeing the mentoring, advice, and training that is provided to the 25 early-stage companies that are located at the AC, with a goal of creating successful start-up companies that create economic development for the community and wealth for the company founders and investors. In his role at UW, Tom's primary responsibility was the management of the protection and commercialization of intellectual property developed by the researchers and students at UW. Tom's career also includes over 30 years in the IT sector including positions as Managing Partner at Catalyst Partnership; founder and CEO of Momentum Systems; founder and CEO of Applied Development Corp., and President of Canadian Data Processing Corp. In addition to his responsibilities at the University of Waterloo, Tom is also an Industry Professor at McMaster University. Tom's education includes a Doctor of Business Administration degree from Henley Management College/Brunel University in England, an MBA from the University of Toronto, and an Advanced Post Graduate Degree in Management Consultancy from Henley Management College. Tom has also completed his certification as a corporate director by the Institute of Corporate Directors and holds the ICD.D designation.

Malgosia Green

Rethinking the Pedagogical Dynamic and the Future of Educational Content



Malgosia is an entrepreneur with over 12 years of experience in edtech. Since 2013, she has been the Chief Product Officer at Top Hat, a teaching platform that helps professors engage their student inside and outside the classroom. Top Hat is used by over 2 million students around the world, and was recently added to Deloitte's Fast 50 and ranked #12 by Profit magazine on its annual list of fastest growing Canadian companies. Prior to Top Hat, she was CEO and co-founder of LearnHub, which grew to be the #1 education site in India, helping connect Indian students with higher education opportunities in India and abroad. Malgosia studied Systems Design Engineering at the University of Waterloo.



Harbir Kaur Bal



Harbir Kaur Bal is a third-year PhD student at the Centre for Education Studies, University of Warwick, and an editor at Exchanges: the Warwick Research Journal. Before commencing doctoral study Harbir worked as a Science teacher (secondary school) and then researcher for a start-up company in the aerospace sector. She has completed policy internships at the UK Department for Education and Royal Society of Science. Her research explores the nature of participatory democracy in UK school communities considering and implementing new technology regimes and the nature of participation in organisational learning processes.

Luke Barnesmoore



Luke R. Barnesmoore is Founder and Executive Director of the Center for Critical Interdisciplinary Studies 501(c)3 (CCIS), Co-Founder and Co-Director of the UBC Urban Studies Lab (UBC USL), Associate Editor of Environment and Social Psychology and a Graduate Student in the University of British Columbia Department of Geography. Current research centers on metaphysical inquiry into order and associated epistemological inquiries into human-nature-technology relations. Outside of his formal academic work Luke pursues creative writing on a number of topics from contemporary politics through spirituality and human evolution.

Matt Glowatz



Matt Glowatz is Assistant Professor at University College Dublin (UCD)'s College of Business delivering both undergraduate and postgraduate modules covering Social Media Strategy, MIS, Project Management, Electronic Business, Digital Marketing and Innovation. His main research interests cover electronic learning (eLearning), Innovation and Social Media related themes. Matt is the academic coordinator for international students and is a member of UCD's Centre for the Future of Learning. The European Commission awarded Matt with two research scholarships advising both the University of Nizwa (Oman) and Mahidol University (Thailand) on eLearning-related issues. Matt received twice the Excellence in Teaching Awards in the Higher Diploma of Business Studies (IT) programme and won the Educational Contribution Award at the Irish Internet Association's Net Visionary Awards 2006 recognizing his significant contribution to the Irish Internet Industry through education. In March 2015, Matt was invited to deliver the closing keynote address at the inaugural EdTECx event in Ireland discussing the future of educational technologies in the context of the higher education sector. In July 2015, Matt has been appointed co-chair of the Bled e-Conference special interest group focusing on Education in the Digital Economy. In addition, he has also published numerous research articles and conference contributions.

Ramin Kalantar



Ramin Kalantar graduated with his Masters from Azad University in Iran. His research has focused on digital architecture, cyberspace, parametric architecture and urban design, animate architecture and urban design, interactive architecture and urban design, smart architecture and urbanism, as well as changeable architecture. Also, he has participated in several national and international conferences. Kalantar started professional activities by establishing Shar Bana Shar Consulting in 2004, and over the last decade, he designed several projects. He is a member of the Engineering Council of Tabriz, and has License in Grade 2.



Francisca Oladipo



Francisca ('cisca) is currently a faculty member at the Federal University, Lokoja Nigeria where she pioneered research into the Software Paradigm for Internet Computing and promotes projects that showcases how the concept interface with the society. Francisca's association with Common Ground Research Network dated back to 2008 when she received the Graduate Assistant Scholarship to the Fifteenth International Conference on Learning, University of Illinois, Chicago from 3-6 June. She was an Internet Society Fellow to the Internet Engineering Task Force (IETF) Honolulu, Hawaii, USA in 2014 and in 2016 she was selected a Fellow into the US Department of State Techwomen Professional Exchange Program where she had to spend five weeks in Silicon Valley, California. She was also a Faculty Scholar to the Grace Hopper Celebration of Women in Computing in the same year. 'cisca belongs to the Global Internet Governance Academic Network (GigaNet), the Internet Society (ISOC), European Alliance for Innovation (EAI), British Computer Society (BCS), Nigerian Computer Society (NCS), Computer Professionals (Regulatory Council) of Nigeria, the Institute for Computer Sciences, Social Informatics and Telecommunications Engineering (ICST), the International Association of Engineers, the Africa ICT Network and the Diplo Internet Governance Community among other scientific and academic organizations.

Reshma Prashad



Reshma Prashad is a PhD Candidate in the School of Health Policy and Management at York University in Toronto, Canada. She completed an honors Bachelor of Health Studies majoring in Health Informatics in 2009 at York University, followed by the completion of a Masters of Health Informatics at the University of Toronto in 2011. Reshma's doctoral work focuses on the use of digital health technologies to engage and empower patients to self-manage their chronic conditions and work closely with their care providers to ensure proactive management of their conditions to prevent avoidable complications. Additionally she has a keen interest in how organizations can be designed to effectively support care providers in proactively managing their patients with chronic conditions. In addition to her academic background, Reshma has over 10 years of professional Project Management experience in information systems implementation at various levels of the health system in Canada. She leverages her professional experience in her doctoral work.

Nadeem Saqlain



Nadeem Saqlain is a Sessional Instructor and a Doctoral Candidate with the Faculty of Education, Memorial University of Newfoundland. His areas of interest encompass E-learning, Rural Education, Rural Development, Multi-age education, and Small Schools. Before joining Memorial, he worked for six years as a Lecturer at University of Tabuk in Saudi Arabia. He was also involved in pedagogical assignments at school levels both in Saudi Arabia and in Pakistan for eight years. He has attended numerous conferences, symposiums, seminars, and lectures in different parts of the world. He is an active member of some of the professional associations in Education.

Laura Scherling



Laura Scherling is a senior designer, completing her doctoral degree at Columbia University's Teachers College. Her research interests include design and media studies, and emerging technologies. Scherling holds a BFA in Design from the School of Visual Arts and an MA in Media Studies from The New School. Her work can be viewed at laurascherling.info.



Lindsay Shaw



Lindsay Shaw is the research coordinator for the Centre of Teaching and Learning at the University of Windsor. She holds a BA in psychology and is currently finishing her MA in Applied Social Psychology. Her research is focused on educational assessment and innovation, exploring the integration of technology on student learning. Lindsay continuously blends community psychological principles in her work, highlighting the importance of student equality, empowerment, and agency for the betterment of higher education.

Shelby Stanovsek



Shelby is a first-year Media Studies master's student at the University of Oregon, where she also works as a teaching fellow and as a research assistant with the psychology department's Learning Lab. Her interests in psychology, philosophy, and education intersect at issues involving human relationships with technology and digital media. She plans to research youth media habits and the effects of ubiquitous technology in the digital era to develop pragmatic strategies for parents and educators. She earned her BA in Individualized Studies from Miami University in 2013, where she developed an interdisciplinary thesis project titled "Digital Natives on Facebook: Mediating the Boundaries of Virtual Performance."

Sharon Storch



Sharon Storch is a doctoral candidate in the Communications Media and Instructional Technology Program at Indiana University of Pennsylvania, as well as a full-time technology educator. Professional experience for Sharon includes 10 years in corporate purchasing, marketing, and senior management roles and 16 years engaged in many facets of education to include developing and teaching traditional and online 21st century courses and chairing the Business, Computer, and Instructional Technology Department at a K-12 public school system. Research interests include the role that mobile technology plays in the dynamics of family and career communications. Sharon aspires to teach at the college level.

SATURDAY, 27 MAY

| SATURDAY, 27 MAY | |
|---------------------|---|
| 8:00-8:50 | CONFERENCE REGISTRATION DESK OPEN |
| 8:50-9:20 | DAILY UPDATE, DANIEL ARAYA, PHILLIP KALANTZIS-COPE, COMMON GROUND RESEARCH NETWORKS, USA |
| 9:20-9:50 | PLENARY - MALGOSIA GREEN, CHIEF PRODUCT OFFICER, TOP HAT, CANADA "Rethinking the Pedagogical Dynamic and the Future of Educational Content" |
| 9:50-10:20 | PLENARY - TOM CORR, PRESIDENT AND CEO, ONTARIO CENTRES OF EXCELLENCE, TORONTO, CANADA "Supporting Ontario Innovation Across Sectors to Build Smart Cities" |
| 10:20-10:50 | GARDEN CONVERSATION |
| 10:50-12:15 | PARALLEL SESSIONS |
| Plenary Room | <p>Active Learning</p> <p>Creating Equivalent Active Learning Experiences: A Comparison of Virtual and Face-to-face Delivery Modes Dr. Rebecca McPherson, <i>Human Resource Management Program, Texas A&M University-Central Texas, Killeen, USA</i> <i>Overview:</i> 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. <i>Theme: Pedagogies</i></p> <p>Online Adult Learner Epistemology: Leveraging Learner Wisdom to Develop Contextual Decision Makers Dr. Daniel L. White, <i>Office of Digital Education, Temple University, Philadelphia, USA</i> <i>Overview:</i> This is a focus on how Baxter Magolda's Epistemological Reflection (1999) and Self-Authorship (2001) developmental theories directly inform graduate level online course development at large American research university. <i>Theme: Pedagogies</i></p> <p>Online Equity in Education and Re-imagining Online Learning through Social Media Prof. William Ju, <i>Human Biology Program, University of Toronto, Toronto, Canada</i> Sabina Trebinjac, <i>University of Toronto, Toronto, Canada</i> <i>Overview:</i> Could social media be the next platform for delivery and student engagement in online learning? Perhaps it already is. <i>Theme: Social Transformations</i></p> |
| Room 1 | Technology, Knowledge & Society Conference Session "Innovation for Education" |
| Room 2 | Technology, Knowledge & Society Conference Session "Learning Contexts" |
| Room 3 | <p>Changing Course Designs</p> <p>Using Google Self-Grading Quiz Forms for Delivering and Accessing Learning Options 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></p> <p>Students' Satisfaction Levels with Their First Undergraduate Hybrid Environmental Communication Design Course 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></p> <p>Peer Assessments for Improving Wiki Projects 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></p> <p>Teaching and Learning with iPads: Expert Readers Using an iPad to Learn 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></p> |
| Room 4 | <p>Colloquium</p> <p>Using Technologies to Address Challenges of Holistic Competency Based Frameworks in e-Learning Environments 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> <i>Overview:</i> 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. <i>Theme: Pedagogies</i></p> |



SATURDAY, 27 MAY

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| 10:50-12:15 | PARALLEL SESSIONS |
| Room 5 | <p>Teaching and Learning Dynamics</p> <p>Technology Driven Novel Pedagogical Technique Incorporating a “Scenario-based, Flipped Learning Approach” for an Authentic Learning Experience Dr. Mrinal Musib, <i>Biomedical Engineering, National University of Singapore, Singapore, Singapore</i> <i>Overview:</i> 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. <i>Theme: Technologies</i></p> <p>From Hierarchical to Lateral Knowledge Flows, and Teaching-Learning Relationships Dr. Joseph Arul Jayraj Susaimanickam, <i>Department of English, St. Joseph's College, Bharathidasan University, Tiruchirappalli, India</i> <i>Overview:</i> 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. <i>Theme: Institutions</i></p> <p>Interpreting the Impact of the e-Learning Component in English Language Teaching and Learning Dr. Victoria Tuzlukova, <i>Language Centre, Sultan Qaboos University, Muscat, Oman</i> <i>Overview:</i> 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. <i>Theme: Pedagogies</i></p> <p>Global Classrooms and Intercultural Competence: Why We Need Learning Outcomes and Assessment Tools Dr. Simone Schlichting-Artur, <i>Department of Global Studies and Modern Languages, Drexel University, Philadelphia, USA</i> Caitlin Walczyk, <i>Department of Global Studies and Modern Languages, Drexel University, Philadelphia, USA</i> <i>Overview:</i> The focus of the research is to assess current teaching models and assessment tools, which are used to investigate the outcomes of global classrooms. <i>Theme: Institutions</i></p> |
| Room 6 | Session in Spanish |
| 12:15-12:30 | SPECIAL EVENT |
| Plenary Room | Session placeholder |
| 12:30-13:10 | LUNCH |
| 13:10-13:55 | PARALLEL SESSIONS |
| Plenary Room | <p>Focused Discussions</p> <p>4 - Student Generated Content Satish Patel, <i>Faculty of Arts, Umea University, Sweden</i> <i>Overview:</i> I discuss a learning environment where students produce and consume content made by and for other students. <i>Theme: Technologies</i></p> <p>5 - Chasing the Dream: The Engaged Learner Dan Piedra, <i>Centre for Continuing Education, McMaster University, Toronto, Canada</i> <i>Overview:</i> 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></p> |



SATURDAY, 27 MAY

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| 13:10-13:55 | PARALLEL SESSIONS |
| Room 1 | <p>Posters</p> <p>Contribution Patterns and Structures to Inform the Development of Knowledge Building Teacher Communities 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> <i>Overview:</i> The research aims to uncover metrics of community interaction that define progressive idea improvement in Knowledge Building teacher communities. <i>Theme: Technologies</i></p> <p>Altering Assessments for Greater Achievement: Evaluating Student Engagement and Attitudes toward mTuner Lindsay Shaw, <i>Applied Social Psychology, University of Windsor, Windsor, Canada</i> <i>Overview:</i> 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></p> <p>Pharmacy Students' Perceptions and Usage of an Adaptive Learning Technology in Anatomy and Physiology in a Caribbean School of Pharmacy 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> <i>Overview:</i> We discuss pharmacy students' perception and extent of use of adaptive learning technology in Anatomy and Physiology. <i>Theme: Technologies</i></p> <p>Digital Interactive Platforms on Students and Educational Institutions Carlos Agymang Appiah, <i>Marketing, Solbridge International School of Business, Dong-Gu, South Korea</i> <i>Overview:</i> 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></p> <p>An e-Learning Environment for Exploratory Analysis of Storage Systems Dr. Adam Villa, <i>Department of Mathematics and Computer Science, Providence College, Providence, USA</i> <i>Overview:</i> 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></p> <p>Exploring Competency Based Education to Improve Academic and Clinical Performance in Health Professions Education Programs Haris Saud, <i>School of Nursing, McMaster University, Hamilton, Canada</i> Dr. Ruth Chen, <i>School of Nursing, McMaster University, Hamilton, Canada</i> <i>Overview:</i> An integrative review of the CBE literature was conducted to explore the effectiveness of competency-based education in improving academic and clinical performance in health professions education programs. <i>Theme: Pedagogies</i></p> <p>Technology-Based Learning in Higher Education Rama Arafa, <i>School of Nursing, McMaster University, Hamilton, Canada</i> <i>Overview:</i> I explore the use of technology-based learning aids in higher education, with a focus on the use of web applications for undergraduate nursing students. <i>Theme: Technologies</i></p> |
| Room 2 | Technology, Knowledge & Society Conference Session "Innovation Showcase" |
| Room 5 | <p>Workshop</p> <p>Rethinking Course Ownership in the Age of Collective Bargaining: A Rationale for Accessibility and Dissemination Dr. Paul Cesarini, <i>College of Technology, Architecture, and Applied Engineering, Bowling Green State University, Bowling Green, USA</i> <i>Overview:</i> 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 agreements impact such ownership? <i>Theme: Institutions</i></p> |
| Room 6 | Session in Spanish |
| 13:55-14:05 | BREAK |
| 14:05-15:20 | PARALLEL SESSIONS |
| Plenary Room | <p>New Curriculums</p> <p>Second Language Collaborative Writers' Perceptions and Communication Relationships toward Computer-supported Collaborative Writing 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></p> <p>The Appearance of Information and Communication Technology Devices in Public Education 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></p> <p>Ubiquitous Learning in an Era of Constant Change: Accelerating Students' Creative Intelligences and Innovation Mindsets 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></p> |
| Room 1 | Technology, Knowledge & Society Conference Session "Intersections of Gender and Technology" |



SATURDAY, 27 MAY

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| 14:05-15:20 | PARALLEL SESSIONS |
| Room 2 | <p>Pedagogical Tools</p> <p>The Theory Based Intercultural Sensitizer as an Intercultural Training Method 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></p> <p>The Usefulness of Digital Badges in Higher Education: An Exploration of the Student Perspective 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></p> <p>Evaluating the Promise and Limitations of Digital Portfolios: A Critical Examination of a New Course in India Sean Bala, <i>Jindal School of Liberal Arts and Humanities, Jindal Global University, Sonipat, India</i> <i>Overview:</i> This paper will look at the first attempt of a Liberal Arts college in India to implement a "Digital Portfolio" course for its inaugural graduating class. <i>Theme: Pedagogies</i></p> |
| Room 3 | <p>Digital Learning</p> <p>The Impact of Hybrid Learning on Speaking and Listening Skills Dr. Mohammad S. Bagheri, <i>English Department, Islamic Azad University, Shiraz Branch, Shiraz, Iran (Islamic Republic of)</i> <i>Overview:</i> 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. <i>Theme: Technologies</i></p> <p>Delivering Learning Digitally: Story of a Virtual School in Canada Nadeem Saqlain, <i>Faculty of Education, Memorial University of Newfoundland, Canada</i> <i>Overview:</i> I discuss the provisions of a comprehensive curriculum through e-learning. <i>Theme: Institutions</i></p> <p>Instructional Scaffolding and the Self-Directed Learner: Gauging Students' Perceptions and Reactions to the Integration of Online Educational Tools Dr. Patrick Guilbaud, <i>Graduate School, Winthrop University, Rock Hill, USA</i> <i>Overview:</i> 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. <i>Theme: Pedagogies</i></p> |
| Room 4 | <p>Education for the Professions</p> <p>An Applied Approach to the Teaching of Virtual Work Skills within a Business School Curriculum 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> <i>Overview:</i> 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. <i>Theme: Pedagogies</i></p> <p>A Curriculum Inquiry: e-Learning Technologies and Undergraduate Nursing Education 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> <i>Overview:</i> 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. <i>Theme: Pedagogies</i></p> <p>From Needs Analysis to Task Design: A Case Study of a Third-Year Architecture ESP Course Dr. Sylvia Ejmont, <i>English Language Teaching Unit, The Chinese University of Hong Kong, Hong Kong, Hong Kong</i> <i>Overview:</i> This paper discusses the challenges of designing tasks that answer the specific needs of Architecture students. <i>Theme: Pedagogies</i></p> |
| Room 5 | <p>Institutional Change</p> <p>Digital Technologies, Pedagogical Innovations and Student Learning Outcomes: An Exploratory Investigation 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> <i>Overview:</i> 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 higher education. <i>Theme: Institutions</i></p> <p>Online Education in a Public Colombian University Guillermo Pupo, <i>World Languages Department, University of Arkansas, Fayetteville, Colombia</i> Juan Manuel Santaacruz 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></p> <p>Teaching First Year Students How to Read Online 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></p> |
| Room 6 | <p>Spanish-language Plenary Speaker Marcelo Careaga Butter, Professor, Universidad Católica de la Santísima Concepción, Concepción, Chile</p> |
| 15:20-15:35 | BREAK |
| 15:35-16:50 | PARALLEL SESSIONS |
| Room 1 | <p>Technology, Knowledge & Society Conference Session "Constructing Stories"</p> |



SATURDAY, 27 MAY

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| 15:35-16:50 | PARALLEL SESSIONS |
| Room 2 | Technology, Knowledge & Society Conference Session "Late Additions" |
| Room 3 | <p>New Learning</p> <p>Evaluating Pre-Service Teachers' Computational Thinking Skills in Scratch 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></p> <p>Social Media and First Year Community Dr. Frances Louise Tuer, <i>DeGroot 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></p> <p>Automated Content Analysis 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></p> |
| Room 4 | <p>Challenging the Traditional</p> <p>Digital Dialogues: Students and Teachers of Spanish Interact in an e-Magazine and Its Blog 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 environment. <i>Theme: Pedagogies</i></p> <p>Exploring Blended Learning in the Humanities: A Pilot Study in a Graduate Course in Linguistics 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></p> <p>Relationships Between Blended Course Design and Student Learning Behaviors 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></p> |
| Room 5 | <p>Learning Online</p> <p>Remote Internship Supervision: State of Practices in Different Field of Post-secondary Training Mathieu 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></p> <p>A Comparative Typology of Student and Institutional Expectations of Online Faculty 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></p> <p>Facilitating Learner Agency across Disciplines in the Synchronous Classroom at Stanford Online High School 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></p> |
| Room 6 | Session in Spanish |
| 16:50-17:20 | SPECIAL EVENT – CONFERENCE CLOSING & AWARD CEREMONY |





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| Nadine Margaret Adams | Central Queensland University | Australia |
| Gillian Lenore Allison | The University of the West Indies | Trinidad and Tobago |
| Rama Arafa | McMaster University | Canada |
| Zsuzsanna Arany | University of Pécs | Hungary |
| Corbett Artym | University of Alberta | Canada |
| Akbermet Asilbek Kyzy | Osh State University | Kyrgyzstan |
| Mohammad S. Bagheri | Islamic Azad University | Iran (Islamic Republic of) |
| Sean Bala | Jindal Global University | India |
| Simone Becher Araujo Moraes | Universidade Federal de Santa Maria | Brazil |
| Chris Bevan | University of Nottingham | UK |
| Sarah Jane Brown | Saint Mary's University of Minnesota | USA |
| Alex Carruthers | Toronto Public Library | Canada |
| Paul Cesarini | Bowling Green State University | USA |
| Grace S. Chan | Camosun College | Canada |
| Judi Cook | The College of New Jersey | USA |
| Mayolyn Dagsi | York University | Canada |
| Alexander De Sua | Rosemere High School | Canada |
| James Doherty | Stanford University Online High School | USA |
| William Dunn | University of Alberta | Canada |
| Sylwia Ejmont | The Chinese University of Hong Kong | Hong Kong |
| Miguel Farias | Universidad de Santiago de Chile | Chile |
| Mayra L. Fuentes | Tarrant County Community College | USA |
| Malgosia Green | Top Hat | Canada |
| Annika Hofmann | Kiel University | Germany |
| Anne Hruska | Stanford University Online High School | USA |
| Emma Jiménez | National Autonomous University of Mexico | Mexico |
| Richard Michael Kesner | Northeastern University | USA |
| Derya Kici | University of Toronto | Canada |
| John R. Kleinpeter | California State University Long Beach | USA |
| William Jackson Koehler | Edinboro University of Pennsylvania | USA |
| Natalie Kourembanas | Sir Wilfrid Laurier School Board | Canada |
| Abdikerim Kurbanaliev | Osh State University | Kyrgyzstan |
| Meng-Ying Daphne Lin | National Taiwan University | Canada |
| Mary Maj | St. Georges University School of Medicine | Grenada |
| Sidneyeve Matrix | Queen's University | Canada |
| Rebecca McPherson | Texas A&M University-Central Texas | USA |
| Natalie Montero | Edinboro University of PA | USA |
| Mrinal Musib | National University of Singapore | Singapore |
| Jenny Nadaner | Stanford University Online High School | USA |



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| Andor Nagy | University of Pécs | Hungary |
| Shane Neifer | College of the Rockies | Canada |
| Eugenia M. W. Ng | Lingnan University | Hong Kong |
| Satish Patel | Umeå University | Sweden |
| Helena Pesonen | Helsinki Business College | Finland |
| Mathieu Petit | Université de Sherbrooke | Canada |
| Dan Piedra | McMaster University | Canada |
| Shraddha Prabhu | Edinboro University of Pennsylvania | USA |
| Guillermo Pupo | University of Arkansas | USA |
| Piritta Maria Pyykönen | Helsinki Business College | Finland |
| Rainer Pöppinghege | University of Paderborn | Germany |
| Christine Rine | Edinboro University of Pennsylvania | USA |
| Elaine Rinfrette | Edinboro University of Pennsylvania | USA |
| Catherine Rönnqvist | Helsinki Business College | Finland |
| Juan Manuel Santacruz Valcárcel | Universidad del Atlantico | Colombia |
| Nadeem Saqlain | Memorial University of Newfoundland | Canada |
| Haris Saud | McMaster University | Canada |
| Lindsay Shaw | University of Windsor | Canada |
| Melanie Shaw | Northcentral University | USA |
| Elise Silva | Brigham Young University | USA |
| James P. Smith | St. Francis College | USA |
| Diana So | Toronto Public Library | Canada |
| Paul Spoonley | Massey University | New Zealand |
| Joseph Arul Jayraj Susaimanickam | Bharathidasan University | India |
| Sabina Trebinjac | University of Toronto | Canada |
| Frances Louise Tuer | McMaster University | Canada |
| Victoria Tuzlukova | Sultan Qaboos University | Oman |
| Adam Villa | Providence College | USA |
| Caitlin Walczyk | Drexel University | USA |
| Brendan Wehby-Malicki | McMaster University | Canada |
| Daniel L. White | Temple University | USA |
| Nance Wilson | State University of New York at Cortland | USA |
| Robert Workman | Southern Connecticut State University | USA |
| Lynne Young | University of Victoria | Canada |
| Sandra Yu | York University | Canada |











2–3 March
2018

St John's University,
Manhattan Campus

New York, USA

Eleventh International Conference on e-Learning & Innovative Pedagogies

Founded in 2008, the International Conference on e-Learning and Innovative Pedagogies brings together scholars, teachers and practitioners around a common shared interest in learning in and through digital technologies and ubiquitous computing.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, virtual posters, or virtual lightning talks.

Returning Member Registration

We are pleased to offer a Returning Member Registration Discount to delegates who have attended the e-Learning & Innovative Pedagogies Conference in the past. Returning research network members receive a discount off the full conference registration rate.

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