#Ascilite2016

Show Me The Learning

A filtered view of #Ascilite2016 tweets from a distance (rural New South Wales).

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Proceedings

http://2016conference.ascilite.org/wp-content/uploads/ASCILITE-2016-full-proceedings.pdf

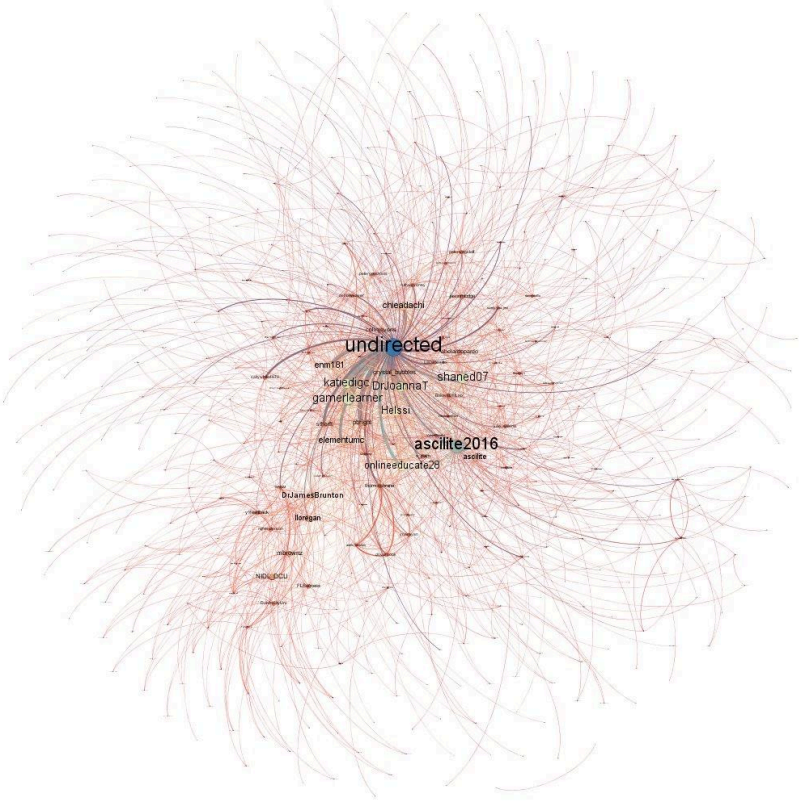
ASCILITE Blog

http://blog.ascilite.org/

Day 3

Stuart Palmer collected a total of 3502 tweets that were tagged #Ascilite2016
https://twitter.com/s_palm/status/804073730779381760

Visualisation of 2733 tweets



https://twitter.com/s_palm/status/803813905801715712

Winding Down

https://twitter.com/pbright/status/803807707589328896

https://twitter.com/DrJamesBrunton/status/803808084095168512

Games and Gamification

Colin Warren's Evernote Notebook
https://www.evernote.com/pub/colwar/game-based_learning#st=p&n=aab8d7a9-4119-4347-b2ed-9abe5d32d73f

Learning Analytics

https://akoaotearoa.ac.nz/using-learning-analytics

Scholarship of Teaching and Learning (SoTL)

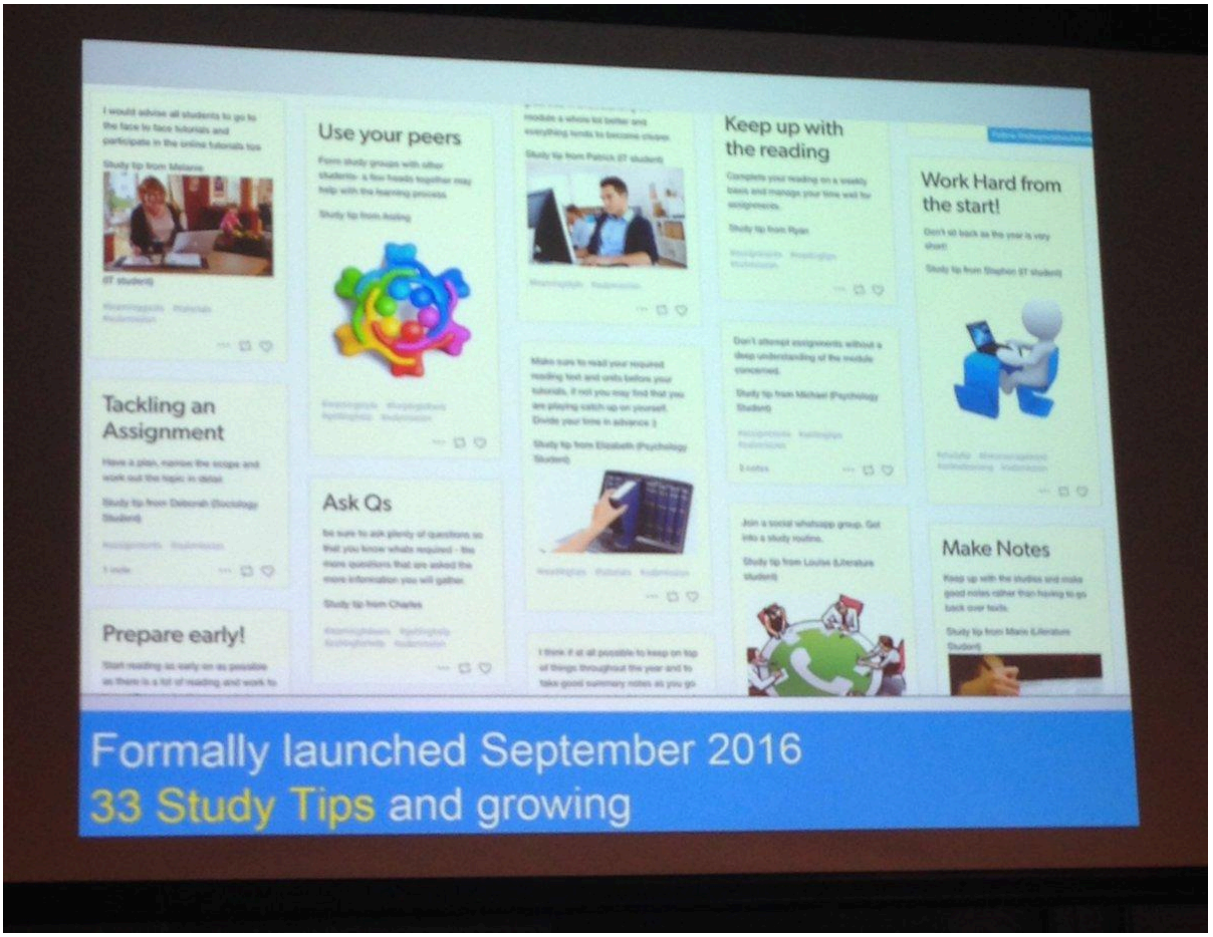
http://2016conference.ascilite.org/wp-content/uploads/ascilite2016_soong_concise.pdf

https://twitter.com/elementumc/status/803800256915738624

Johan Geertsema (2015)
http://www.ajsotl.edu.sg/article/sotl-academic-practice-and-academic-development/
(via https://twitter.com/DrJoannaT/status/803801909031075840)

ICAP Framework
http://www.tandfonline.com/doi/abs/10.1080/00461520.2014.965823

Study Tips



https://twitter.com/sallywhite4870/status/803798366429716480

Learning Spaces

https://twitter.com/petergoodyear/status/803797214694735872
https://twitter.com/CRLI_Usyd

Failing Forward

http://2016conference.ascilite.org/wp-content/uploads/ascilite2016_sankey_concise.pdf

https://twitter.com/elementumc/status/803795485727158272

http://www.academia.edu/30174070/Failing_forward_in_research_around_technology_enhanced_learning

Games

https://twitter.com/pbright/status/803796612879257600

https://twitter.com/pbright/status/803799363407343617

Student voice https://twitter.com/HoussamBizri/status/803800244328665088

Michael Cowling https://twitter.com/pbright/status/803801655166705664

User Experience as Embodied Experience

https://medium.com/@matterglobal/user-experience-as-embodied-experience-considerations-for-ux-designers-b66813b08adf#.rjo9bcbeq
(via https://twitter.com/catspyjamasnz/status/803795144847654913)

Moodleposium

https://twitter.com/Moodleposium/status/803793168458092544
Gamification
http://moodleposium.net.au/pluginfile.php/46/mod_page/content/161/2016program2.pdf

Tracking Students

https://www.theguardian.com/higher-education-network/2016/aug/03/learning-analytics-universities-data-track-students?CMP=share_btn_tw

Mixed Reality in Higher Education

https://works.bepress.com/james_birt/25/
http://www.slideshare.net/jamesbirt35/piloting-mixed-reality-in-ict-networking-to-visualize-complex-theoretical-multistep-problems-a-presentation-at-ascilite-2016

MOOC Opportunities

https://twitter.com/1MNGM/status/803776171523469312
https://twitter.com/lloregan/status/803779387086639104

Top 50 open courses
https://www.class-central.com/collection/top-free-online-courses

Case Study Themes

https://twitter.com/crystal_bubbles/status/803767713264844801

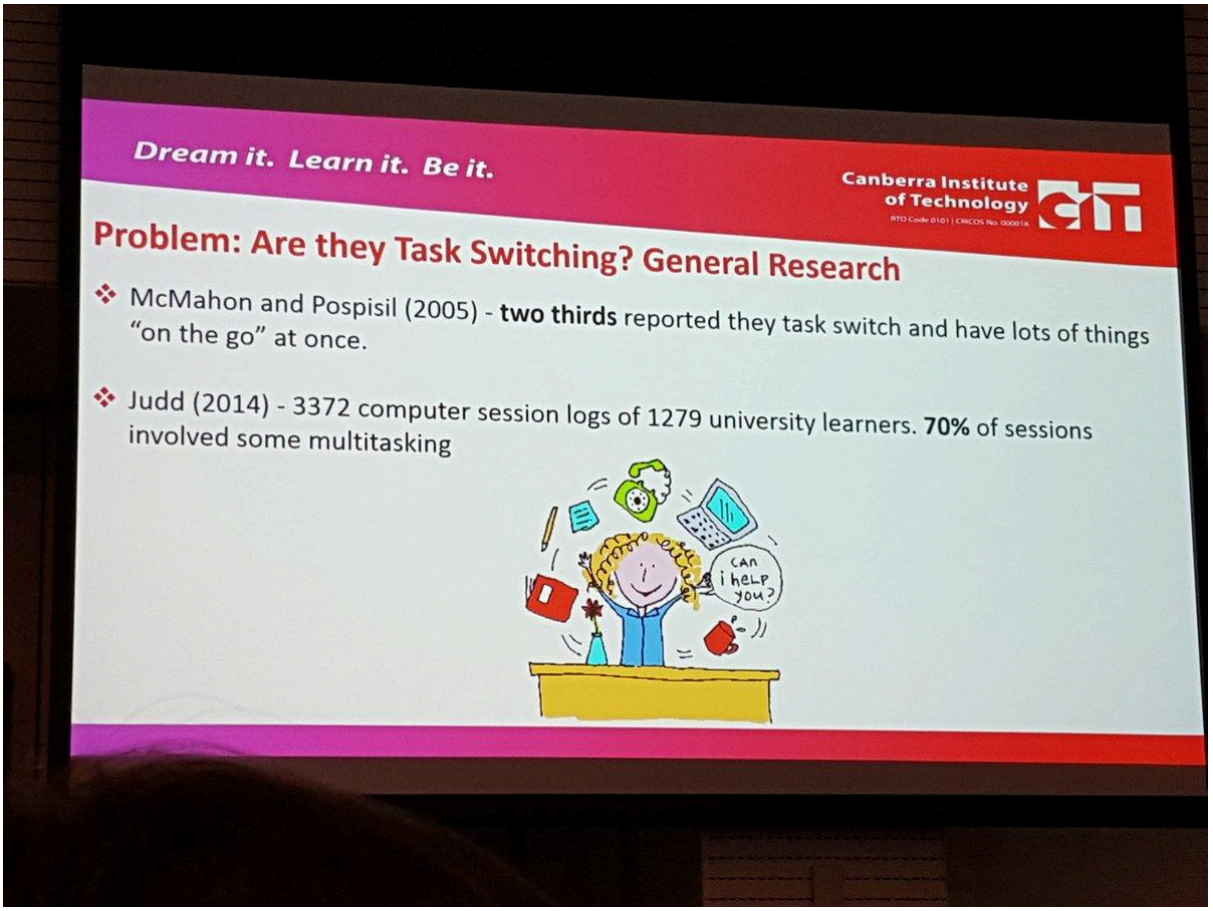
Community Mentoring

https://ascilite.org/get-involved/community-mentoring-program/

The ASCILITE Community Mentoring Program seeks to involve participants in a professional mentoring relationship built between learners (the mentees) and experienced practitioners (the mentors). Whilst the new learners may be experienced in some areas of educational technologies, the ASCILITE Community Mentoring Program is a vehicle for enhancement of specific knowledge, skills or capacities in an area of developing expertise. This arrangement is formalised through a Mentoring Agreement.

Learners Multitasking

https://twitter.com/elementumc/status/803765312499785728



https://twitter.com/colinjevons/status/803766518982975488

South Africa

https://twitter.com/DrJamesBrunton/status/803762135712964608
https://twitter.com/katiedigc/status/803762205682302976
https://twitter.com/ScottTrindall/status/803763339004235776
https://twitter.com/katiedigc/status/803763354300923904

Power of Crowds

https://twitter.com/mbrownz/status/803750791982956544

You Said We Did

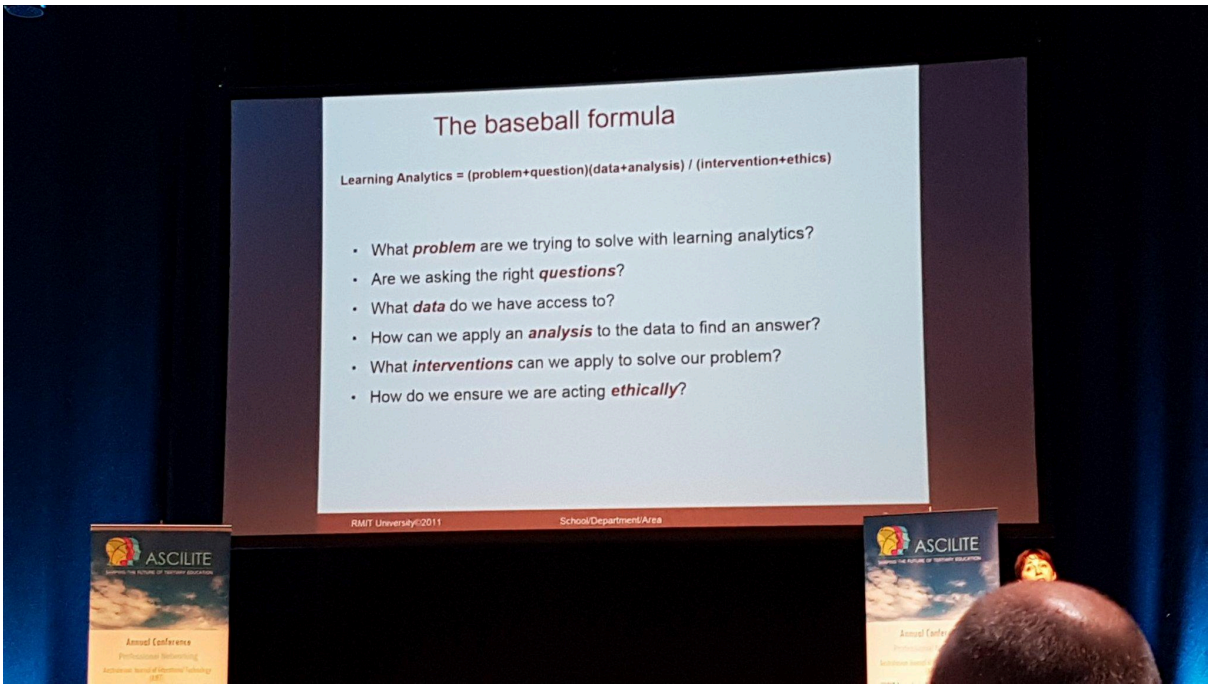
https://www.thestudentsunion.co.uk/yousaidwedid/
Via https://twitter.com/luisarossitto/status/803743629038657536

Analytics4Action

http://www.slideshare.net/AvinashBoroowa/analytics4action-evaluation-framework-a-review-of-evidencebased-learning-analytics-interventions-at-the-open-university-uk-part-1
Via https://twitter.com/enm181/status/803741763923910657

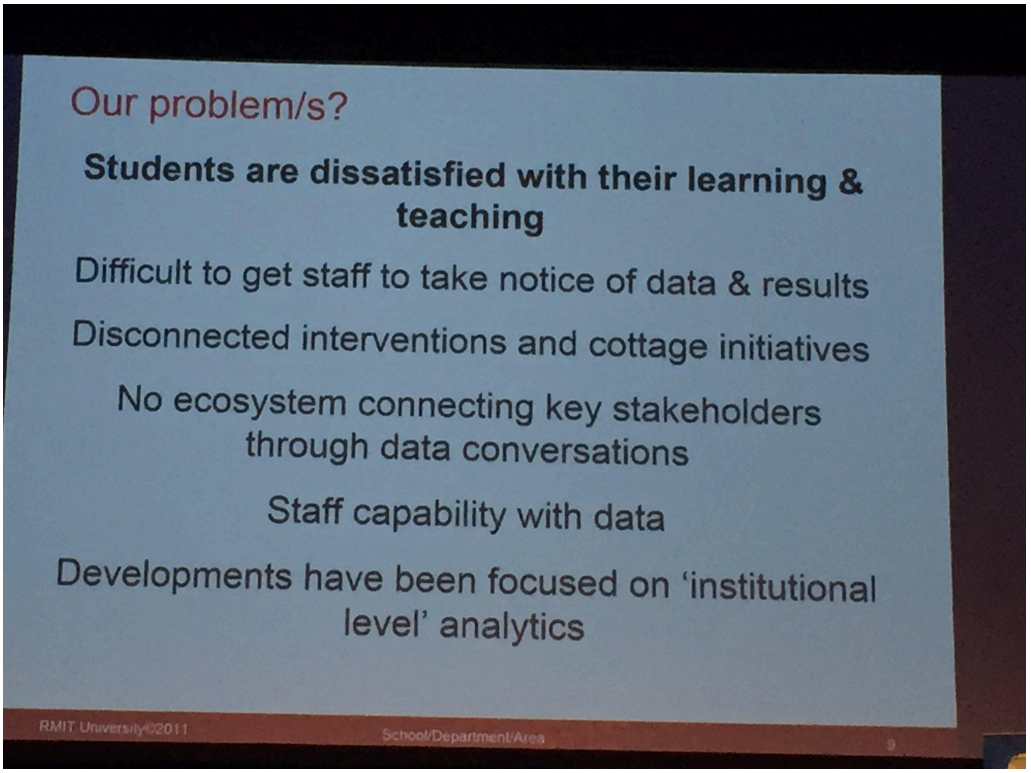
Belinda Tynan Keynote

Moneyball analogy



https://twitter.com/crystal_bubbles/status/803735438728970241

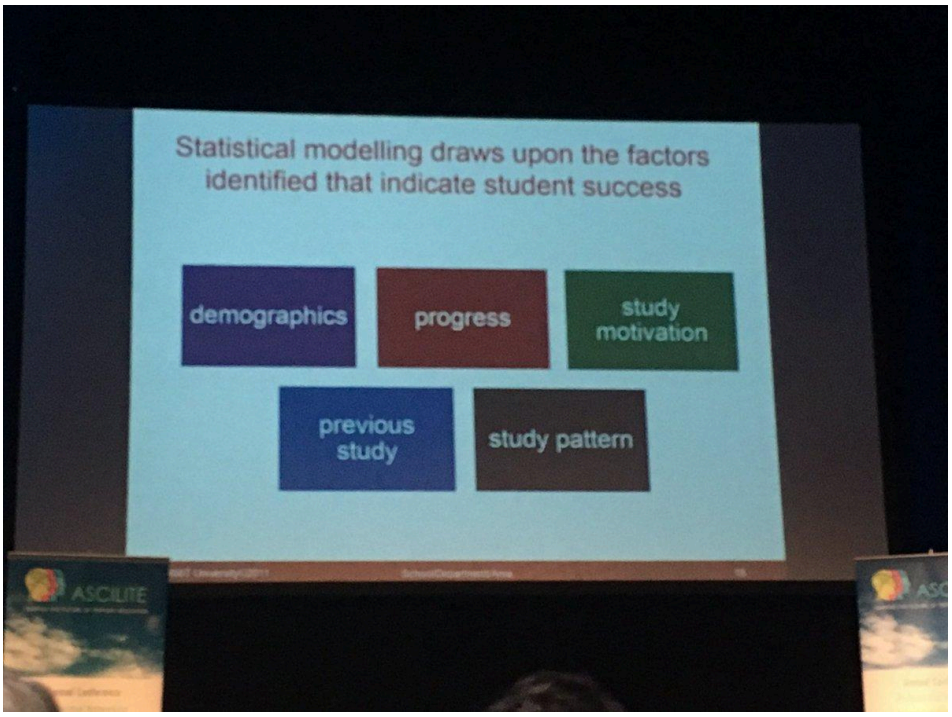
Our problems?



https://twitter.com/elementumc/status/803736118009040896

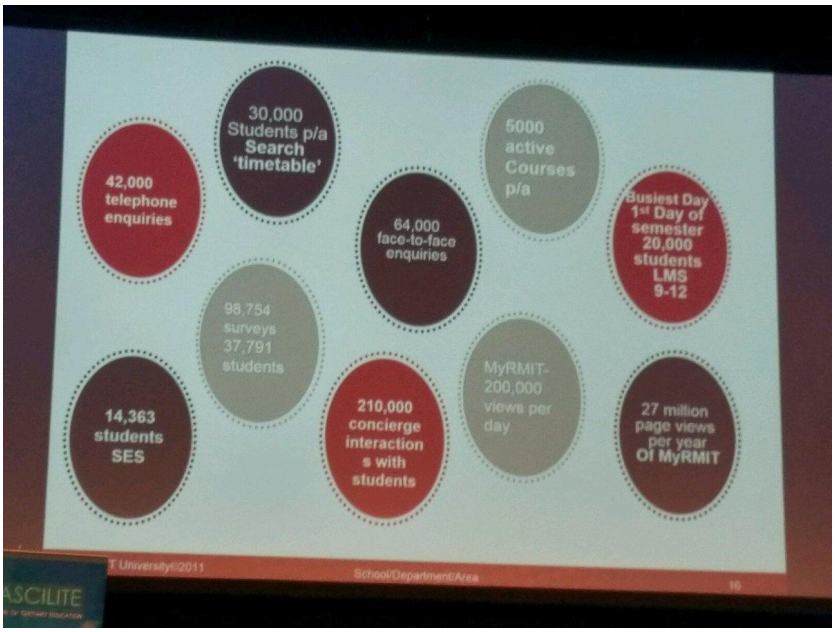
McNamara Fallacy?
Jason Lodge https://twitter.com/jasonmlodge/status/803737630181453824
https://en.wikipedia.org/wiki/McNamara_fallacy

Successful students?



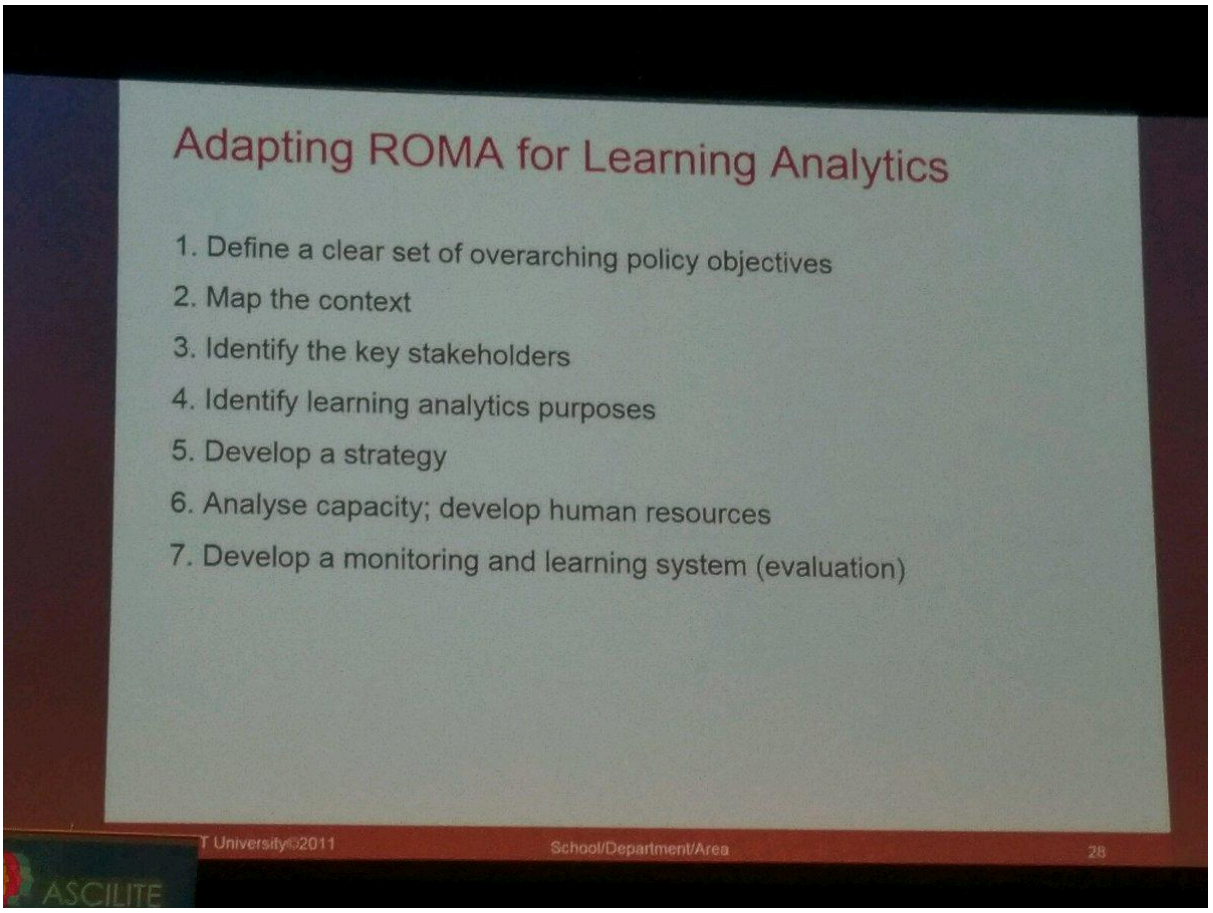
https://twitter.com/chieadachi/status/803740530072961024

RMIT Student Interactions



https://twitter.com/gamerlearner/status/803738968877477888

ROMA Model
http://www.odi.org.uk/rapid



https://twitter.com/gamerlearner/status/803743519974113280

Rienties and Toetenel (2016)
http://www.sciencedirect.com/science/article/pii/S0747563216301327

Peter Goodyear

Teaching as Design paper (2015)
http://herdsa.org.au/herdsa-review-higher-education-vol-2/27-50

Day 2

https://twitter.com/sksoong/status/803483879264763904

The Pink Ball

https://twitter.com/ascilite2016/status/803553885918928897

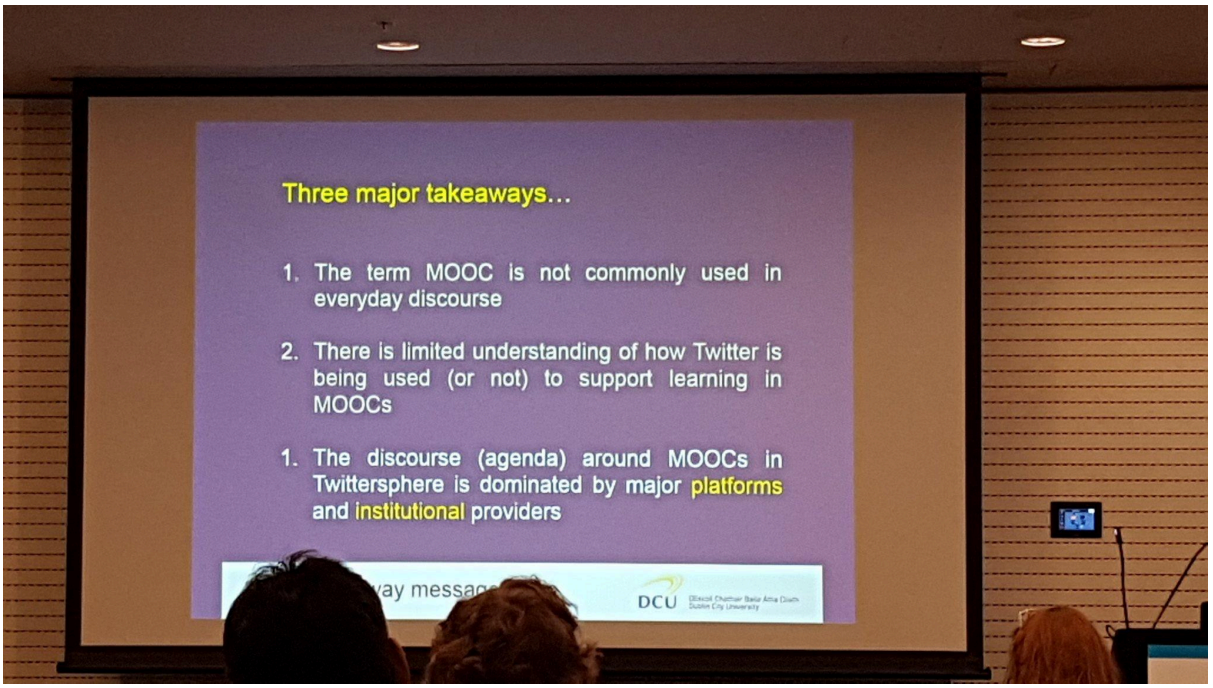
https://twitter.com/onlineeducate28/status/803472917547712512 Adelaide Convention Centre

Social Media

https://twitter.com/gamerlearner/status/803469677305339904
https://twitter.com/colinjevons/status/803470582780030977
https://twitter.com/julie_willems/status/803474737452052480

Monash social media policy
http://www.policy.monash.edu.au/policy-bank/management/global-engagement/social-media-staff-associates-use-procedures.html

MOOC Mentions
https://twitter.com/1MNGM/status/803474962711314436
https://twitter.com/fbussey1/status/803475789576441856
32,000 tweets https://twitter.com/crystal_bubbles/status/803475546382344193



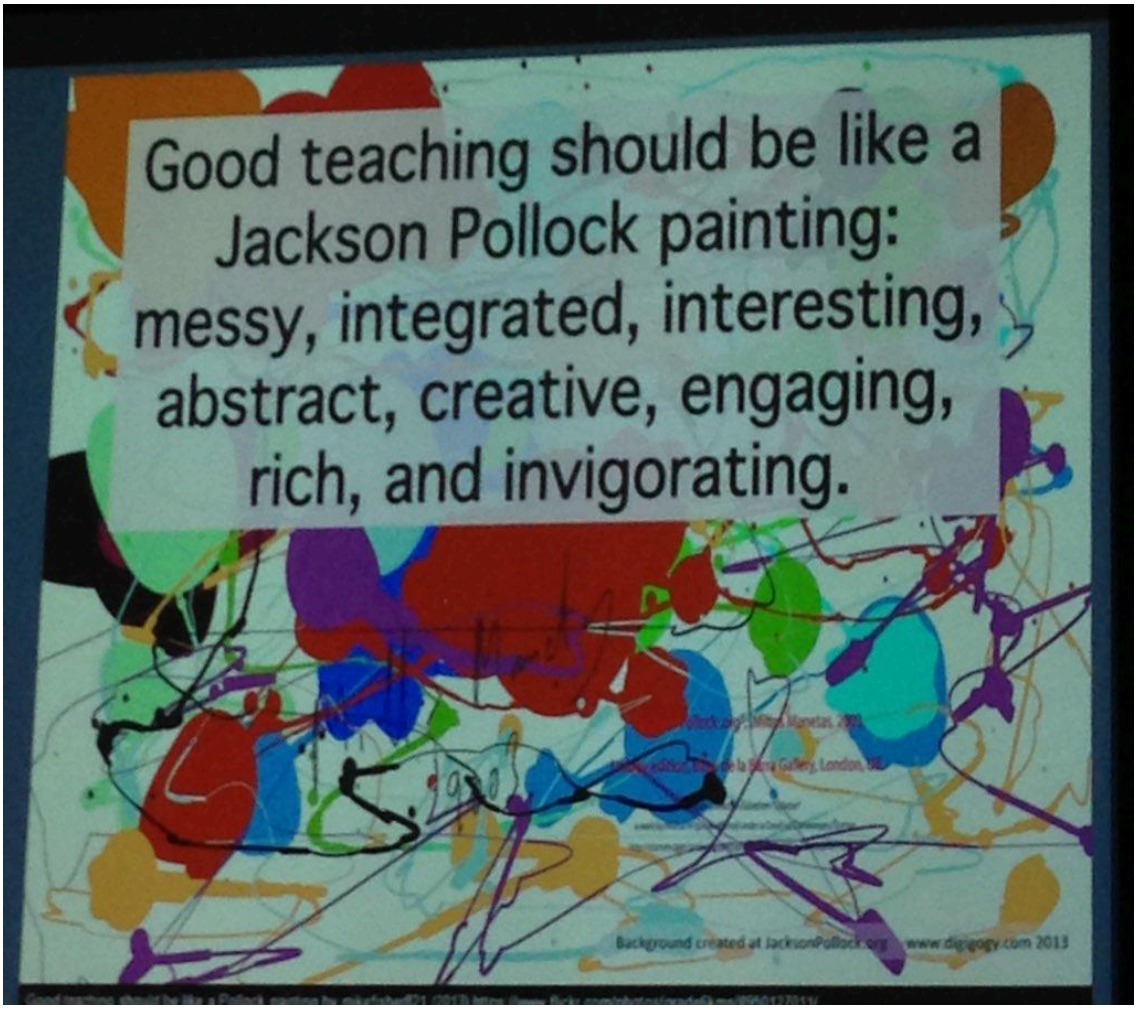
https://twitter.com/crystal_bubbles/status/803476678462697477
https://twitter.com/chieadachi/status/803477435027070976
https://twitter.com/mmppoconnor/status/803478175736938496

Student Engagement

https://twitter.com/elementumc/status/803468242983342080

Macro, meso and micro engagement
https://twitter.com/DrJoannaT/status/803469714672365569

Good Teaching



https://twitter.com/sallywhite4870/status/803469357921599492

Learning design at CSU

https://twitter.com/enm181/status/803465642259030016

CourseSpace
https://www.csu.edu.au/division/student-learning/home/technologies-for-learning-and-teaching/coursespace
Using CourseSpace, a course team can collaborate to develop a course, evaluate it and submit it for internal and external accreditation. The software is comprised of design modules that enable a course team to frame a course, map standards, build authentic course outcomes, build assessment tasks and subjects within a fully integrated, mapped, and scaffolded design approach. Feedback can be generated at all stages of the design and implementation process, for all levels of use, making “just in time” course correction possible. When the course design is complete, CourseSpace can be used to prepare an accreditation submission, and accreditors can review the course online in the software.

Education in Prison

https://twitter.com/fbussey1/status/803465224007217152

Y1Feedback

https://twitter.com/OELProject/status/803461645036986368
http://chronas.org/

https://twitter.com/1MNGM/status/803471208121442304

OEL Project

https://twitter.com/OELProject/status/803461645036986368
https://twitter.com/pbright/status/803468766566678529
http://www.oel.edu.au/
https://twitter.com/katiedigc/status/803473433774260224

Swinburne example https://twitter.com/pbright/status/803474810160357376

Peter Bright #**oel** http://oel.edu.au toolkit produces PDF at end that you can take to your copyright officer https://twitter.com/pbright/status/803476804497383424

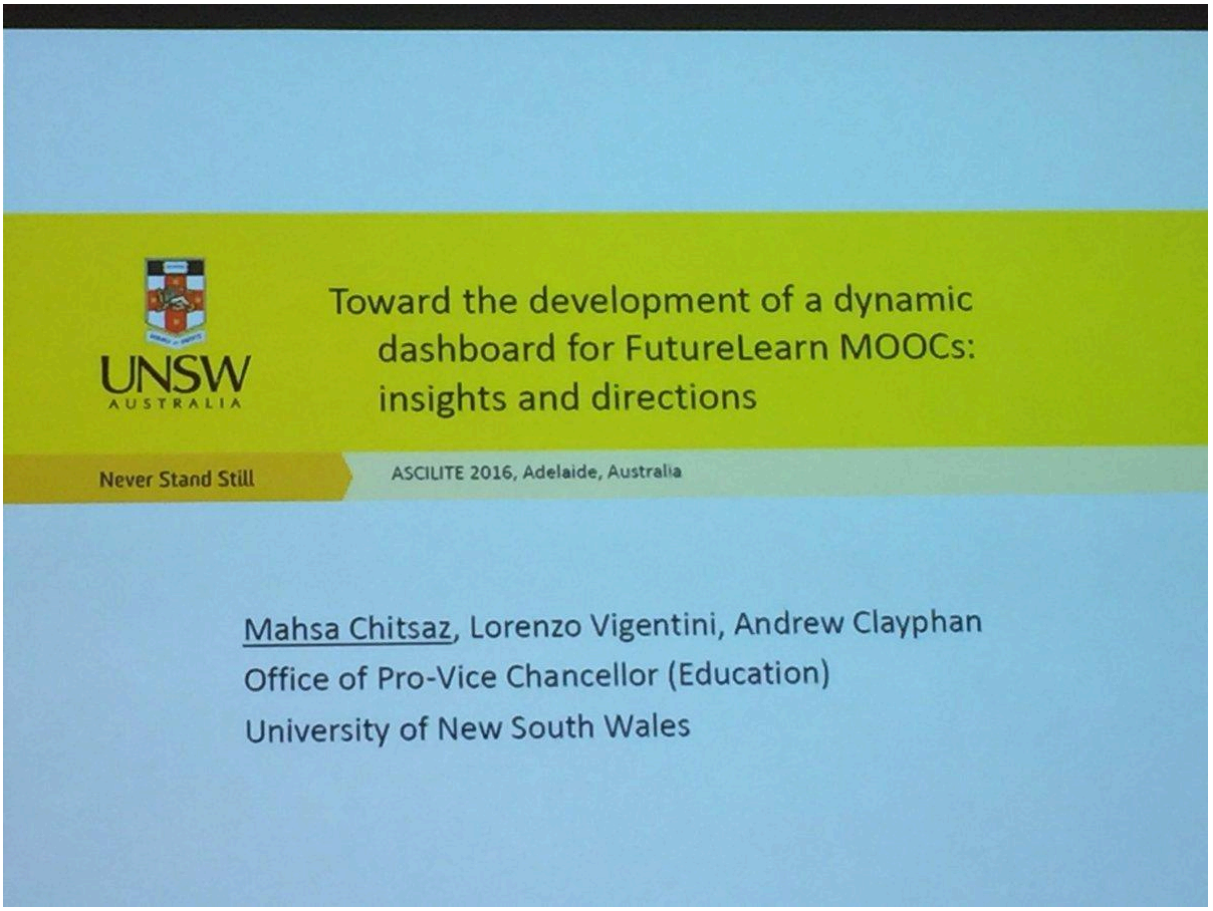
Pre-Service Teachers Online

http://pstonline.info/

#LAK17

FutureLearn data call https://twitter.com/catherinezhao3/status/803454713953800192

Dynamic Dashboards



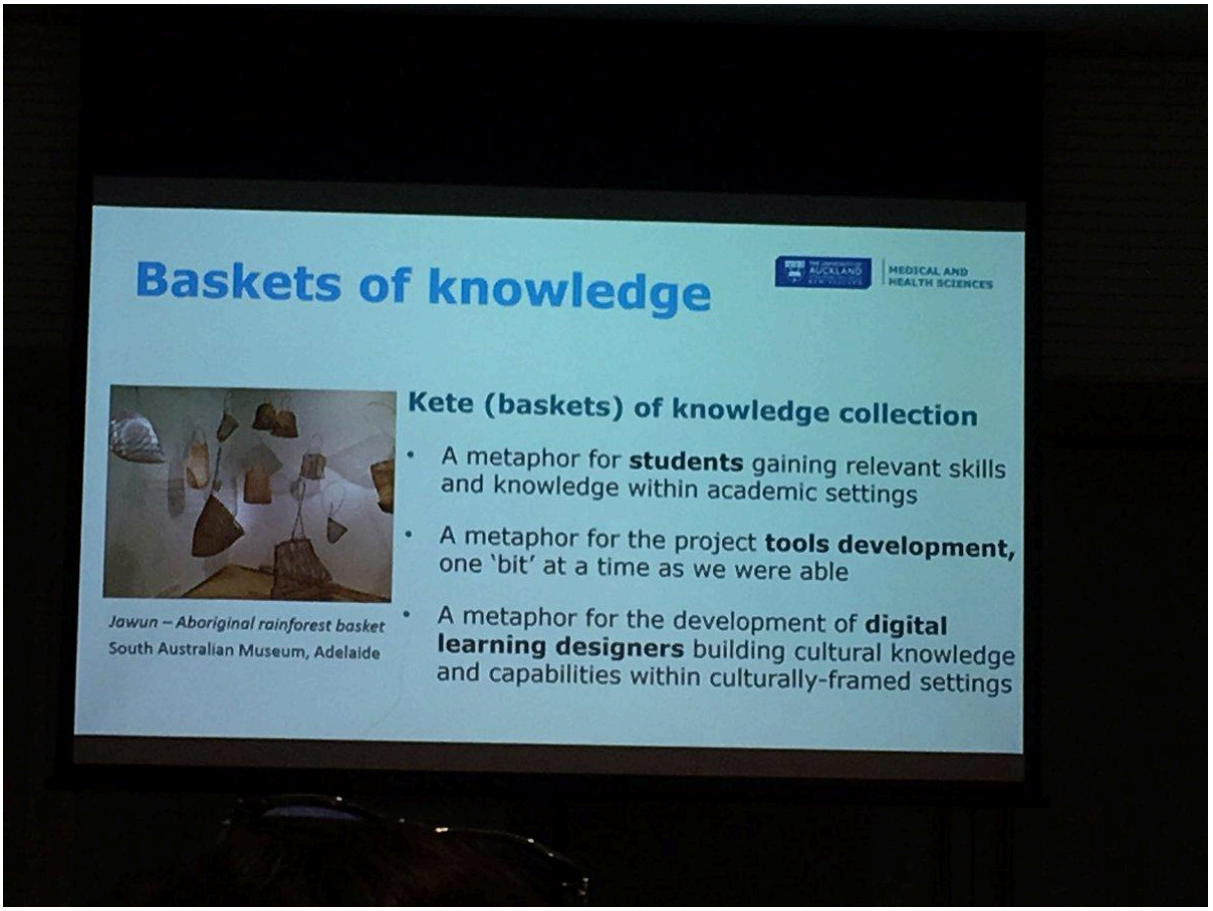
https://twitter.com/elementumc/status/803450855231893504

STEPPS Demonstration Site

Seek the treasure you value most dearly, if you bow your head, let it be to a lofty mountain.

https://www.flexiblelearning.auckland.ac.nz/stepps-demo/

Kete (baskets) of knowledge



https://twitter.com/chieadachi/status/803448689389760512

Sociological Imagination Machine

https://twitter.com/crystal_bubbles/status/803447261678051328
https://twitter.com/EwanRS/status/803447693020303360
https://twitter.com/EwanRS/status/803448489455722497
https://twitter.com/gamerlearner/status/803446486390345729
https://twitter.com/gamerlearner/status/803445844527628288

Surviving your PhD

Collective effervescence

https://twitter.com/katiedigc/status/803441829991432192

https://twitter.com/DrJoannaT/status/803445043063234561
https://twitter.com/julie_willems/status/803445395065966592
https://twitter.com/tinselturtle/status/803445234491195392

Digital Badges

https://twitter.com/pbright/status/803442801186746368

Foundation of Digital badges and Micro-Credentials
http://www.springer.com/gp/book/9783319154244

From the perspective of an employer are multiple micro-credentials really any more confusing than the academic transcript? https://twitter.com/trinajorre/status/803453963370569728

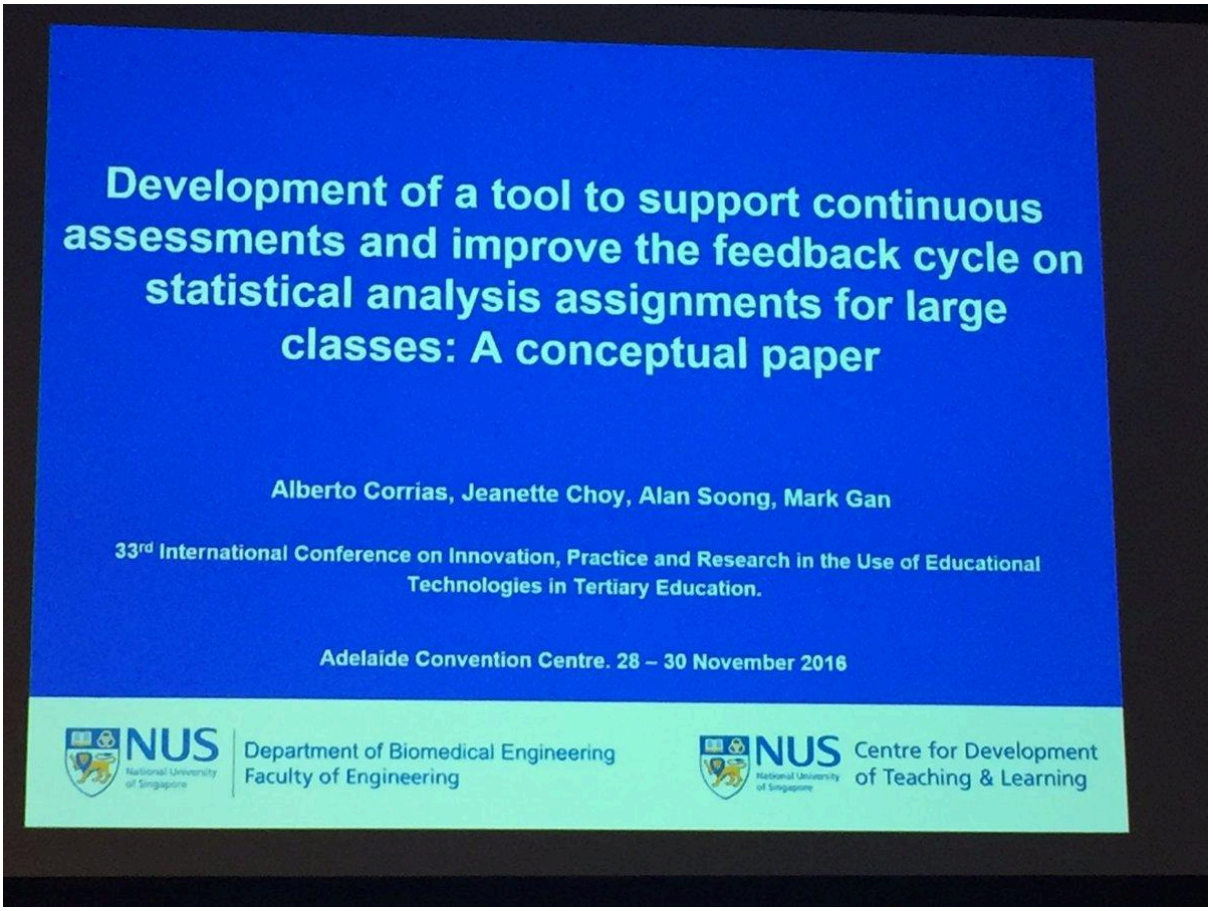
DeakinDigital

Warrant

Education Advisors Network

https://twitter.com/gamerlearner/status/803433117751001089
https://educationadvisors.moodlecloud.com/login/index.php

Continuous Assessment



https://twitter.com/elementumc/status/803441389644042240

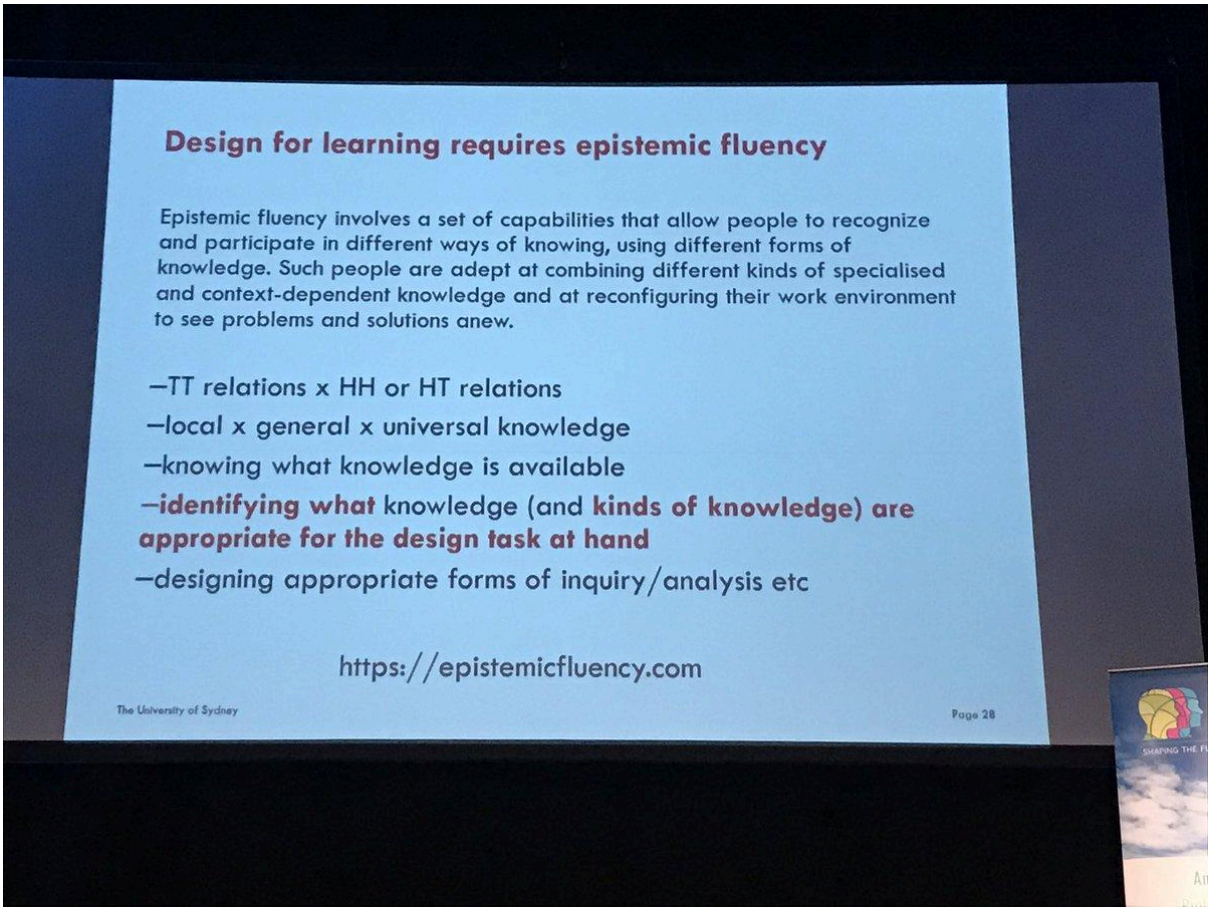
Cognition and Instruction

Special edition http://tandfonline.com/toc/HCGI/34/3

Peter Goodyear

Analyzing complex learning systems
https://petergoodyear.net/

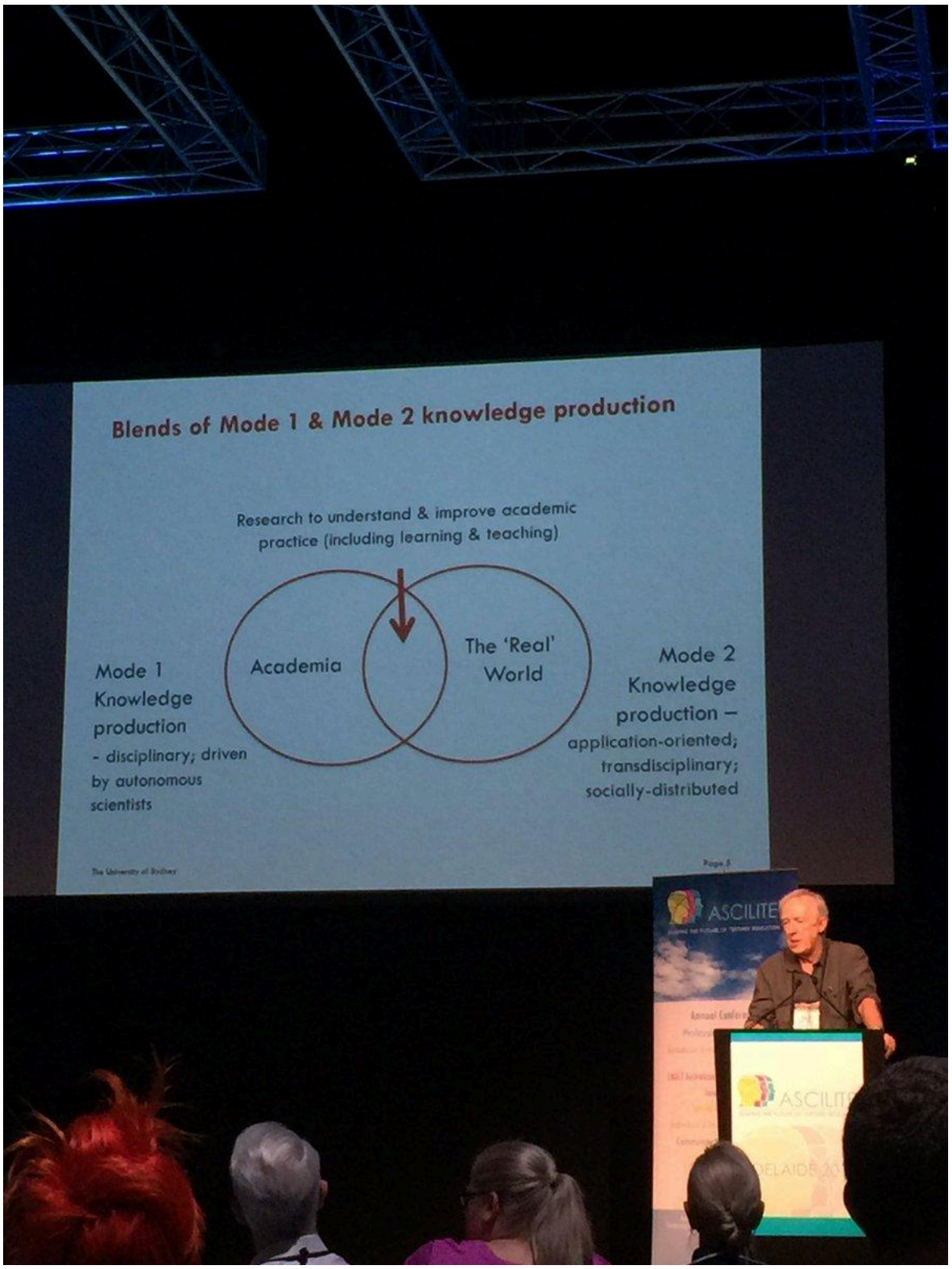
Epistemic fluency
Designing FOR experience https://twitter.com/catspyjamasnz/status/803438651011010560



https://twitter.com/pbright/status/803439571346165760

Design for Social innovation
https://www.amazon.com/Design-When-Everybody-Designs-Introduction/dp/0262028603

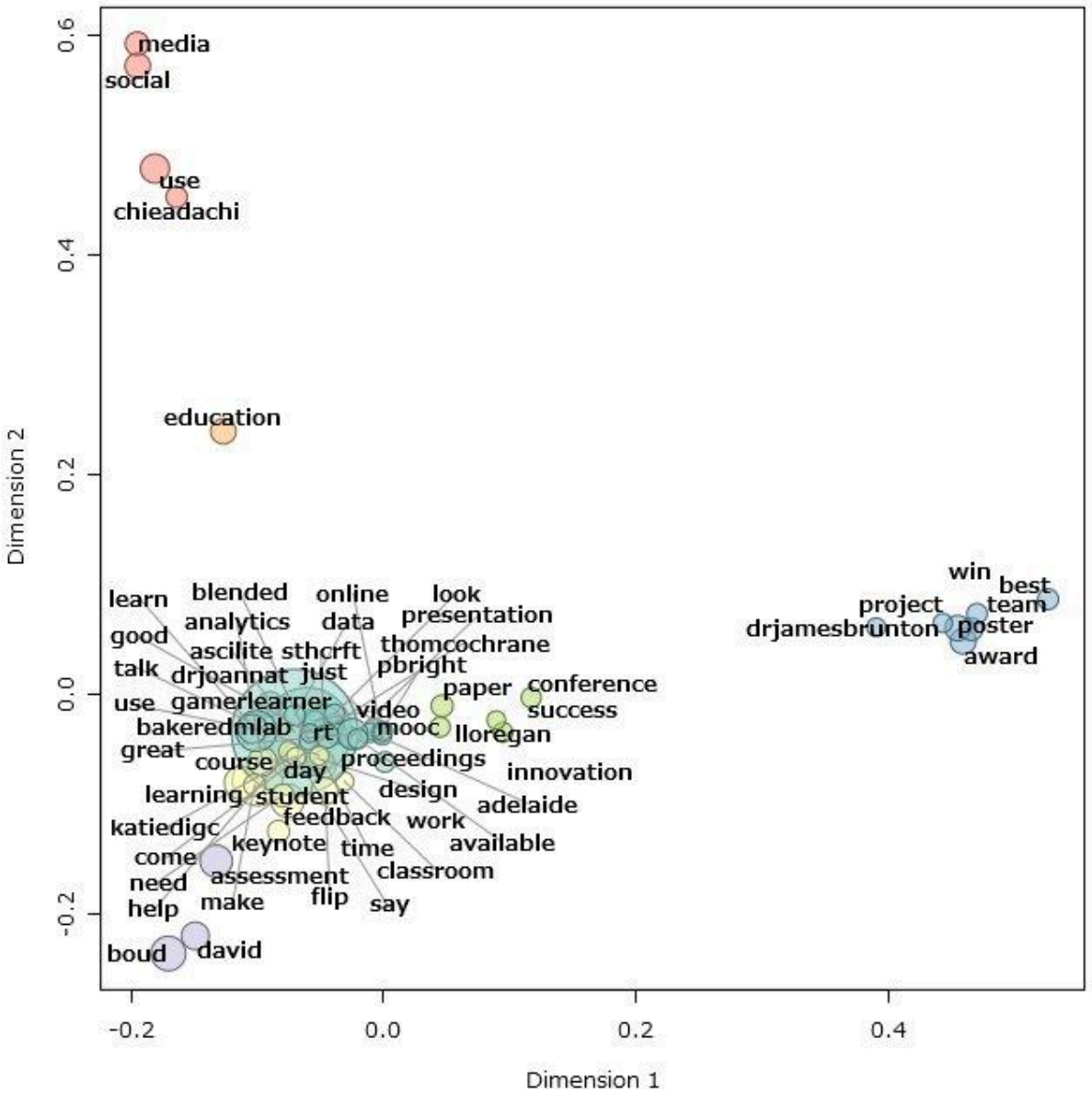
Student activity
https://twitter.com/VirtualJoanne/status/803436009153101824



https://twitter.com/ruthwsydney/status/803430715253608448

Twitter Activity

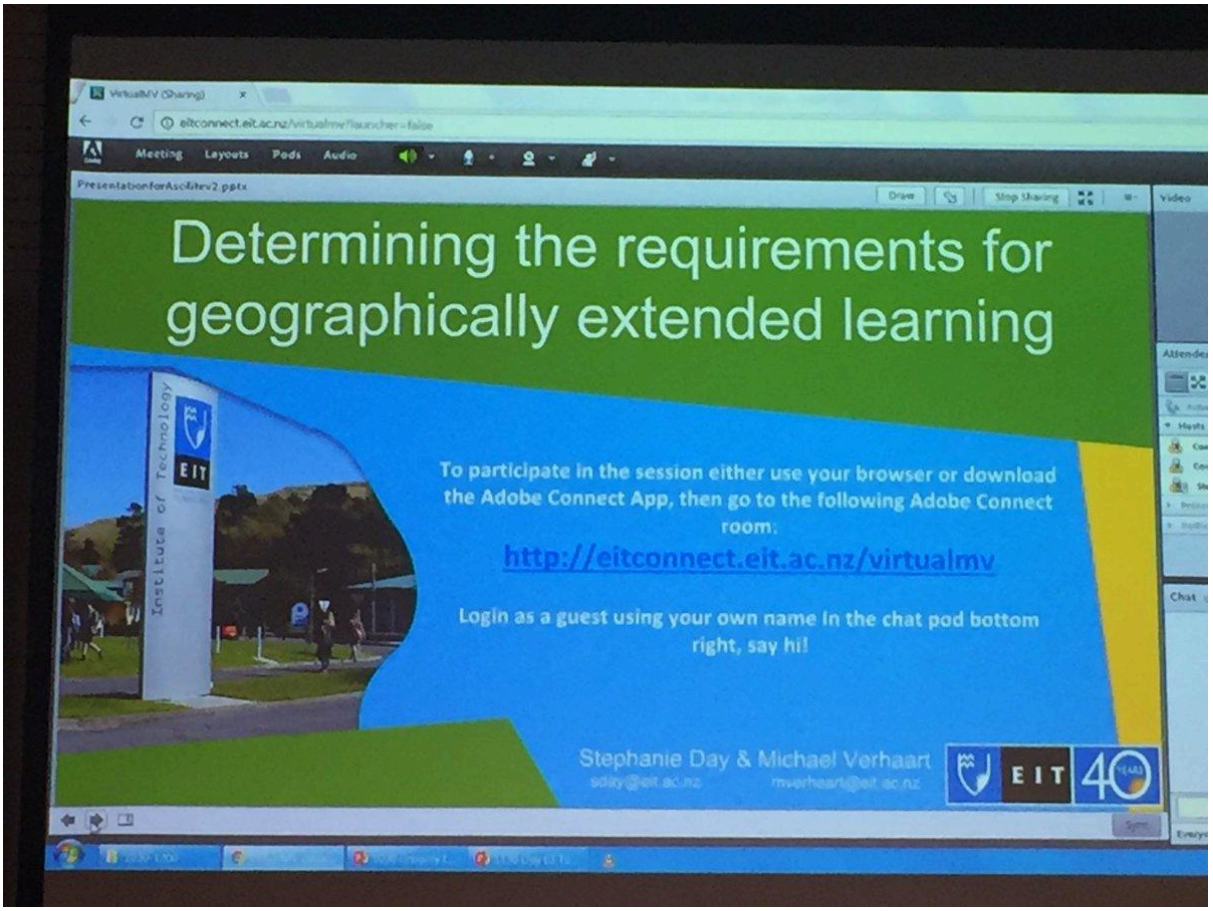
(To Lunch Day 2)



https://twitter.com/s_palm/status/803425377167110144

Virtual Field Trips

https://twitter.com/Colin_OUA/status/803408311399763968



https://twitter.com/elementumc/status/803404429772734464

Pictation

http://pictation.otago.ac.nz/pictation/

Student engagement

http://2016conference.ascilite.org/wp-content/uploads/ascilite2016_mcdonald_full.pdf

Seekbeak

Day 2 https://twitter.com/thomcochrane/status/803391205031682049

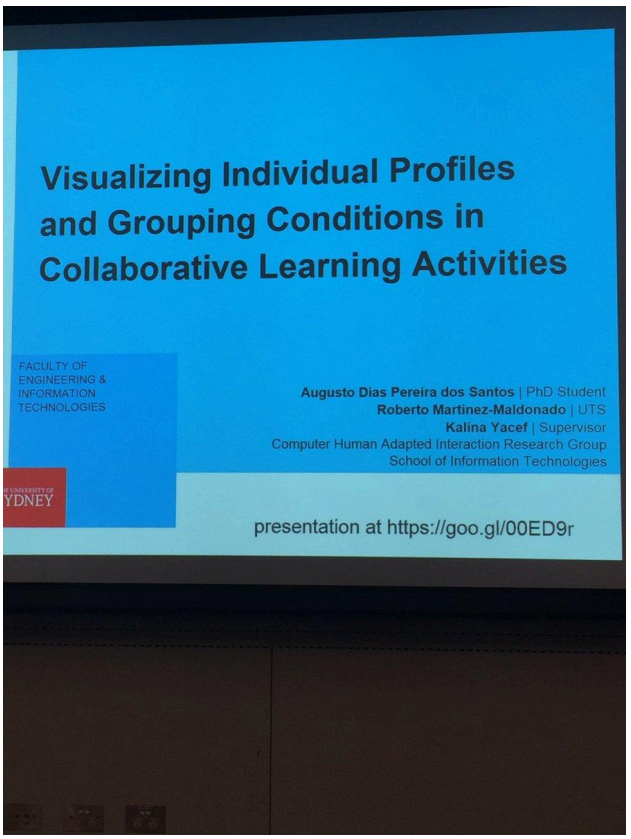
Virtual Worlds Working Group

https://twitter.com/crystal_bubbles/status/803389355616149504

Learning analytics

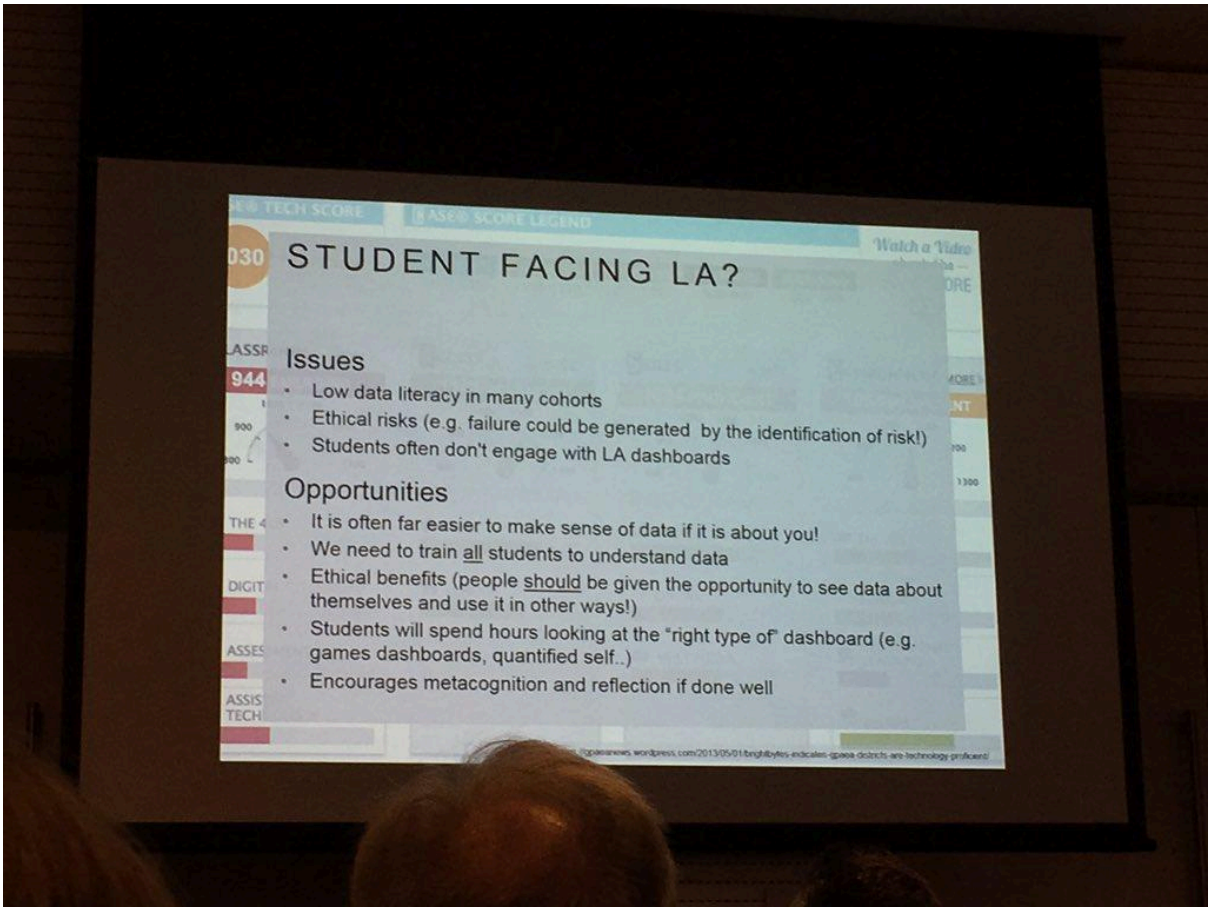
https://twitter.com/surely_you_jest/status/803389905539731456

Visualising Individual Profiles



https://docs.google.com/presentation/d/1xXVaaFTX1aTLuwgYAUYEcUWu8teEMK-egzWM_UWsfT8/edit#slide=id.p4

Incorporating student-facing LA into pedagogical practice
https://twitter.com/DrJoannaT/status/803388652604657665



https://twitter.com/chieadachi/status/803390460286746624

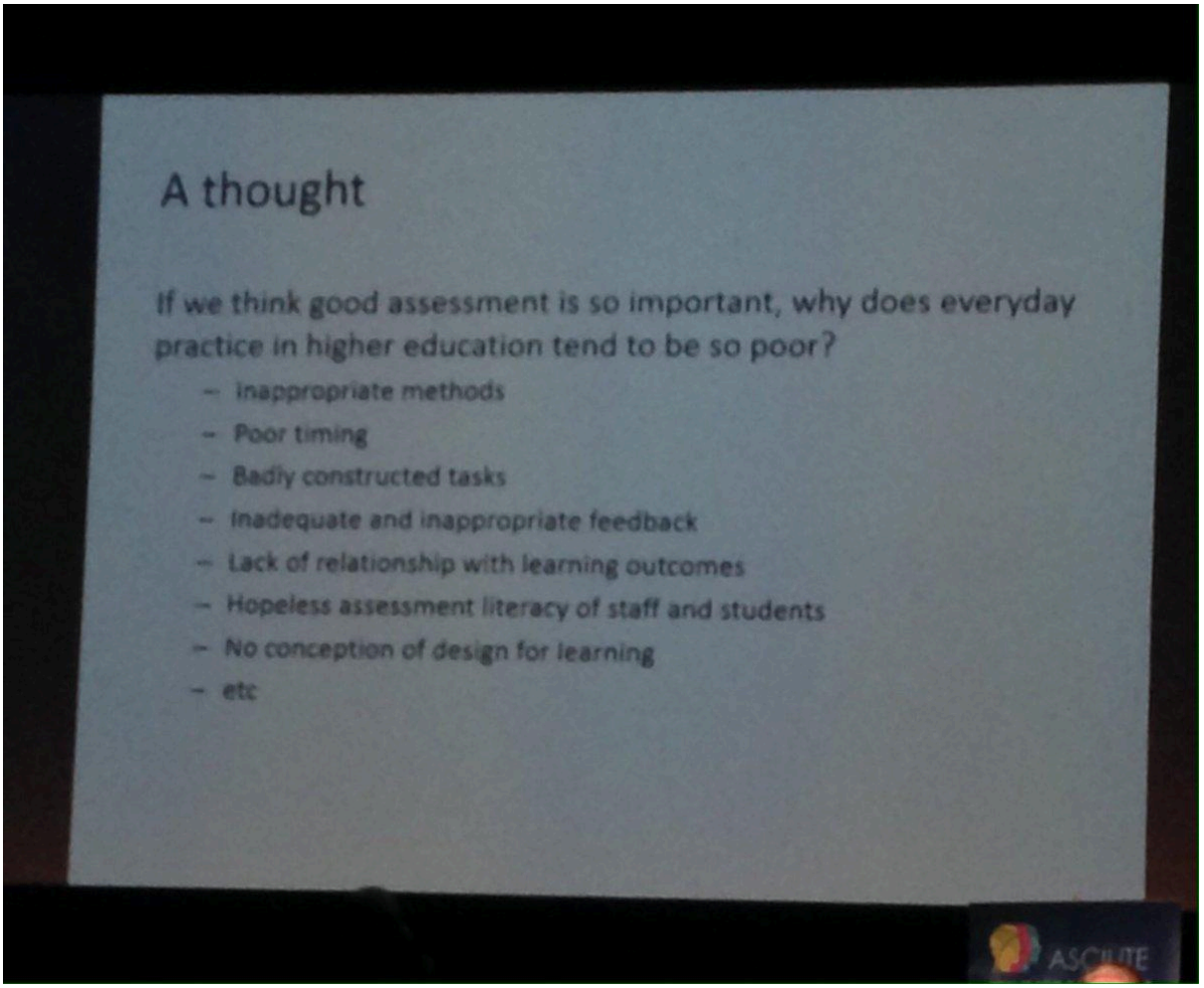
Incorporating cognitive and design science into ... course-level analytics
https://twitter.com/abelardopardo/status/803384240259772416

... avoid draining agency from students managing their own learning? (David Boud)
https://twitter.com/gamerlearner/status/803739667107020800

Society for Learning Analytics Research
https://solaresearch.org/

Transparency, assessment and feedback

David Boud keynote.
Can we see the learning?
https://twitter.com/sallywhite4870/status/803365998720126976



https://twitter.com/sallywhite4870/status/803366423812853761

Key purposes of assessment

- Contribute to certifying learner performance (summative assessment)
- Provide learners with useful information to aid their learning now (formative assessment)
- Building their capacity to make judgements about their own learning (sustainable assessment)

Early assessment (formative), later in program (summative), throughout (sustainable).

David Boud and Elizabeth Molloy (2013) Feedback in Higher and Professional Education.
Building evaluative judgement (Joanna Tai et al, 2016)

Recognise distinctiveness (non-standard student, portfolios, digital hallmarks)
https://twitter.com/pbright/status/803374960781783041

Deakin Hallmarks

http://2016conference.ascilite.org/wp-content/uploads/ascilite2016_jorre_full.pdf

Assessment intrinsic in pedagogy.

Students as co-researchers in their own learning.
Support serendipity and risk.
Assess prior learning against graduate profile in a curated digital portfolio for sustainable, relevant practice.

The ultimate end user is the learner.
https://twitter.com/pbright/status/803379480953843712

LMS

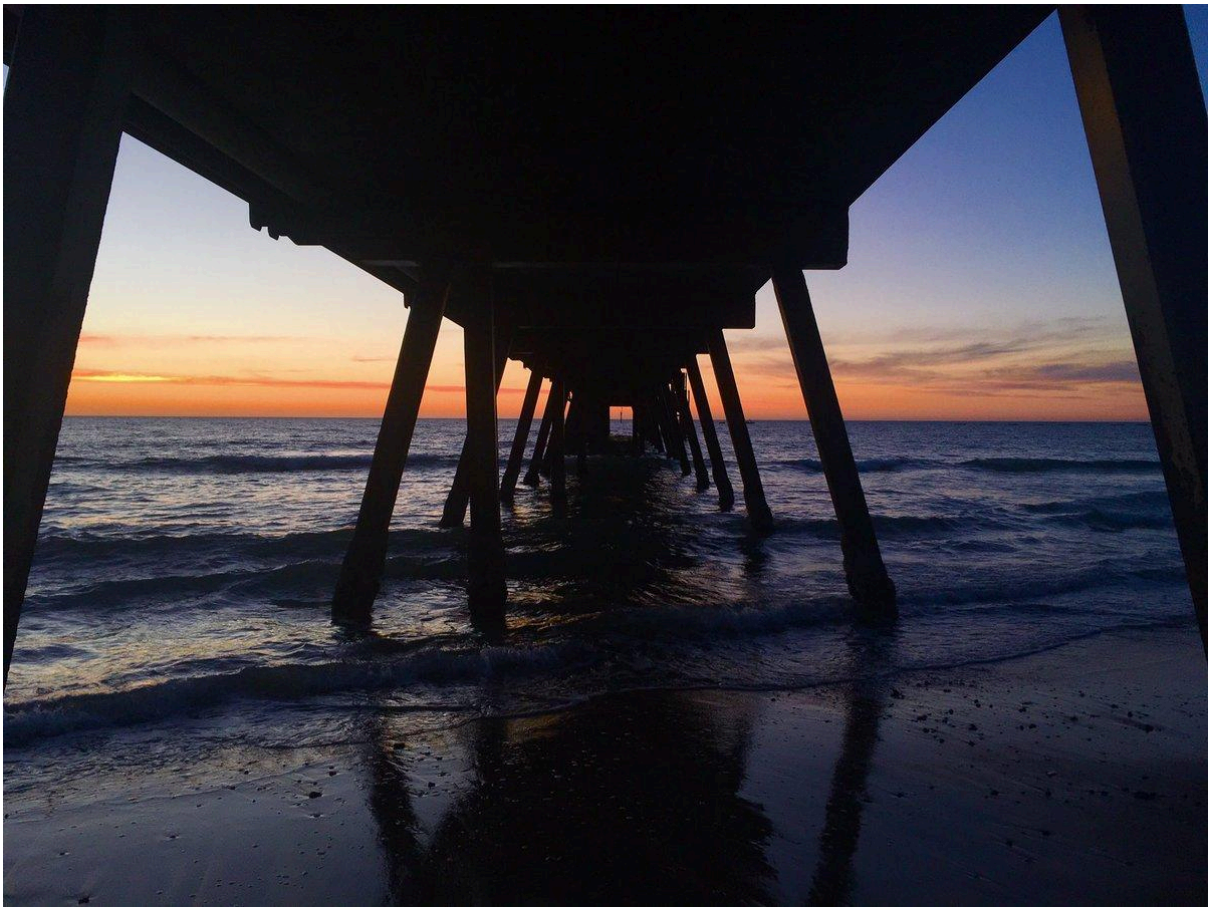
What does your new LMS do that actually makes things better for students? (David Boud)

#mesh360

https://twitter.com/hashtag/mesh360?f=tweets&src=hash

Paul Goldacre

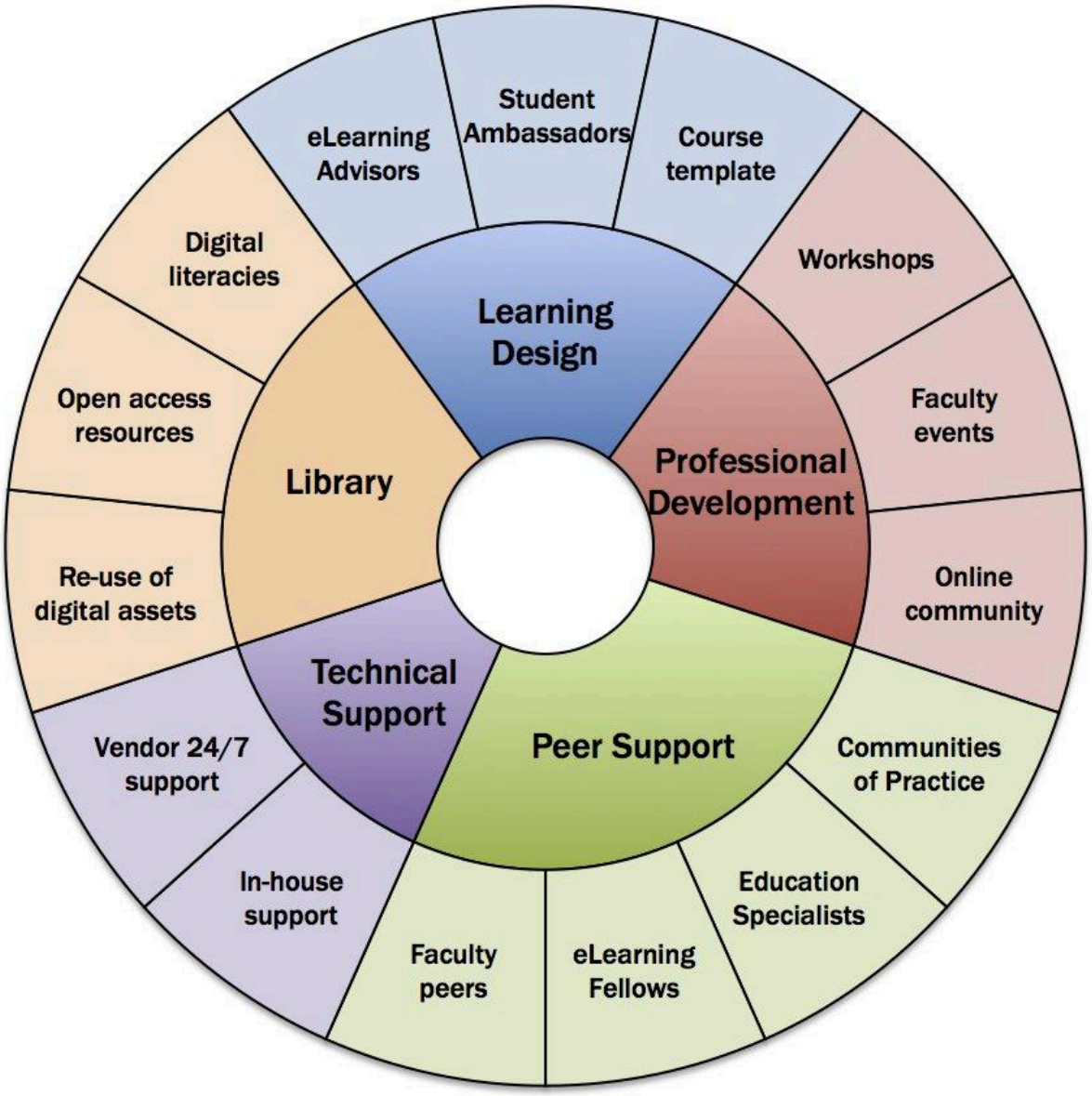
https://twitter.com/dingodigital/status/803358562613280768



Day 1

Analytics literacy
http://mfeldstein.com/analytics-literacy-is-a-major-limiter-of-ed-tech-growth/

University of Adelaide



Flipping the STEM classroom
http://www.slideshare.net/elainehuber/review-of-the-flipped-learning-literature-int-he-stem-disciplines

Flipped classroom resources (University of Adelaide)
http://www.adelaide.edu.au/flipped-classroom/resources/

Flipped research

https://docs.google.com/spreadsheets/d/1pExTBSts4Yc-8osdWIktBr1GvONET-8S8XC3cFF-Op4/edit#gid=0

LMS

https://twitter.com/DrJoannaT/status/803105901510918144

Evernote presentations

cMOOC Professional Development
https://www.evernote.com/shard/s26/sh/0908e8fd-1369-44be-8c56-8fdb4930bbb2/e7bdc411cb1a95da
Virtual reality
https://www.evernote.com/shard/s26/sh/f0d03e99-535a-4e4c-865c-0ea792984636/fabfd309200b1d6d

Mobile social media learning technologies

https://mosomelt.wordpress.com/
Paper
https://www.researchgate.net/publication/310832540_Evaluating_a_ProfessionalDevelopment_cMOOC_MOSOMELT?ev=prf_pub

SkillBox (learning package) at Charles Sturt
https://twitter.com/DrJoannaT/status/803097755665076224

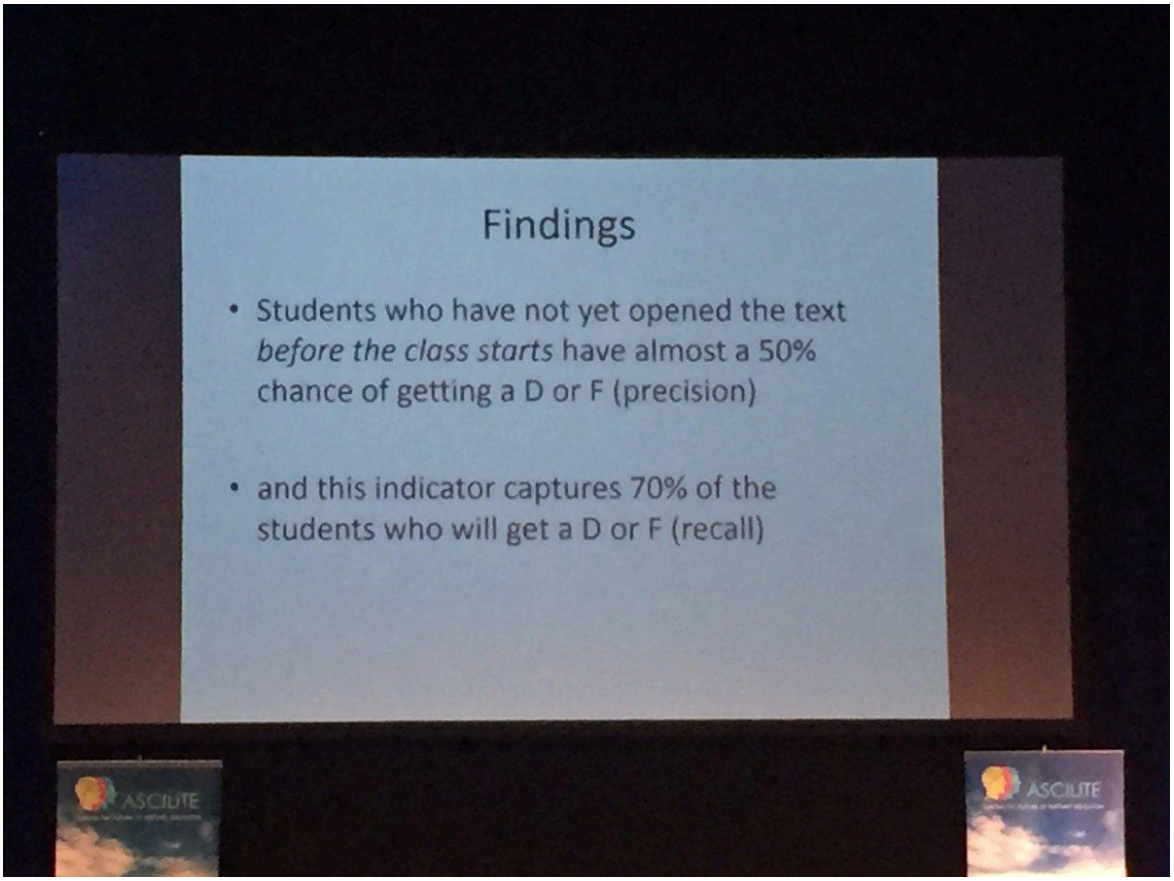
Learning Analytics

Ethics and privacy
https://epress.lib.uts.edu.au/journals/index.php/JLA/article/view/4956
LACE project https://t.co/CE88zEZaaq
Too much about ‘analytics’ not enough about ‘learning’
https://twitter.com/peterwagstaff/status/802665723914960896

Transitions into HE
http://www.slideshare.net/JamesBrunton/staying-the-distance-using-digital-readiness-tools-to-support-effective-transitions-into-higher-education-for-flexible-learners

Online engagement

Ryan Baker (@BakerEDMLab)
https://twitter.com/elementumc/status/803003440326590464



21 Findings on Student Success in Online Learning
http://www.columbia.edu/~rsb2162/TICLReplicationManuscript.pdf

Tools for Educational Data Mining
http://jeb.sagepub.com/content/early/2016/09/19/1076998616666808

Stupid tutoring systems, intelligent humans
http://link.springer.com/article/10.1007%2Fs40593-016-0105-0

Seekbeak

https://seekbeak.com/v/2lVjKrZzBby

ALASI2016

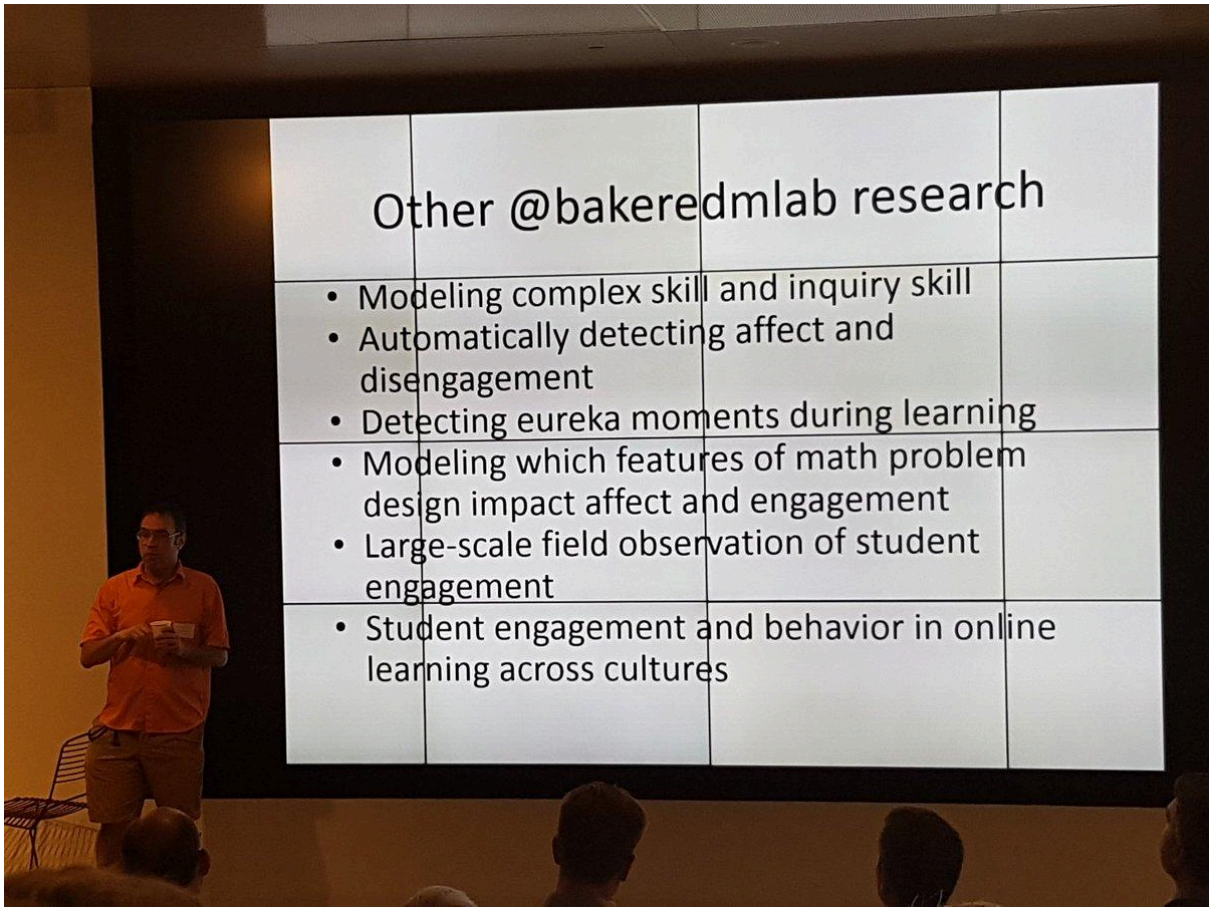
https://ltudl-shib1.cw.unisa.edu.au/wordpress/alasi/
#ALASI2016

https://twitter.com/gamerlearner/status/802630945031340033

Program

https://docs.google.com/spreadsheets/d/164yfD4FhH7lstXsYxFJHxgFdXx9tIMb17INg3JjyZns/edit#gid=1865799625

Ryan Baker



https://twitter.com/leishliz/status/802646808627286016

Collect, Analyze, Act, Reflect

Cathy Gunn, Claire Donald, Jenny McDonald (University of Auckland)

In this presentation we will introduce a Learning Design-Learning Analytics Framework designed to encourage individuals or teams of teachers to use data to inform and evaluate learning designs. We will examine three case studies of tertiary teachers' use of learning analytics data for this purpose in three different disciplines. In these cases, teachers used learning analytics data to check a) their assumptions about students' prior knowledge and b) students' responses to the structure, resources and teaching strategies used in their online courses. Our Learning Design-Learning Analytics Framework aligns different kinds of learning analytics data with the rhythms of teaching, i.e. the preparation stage before a course or lesson starts, during teaching, and the review period after the course or lesson ends.

Visualising Learning & Teaching

Vigentini, L., Clayphan, A., Chitsaz, M., Zhang,L. (UNSW); Lui, D. (Usyd); Matinez-Maldonado, R. (UTS).

Using case studies from three universities (USyd, UNSW, UTS) this presentation will cover the following key messages and talking points from the perspective of researchers, academic developers, teachers and students::
● How can various methods of accessing, analysing, and interpreting data be used to provide actionable insights?
● What we can learn from the rich data streams generated from learning platforms?
● Where is flexibility needed in a system that can process data from different systems, data and formats?
● How can accountability and transparency be managed?
● How can these systems be used to connect with students to enhance educational experiences?

Driving Student Engagement

Marion Blumenstein (University of Auckland), Jenny McDonald (University of Auckland), Adon Moskal (Otago Polytechnic), Danny Liu (USyd), and Steve Leichtweis (University of Auckland)

In this two-hour workshop we are introducing the Student Relationship Engagement System (SRES) which allows teachers to efficiently target students based on their individual performance, engagement with course materials, and/or participation in learning activities (e.g. quizzes, discussions) using highly personalised email or text messages. The SRES exists as two concurrent open source developments, version 1 and 2. The SRES aim is to provide teachers with user-friendly tools to enable adoption of learning analytics without needing them to be expert data analysts, thus closing the loop by affording actionable intelligence from these data. This will be a hands-on session where participants are able to explore real world data drawn from large undergraduate courses that have used the SRES. The aim is to showcase how the system affords timely and personalised engagement with students, and promote discussion of salient points as part of a Community of Interest.

Literacies in Learning

Ronald Monson (ECU)

Is there such a thing as a Learning Analytical Literacy? What implications do recent, startling advances in neural networks have on artificial intelligence and learning? What does Learning Analytics (LA) have to say about the Scientific Method and vice-versa? Finally, What knowledge or intuition, if any, should learners acquire about analytical methods increasingly used to direct their learning experiences?
Plainly these are deep questions beyond thorough examination in a 2 hr workshop, but the idea behind this workshop is that they are nevertheless important and can be tackled more informedly with some insight into the scientific methodologies routinely applied throughout LA. This is the goal of this workshop; to have participants gain an understanding of the underlying principles and latest developments in four methodologies predominantly used in Learning Analytics - Predictive Analytics, Hypothesis Testing/Bayesian Inference, Linguistic Analysis and Visualizations. Participants will get to select and apply each of these techniques to supplied datasets, dynamically varying parameters such as machine learning methods, training sets, p-values/significance levels, sentiment selections and visualization options. No coding experience is required as users instead modify expressive templates in the cloud.

Running an Analytics Centre

https://docs.google.com/presentation/d/1vylHUn2T-LFnZWxfqTogna5qbscLnR9oXwkAFD7df84/edit#slide=id.g1960728ce2_0_39

Simon Buckingham Shum

Multimodal and 21st century skills learning analytics and datasets
http://learning-analytics.info/journals/index.php/JLA/issue/view/381

OnTask Learning
https://www.ontasklearning.org/

Transforming Exams
http://transformingexams.com/

CodeRunner
http://www.lobb.co.nz/aboutMe/

Georgetown Proposed Student dashboard Model
https://www.youtube.com/watch?v=hvh-oQ2vR2k&feature=youtu.be

Declara
https://declara.com/