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La Creation Du Monde – When a Community of Practice Collaborates

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Live projects and complex interdisciplinary collaborations enrich learners’ experiences of their courses and their own creative practice. Opportunities for collaborative working that lie outside the curriculum of a course are to be welcomed and sought proactively. That said, collaborative projects bring with them complex logistical challenges for busy course teams and their cohorts. How to balance invaluable opportunities for extra-curricular experience and collaborative working with the exigencies of delivering existing modules? When the students, alumni and staff of BA (Hons) CG Arts & Animation were challenged, as part of an EU Interreg/ACT partnership project, to create an original sixteen minute animation to be synched with a live performance of classical music, the course team looked to its network of course blogs and ‘community of practice’ as the means by which the collaboration might be facilitated. The successful execution of the brief was achieved by the community demonstrating the characteristics of a community of practice as set out by Wenger (c.2006). The shared domain of interest provided a fertile environment within which to cultivate ideas, while the strong sense of community and skills of the practitioners enabled the rapid and distributed production of a complex visual composition. This presentation explains the creative process that led to the realisation of the animation La Creation Du Monde, illustrating the power of a creative community of practice.

Exploring the Landscape of Technological Literacy: Digital Media and Ethics

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The U.S. Department of Education defines technological literacy as “computer skills and the ability to use computers and other technology to improve learning, productivity, and performance.” This definition has changed, however, as technology has advanced. Addressing the needs of technological literacy is important in the current education landscape given the growth of 1,618% enrollment in distance education courses between 2000 and 2007. Further, technology is not only used in distance learning courses. Using technology requires we learn how to communicate about it and with it, learn how to use it effectively, and use it ethically in our lives and learning environment. This is accomplished by being literate in multiple modes through technology and context. The New London Group (2000) looks at literacy, from a sociocultural perspective, defining multiliteracies as the use of literate practices to understand new information communication technologies (ICT’s) and cultural/linguistic contexts within particular environments. Currently, there are few boundaries that exist between learners and the community in which they wish to engage and this results in the absorption of information at a high rate. This panel argues that technological literacy stretches beyond the definitions above. Panelists will explore how they have used technology in the classroom, how the technological literacy required of these uses have impacted the learning environment, and how to approach the ethical discussions necessary to help students understand the messages they are delivering in the classroom and through social media outlets.

Australian Pre-service Secondary Teacher Education Courses: Challenges and Dilemmas

Dawn Joseph and Peter Hubber
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Australian Higher Education universities, like many other international universities, have undergone reform and political change. The Bradley review of Higher Education commissioned by the Australian Government (2008) continues to advocate the need to increase the proportion of the population to attain higher education qualifications. The review questions the structure, organisation and financial position of Australia to effectively compete in the
global economy. This position paper situates itself at a metropolitan Australian university in Melbourne within the Faculty of Arts and Education with the authors as academics based in the School of Education as Course Directors. We are faced with challenges and dilemmas regarding selecting pre-service teachers, meeting faculty targets and preparing the course structure in relation the new Australian Qualification Framework (2013) and the Australian Teaching Standards Framework (2012). The purpose of this position paper is to share strategies and invite international dialogue in relation to some of these challenges and dilemmas. Using narrative inquiry, reflective practice and document analysis as our methodology, we discuss two secondary programs at Deakin University (Bachelor of Teaching [Secondary] and Bachelor of Teaching [Science]) as we prepare pre-service secondary teachers for the profession. The university aims to drive the digital frontier in a very dynamic environment that includes open educational resources, new delivery platforms and ways of assessing learners. These developments have initiated new ways of thinking about how to manage issues of teaching and learning with larger and varied cohorts of students.

Integrating the iPad into Higher Education

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As mobile technology becomes more prevalent in the classroom it is imperative that faculty and staff become more comfortable with its integration into learning. Early childhood learning with an iPad in hand is a common occurrence. In higher education this is not as prevalent. Presently, students are taking a step back with respects to technology and innovative learning due to the lack of integration of technology like the iPad in a college classroom. This presentation is focused on the integration of iPad technology into the higher education classroom. The focus on specific applications and their usage in the classroom will be presented. As an allied health professional both as a clinician and professor I use the iPad as an innovative method of learning both in clinical/field courses and traditional classroom setting. With the use of mobile technology, today my classroom is an innovative environment that enhances the learning outcomes through hands on technology experiences, case studies and problem based learning. Examples in this presentation will include my use of biomechanical applications, quizzes, exploring 3D imaging for problem based learning and case studies, professional journal article searches, and using mobile devices for group work involving rehabilitation and video explanation.

The Social and Mobile Frontier

Robert Quigley
University of Texas at Austin, USA

Journalism schools are at a crossroads. As the massive shakeup in the news industry continues, it is on educational institutions to ensure that the next generation of journalists can adapt, survive, innovate and ultimately lead newsrooms into uncertain futures. To that end, students must learn not only how to use today’s tools, but be equipped to master tools that have yet to be invented. They can’t just work within a framework – they must know how to create new frameworks. Robert Quigley, a 16-year journalist who was a social media journalism pioneer at the Austin American-Statesman, will discuss how the University of Texas at Austin’s School of Journalism is rising to the challenge. Quigley teaches an iPhone apps development class, which brings together journalism and computer science students and an online social media journalism course, in which students work as social media editors. In the apps class, students bring all the disciplines of a modern curriculum together: coding, design, writing, social media, photography, video and data. In the social media course, Quigley uses technology, including live chat software, Facebook groups, Tumblr and more to make the online experience as rich as an in-person experience. These two classes are part of a larger vision for the school, which includes expanding on skills-based classes while maintaining high expectations for the basics of journalism.