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ASCILITE99

Workshop Details

Management & Policy

9.00 Litchfield

In this workshop participants commence the crucial planning tasks required to design and implement online courses and learning resources. Participants should come with a project idea to develop through the workshop.

We examine media and educational design processes, phases and activities. We discuss and develop a draft proposal for your project idea including; concept, rationale, learner profile, timeline and budget. We also examine online teaching strategies, content development and relevant legal issues. Potential sources of project funding are identified.

This workshop should be of interest to staff developers and educators who want to develop online courses and learning resources.

12.00 Keppell

This workshop addresses the relationship between the instructional designer and subject matter expert and examines a method for eliciting and conceptualising unfamiliar content knowledge from the subject matter expert (SME) so that efficient and effective instructional design can proceed.

It is not possible for the instructional designer to be conversant in all content areas, and as such they must rely on SME's to assist with determining the scope and accuracy of the unfamiliar content. Due to the crucial and unique role of the SME, the instructional designer must streamline the flow of information to prevent a communication "bottleneck". Called by the working designation "Content Production Process" (CPP) the approach draws upon a variety of theories, constructs and methods including advance organisers, schema theory, script theory, consultation practices, current elicitation procedures in instructional design, knowledge acquisition strategies in constructing expert systems, ethnographic and teachback interviewing strategies and knowledge mapping (graphic organisers, concept maps and knowledge maps).

The approach draws on several years of research by the presenter as well as instructional design experience in working with over 80 SME's in military, commercial and university settings. In the project-driven environment in which I work, the identification and interaction with the SME is a major factor that determines the success or failure of the multimedia project.

Mike Keppell, Head, Biomedical Multimedia Unit, Faculty of Medicine, Dentistry and Health Sciences, The University of Melbourne has over seven years experience in collaborating with subject matter experts/content experts in the design and development of multimedia projects. He has applied his "Content Production Process" (CPP) in working with over 80 subject matter experts in fields as diverse as mining, engineering, oil and gas, alumina processing, beef production and medicine. He has experience working with subject matter experts in a University environment, commercial and military settings in both Canada and Australia.

3.00 Ehrmann

Computers, video and telecommunications present both opportunities and perils for education. This workshop will begin with a consideration of the role of older technologies in earlier changes in higher learning: the revolution arising from early uses of reading and writing thousands of years ago and the relatively more recent revolution occasioned by the invention of the campus. After participants analyze some of the gains and losses from these earlier transformations, we will compare notes on emergent changes from this third revolution: changes now possible in courses, in courses of study, and in institutions. Do earlier revolutions help us predict both possibilities and the problems such progress is likely to cause?

Technology/Production

9.00 Love and Gosper

Integrated web-based course delivery tools (IWCDTs) provide a range of features that typically include student management, student tracking, uploading and organising material, discussion and collaboration facilities and formative and summative assessment. Individual products implement these in different ways and often incorporate other tools such as calendars, glossaries, student homepages and various mechanisms to enable searching, compiling and downloading material for offline use. This workshop will overview IWCDTs and demonstrate some of them. It will examine: what they are and do; what educational features they have; what management features they have; and give a summary of how to distinguish and choose between them. Examples demonstrated will include features of CourseInfo, TopClass and WebCT. An accompanying workshop examines implementation issues that must be addressed from institutional, staff and student perspectives. Further information about the workshops can be found at <http://online.mq.edu.au/online/CFLIWCDT/public/>

12.00 Cumming

The Internet, a global mesh of knowledge and information woven tightly into our everyday lives of teaching and learning, empowers people with knowledge to communicate it to those who would benefit from it. The manner in which we communicate information has become increasingly diverse, particularly when a number of 'tools' that facilitate communication are integrated with on-line mechanisms of content delivery and assessment.

This hands-on workshop is designed to be a platform of ideas, using Web Course Tools or WebCT and the features that WebCT offers, to show how to convey knowledge, communicate ideas and to recontextualise information. The intended outcome of the workshop is that attendees will be able to implement these ideas to form an interactive and interesting Internet environment that will both engage the learners and promote effective learning. Attendees will use WebCT as both a course designer and a student to experience the interactivity.

1.30 Dalziel

There are a range of potential uses of multiple choice questions (MCQs) in teaching and learning, such as in formal exams, revision material and as a basis of training modules. This workshop will explore best practice in the writing of MCQs and associated feedback, and will demonstrate the implementation of Internet-based MCQs using WebMCQ. The workshop will include a review of the advantages of Web-based MCQs in teaching and assessment, and will review a number of case studies. Procedures for the analysis of MCQ response data will also be considered

3.00 Gosper and Love

Most universities are providing a centralised delivery system for online teaching based on an Integrated Web-based Course Delivery Tool. Choosing an appropriate tool is a critical aspect of online delivery and methods of doing this are examined in an accompanying workshop. A successful venture, however, must also address implementation issues from institutional, staff and student perspectives. These include issues relating to: integration with existing IT infrastructure and administration systems; pedagogical support to assist in choosing appropriate technologies and designing resources; support for the production of resources; administrative support for staff working in the online environment; training and documentation for staff and students; and the development of quality assurance mechanisms. This workshop will provide a forum for the discussion of these and other implementation issues. Further details of the workshop can be found at: <http://online.mq.edu.au/online/CFLIWCDT/public/>

Technology Resources

9.00 O'Reilly

This half-day workshop is for anyone new to online teaching and learning, in particular:

- lecturers considering online means to support teaching
- educational designers of resources and advisors of teaching strategies
- staff developers seeking to make more effective the facilitation of learning via a variety of computer based media.

The workshop is applicable to a variety of software, multimedia or course shells.

We suggest participants bring to the workshop their own projects or initial ideas to ensure the guided activities can be of immediate benefit. It is possible to register as individuals or in pairs. Handouts will be provided, however the workshop refers principally to - <http://www.scu.edu.au/services/tl/sdonline/>

Facilitators are three educational designers and advisors from Southern Cross University.

12.00 Currie, Mason and Ip

EdNA has long recognised that standardised metadata provides the key to effective discovery and retrieval of high quality Internet resources. In linking sites to the EdNA Online database, it has ensured that metadata elements are provided for each evaluated site. Automatic harvesting of stakeholder sites require that webpages have compatible metadata attached or linked to them.

To facilitate this EdNA has developed a range of metadata tools that are designed to:

- Assist authors to create metadata which will enrich their site;
- Automate the addition of metadata to existing sites;
- Provide metadata for groups of sites;
- Improve manual and automatic searching through the use of an EdNA educational thesaurus;
- Maintain currency of site metadata;
- Enable users to search or browse EdNA Online resources directly from institutional webpages.

This workshop will provide participants with hands on experience in implementing the newly developed EdNA Online metadata tools. The session will include a range of practical activities and documentation that participants can take back to their own institutional sites as well as enabling them to become among the first to actually use the tools.

3.00 Gilbert

A broad aim for this workshop will be to familiarise participants with the breadth and depth of resource materials on the NCODE Flexible Learning site so that they can draw on these in the course of their professional work.

In particular the workshop will examine the CUTSD workshop "Developing a flexible learning strategy for your course and subjects" and will familiarise participants with resources and experiences gained from this workshop with the aim of enabling them to conduct a similar staff development activity within their own institutions.

Facilitators and participants from the first workshop will be present to talk about their experiences and evaluations and recommendations will be shared and discussed.

Participants will become familiar with the resources developed for or from the CUTSD workshop which will include

- Activities used in the workshop
- Case studies of how courses are approaching flexible learning
- Examples of common issues or problems that are facing courses in moving towards more flexible approaches to learning
- Examples of solutions course have developed in response to particular issues

It is anticipated that at the end of the workshop participants will be familiar enough with the resources provided to use and adapt them for individual professional development or workshops in their own institutions.

Pedagogical Issues

9.00 Ehrmann

What are the consequences of your educational uses of technology? for access? For what students learn? For what it costs? The award-winning Flashlight Program will demonstrate an approach to designing such studies. The workshop will summarize a step by step approach to designing such studies and briefly demonstrate tool kits that you can use to design such studies on your own. The discussion will be illustrated with case studies of evaluations done in the United States and Canada.

3.00 Gunn

This workshop is designed to demonstrate how evaluation of innovative teaching can become an integral part of course delivery and assessment without imposing extra workloads on lecturers or students. It is based on the assumption that self-report data such as that collected through Student Evaluation of Teaching (SET) questionnaires is inadequate as a measure of the educational effectiveness of teaching innovations. A qualitative and comprehensive approach to evaluating the quality of resources, courses, support systems and learning experiences is presented and participants are invited to apply this to their own teaching context. A variety of data collection instruments and methods are available for this purpose, and appropriate areas of application for each method are discussed. The workshop is based on the principles of active learning and so aims to guide participants through development of an evaluation plan for a course they are currently involved in.

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