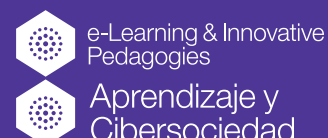


Sixth International Conference on e-Learning and Innovative Pedagogies

Sexto Congreso Internacional de Aprendizaje y Cibersociedad

14-15 NOVEMBER 2013 | UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA (UNED)
MADRID, SPAIN | UBI-LEARN.COM | APRENDIZAJE-CIBERSOCIEDAD.COM

The conference is being held in English, Spanish and Portuguese.



INTERNATIONAL CONFERENCE ON E-LEARNING AND INNOVATIVE PEDAGOGIES

CONGRESO INTERNACIONAL DE APRENDIZAJE Y CIBERSOCIEDAD

UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA
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 **COMMON
GROUND**

Sixth International Conference on e-Learning and Innovative Pedagogies
Sexto Congreso Internacional de Aprendizaje y Cibersociedad
www.ubi-learn.com
www.aprendizaje-cibersociedad.com

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Dear Delegate,

Welcome to the Sixth e-Learning Conference.

This conference investigates the uses of technologies in learning, including devices with sophisticated computing and networking capacities which are now pervasively part of our everyday lives. The conference explores the possibilities of new forms of learning, but in a wider range of places and times than was conventionally the case for education. e-Learning, however does not necessarily spawn pedagogical innovation. Technology-mediated learning can be used to deliver content and assessment in ways that reproduce traditional 'transmission' and memorization-based modes of learning. In this case, e-learning may have the virtue of being more efficient, whilst reinforcing traditional pedagogies. On the other hand, e-Learning also opens up new opportunities for learning, new 'affordances' which spawn innovative pedagogies. These fundamental questions are addressed by this conference and its companion journal.

We are pleased to hold this year's conference in Madrid, Spain, at the Universidad Nacional de Educación a Distancia. UNED's mission to provide opportunities for education at a distance has resulted in one of the largest virtual course catalogues in Spain, as well as the largest student population in Spain with over 200,000 students enrolled. The e-Learning Conference is proud to partner with UNED, and to continue the conversation of the meaning of contemporary learning and education. By way of background, this conference has evolved from e-Learning Symposia held in Melbourne, Australia in 2006 and 2007, connected with the International Conference on Learning. Past conferences have been held in Chicago, Boston, Vancouver, Berkeley, and Champaign.

We hope you will be able to join us at next year's conference to be held 3-4 October 2014 at Pacific University in Portland, Oregon, USA.

In addition to organizing this conference, Common Ground publishes papers from the e-Learning Conference at <http://ubi-learn.com/publications/journal>. Common Ground also organizes conferences and publishes journals in other areas of critical intellectual human concern, including diversity, learning, social sciences and technology, to name several. Our aim is to create new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using digital media. We are also committed to creating a more accessible, open and reliable peer review process.

This is the longer story of the e-Learning Conference. The shorter story is the phenomenal amount of work that has been done by our Common Ground colleagues in preparation for this conference. I especially would like to thank Raquel Jimenez Palomino, Ana Quintana, Rachael Arcario, Homer Stavely, and Karim Gherab-Martin. In addition to our Common Ground colleagues this conference has had tremendous support from our host University and we would also like to acknowledge the hard work done by Francisco Alvarez, Daniel Domínguez, and Rocio Lara.

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

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Bill Cope", with a stylized flourish at the end.

Bill Cope
Director, Common Ground Publishing
Professor, Education Policy, Organization, and Leadership
University of Illinois, Urbana-Champaign, USA



Common Ground Publishing
University of Illinois Research Park
2001 South First Street, Suite 202
Champaign, IL 61820 USA

Phone: +1-217-328-0405
Fax: +1-217-328-0435
info@commongroundpublishing.com
commongroundpublishing.com



ABOUT COMMON GROUND

Our Mission

Common Ground Publishing 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 knowledge communities 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 knowledge communities that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinary, 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 knowledge communities 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 knowledge community 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.



THE E-LEARNING AND INNOVATIVE PEDAGOGIES KNOWLEDGE COMMUNITY

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

Themes

Theme 1: Pedagogies

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

- 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

Theme 2: Institutions

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

- 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

Theme 3: Technologies

On new learning devices and software tools.

- 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
- Designing meanings in the new media: podcasts; digital video, and digital imaging
- Supporting multimodality: designing meanings which cross written, oral, visual, audio, spatial, and tactile modes
- 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

Theme 4: Social Transformations

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

- 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

Scope and Concerns

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 knowledge community, 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 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 knowledge community 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 knowledge community 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, and 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.

Engaging in the Community

Present and Participate in the Conference

You have already begun your engagement in the community 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 community 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 *Ubiquitous Learning: An International Journal*. In this way, you may share the finished outcome of your presentation with other participants and members of the e-Learning and Innovative Pedagogies community. As a member of the community, you will also be invited to review others' work and contribute to the development of the community knowledge base as an Associate Editor. As part of your active membership in the community, you also have online access to the complete works (current and previous volumes) of *Ubiquitous Learning: An International Journal* and to the book series. We also invite you to consider submitting a proposal for the book series.

Engage through Social Media

There are several methods for ongoing communication and networking with community colleagues:

- Email Newsletters: Published monthly, these contain information on the conference and publishing, along with news of interest to the community. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@ubi-learn.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. To learn more about **Scholar**, go to page 53.
- Facebook: Comment on current news, view photos from the conference, and take advantage of special benefits for community members at: <https://www.facebook.com/UbiLearn.CG>
- Twitter: Follow the community: @ubilearn.
- YouTube Channel: View online presentations or contribute your own at <http://ubi-learn.com/the-conference/types-of-conference-sessions/online-presentations>. See instructions at <http://ubi-learn.com/the-conference/types-of-conference-sessions/online-presentations/upload-your-video>.

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Ubiquitous Learning

An International Journal

About Our Publishing Approach

For three decades, Common Ground Publishing has been committed to creating meeting places for people and ideas. With 24 knowledge communities, Common Ground's vision is to provide platforms that bring together individuals of varied geographical, institutional, and cultural origins in spaces where renowned academic minds and public thought leaders can connect across fields of study. Each knowledge community organizes an annual academic conference and is associated with a peer-reviewed journal (or journal collection), a book imprint, and a social media space centered around Common Ground's pathbreaking 'social knowledge' space, *Scholar*.

Through its publishing practices, Common Ground aims to foster the highest standards in intellectual excellence. We are highly critical of the serious deficiencies in today's academic journal system, including the legacy structures and exclusive networks that restrict the visibility of emerging scholars and researchers in developing countries, as well as the unsustainable costs and inefficiencies associated with traditional commercial publishing.

In order to combat these shortcomings, Common Ground has developed an innovative publishing model. Each of Common Ground's knowledge communities organizes an annual academic conference. The registration fee that conference participants pay in order to attend or present at these conferences enables them to submit an article to the associated journal at no additional cost. Scholars who cannot attend the conference in person may still participate virtually and submit to the journal by obtaining a community membership, which also allows them to upload a video presentation to the community's YouTube channel. By using a portion of the conference registration and membership fees to underwrite the costs associated with producing and marketing the journals, Common Ground is able to keep subscription prices low, thus guaranteeing greater access to our content. All conference participants and community members are also granted a one-year complimentary electronic subscription to the journal associated with their knowledge community. This subscription provides access to both the current and past volumes of the journal. Moreover, each article that we publish is available for a \$5 download fee to non-subscribers, and authors have the choice of publishing their paper open access to reach the widest possible audience and ensure the broadest access possible.

Common Ground's rigorous peer review process also seeks to address some of the biases inherent in traditional academic publishing models. Our pool of reviewers draws on authors who have recently submitted to the journal, as well as volunteer reviewers whose CVs and academic experience have been evaluated by Common Ground's editorial team. Reviewers are assigned to articles based on their academic interests and expertise. By enlisting volunteers and other prospective authors as peer reviewers, Common Ground avoids the drawbacks of relying on a single editor's professional network, which can often create a small group of gatekeepers who get to decide who and what gets published. Instead, Common Ground harnesses the enthusiasm of its conference delegates and prospective journal authors to assess submissions using a criterion-referenced evaluation system that is at once more democratic and more intellectually rigorous than other models. Common Ground also recognizes the important work of peer reviewers by acknowledging them as Associate Editors of the volumes to which they contribute.

For over ten years, Common Ground has been building web-based publishing and social knowledge software where people can work closely to collaborate, create knowledge, and learn. The third and most recent iteration of this project is the innovative social knowledge environment, *Scholar*. Through the creation of this software, Common Ground has sought to tackle what it sees as changing technological, economic, distributional, geographic, interdisciplinary and social relations to knowledge. For more information about this change and what it means for academic publishing, refer to *The Future of the Academic Journal*, edited by Bill Cope and Angus Phillips (Elsevier 2009).

We hope that you will join us in creating dialogues between different perspectives, experiences, knowledge bases, and methodologies through interactions at the conference, conversations online, and as fully realized, peer-reviewed journal articles and books.



Ubiquitous Learning

An International Journal

UBIQUITOUS LEARNING: AN INTERNATIONAL JOURNAL

ISSN: 1835-9795

Journal Editor

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

Mary Kalantzis—University of Illinois, Urbana-Champaign, USA

Publication Frequency

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Indexing

Ubiquitous Learning: An International Journal is indexed by:

- Ulrich's Periodicals Directory
- Cabell's Directories
- The Australian Research Council

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Circulation

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Foundation Year

2008

INTERNATIONAL AWARD FOR EXCELLENCE

Ubiquitous Learning: An International Journal presents an annual International Award for Excellence for new research or thinking in the area of e-learning and innovative pedagogies. All articles submitted for publication in the journal are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the journal and the annual e-Learning Conference. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines. The remaining nine top papers will be featured on our website.

This Year's Award Winners are

Claudia Maria Zea Restrepo, Universidad EAFIT, Colombia

Juan Guillermo Lalinde Pulido, Universidad EAFIT, Colombia

Roberto Aguas Nuñez, Universidad EAFIT, Colombia

Gloria Patricia Toro Perez, Universidad EAFIT, Colombia

Camilo Vieira Mejia, Universidad EAFIT, Colombia

For the Article

"TAG: An Introduction to a Ubiquitous Learning Model to Assess the Ubiquity Level in Higher Education Institutions"

Abstract

"TAG," in Spanish: Tecnología, Aprendizaje y Gestión (Technology, Learning and Management) is a Ubiquitous Learning model that aims to be a point of reference for higher education institutions in their transformation processes for educational innovation. The model is based on three dimensions: Technology, Learning and Management, which are assessed through the identification of characteristics and properties in which metrics and indicators will be applied in order to determine the ubiquity level in a higher education institution, enabling the possibility of establishing the organizational diagnosis and design strategies that could take them to a higher ubiquity index. The purpose of this paper is to present the conceptual referents that define the main properties for each of the dimensions of the TAG model.

SUBMISSION PROCESS

Every conference delegate with an accepted proposal is eligible and invited to submit an article to *Ubiquitous Learning: An International Journal*. Full articles can be submitted using Common Ground's online conference and article management system CGPublisher. Below please find step-by-step instructions on the submission process.

1. Submit a presentation proposal to the conference (in-person or virtual).
2. Once your conference proposal or paper abstract has been accepted, you may submit your article to the journal by clicking "add a paper" from your proposal/abstract page. You may upload your article anytime between the first and the final submission deadlines, which can be found on the next page.
3. Once your article is received, it is verified against template and submission requirements. Your identity and contact details are then removed, and the article is matched to two appropriate reviewers 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 reviewer reports are uploaded, you will be notified by email and provided with a link to view the reports (after the reviewers' identities have been removed).
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 asked to submit a change note with your final submission, explaining how you revised your article in light of the reviewers' comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new reviewers.
6. Accepted articles will be typeset and the proofs will be sent to you for approval before publication.
7. Individual articles may be published online 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).
8. Registered conference participants will be given online access to the journal from the time of registration until one year after the conference end date. Individual articles are available for purchase from the journal's bookstore. Authors and peer reviewers may order hard copies of full issues at a discounted rate.

SUBMISSION TIMELINE

You may submit your final article for publication to the journal at any time. We are in the process of moving from one annual deadline to four quarterly deadlines. However, the first three deadlines for the current volume have passed. The **final** deadline for Volume 6 is:

December 15, 2013

- One month after the close of the conference

Note: Please feel free to submit at any time. If your article is submitted after the deadline for Volume 6, it will be considered for Volume 7. However, the sooner you submit, the sooner your article will begin the peer review process. Also, as we publish 'web first', early submission will mean that your article will be published as soon as it is ready, even if that is before the full issue is published.

For More Information, Please Visit:

<http://ubi-learn.com/submitting-your-work/journal-articles/submission-process>

JOURNAL SUBSCRIPTIONS, HYBRID OPEN ACCESS, ADDITIONAL SERVICES

Institutional Subscriptions

Common Ground offers print and electronic subscriptions to all of its journals. Subscriptions are available to *Ubiquitous Learning: An International Journal*, collections of Common Ground's themed journals, and 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. You may use the Library Recommendation form to recommend that your institution subscribe to *Ubiquitous Learning: An International Journal*: <http://ubi-learn.com/publications/journal/about-the-journal#3-tab>.

Personal Subscriptions

As part of their conference registration, all conference participants (both virtual and in-person) have a one-year online subscription to *Ubiquitous Learning: An International Journal*. This complimentary personal subscription grants access to both the current volume of the journal 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 <http://ijq.cgpublisher.com/>. Select the "Login" option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select "forgot your login" to request a new password.

For more information, please visit:

<http://ubi-learn.com/publications/journal/subscriptions-and-orders> or contact us at journals@commongroundpublishing.com

Hybrid Open Access

Ubiquitous Learning: An International Journal is Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means that 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. They may do this because open access is a requirement of their research funding agency. Or they may do it so that 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 that are resourced with an author publication fee. Electronic papers 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 that anyone on the web may download it for free.

There are still considerable benefits for paying subscribers, because they can access all articles in the journal, from both current and past volumes, without any restrictions. But making your paper available at no charge increases its visibility, accessibility, potential readership, and citation counts. Open access articles also generate higher citation counts.

For more information or to make your article Open Access, please contact us at support@commongroundpublishing.com.

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 Institutional Open access or to put us in touch with your department head or funding body, please contact us at support@commongroundpublishing.com.

Editing Services

Common Ground offers editing services for authors who would like to have their work professionally copyedited. These services are available to all scholarly authors, whether or not they plan to submit their edited article to a Common Ground journal.

Authors may request editing services prior to the initial submission of their article or after the review process. In some cases, reviewers may recommend that an article be edited as a condition of publication.

The services offered below can help authors during the revision stage, before the final submission of their article.

What We Do

- Correct spelling, grammatical, and punctuation errors in your paper, abstract and author bio/note
- Revise for clarity, readability, logic, awkward word choice, and phrasing
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- Confirm proper use of The Chicago Manual of Style

The Editing Process

- Email us at support@commongroundpublishing.com to express your interest in having your article edited.
- The charge for the editorial service charge is USD \$0.05 per word.
- Within 14-21 business days of your confirmed payment, you will receive an edited copy of your edited article via email. We can also upload the edited copy for you, and any pending submission deadlines will be altered to accommodate your editing timeline.

Contact us at support@commongroundpublishing.com to request a quote or for further information about our services.

Citation Services

Common Ground requires the use of the sixteenth edition of the Chicago Manual of Style for all submitted journal articles. We are pleased to offer a conversion service for authors who used a different scholarly referencing system. For a modest fee, we will convert your citations to follow the Chicago Manual of Style guidelines.

What We Do

- Change references—internal citations and end-of-article references—to confirm proper use of the sixteenth edition of The Chicago Manual of Style, using either the author-date or notes and bibliography format of The Chicago Manual of Style.
- Check for typos and formatting inconsistencies within the citations.

The Conversion Process

- Email us at support@commongroundpublishing.com to express your interest in having your references converted.
- For articles under 5,499 words (excluding titles, subtitles, and the abstract), the charge for reference conversion is \$50. If your article is more than 5,000 words, please contact us for a quote.
- Within 14-21 business days of your confirmed payment, you will receive a copy of your article with the revised references. We can also upload the revised copy for you, and any pending submission deadlines will be altered to accommodate the conversion timeline.

Contact us at support@commongroundpublishing.com to request a quote or for further information about our services.

Translation Services

Common Ground is pleased to offer translation services for authors who would like to have their work translated into or from Spanish or Portuguese. Papers that have undergone peer review and been accepted for publication by one of Common Ground's journals are eligible for this translation service. Papers can be translated from Spanish or Portuguese into English and published in one of Common Ground's English-language journals. Or they may be translated from English into either Spanish or Portuguese and be published in one of Common Ground's Spanish and Portuguese-language academic journals. In this way we offer authors the possibility of reaching a much wider audience beyond their native language, affirming Common Ground's commitment towards full internationality, multiculturalism, and multilingualism. All translations are done by professional translators.

The Process

- Contact support@commongroundpublishing.com to express your interest in having your article translated.
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- Once you accept the quote, a translator will be assigned to your article.
- Within 14-21 business days of your confirmed payment, you will receive a draft of your translated article. You will have a chance to communicate with the translator via the draft using Word's "track changes" function. Based on that communication, the translator will supply you with a final copy of your translated article.

THE E-LEARNING & INNOVATIVE PEDAGOGIES BOOK IMPRINT

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:

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- 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@commongroundpublishing.com. Please note the book imprint to which you are submitting in the subject line.

Call for Book Reviewers

Common Ground Publishing is seeking distinguished peer reviewers to evaluate book manuscripts submitted to The e-Learning & Innovative Pedagogies Book Imprint.

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 e-Learning & Innovative Pedagogies Book Imprint 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.

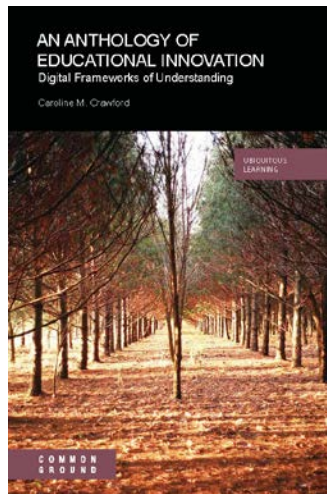
If you would like to review book manuscripts, please send an email to books@commongroundpublishing.com with:

- A brief description of your professional credentials
- A list of your areas of interest and expertise
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If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.

THE E-LEARNING & INNOVATIVE PEDAGOGIES BOOK IMPRINT

These and other books are available at <http://ubi-learn.cgpublisher.com/>



An Anthology of Educational Innovation: Digital Frameworks of Understanding

Caroline M. Crawford (ed.)

As the Digital Age embraces the concepts related to online distance education environments, the importance of conceptually grounded and innovative impact upon the success of online education environment and support tools is realized. Dr. Crawford has focused a significant part of her career upon the conception of successful distance education learning environmental instruction and support. This anthology of various intriguing select works suggests the innovative ways through which quality instruction and the development of successful online learning environment communities can be supported.



Common Ground Publishing Books

Recent Books Published by Common Ground

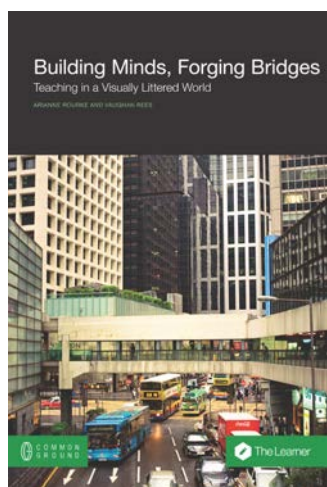
These and other books are available at <http://theuniversitypressbooks.cgpublisher.com/>



Literacy across the Curriculum

Robyn Gregson (ed.)

As educators in secondary teaching training programs, we are concerned that secondary school students may not be receiving the support they need to be literate in the 21st century. At no other time in history have there been such literacy demands on individuals. Being able to read and write is no longer sufficient to meet the demands of literacy in secondary school, tertiary institutions, and the workforce. The teaching of literacy skills is no longer the domain or responsibility of those who teach English in our schools. They have a curriculum of their own that will support literacy needs but will not show students how to read to understand and write specifically for subjects such as mathematics, science, and drama.



Building Minds, Forging Bridges: Teaching in a Visually Littered World

Arianne Rourke and Vaughan Rees (eds.)

The 21st century learner is faced with an avalanche of visual imagery in the media and on the World Wide Web that enhances as well as distracts from learning. The 21st century educator in higher education needs to understand how to embrace visual culture and digital imagery to accelerate and deepen learning. Through an understanding of visual literacy, visual memory, colour theory, visual autobiography, the role of narrative and metaphor, semantic cues and prototypical examples, this book will explore how best to utilise visual imagery to promote meaningful active learning.



TEXTOS: Revista Internacional de Aprendizaje y Cibersociedad

Acerca de nuestro enfoque editorial

Durante 29 años, Common Ground Publishing se ha comprometido con la creación de lugares de encuentro de personas e ideas. Con 11 comunidades de conocimiento en español y portugués y 24 comunidades en inglés, la visión de Common Ground es proveer plataformas que reúnan a personas de diversos orígenes geográficos, institucionales y culturales en espacios donde académicos y otros profesionales puedan conectar por igual a través de distintos campos interdisciplinarios de estudio. Cada comunidad de conocimiento realiza un congreso académico anual alrededor del mundo y está asociada a una Revista revisada por pares (o a una colección de Revistas), una colección de Libros y un serie de redes sociales, en torno a un nuevo “espacio social de conocimiento” realmente disruptivo diseñado y desarrollado por Common Ground: Scholar (<http://cgscholar.com/>).

A través de sus servicios editoriales, Common Ground tiene como objetivo fomentar los más altos estándares de excelencia intelectual. Somos muy críticos con las graves deficiencias que existen en el actual sistema de publicaciones académica, incluyendo las estructuras existentes y las redes exclusivas que restringen la visibilidad de los académicos e investigadores emergentes en los países en desarrollo, así como los costes e ineficiencias insostenibles asociados con la edición comercial tradicional.

Para combatir estas deficiencias, Common Ground ha desarrollado un modelo de publicación innovador. Cada una de las comunidades de conocimiento de Common Ground organiza un congreso académico anual. La cuota de inscripción que pagan los participantes del congreso por asistir y presentar en estos congresos, les permite enviar un artículo a la revista (o colección de revistas) asociada sin coste adicional. Así, los autores pueden realizar una presentación en un congreso científico de su área de investigación, incorporar las críticas constructivas que reciben en respuesta a su presentación y, a continuación, enviar un artículo sólido para su revisión por pares, sin que el autor tenga que pagar una tasa adicional. Los académicos que no puedan asistir al congreso en persona, pueden participar de forma virtual, opción que les permite enviar un artículo a la revista. Usando una parte de la cuota de inscripción para financiar los costes asociados a la producción y comercialización de las revistas, Common Ground es capaz de mantener unos precios de suscripción bajos, facilitando así el acceso a todos nuestros contenidos. Todos los participantes del congreso, tanto presenciales como virtuales, pueden subir sus presentaciones al canal de YouTube de Common Ground, además de tener una suscripción electrónica gratuita a la revista por un periodo de un año. Esta suscripción permite el acceso a todos los números, presentes y pasados, de la revista en español/portugués y a la revista (o colección de revistas) en inglés. Además, cada artículo que publicamos está disponible de forma individual con una tarifa de descarga de \$3 para los no abonados, y los autores disponen de la opción de publicar su artículo en acceso abierto para llegar así a una mayor audiencia y garantizar la difusión más amplia posible.

El riguroso proceso de revisión de Common Ground trata también de abordar algunos de los sesgos inherentes a los tradicionales modelos de editoriales académicas. El conjunto de evaluadores está compuesto de autores que han presentado recientemente artículos a la revista, así como de revisores voluntarios cuyos currículos y experiencia académica han sido evaluados por el equipo editorial de Common Ground. Los artículos son asignados a revisores en base en sus intereses académicos y experiencia. Al tener voluntarios y a otros autores como posibles revisores, Common Ground evita los inconvenientes de depender de la red profesional de un solo editor, que con más frecuencia de la deseable conlleva la creación de grupos de arbitraje cerrado que deciden qué y quién publica. En cambio, Common Ground aprovecha el excelente talante de los participantes del congreso y de los autores de las revistas para evaluar los trabajos, utilizando un sistema de evaluación basado en criterios más democráticos e intelectualmente más rigurosos que otros modelos tradicionales. Common Ground también reconoce la importante labor de los revisores, nombrándoles Editores Asociados de los volúmenes en los que contribuyen.

A través de la creación de un software asombrosamente innovador, Common Ground también ha comenzado a hacer frente a lo que considera como un cambio en las relaciones tecnológicas, económicas, geográficas, interdisciplinarias, sociales y de distribución y difusión del conocimiento. Desde hace más de diez años hemos estado construyendo una editorial muy mediada por las tecnologías web y las nuevas redes sociales, donde la gente pueda trabajar en estrecha colaboración para aprender, crear y compartir conocimiento. La tercera y última iteración de este proyecto es un entorno social de conocimiento pionero llamado Scholar (<http://cgscholar.com/>). Esta plataforma informática posee un lugar donde los académicos pueden conectarse en red y dar visibilidad a sus investigaciones a través de una librería personal.

Esperamos que se unan a nosotros en la creación de diálogos entre diferentes perspectivas, experiencias, áreas de conocimiento y metodologías a través de las interacciones en el seno del congreso, las conversaciones online, los artículos para la revista o la colección de libros (ambas revisadas por pares).

TEXTOS: Revista Internacional de Aprendizaje y Cibernsiedad

La revista TEXTOS. Revista Internacional de Aprendizaje y Cibernsiedad tiene por objeto contribuir al estudio y la reflexión sobre este campo emergente y transdisciplinar. El aprendizaje digital es un nuevo ámbito para la educación, que surge como consecuencia del avance de las tecnologías digitales y su capacidad de configurar ecosistemas de aprendizaje mediados por dispositivos que facilitan la hibridación socio-técnica.

Hay un amplio espectro de tecnologías que hacen posible las experiencias de aprendizaje ubicuo, si bien en *TEXTOS: Revista Internacional de Aprendizaje y Cibernsiedad* el énfasis estará puesto en los aspectos directamente relacionados con las bases conceptuales, los contextos y elementos implicados en los procesos de enseñanza y aprendizaje, antes que en las tecnologías que les dan soporte. El componente expansivo que surge como consecuencia de la digitalización de los procesos analógicos, plantea nuevas derivadas analíticas y líneas de investigación que requieren de estudio y reflexión. En ese sentido, esta revista pretende introducir investigaciones aplicadas y ensayos teóricos relacionados con la generación y gestión de aprendizajes y conocimiento en entornos mediados por tecnologías que facilitan la ubicuidad de agentes y procesos educativos. También es del interés de esta revista la difusión de estudios sobre experiencias concretas de aprendizaje en esos ecosistemas tecno-sociales, tanto en ámbitos formales como en situaciones de educación abierta y a lo largo de la vida.

- ISSN: 1577-3760

Editores

J. Francisco Alvarez—Universidad Nacional de Educación a Distancia (UNED), Madrid, España.

Nilton Bahlis Dos Santos—Núcleo de Experimentação de Tecnologias Interativas Next/Icict/Fiocruz e do Clube do Futuro, Brasil.

Daniel Domínguez Figaredo—Universidad Nacional de Educación a Distancia (UNED), Madrid, España.

Mari Carmen Gil Ortega—University of the West of England, Reino Unido.

Frecuencia de Publicación

2 números por volumen; los artículos son publicados continuamente online

Indexación



PROCESO DE ENVÍO

Cada participante que tenga una propuesta aceptada puede y está invitado a presentar un artículo a la revista *TEXTOS: Revista Internacional de Aprendizaje y Cibernsiedad*. El artículo completo podrá ser enviado mediante el sistema de gestión CGPublisher. A continuación encontrará las instrucciones paso a paso sobre el proceso de envío.

1. Presentar una propuesta para el congreso (en persona o virtual).
2. Una vez que su propuesta o el resumen de su ponencia haya sido aceptado, puede enviar su artículo a la revista haciendo clic en "add a paper" dentro de la página donde suministró la propuesta. Puede subir su artículo desde el momento en que realice la inscripción hasta un mes posterior a la fecha en que termina el congreso.
3. Una vez que recibamos su artículo y comprobemos los requisitos de presentación, retiraremos su identidad y datos de contacto del documento para enviárselo a dos evaluadores apropiados y empezar así el proceso de revisión. Puede ver el estado de su trabajo en cualquier momento iniciando sesión en su cuenta CGPublisher en www.CGPublisher.com.
4. Cuando se carguen los informes de los evaluadores, se le notificará por correo electrónico y se le proporcionará un enlace para que pueda ver los informes (después de que las identidades de los evaluadores hayan sido eliminadas).
5. Si el artículo ha sido aceptado, se le pedirá que acepte el acuerdo de publicación y se le enviará una copia final de su artículo. Si el artículo es aceptado solicitando modificaciones, se le pedirá que notifique los cambios realizados en su presentación final a la luz de los comentarios de los revisores. Si se rechaza su artículo, puede volver a presentarlo para una nueva evaluación.
6. Los trabajos aceptados serán maquetados, y le enviaremos las pruebas para su aprobación antes de su publicación.
7. Los artículos individuales pueden ser publicados on-line primero antes de publicarse el número completo de la Revista.
8. Los participantes registrados en el congreso tendrán acceso on-line a la revista desde el momento de la inscripción hasta un año después de la fecha de finalización del congreso. Los artículos individuales están disponibles en la librería de la revista. El autor y los evaluadores externos pueden solicitar copias impresas de artículos o revistas completas a un precio reducido.

PLAZO DE ENVÍO

Puede enviar su trabajo final para su publicación en la revista en cualquier momento del año, sin embargo, la fecha límite para la presentación del artículo a la revista es de un mes después de la finalización del congreso.

14 de Diciembre 2013

Cuanto antes envíe el artículo, antes se iniciará el proceso de revisión por pares. Tenga en cuenta que, si lo presenta después de la fecha límite, su artículo será incluido en un volumen posterior.

SUSCRIPCIÓN A LA REVISTA, ACCESO ABIERTO Y SERVICIOS ADICIONALES

Suscripción Institucional

Common Ground ofrece suscripción impresa y electrónica a todas sus revistas. Existen diferentes opciones y paquetes de revistas a las que se puede suscribir, incluso puede tener acceso a la colección completa de revistas en inglés y en español/portugués. Puede utilizar el formulario de recomendación a su Biblioteca (disponible en el siguiente enlace <http://aprendizaje-cibersociedad.com/publicaciones/revista/sobre-la-revista#3-tab>) para recomendar que su institución se suscriba a la *TEXTOS: Revista Internacional de Aprendizaje y Cibersociedad*.

Suscripción Individual

Como parte de la inscripción al congreso, todos los participantes (tanto virtuales como presenciales) del congreso cuentan con una suscripción on-line anual a *TEXTOS: Revista Internacional de Aprendizaje y Cibersociedad*. La suscripción de acceso gratuito tanto al volumen actual de la revista como a todo el fondo editorial. El periodo de acceso gratuito comienza en el momento de la inscripción y termina un año después de la finalización del congreso. Después de ese tiempo, los participantes deberán adquirir una suscripción individual. Para ver los artículos, vaya a <http://ijqes.cgpublisher.com/>. Seleccione la opción "Login" e introduzca su nombre de usuario y contraseña en CGPublisher. A continuación, seleccione un artículo y descargue el PDF. Puede solicitar una nueva contraseña del programa CGPublisher en "http://www.cgpublisher.com/lost_login".

Para obtener más información, por favor visite: <http://aprendizaje-cibersociedad.com/publicaciones/revista/suscripciones-y-peticion-de-ejemplares> o póngase en contacto con nosotros en publicaciones@commongroundpublishing.com

Acceso Abierto

Las revistas de Common Ground ofrecen un modelo de acceso abierto híbrido a los autores de los artículos. Se trata de un nuevo modelo, en pleno auge en el seno del sector de las publicaciones académicas. Este servicio es ofrecido cada vez más por las editoriales universitarias y por editoriales comerciales de prestigio.

Acceso Abierto Híbrido significa que algunos artículos están disponibles sólo para suscriptores, mientras que otros están disponibles gratuitamente para cualquier persona que busca en la web. Los autores que estén interesados en tener su artículo en acceso abierto, es decir accesible de forma gratuita en la web, deben abonar una cantidad adicional si desean hacer efectiva esta interesante opción. Cada vez más agencias de financiación, tanto gubernamentales como fundaciones públicas y privadas, están exigiendo que los artículos de sus investigadores sean publicados en acceso abierto. A cambio, dichas agencias ofrecen financiación adicional a dichos autores para poder abonar la cantidad estipulada por la editorial. Infórmese en su agencia de financiación, en su centro de investigación o en su universidad para solicitar una ayuda por este concepto.

Los beneficios de convertir su artículo en acceso abierto son considerables y empíricamente comprobados. Innumerables trabajos de investigación han probado que un artículo en acceso abierto aumenta no sólo su visibilidad y su accesibilidad y por tanto, también el número de lectores potenciales, sino que además puede aumentar el número de citas recibidas en más de un 250%

Para más información, por favor visite la página: <http://aprendizaje-cibersociedad.com/publicaciones/revista/acceso-abierto>

Servicios Editoriales

Nos complace en ofrecer servicios editoriales para aquellos autores que quieran tener una revisión/edición profesional de su trabajo. Los autores pueden solicitar estos servicios editoriales antes de remitir su artículo o después del proceso de revisión por pares. En algunos casos los evaluadores pueden recomendar que un artículo sea corregido/editado como condición para su publicación. Los servicios descritos a continuación pueden servir de ayuda a los autores en la fase de revisión, antes de presentar la versión final de su artículo. Se ruega contacten con para obtener más información soporte@commongroundpublishing.com o visite nuestra pag: <http://aprendizaje-cibersociedad.com/envio-de-propuestas/propuestas-para-publicar-un-libro/servicios-editoriales>

Servicios de Traducción

Common Ground Publishing ofrece un servicio de traducción (**español/portugués-inglés e inglés-español/portugués**) para aquellos autores que, habiendo superado la evaluación por pares de una de nuestras revistas en español/portugués, deseen publicar su artículo en la revista homóloga de Common Ground en inglés; en este caso, una de las revistas en Ubiquitous Learning: An International Journal.

De este modo, ofrecemos a los autores la posibilidad de ampliar la audiencia potencial más allá de su lengua materna, cumpliendo así el compromiso de Common Ground por maximizar la internacionalidad, multiculturalidad y multilingüismo de sus comunidades de conocimiento.

Todas las traducciones son realizadas por traductores profesionales certificados con varios años de experiencia, alto nivel cultural y excelentes habilidades en comunicación escrita. Para más información no dude en escribir un correo electrónico a soporte@aprendizaje-cibersociedad.com o visite nuestra página web: <http://aprendizaje-cibersociedad.com/publicaciones/revista/servicio-de-traduccion>.



Colección de libros de Aprendizaje y Cibersociedad

APRENDIZAJE Y CIBERSOCIEDAD: UNA COLECCIÓN DE LIBROS

Common Ground está fijando nuevos estándares para los procesos de publicación académica y para la creación de conocimientos académicos rigurosos.

A diferencia de otras editoriales, no estamos interesados en el tamaño de los mercados potenciales y la competencia de otros libros. Sólo estamos interesados en la calidad intelectual de la obra. Si su libro es una brillante contribución para una determinada área de conocimiento especializado que va dirigido a una pequeña comunidad intelectual, aún así queremos publicarlo. Si es un libro que va dirigido a una audiencia más amplia y tiene un gran atractivo, queremos publicarlo también, pero sólo si es de la más alta calidad intelectual.

Cada comunidad de conocimiento tiene asociada, no sólo un congreso anual y su correspondiente revista, sino también una colección de libros. Damos la bienvenida a propuestas y a obras ya acabadas del tipo siguiente:

- Libros de autoría individual o co-autoría
- Obras colectivas que traten sobre temas de interés intelectual
- Obras colectivas basadas en los artículos publicados en nuestras revistas

Directrices para la propuesta de Libros

Los libros deben tener entre 30.000 y 150.000 palabras de longitud. Se publican simultáneamente en formato impreso y electrónico. Para publicar un libro, envíenos una propuesta que incluya:

- Título
- Autor (es) / editor (es)
- Portada y contraportada
- Tabla de contenidos
- Nota biográfica del autor (es)
- Cualquier idea promocional o de marketing que pueda tener
- A quién va dirigido y una breve descripción del significado más amplio de la obra
- Capítulos de ejemplo o manuscrito completo

Las propuestas pueden ser enviadas por correo electrónico a soporte@aprendizaje-cibersociedad.com. Por favor, tenga en cuenta que deberá indicar en el asunto del email, la colección a la que está presentando la propuesta del libro. También puede visitar <http://aprendizaje-cibersociedad.com/envio-de-propuestas/propuestas-para-publicar-un-libro>.

Convocatoria para evaluadores de Libros

Common Ground Publishing está buscando revisores distinguidos en el campo del aprendizaje y la cibersociedad para evaluar manuscritos de libros presentados para esta comunidad. Como parte de nuestro compromiso es la excelencia intelectual y un riguroso proceso de revisión, Common Ground envía manuscritos de libros que cuentan con la aprobación inicial editorial, para que sean evaluados más a fondo y crear así una retroalimentación constructiva. Las observaciones y la orientación que proporcionan estos críticos son muy valiosas para nuestros autores y una parte esencial del proceso de publicación.

Common Ground reconoce el importante papel de los evaluadores mediante el reconocimiento de críticos literarios como miembros de la Junta de Revisión Editorial de la Colección de Libros Aprendizaje y Cibersociedad por un período de por lo menos un año. La lista de los miembros de la Junta de Revisión Editorial será publicados en nuestro sitio web.

Si desea revisar manuscritos de libros presentados en la Colección de Libros de Aprendizaje y Cibersociedad, por favor envíenos un correo electrónico a soporte@aprendizaje-cibersociedad.com e incluya la siguiente información:

- Una breve descripción de sus credenciales profesionales
- Una lista de sus áreas de interés y experiencia
- Una copia de su CV con datos de contacto actualizados
- Si creemos que está cualificado y que puede realizar el arbitraje de manuscritos dentro de su ámbito de competencia, nos pondremos en contacto con usted.



The International Conference on e-Learning and Innovative Pedagogies

Conference Principles and Features

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

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 30 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.

Session Descriptions

Plenary Sessions

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 Sessions

Garden Sessions 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.

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.

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.

Focused Discussion Session

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.

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.

Virtual Presentations

If unable to attend the conference in person, an author may choose to submit a virtual presentation. Opportunities and formats vary but may be a presentation through our YouTube channel or an online discussion with interested delegates at the conference. Abstracts of these presentations are included in the online “session descriptions,” and an article may be submitted to the journal for peer review and possible publication, according to the same standards and criteria as all other journal submissions.

CONFERENCE PROGRAM AND SCHEDULE



The International Conference on e-Learning and Innovative Pedagogies

DAILY SCHEDULE

Thursday, 14, November

8:00–9:00	Conference Registration Desk Open
9:00–9:30	Conference Opening—José Luis García Llamas, <i>Universidad Nacional de Educación a Distancia, Spain</i> , Homer Stavely, <i>Common Ground Publishing, USA</i>
9:35–10:05	Plenary Session—Antonio Rodríguez de las Heras, <i>Universidad Carlos III de Madrid, Spain</i>
10:10–10:40	Plenary Session—Doug Belshaw, <i>Mozilla Foundation, UK</i>
10:45–11:15	Break and Garden Session
11:20–12:05	Talking Circles
12:05–12:55	Lunch
13:00–13:45	Poster Session and Focused Discussion
13:45–14:00	Break
14:00–15:15	Parallel Sessions 1
15:15–15:30	Break
15:30–17:10	Parallel Sessions 2
17:15–18:15	Welcome Reception

Friday, 15, November

8:30–9:00	Conference Registration Desk Open
9:00–9:30	Plenary Session—Juan Freire, <i>BarrabésNext, Spain</i>
9:35–10:05	Plenary Session—Inés Gil-Jaurena, <i>Universidad Nacional de Educación a Distancia, Spain</i>
10:05–10:35	Break and Garden Sessions
10:40–12:20	Parallel Sessions 3
12:25–13:20	Lunch
13:20–15:00	Parallel Sessions 4
15:00–15:15	Break
15:15–16:55	Parallel Sessions 5
17:00	Closing and Final Talking Circles – Homer Stavely, <i>Common Ground Publishing, USA</i>

CONFERENCE HIGHLIGHTS

Special Events

Dinner

Along with its cultural and artistic atmosphere, Madrid is also well known for its cuisine and culinary culture. Please join other delegates and plenary speakers for dinner at a typical Spanish restaurant located in the most traditional area of Madrid, the Chamberí neighborhood. Surrounded by Spanish décor, you will enjoy delicious and local dishes like oxtail. The dinner will begin with a few starters of crispy eggplant with honey and broken eggs with eel and shrimp, followed by a main dish where you can choose between: entrecôte, oxtail or grouper with cava. The dinner will conclude with an assortment of Spanish homemade desserts. Wine, one beer or soft drink, coffee and tea are included at dinner.

Reservations

Date: Thursday, 14 November 2013

Time: 20:30

Place: Restaurante El Tendido 2, C/ Andrés Mellado, 21, Madrid

Price: US\$ 50

Book: Space is limited. Please see the conference registration desk to make a reservation.

Tour

This three hour walking tour, with guide and audio receivers, will give you a fantastic introduction to the Spanish capital by taking you through one of the most important parts of Madrid's historic center, Madrid de los Austrias. This area was built during the reign of the Habsburg dynasty, a powerful family who ruled the country and much of the known world from the 16th to the 18th century. Their reign began with Charles I, who enriched the city with palaces and monuments. Later, Philip II made Madrid de los Austrias the capital of Spain. The journey through the Renaissance and Baroque buildings from this period is perhaps one of the most picturesque.

The tour will finish at the Plaza Santa Ana home to many bars to grab a Spanish beer or sample some of Spain's famous "tapas".

Reservations

Date: Wednesday, 13 November 2013

Time: 15:00 -18:00 (Walking distance approximately 2km.)

Departure Location: Hotel Tirol (Arguelles) at the main entrance. Tour finishes at the Plaza Santa Ana

Language: Spanish and English

Price: US\$ 15

Reception

Please join other conference delegates and plenary speakers for a Welcome Reception that will directly follow the last parallel session on the first day.

Date: Thursday, 14 November 2013

Time: 17:15–18:15

PLENARY SPEAKERS

Doug Belshaw

Dr. Doug Belshaw is Badges & Skills Lead for the non-profit Mozilla Foundation where he evangelizes Open Badges and leads work around a new, open learning standard for Web Literacy. Prior to Mozilla, Doug worked in UK Higher Education with JISC infoNet, working on OER, Mobile Learning and Digital Literacies. He also has experience as a teacher and senior leader in schools.

Doug holds a BA (Hons) in Philosophy from the University of Sheffield, an MA in Modern History, a PGCE (Secondary History) and Ed.D from Durham University.

Juan Freire

Juan Freire's professional activity focuses on research, consulting and design, implementation and management of projects about strategy and innovation management in organizations, environmental, urban and territorial management, cultural production, digital culture, and education.

He is a founding member and Director of Innovation BarrabésNext, a consulting firm specializing in organizational transformation and innovation. He is also a founding partner of Teamlabs, a cooperative focused on team and project-based learning. He has a PhD in Biology and was a professor at the University of A Coruña (on leave from March 2012) where he was the Dean of the Faculty of Sciences. There he was part of the research group on Marine Resources and Fisheries that he coordinated from 2003 to May 2011, and where he developed an intense R&D activity. Additionally from March 2009 until December 2010 he was the Chair of Digital Economy at EOI Escuela de Organización Industrial (Madrid). He has collaborated in the development of projects with institutions such as the International University of Andalusia and Medialab-Prado.

Juan Freire is a founder of three spin-off start-ups (Lonxanet, Fismare and Kartenn) that originate from his research within the university. He was a fellow of e-Cultura, a company dedicated to cultural management for territorial development, and a partner of Laboratorio de Tendencias that provides consulting, research and training about social, technological, business and political trends. Since February 2011 he has been Chief Innovation Officer in Barrabés.biz, a consulting firm specializing in Internet, Innovation and Internationalization.

He collaborates as a consultant with companies, governments and NGOs and frequently participates in conferences, workshops and courses as an analyst of social and economic trends associated with technological and social changes. Additionally Juan Freire developed curatorial projects for cultural institutions. He has worked with the digital media ADN.es and Soitu.es, and occasionally with different Spanish media.

Inés Gil-Jaurena

Inés Gil-Jaurena Ed.D., is a Professor in the Faculty of Education at the National University of Distance Education (UNED), in the Department of Educational Theory and Social Pedagogy. She belongs to the intercultural education research group INTER (www.uned.es/grupointer) and is currently coordinating a research project on citizen participation spaces from an educational perspective. She is editor of the international journal Open Praxis (www.openpraxis.org), an open access journal dedicated to research and innovation in open and distance education, published by the International Council for Open and Distance Education (ICDE). Since 2010 has been Vice Rector in UNED print media department.

Antonio Rodríguez de las Heras

Antonio Rodríguez de las Heras is the Director of the Institute for Culture and Technology and a Professor at the Universidad Carlos III de Madrid. He has held many prestigious posts in his career, previously serving as the Dean of the Faculty of Humanities, Communication, and Documentation at the Universidad Carlos III de Madrid as well as the Director of the EducaRed Center of Advanced Training. Other posts include; Director of the Business Studies Master's Program, Deputy Director of the Master in Management and Production in e-Learning Program, Professor at Sorbonne and Paris VIII, and winner of the Test FUNDESCO Award for his book, "Searching for Information".

His work focuses on how society takes shape as a result of technology and the consequential changes in culture and education that occur, as well as those that should occur. For years he has tested new forms of writing that out of necessity must arise when the medium is digital and the reading space is a screen. His latest digital book, "The Splendor of Writing", as well as other digital writing essays, can be found at www.ardelash.es.

GRADUATE SCHOLARS

Lucía Cantamutto

Lucía Cantamutto es titulada en el Profesorado en Letras (2011) y en la Licenciatura en Letras (2012), por la Universidad Nacional del Sur (Argentina). Ha realizado una especialización en Gestión Cultural y Comunicación (2012). Parte de su formación, orientada a Comunicación y Sociología, corresponde a una estancia en la Universidad Autónoma de Aguascalientes (México). Se encuentra realizando sus estudios para el Doctorado en Letras, orientación lingüística, en la Universidad Nacional del Sur (Argentina) y, actualmente, está realizando una estancia doctoral en la Universidad de Deusto, bajo la mirada del Dr. Joseba Abaitua. Sus principales líneas de investigación se centran en las prácticas sociales y lingüísticas, fenómenos pragmáticos y de (des)cortesía verbal, rapport-managment, labor de imagen y percepción de los usuarios de nuevas tecnologías, en particular, a partir del uso del teléfono móvil, con el fin de transferir los resultados en herramientas para la enseñanza de la lengua. Bajo la dirección de la Dra. Elizabeth M. Rigatuso, y dentro del grupo de investigación "Estilo(s) Comunicativo(s) en la interacción para el español bonaerense: construcción de identidades, valores y creencias", realiza su tesis doctoral bajo la temática "Economía y expresividad lingüísticas: aspectos pragmáticos de la comunicación por SMS en español bonaerense", financiada por el Consejo Nacional de Investigaciones Científicas y Técnicas (Argentina). Avances parciales de las investigaciones sobre estas temáticas han sido presentados en eventos científicos y en publicaciones afines. También es miembro del grupo de extensión universitaria Experiencias de construcción de herramientas lingüísticas para el desempeño laboral con la comunidad educativa (Argentina).

Patricia Gómez Hernández

Patricia Gómez Hernández es titulada en la diplomatura de Magisterio de Educación Infantil (2011), Máster Universitario en Psicopedagogía (módulo de Innovación Educativa; 2012) y Grado en Magisterio de Educación Infantil (2013) por la Universidad de Alcalá. Actualmente compagina los estudios del programa de doctorado en Comunicación, Educación y Sociedad con el Máster Universitario de Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas en la misma universidad. Sus principales líneas de investigación se centran en el mobile learning, los videojuegos como recurso educativo y la innovación educativa mediada por las Tecnologías de la Información y Comunicación.

Bajo la dirección del Dr. Héctor Fernández del Castillo y codirección del Dr. Alejandro Iborra Cuéllar realiza su tesis doctoral bajo la temática "Las TIC en Educación: una nueva mirada sobre el papel del teléfono móvil como recurso psicopedagógico". Y como fruto de sus investigaciones preliminares ha participado en las comunicaciones de Jornadas y Congresos.

También es miembro del Grupo de Investigación Palabras e Imágenes, Palabras Ideas (GIPIE) de la Universidad de Alcalá coordinado por la Dr. M. Pilar Lacasa Díaz.

Stacy Hindalong

Stacy Hindalong is an Elementary School Physical Education and Health Teacher for Prince George's County Public Schools in Maryland, USA. Stacy's teaching techniques and research focus on creating connections with her students using web 2.0 tools and social media.

Stacy's interest in education and lifelong love of learning started in earnest with her experiences homeschooling her two children. Stacy decided to share the experiences of free range learning with public school children and has been teaching for seven years. Physical Education, Health Education, Team Building and Anti-Bullying Education are her passions.

Desi Indrawati

Desi Indrawati is a graduate student in the English Linguistics Program at Universitas Padjadjaran, Bandung, Indonesia. She is also an English teacher at EEP Language Training Center, Bandung, Indonesia. Desi works with a very multi-cultural and globally minded community of engaged students, faculty, scholars, and professionals. As an educator in her community, she always expands the methods of teaching and learning to improve her teaching skills. In 2007, she was awarded by the Encompass Trust giving her the opportunity to join their Cultural Exchange Program. This exchange program permitted her to go to the UK where she was a member of outward bound adventure in Aberdovey, Wales. In addition, she participated in the Fifth International Conference - Ubiquitous Learning in the U.S.

Jayan Kurian

Jayan Kurian is pursuing his PhD at the Royal Melbourne Institute of Technology (RMIT), Australia. He is also teaching in the Business Information Systems Program at RMIT (Vietnam). In his earlier career, he has worked as a Research Staff at The National University of Singapore (NUS) and Nanyang Technological University (NTU) Singapore. He holds several professional certifications from Microsoft, Sun Microsystems, Oracle, CompTIA, and Prosoft. He has an Mphil (University of Nottingham) in Computer science and IT and his current research interest is on emerging Web technologies and social media. Jayan's recent publication (as a second author) on collaborative learning has appeared in the Computers and Education Journal, an Excellence in Research Australia (Rank A) journal published by Elsevier with an impact factor of 2.77 in 2013. Jayan has also mentored two projects on Institutional Repositories which were funded by Google Inc and Dspace Foundation in 2008 and 2009.

Silvia Megawati

Silvia Megawati is a graduate student in English Education at Universitas Pendidikan Indonesia. She is currently teaching in SMPN 1 Cipanas, Indonesia. She decided to combine her love of teaching and technology by joining the English Trainer Community (ETC). ETC has provided her the opportunity to train local teachers on using digital technology in teaching English. As a teacher, her goal is simply to inspire students to develop their creativity while learning to understand and appreciate the technology that is available today. Her research interest is the use of educational technology in English teaching and learning.

Carlos Monge López

Carlos Monge López es titulado en la diplomatura de Magisterio de Educación Musical (2011), Máster Universitario en Psicopedagogía (módulo de Innovación Educativa; 2012) y Grado en Magisterio de Educación Primaria (2013) por la Universidad de Alcalá. Actualmente compagina los estudios del programa de doctorado en Planificación e Innovación Educativa con el Máster Universitario de Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas en la misma universidad, así como el Grado en Psicología en la Universidad Nacional de Educación a Distancia. Sus principales líneas de investigación se centran en las innovaciones educativas, las características individuales del profesorado, el asesoramiento colaborativo, el aprendizaje cooperativo y la inclusión educativa.

Bajo la dirección del Dr. Juan Carlos Torrego Seijo y codirección del Dr. David Montalvo Saborido realiza su tesis doctoral bajo la temática "Los rasgos de personalidad de los docentes innovadores y sus implicaciones para el asesoramiento colaborativo". Y como fruto de sus investigaciones preliminares ha participado en las comunicaciones de Jornadas y Congresos.

También es miembro del grupo de investigación Inclusión y Mejora Educativa: Convivencia y Aprendizaje Cooperativo de la Universidad de Alcalá coordinado por la Dr. Juan Carlos Torrego Seijo. Además disfruta de la Beca de Iniciación a la Actividad Investigadora del Programa Propio de la Universidad de Alcalá colaborando con el Departamento de Ciencias de la Educación.

Stefania Savva

Stefania Savva is a PhD candidate in Museum Studies at the University of Leicester in the UK. Following on from her undergraduate studies in Primary Education in Greece, she completed an MA in Art, Craft and Design Education in London in 2009. With experience of working as an educator in both formal and informal settings, Stefania is currently a Research Assistant at the Department of Multimedia and Graphic Arts, Cyprus University of Technology. The research project she is involved and is supervised by Dr Nicos Souleles explores the use of iPads in undergraduate art and design education. Overall her research interests include multiliteracies pedagogy, e-learning pedagogies and virtual learning environments, digital humanities, culturally responsive teaching and arts education.

Lilis Suryani

Lilis Suryani is enlisted as a graduate student in the English Education Program at Indonesia University of Education, Bandung, Indonesia. She is also an English teacher at Politeknik LP3I Bandung and EEP Language Training Center, Bandung, Indonesia. When she was an undergraduate, she was actively involved in the English Students Association (ESA). As an educator, she has joined many workshops and seminars to improve her teaching and learning. In 2011, she was a representative teacher from her school to the Connecting Classroom Online forum provided by the British Council. Through this forum, she did many projects with teachers from different countries. In 2012, she was also presented at workshops and seminars such as The International Conference on Applied Linguistics (CONAPLIN) and in 2013, The National English Language Teachers and Lectures (NELTAL) Conference, Malang, Indonesia. In addition, she is a member of The English Trainers Community, Bandung, Indonesia.

Thursday

08:00-09:00

REGISTRATION DESK OPEN

09:00-09:30

CONFERENCE OPENING

José Luis García Llamas, Universidad Nacional de Educación a Distancia, Spain
Homer Stavely, Common Ground Publishing, USA

09:35-10:05

PLENARY

Antonio Rodríguez de las Heras, Universidad Carlos III de Madrid, Spain
Learning Unbound

10:10-10:40

PLENARY

Doug Belshaw, Mozilla Foundation, UK
Transforming Learning Through Open Technologies, Standards, and Credentialing

10:45-11:15

BREAK & GARDEN SESSION

11:20-12:05

TALKING CIRCLES

Room 2: Pedagogies
Room 3: Institutions
Room 4: Technologies
Room 5: Social Transformations

12:05-12:55

LUNCH

13:00-13:45 Poster Session and Focused Discussion

POSTER SESSION

Room 1

A leitura no ciberespaço: imbricações entre o social, o virtual e o discursivo

Ludmila Ferrarezi, Ciências e Letras de Ribeirão Preto da Universidade de São Paulo (FFCLRP/USP), Brazil

Por meio de uma perspectiva multidisciplinar, com foco na Análise do Discurso, analisa se/como está sendo posta em (dis)curso uma mudança nas práticas de leitura que ocorrem no ciberespaço

O ambiente weSOPT: Uma coinvestigação sobre a biodiversidade de um jardim

Me. Andre Luís Correa, Universidade Estadual Paulista (UNESP), Brazil — Dra. Ana Maria de Andrade Caldeira, Brazil

Objetiva-se neste estudo verificar, através de análise qualitativa de dados, a potencialidade do ambiente virtual criado para estudantes do ensino médio dentro do weSPOT como espaço de investigação colaborativa científica.

Development of a Ubiquitous Social Learning Tool for Idea Organization

Dr. Toru Fujimoto, The University of Tokyo, Japan

We develop a ubiquitous idea-generation and tree diagram creation tool that supports individual learning as well as group activities such as brainstorming and a Work Breakdown Structure review.

The Effect of Online Discussion Forums on Writing Competency in Emirati University Students

Aubree Evans, Zayed University, United States

I will present the results of my study comparing the use of online versus oral discussion questions in Emirati university classrooms.

Enseñar Ecología a través del cine

Dr. Consuelo Escolástico León, UNED, Spain — Natalia Jiménez Marsá, UNED, Spain — Rosa María Claramunt Vallespi,

El cine es un recurso didáctico que puede ayudar a mejorar la enseñanza y el aprendizaje de la Ecología en los distintos niveles educativos.

Formação do profissional em Comunicação com o ambiente weSPOT

Masc. Renata Calonego, Universidade Estadual Paulista (UNESP, Brazil

As organizações, após o surgimento da sociedade em rede, precisa se adequar ao contexto globalizado, fazendo-o ao adotar a educação corporativa, que tem como vantagem competitiva o fator humano.

Information Literacy in a Digital Age: Using Social Media and Service Learning to Teach 21st Century Literacies

Monica Fusich, Madden Library, United States

Course content, active learning and flipped classroom exercises as well as virtual student projects regarding information, digital and media literacy projects will be shared.

13:00-13:45 Poster Session and Focused Discussion

POSTER SESSION

Room 1

La elaboración de posters en Matemáticas para Economía y Empresa como herramienta para la adquisición de competencias transversales

Prof. Concepción González, Universidad de La Laguna, Spain — Prof. María Candelaria Gil Fariña, Universidad de La Laguna, Spain — Prof. Celina Pestano-Gabino, Universidad de La Laguna, Spain

Caso práctico de realización y presentación de Posters por alumnos de matemáticas de primer curso de Grado en Administración y Dirección de Empresas (Universidad de La Laguna)

Multiliteracias e redes de coaprendizagem na formação docente para uso de tecnologias digitais na educação contemporânea

Cintia Rabello, Universidade Federal do Rio de Janeiro, Brazil

Este trabalho apresenta pesquisa em andamento sobre o uso das tecnologias da Web 2.0 na educação a partir da construção de uma rede de coaprendizagem.

Teaching Creativity Chart according to Cognitive Psychology

Dr. Fahad Alshemmari, King Saud University, Saudi Arabia

Creativity is about showing up. Creativity is about getting curious Creativity is limitless. This is a focus on the process, not the product of cognitive psychology versus cognitive science

Timelines and Scaffolds: Designing a Ubiquitous e-Learning Environment and the Inter-institutional Collaboration to Sustain It

Dr. Sara K. Kearns, Kansas State University, United States — Prof. Joelle Pitts, Kansas State University, United States — Heather Collins, University of Kansas Medical Center, United States — Anne Huffman, The University of Kansas Medical Center, United States

Librarians from two academic libraries describe their efforts to design both an online leveling platform where students develop new literacies and the support structure necessary for their sustainable inter-institutional collaboration.

Unpacking Online Instruction: A Comparative Study of Communication Milieus

Dr. David Pugalee, University of North Carolina at Charlotte, United States

The study compares pre-service teacher candidates' interactions during online and face-to-face discussions as they solved a mathematics problem. A self-regulated learning framework was applied in the analysis.

La integración de las Tecnologías de la Información y la Comunicación en las universidades venezolanas para un aprendizaje complejo: Modelo basado en representaciones sociales

Prof. Hebert Elias Lobo Sosa, UNIVERSIDAD DE LOS ANDES - NÚCLEO, Venezuela

Integración de las TIC a los procesos educativos de instituciones universitarias en Trujillo-Venezuela, considerando las representaciones sociales de profesores y estudiantes, para lograr un Aprendizaje Complejo.

13:00-13:45 Poster Session and Focused Discussion

FOCUSED DISCUSSION**Room 2****Table 1: Building a Community of Practice for Hybrid Instruction**

Kate Lyons, Hostos Community College/ CUNY, United States — Carlos Guevara, Hostos Community College - CUNY, United States — Sandy Figueroa, United States — George Rosa, United States — Jacqueline DiSanto, United States

The presenters will discuss The Hybrid Initiative, Hostos Community College's incentive-based model to increase the number of courses offered by the college that are taught partially online.

Table 2: Grassroots Academic Consortia Building: We Built It, What if They Don't Come?

Dr. Sara K. Kearns, Kansas State University, United States — Prof. Joelle Pitts, Kansas State University, United States — Heather Collins, University of Kansas Medical Center, United States — Anne Huffman, The University of Kansas Medical Center, United States

After designing a framework for a collaborative learning environment, librarians from two universities opened the project statewide. Here we examine their methods and discuss best practices for expanding collaborations.

Table 3: Promise and Problems: The Future of Humanities Assessment in the Online Environment

Dr. Christopher Scott Davies, Ashford University, United States — Dr. Stephanie Fink De Backer, Ashford University, United States

The nature of assessment has been marked by transformational change. This discussion will explore possible assessment strategies to be employed in the online modality moving forward in this dynamic environment.

Table 4: What Ubiquitous Technology Cannot Do for Education

Dr. Riley Maynard, Southern Illinois University Edwardsville, United States

This presentation calls for all educators to stop the perils of greed, rash judgments, and power abuses that will sacrifice the quality, dignity and morality of teaching.

13:45-14:00

BREAK

14:00-15:15 Parallel Session 1

SOCIAL MEDIA AND LEARNING**Room 1****The Cultivation of Interpersonal Communication within Social Media Learning and Environments: Transformation, Trends and Challenges**

Dr. Otis Thomas, Bowie State University, United States

This article examines transformation challenges facing the practice of teaching traditional pedagogies synchronous with new social media technology.

Transforming the Way Practitioners Perceive the Use of Social Media Tools: A Community of Practice Approach

Dr. Gavin Baxter, University of the West of Scotland, United Kingdom — Prof. Thomas M. Connolly, University of the West of Scotland, United Kingdom

This paper examines the salient barriers towards adopting social media tools within the workplace and provides an overview of a current EU Project that assists to overcome them.

Using Social Media and Cloud Services to Facilitate Teaching and Learning in Teacher Education Courses

Dr. Yiu Chi Lai, The Hong Kong Institute of Education, Hong Kong Special Administrative Region of China — Dr. Tak Wah Wong, The Hong Kong Institute of Education, China

This paper aims to investigate the potential of using social media and other cloud services to foster teaching and learning in teacher education courses.

VIRTUAL EDUCATION VS CLASSROOM EDUCATION I (PRESENTATIONS IN SPANISH AND PORTUGUESE)**Room 2****A escola híbrida: Prática de uma metodologia ativa**

María de los Dolores Jiménez Peña, Universidade Presbiteriana Mackenzie, Brazil — Dra. Sonia Allegretti, Pontifícia Universidade Católica de São Paulo, Brazil

Trata de analisar uma experiência em uma disciplina que se utilizou de recursos tecnológicos apoiados nos princípios da aprendizagem significativa e colaborativa e a convergência do ambiente presencial e virtual

Criterios pedagógicos para la transición de un programa de posgrado, de la modalidad presencial a modalidades semipresencial y a distancia

Dra. Alma Lorena Camarena Flores, Universidad Autónoma del Estado de Baja California, México — Dra. María Luisa Castro Murillo, Universidad Autónoma de Baja California, México — Mtro. José Eduardo Perezchica Vega, Universidad Autónoma de Baja California, México — Mtra. Yessica Espinosa Díaz, Universidad Autónoma de Baja California, México — Claudia Araceli Figueroa, Universidad Autónoma del Estado de Baja California, México — Mtro. Jesuan Adalberto Sepúlveda Rodríguez, Universidad Autónoma de Baja California, México

Resultados de proyecto de investigación para definir criterios de un modelo para la transición de un programa de posgrado a modalidades semipresencial y a distancia. Se abordan los criterios pedagógicos.

14:00-15:15 Parallel Session 1

CHANGING PEDAGOGIES

Room 3

Extension of Ubiquitous Computing to Physical Learning Spaces

Dr. Philip Wong, National Institute of Education, Singapore — Dr. Wenli Chen, Singapore — Dr. Ashley Tan, Singapore — Dr. Marissa Wettasinghe, Singapore

Pre-service teachers were provided with a laptop to enable them to study in a ubiquitous computing environment. Based on results, physical classrooms were redesigned to support students' ubiquitous learning.

Shifting the Learning Agency: From Teacher-centered Approach to Learner-centered Approach for Working Adults

Dr. Bob Barrett, American Public University, United States

This paper addresses how to switch from the historical teacher-centered approach to a more modern adaptable of the learner-center approach to address the needs of working adults.

Web Conferencing Assessment: Closing the Gap between the Library and Its Online Users

Sheila Bonnard, Montana State University, United States — Mary Anne Hansen, Montana State University, United States

Presenters will share their successful experiences using web conferencing to extend library instruction opportunities to students wherever they are and discuss the importance of assessment to identify and overcome challenges.

LEARNING AND INNOVATION (PRESENTATIONS IN SPANISH AND PORTUGUESE)

Room 4

Entre clics, emails, skype e webcam: Constituindo novos modos de aproximações entre avós e netos

Dr. Anne Carolina Ramos, Universidade Federal do Rio Grande do Sul (Brazil), Switzerland — Dr. Leni Vieira Dornelles, Universidade Federal do Rio Grande do Sul, Brazil

O presente estudo analisa o papel ocupado pelas novas tecnologias nas interrelações entre avós e netos a partir da perspectiva de crianças brasileiras.

La Planificación del aprendizaje digital: Una propuesta innovadora a través del cine

Carlos Monge López, Universidad de Alcalá, Spain — Patricia Gómez Hernández, Universidad de Alcalá, Spain

Aquí se presenta un estudio teórico acerca del diseño curricular para el aprendizaje digital en relación al cine histórico, finalizando con una propuesta innovadora al respecto para Educación Primaria.

Sistemas lúdicos y aprendizaje

Lic. Beatriz Helena Rolón D, Universidad Jorge Tadeo Lozano, Colombia

Ponencia con un enfoque teórico sobre el juego y las simulaciones lúdicas, como un sistemas complejos que permiten asumir nuevos retos en espacios imaginarios, consintiendo la generación de nuevos aprendizajes.

14:00-15:15 Parallel Session 1

BREAKING NEW GROUND**Room 5****Appropriation of ICT Resources for Teaching Practice in Immersive Virtual Worlds**

Dr. María Graciela Badilla Quintana, Universidad Católica de la Santísima Concepción, Chile — Ing. Cristian Antonio Lara Valenzuela, Universidad Santa María - Sede Concepción, Chile — Prof Carrasco José Luis, CFT Lota Arauco, Chile

ACTI-PLAN was design to contribute to strengthen the professional performance of bachelor education students allow them to catalogue resources and educational planning through 3D-learning environments in SecondLife and OpenSim.

The Dissemination of Educational Science and Projects Results in Europe

Maite Debry, Belgium — Xenia Lauritsen, European Schoolnet, Belgium

The DESIRE project found ways to avoid losing innovative science education findings before it reaches teachers and other stakeholders. We present recommendations to survive the dissemination challenges of science education.

Selection of Ubiquitous Computing Technologies and Environments as Performance Improvement Interventions

Dr. Ilker Yakin, Mersin University, Turkey — Ayse Gunay, Yildiz Technical University, Turkey

Any performance initiative that ubiquitous computing technologies and environments should be selected as performance improvement interventions will be discussed via a proposed model designed in accordance with performance technologies.

15:15-15:30

COFFEE BREAK

15:30-17:10 Parallel Session 2

E-INNOVATIONS**Room 1****A Didactical Model to Teach in 3D Environments: The TYMMI Project**

Dr. María Graciela Badilla Quintana, Universidad Católica de la Santísima Concepción, Chile

This paper presents a model of pedagogical practices implemented in 3D environments that allow the development of a complementary model of education to strengthen the professional performance of students.

iEntrepreneurship: Encouraging Innovation through Partnership

Dr. M. Nauman Farooqi, Mount Allison University, Canada — Dr. Laurie Ricker, Mount Allison University, Canada

This presentation will share the experience of an entrepreneurship course in which Business and Computer Science students partnered to study and experience entrepreneurship on a micro-level by developing Apps.

15:30-17:10 Parallel Session 2

E-INNOVATIONS

Room 1

The Intermediality in Education of Art: Innovation of Methodologies on the Level Grammar School and University Teaching

Hana Babyradova Stehlikova, MU Brno Czech Republic, Czech Republic

Intermediality is one of the most important innovative pedagogical principles in education of art. My paper discusses the current state of the use of intermediate means in education of art.

A Multi-modal "E-Supervisor" in Distance Education

Gang Chen, Continue Education College, Shanghai JiaoTong University, China — Ruimin Shen, Continue Education College, China — Song Yang, China — Xiaoying Zhou, China

This paper presents a system called "E-Supervisor" that detects a student's state of attention and provides appropriate feedback.

VIRTUAL EDUCATION VS CLASSROOM EDUCATION II (PRESENTATIONS IN SPANISH AND PORTUGUESE)

Room 2

Curso virtual de precálculo desde el aprendizaje activo

Dra. Ángela Restrepo, Universidad de los Andes, Colombia, Colombia — Oscar Bernal, Universidad de los Andes, Colombia, Colombia — Dr. Sandra Aguirre, Universidad de los Andes, Colombia — Marcela Rojas, Colombia — Christian Kraus, Universidad de los Andes, Colombia, Colombia

En esta ponencia presentamos las decisiones pedagógicas y tecnológicas al diseñar un curso virtual de Precálculo, los diferentes componentes del curso y su contribución en el proceso de aprendizaje.

El papel de la biblioteca en una universidad digital

Mrs. Beatriz Tejada, UNED, Spain

Papel del bibliotecario en entorno de formación digital se ha transformado siendo la formación en competencias digitales, y asesoría para la divulgación de resultados de la investigación su papel principal.

Interdisciplinaridade na Educação a distância: Relato de experiência

Prof. Ludhiana Ethel Kendrick Silva Bertoncello, Unicesumar – Centro Universitário Unicesumar, Brazil — Prof. Siderly do Carmo Dahle de Almeida, Unicesumar – Centro Universitário Unicesumar, Brazil

Da prática de aulas interdisciplinares, no curso de Licenciatura em Pedagogia, no Brasil, na modalidade de EAD, por meio da avaliação discente.

La calidad de los aprendizajes promovidos en un postgrado virtual y su contribución al desarrollo de la capacidad del autoaprendizaje para el mejoramiento de la práctica profesional: Estudio de caso de la Maestría en Psicopedagogía, UNED-Costa Rica.

Dra. Carolina España Chavarría, UNED, Costa Rica

El estudio analiza la calidad de los aprendizajes promovidos bajo la modalidad virtual y su incidencia en el desarrollo del auto-aprendizaje para el mejoramiento de la función profesional.

15:30-17:10 Parallel Session 2

E-LEARNING AND THE STUDENT 1

Room 3

Close Encounter with the Unknown: Critical Pedagogy and Interculturality in Practice

Dr. Jean-Louis Durand, The University of Queensland, Australia

This paper discusses examples of practice designed to awaken in students a critical awareness of Self, the world and of otherness.

Glogster EDU to Increase Knowledge Retention and Student Morale: Web 2.0 Tools as a Means to Bring People Together

Stacy Hindalong, Full Sail University, United States

Using Web 2.0 tools in the classroom was effective in increasing recall information but had no effect on student morale.

How to Respect Working Students Learning Pace: A Two Year Experience

Pedro Caldeira, Instituto Superior de Educação e Ciências (ISEC), Portugal

Working students in distance learning environments prefer learning rates neither too high nor too light. The preferred pace must be continuous and compatible with their professional duties.

Oral Skills on Focus: Synchronous and Asynchronous Video Activities

Miguel A. Zepeda Torres, University of California, Davis, United States — Juan Hernando, University of California, Davis, United States

The implementation of synchronous (Hangouts+) and asynchronous CMC tools (Eyejot) in at-home oral assignments can help reduce classroom anxiety and proficiency disparity among L2 students.

COLLOQUIUM

Room 4

Desarrollo de competencias esenciales en la Cibercultura con co-aprendizaje basado en co-investigación

Dr. Alexandra Okada, The Open University, United Kingdom — Dr. Antonio Roberto Serra, Universidade Estadual do Maranhão, Brazil — Prof. Silvar F. Ribeiro, Universidade do Estado da Bahia - UNEB, Brazil — Msc. Sonia Pinto, Programa Telecentros e Universidade do Estado da Bahia, Brazil — Cintia Rabello, Universidade Federal do Rio de Janeiro, Brazil — Me. Andre Luis Correa, Universidade Estadual Paulista (UNESP), Brazil — Msc. Renata Calonego, Universidade Estadual Paulista (UNESP), Brazil

En esta era del conocimiento digital abierto, pasa a ser extremadamente relevante discutir la Educación, principalmente, las oportunidades cada vez más amplias para que los co-aprendices construyan conocimientos en conjunto

17:15-18:15

RECEPTION

Friday**08:30-09:00**

REGISTRATION DESK OPEN

09:00-09:30

PLENARY

Juan Freire, BarrabésNext, Spain*Digital Infrastructures for Learning Ecosystems***09:35-10:05**

PLENARY

Inés Gil-Jaurena, Universidad Nacional de Educación a Distancia, Spain*Open Education: Issues and Challenges***10:05-10:35**

BREAK & GARDEN SESSION

10:40-12:20 Parallel Session 3

DIGITAL LITERACIES

Room 1

How Literacy Evolves: A Co-evolutionary Account

Prof. Wei Wen Chung, National Chengchi University, Taiwan

*This paper, informed by the co-evolutionary perspective, contends that literacy and media are mutually constitutive, advances a theory for the emergence of new literacies, which calls for innovative pedagogies.***Language Learning from the Internet Relay Chat**

Yi Wang, Nanjing University of Aeronautics and Astronautics, China

*This paper presents a brief discussion on the characteristics of web conversation from the perspective of functional variety of language.***Promoting Type 2 Diabetes Mellitus Self-management Utilizing an Online Interactive Telenovela: Targeted to Individuals with Limited Digital Literacy**

Dr. Maria Jibaja-Weiss, Baylor College of Medicine, United States — Dr. Luis Rustveld, Baylor College of Medicine, United States

This presentation will discuss technology-based program developed to instruct patients with diabetes Type 2 on self-management skills and implications for its implementation in community-based settings serving the medically under-served.

10:40-12:20 Parallel Session 3

DIGITAL LITERACIES (cont'd)

Room 1

Reframing Digital Literacy Instructor Training: Using Universal Design for Learning to Reach ALL Adult Learners

Dr. Elizabeth M. Dalton, TechACCESS of Rhode Island, United States

Digital literacy for all adults is critical to the U.S. National Broadband Plan. Integration of Universal Design for Learning principles and strategies to achieve digital literacy curriculum accessibility is highlighted.

THE CHANGING CLASSROOM

Room 2

The Age of Diffuse Learning

Prof. Mariano Fernández Enguita, Complutense University, Madrid, Spain

Diffuse learning, as opposed to the specification of educational times, spaces, institutions, and processes characterizing modernization, is proposed as a more comprehensive concept, an alternative to ubiquitous learning.

Kids as Global Scientists Learning Twenty-first Century Skills through Ubiquitous Technologies

Prof. Nancy B. Songer, The University of Michigan, United States

The audience will interact with three ubiquitous technologies: modeled visualization, data collection application, and interactive online textbook designed to foster twenty-first century critical thinking and persuasive communication about STEM.

The Use of Glogster in Teaching English: Using Virtual Poster in the Classroom

Silvia Megawati, Indonesia University of Education, Indonesia — Desi Indrawati, Universitas Padjadjaran, Indonesia — Lilis Suryani, -, Indonesia

Glogster is a web 2.0 tool that is used as an alternative method to improve students' English ability. It is a virtual poster combining text, audio, video, images, and hyperlinks.

Who Controls the "Power" of Discourse in Oral English Classroom Teaching?: Functions of Powerpoint Presentation in Guiding the Class

Mei Wan, Nanjing University of Aeronautics and Astronautics, China, China — Yi Wang, Nanjing University of Aeronautics and Astronautics, China

Classroom oral English teaching in China is always controlled by teachers whereas research shows students presentation can shift the role of discourse power, thus enhance student talk time.

10:40-12:20 Parallel Session 3

EDUCATION THROUGH MOBILE DEVICES (PRESENTATIONS IN SPANISH)

Room 3

Las Innovación educativa a través del teléfono móvil: El estado de la cuestión

Patricia Gómez Hernández, Universidad de Alcalá, Spain — Carlos Monge López, Universidad de Alcalá, Spain

En esta comunicación se presenta una revisión teórica acerca de la importancia social y educativa del teléfono móvil como facilitador del aprendizaje, concluyendo con una propuesta innovadora.

La brecha tecnológica: problemas para abordar las variables socioeducativas en el estudio de la comunicación por SMS

Lic. Lucía Cantamutto, Universidad Nacional del Sur, Argentina

Revisión de las problemáticas teórico-metodológicas de la recolección de corpus de mensajes de texto de celular y conversaciones en aplicaciones similares a Whatsapp para estudios de corte sociolingüístico.

12:25-13:20

LUNCH

13:20-15:00 Parallel Session 4

TEACHING AND TECHNOLOGY

Room 1

Architecture for Mobile Learning in a MOOC Based on CourseBuilder

Martin Candela Calabuig, University of Alicante, Spain — Carlos Carrillo Boj, University of Alicante, Spain — Adrián González Martín, University of Alicante, Spain — Mr. Pedro Pernías Peco, University of Alicante, Spain — Dr. Sergio Luján-Mora, University of Alicante, Spain

This is a proposal for a mobile learning architecture providing Massive Open Online Courses (MOOCs) based on Google CourseBuilder offline mode. Students' activity automatically synchronizes to the main MOOC platform.

How Teachers' Self-efficacy Beliefs are Constructed When Using Information and Communication Technologies

Cacilda Encarnação Augusto Alvarenga, Aix-Marseille Université /Université de Provence (France)/ CAPES Fondation /Ministry of Education/ Brazil (BEX 17818/12-5) /Universidade Estadual de Campinas (Brazil), France — Roberta Gurgel Azzi, University of Campinas/Brazil, Brazil

This study aimed to identify the sources of information that Brazilian High School teachers perceive that contribute to the construction of their self-efficacy to use Information and Communication Technologies.

Peer-to-peer Learning on Large Scale Online Courses: Focusing on Lurkers

Masumi Hori, Tezukayama University, Japan — Seishi Ono, NPO CCC-TIES, Japan — Shinzo Kobayashi, smileNC&co, Japan — Dr. Kazutsuna Yamaji, National Institute of Informatics, Japan — Dr. Toshihiro Kita, Kumamoto University, Japan

In the platform of Large Scale Online Courses including MOOCs, the high dropout rate is a major issue. The authors propose a new platform designed to improve the completion rate.

13:20-15:00 Parallel Session 4

TEACHING AND TECHNOLOGY**Room 1****Software Architecture Driven by the Three TAG Dimensions: Technology, Learning and Management**

Prof. Claudia Maria Zea Restrepo, Universidad EAFIT, Colombia — Prof. Juan Guillermo Lalinde Pulido, Universidad EAFIT, Colombia — Roberto Aguas Nuñez, Universidad del Magdalena, Colombia — Juan Diego Restrepo Díaz, Universidad EAFIT, Colombia

Software architecture plays an important role in the success or failure of a system that is intended to support a set of processes within an organization.

TRANSFORMING EDUCATIONAL INSTITUTIONS**Room 2****e-Portfolio as Tool for New Transformative Learning in an Era of Connectivism in Industrial Design Education**

Mauricio Novoa, University of Western Sydney, Australia, Australia

This paper tells about e-Portfolio implementation as students' zone of proximal development influencer. Also connectivism used in an industrial design curriculum makeover through transformative learning, distributed cognition and professional literacy.

Educational Model for Scenarios of Ubiquitous Learning

Prof. Claudia Maria Zea Restrepo, Universidad EAFIT, Colombia — Prof. Juan Guillermo Lalinde Pulido, Universidad EAFIT, Colombia — Roberto Aguas Nuñez, Universidad del Magdalena, Colombia — Juan Diego Restrepo Díaz, Universidad EAFIT, Colombia

The proposal of educational model is being developed to support learning and teaching processes in higher education institutions based in the principles of ubiquitous learning.

A Practice of a Blended-learning Course for a First Year Experience in a Japanese University

Dr Riken Homma, Kumamoto University, Japan

This paper presents a First Year Experience course for 1850 students in a Japanese University. The course is blended learning style with a combination of classroom and online works.

A University Conversation: Generating a University Learning and Teaching Strategy through Cloud-based Mass Collaborative Writing

Dr. Nicholas Almond, Liverpool Hope University, United Kingdom

This work describes a "university conversation" which was held with the purpose of generating a university learning and teaching strategy. A cloud-based mass collaborative writing methodology is proposed and discussed.

13:20-15:00 Parallel Session 4

WORKSHOP (PRESENTATION IN SPANISH)

Room 3

Runs: 13:20 – 14:05

Hypotheses.org: plataforma de blogs académicos

Leire Frisuelos Berbería, Biblioteca Universidad Nacional de Educación a Distancia, Spain

Características del blogging académico: buenas prácticas, presentación de la plataforma internacional Hypotheses.org y primeros pasos para la edición de un blog académico.

WORKSHOP (PRESENTATION IN PORTUGUESE)

Room 3

Runs: 14:15 – 15:00

O processo de institucionalização do ensino superior na modalidade a distância: Um olhar dos gestores acadêmicos

Maria das Gracas Vieira, Universidade Federal de Pernambuco - UFPE, Brazil — João Paulo Rodrigues do Nascimento, Universidade Federal do Rio Grande do Norte – UFRN, Brazil

Os gestores estão aptos a desenvolver um novo modus operandi que promova o ensino de qualidade na formação discente dentro parâmetros definidos pelo governo que regulam a EaD no país?

SPECIAL TOPICS

Room 4

The Role of Tandems Learning in Online Language Courses

Dr. Robert Blake, UC Davis, United States — Gabriel Guillen, UC Davis, United States

In addition to showing how the California university system conceptualizes online language learning, we will address the use of tandems (synchronous exchanges with native speakers) as an essential curricular component.

Analysis of the Behavior of Students in Online Degree Courses

Dr. Margarita Elkina, Berlin School of Economics and Law, Berlin, Germany

Results of monitoring of the teaching process in several online degree courses, processed with the help of the learning analytic tool LeMo, are reported.

NEW EDUCATIONAL PLATFORMS (PRESENTATIONS IN SPANISH AND PORTUGUESE)

Room 5

Aprendizaje bimodal de las competencias comunicativa y digital en contextos formales de Educación Superior: la realización procesual de Trabajos Fin de Grado en Moodle

María Teresa Caro Valverde, Facultad de Educación de la Universidad de Murcia, Spain — María Teresa Valverde González, Universidad de Murcia, Spain

Se proponen bases epistemológicas y didácticas para efectuar un aprendizaje bimodal de las competencias comunicativa y digital con la realización de Trabajos Fin de Grado desde el entorno virtual Moodle.

13:20-15:00 Parallel Session 4

NEW EDUCATIONAL PLATFORMS (PRESENTATIONS IN SPANISH AND PORTUGUESE)

Room 5

El aprendizaje colaborativo multimedia con mapas conceptuales: Efectos de un texto multimedia en el rendimiento en la tarea y en el nivel de colaboración

Dr. Santiago Roger Acuña, Universidad Autónoma de San Luis Potosí (UASLP), México — Dra. Gabriela López Aymes, Universidad Autónoma del Estado de Morelos, Mexico — Sr. Carlos Sergio López Medrano, Universidad Autónoma de San Luis Potosí, México

Se analizan los efectos de diferentes textos: tradicional y multimedia, en el rendimiento y el nivel de colaboración que alcanzan estudiantes universitarios mexicanos en una tarea colaborativa con mapas conceptuales

Não façam com os blogs o mesmo que fizeram com a literatura: A didatização de blogs educativos

Prof. Dra. Ana Paula Bossler, Universidade Federal do Triângulo Mineiro, Brazil — Pedro Caldeira, Instituto Superior de Educação e Ciências (ISEC), Portugal

O uso de blogs em contextos educativos está em franca expansão. No entanto, muitas vezes o seu uso segue regras tradicionais de escrita académica, não ajustadas a essa ferramenta digital.

15:00-15:15

BREAK

15:15-16:55 Parallel Session 5

E-LEARNING AND THE STUDENT 2

Room 1

Analysis of the Behavior of Students in Online Degree Courses

Dr. Margarita Elkina, Berlin School of Economics and Law, Germany

Results of monitoring of the teaching process in several online degree courses, processed with the help of the learning analytic tool LeMo, are reported.

Analyzing e-Learning Behavior Utilizing the ReadIT Program: Identifying Distinctive e-Learning Strategies

Prof. Osmo Kivinen, University of Turku, Finland — Meri-Tuulia Kaarakainen, University of Turku, Finland

By analyzing data of students' interactions with ReadIT Program in reading ordinary text and hypertext the study identifies gender specific behavioral clusters, and e-learning strategies of high and low performers

Using Transmedia Storytelling to Advance Transliteracy in the New Knowledge Society: An Examination of a Transmedia Storytelling Event at a University Library

Prof. Joelle Pitts, Kansas State University, United States — Daniel L. Ireton, Kansas State University, United States — Benjamin Ward, Kansas State University, United States

Transmedia storytelling has the potential to engage students across physical and digital learning spaces, illustrative of the transliteracy required to function successfully in today's knowledge society.

Using Webquests in a Museum-based Multiliteracies Dynamic Learning Intervention: Ubiquitous Learning Made Possible?

Stefania Savva, University of Leicester, Cyprus — Nicos Souleles,

Addressing the interrelationships of ubiquitous learning and multiliteracies pedagogy through a specific model developed for an educational intervention as part of a doctoral thesis on pupils' experiences museum based multiliteracies.

15:15-16:55 Parallel Session 5

WORKSHOP

Room 2

Runs 15:15-16:00

The Digital Corps: Training the Next Generation of Digital Professionals

Brandon Smith, Ball State University, United States

Ball State University's Digital Corps brings together students of different disciplines - storytelling, design, development and hardware - to explore the future of emerging technologies.

WORKSHOP

Room 2

Runs 16:10-16:55

Increasing Scientific Literacy with Inquiry-based Digital Learning Trails

Zachary Tan, Ministry of Education, Singapore, Singapore

I explore a digital learning trail for increasing scientific literacy, and share the experiences of Science educators in Singapore on designing inquiry-based learning trail lessons.

SPECIAL TOPIC - COLLOQUIUM

Room 3

Herramientas virtuales ubicuas y móviles en la innovación formativa

Dra. María Luisa Sevillano-García, UNED, Spain — Dr. Esteban Vázquez-Cano, Spanish National University of Distance Education (UNED), Spain — Dra. María del Pilar Quicios-García, UNED, Spain — Dra. Isabel Ortega-Sánchez, UNED, Spain — Dra. M. Paz Trillo, UNED, Spain

Este coloquio analiza la funcionalidad didáctica de los Dispositivos digitales móviles en el Espacio Europeo de Educación Superior. Se inscribe en el proyecto I+D+i Edu 2010-17/420.

TECHNOLOGIES FOR LEARNING

Room 4

Digital Story Telling with Google Maps: Polish Designed Planes in the 1930s Turkish Air Force

Prof. Robert Workman, Southern Connecticut State University, United States — Ali Gungor Isiklar, Turkish Air Force, Turkey — Dr. Ezgi Akpinar Ferrand, Southern Connecticut State University, United States — Stanislaw Dziurzynski, Southern Connecticut State University, United States

The story of Polish designed fighter planes purchased and built in Turkey in the 1930s will be used to illustrate Google Maps for storytelling.

Models for Using iPads in a K-12 Classroom

Dr. Heejung An, William Paterson University, United States — Dr. Sandra Alon, William Paterson University, United States

The usage of iPads has spread with the hope of improving student performance and altering learning environments. This presentation regards current practice models of iPad usage in NJ K-12 classrooms.

15:15-16:55 Parallel Session 5

TECHNOLOGIES FOR LEARNING

Room 4

Social Question Answering: Analyzing Knowledge, Cognitive Process and Social Dimensions of Micro-collaborations

Dr. Blooma Mohan John, RMIT, Viet Nam — Jayan Kurian, RMIT International University, Vietnam, Viet Nam — Lien Nguyen, RMIT University, Viet Nam

Social question answering (SQA) services are social media applications that are dedicated platforms where users ask, answer and rate content interactively, resulting in building a community of users.

The Status of Ubiquitous Learning: A Content Review of the Recent Research

Ayse Gunay, Yildiz Technical University, Turkey — Dr. Ilker Yakin, Mersin University, Turkey

In this study, recent research studies published in seven major journals are scrutinized in order to explore the trends in Ubiquitous Learning.

THE IMPACT OF "INFORMATION AND COMMUNICATIONS TECHNOLOGY" IN EDUCATION (PRESENTATIONS IN SPANISH AND PORTUGUESE)

Room 5

A dialogicidade e as TIC no processo de construção do saber na perspectiva freireana

Maria das Graças Vieira, Universidade Federal de Pernambuco - UFPE, Brazil — Iracema Campos Cusati, Universidade do Estado de Minas (DMTE/FaE/CBH/UEMG), Brazil

Estamos vivenciando uma era marcada pelo uso das tecnologias, gerando mudanças na sociedade. A evolução exige uma formação contínua da educação para uma eficiente utilização do potencial nos ambientes educacionais.

Aprendizaje basado en tecnologías: El rol del diseñador instruccional

Dr. Sandra Aguirre, Universidad de los Andes, Colombia — Dr. Luz Adriana Osorio, Universidad de los Andes, Colombia — Ing. Farah Diez, Universidad de los Andes, Colombia

El rol del diseñador instruccional en la Universidad de los Andes en distintos proyectos educativos basados en tecnologías. Los retos y competencias requeridos en cada escenario son presentados.

Impacto del acceso y uso de las TIC en la competencia digital de los alumnos de primer curso de la ESO

Dr. Sonia Janeth Romero, Universidad a Distancia de Madrid, Spain — Vega Prieto, Spain

Este trabajo estudia la relación entre acceso/uso de las TIC fuera del contexto escolar y la competencia digital en alumnos de primero de la E.S.O.

17:00-17:45

CLOSING AND FINAL TALKING CIRCLES

Homer Stavelly, Common Ground Publishing

LIST OF PARTICIPANTS

Santiago Roger	Acuña	Universidad Autónoma de San Luis Potosí	México
Roberto	Aguas Nuñez	Universidad del Magdalena	Colombia
Sandra	Aguirre	Universidad de los Andes	Colombia
Sonia	Allegretti	Pontificia Univerisadade Catolica de São Paulo	Brazil
Nicholas	Almond	Liverpool Hope University	UK
Sandra	Alon	William Paterson University	USA
Khalil	Alsaadat	King Saud University	Saudi Arabia
Fahad	Alshemmari	King Saud University	Saudi Arabia
J. Francisco	Álvarez	Universidad Nacional de Educación a Distancia	Spain
Cacilda Encarnação	Augusto Alvarenga	Universidade Estadual de Campinas	France
María Graciela	Badilla Quintana	Universidad Católica de la Santísima Concepción	Chile
Luciana Caixeta	Barboza	Universidade Federal do Triângulo Mineiro	Brazil
Bob	Barrett	American Public University	USA
Gavin	Baxter	University of the West of Scotland	UK
Doug	Belshaw	Mozilla Foundation	UK
Sheila	Bonnand	Montana State University	USA
Ana Paula	Bossler	Universidade Federal do Triângulo Mineiro	Brazil
Pedro	Caldeira	Instituto Superior de Educação e Ciências	Portugal
Renata	Calonego	Universidade Estadual Paulista	Brazil
Lucía	Cantamutto	Universidad Nacional del Sur	Argentina
Teresa	Caro Valverde	Universidad de Murcia	Spain
José Luis	Carrasco	CFT Lota Arauco	Chile
Gang	Chen	Shanghai JiaoTong University	China
Ruofei	Choo	Ministry of Education	Singapore
Wei Wen	Chung	National Chengchi University	Taiwan
Simon	Clarke	Calgary Board of Education	Canada
Heather	Collins	University of Kansas Medical Center	USA
Andre Luis	Correa	Universidade Estadual Paulista	Brazil
Campos	Cusati	Universidade do Estado de Minas	Brazil
Siderly do Carmo	Dahle de Almeida	Unicesumar Centro Universitário Unicesumar	Brazil
Elizabeth M.	Dalton	TechACCESS of Rhode Island	USA
Christopher Scott	Davies	Ashford University	USA
Daniel	Domínguez	Universidad Nacional de Educación a Distancia	Spain
Jean-Louis	Durand	The University of Queensland	Australia
Margarita	Elkina	Berlin School of Economics and Law	Germany
Consuelo	Escolástico León	Universidad Nacional de Educación a Distancia	Spain
Carolina	España Chavarría	Universidad Nacional de Educación a Distancia	Costa Rica
Aubree	Evans	Zayed University	USA
Silvar	F. Ribeiro	Universidade do Estado da Bahia	Brazil
M. Nauman	Farooqi	Mount Allison University	Canada
Mariano	Fernández Enguita	Complutense University, Madrid	Spain
Ludmila	Ferrarezi	Universidade de São Paulo	Brazil
Ruth	Forrest	National University of Ireland	Ireland
Juan	Freire	BarrabésNext	Spain
Leire	Frisuelos Berbería	Biblioteca Universidad Nacional de Educación a Distancia	Spain
Toru	Fujimoto	The University of Tokyo	Japan

Monica	Fusich	Madden Library	USA
Iolanda	García	Fundació per a la Universitat Oberta de Catalunya	Spain
Inés	Gil Jaurena	Universidad Nacional de Educación a Distancia	Spain
Patricia	Gómez Hernández	Universidad de Alcalá	Spain
Concepción	González	Universidad de La Laguna	Spain
Carlos	Guevara	Hostos Community College - CUNY	USA
Gabriel	Guillen	UC Davis	USA
Ayse	Gunay	Yildiz Technical University	Turkey
Mary Anne	Hansen	Montana State University	USA
Peter	Hansen	Studentlitteratur	Sweden
Stacy	Hindalong	Full Sail University	USA
Riken	Homma	Kumamoto University	Japan
Masumi	Hori	Tezukayama University	Japan
Anne	Huffman	The University of Kansas Medical Center	USA
Desi	Indrawati	Universitas Padjadjaran	Indonesia
María	Jibaja-Weiss	Baylor College of Medicine	USA
María de los Dolores	Jiménez Peña	Universidade Presbiteriana Mackenzie	Brazil
Meri-Tuulia	Kaarakainen	University of Turku	Finland
Jafar	Kasujja	Action to Positive Change on PWDS	Uganda
Sara K.	Kearns	Kansas State University	USA
Ludhiana Ethel	Kendrick Silva Bertoncello	Unicesumar Centro Universitário Unicesumar	Brazil
Osmo	Kivinen	University of Turku	Finland
Shinzo	Kobayashi	smileNC&co	Japan
Tuomas	Korkalainen	Helsinki Metropolia University of Applied Sciences	Finland
Jayan	Kurian	RMIT International University, Vietnam	Viet Nam
Yiu Chi	Lai	The Hong Kong Institute of Education	Hong Kong
Cristian Antonio	Lara Valenzuela	Universidad Santa María - Sede Concepción	Chile
Xenia	Lauritsen	European Schoolnet	Belgium
Hebert Elias	Lobo Sosa	Universidad de los Andes	Venezuela
Riley	Maynard	Southern Illinois University Edwardsville	USA
Peter	Mccormack	Uniquity	Ireland
Silvia	Megawati	Indonesia University of Education	Indonesia
Carlos	Monge López	Universidad de Alcalá	Spain
Markus	Norrena	Helsinki Metropolia University of Applied Sciences	Finland
Mauricio	Novoa	University of Western Sydney, Australia	Australia
Alexandra	Okada	The Open University	UK
Seishi	Ono	NPO CCC-TIES	Japan
Isabel	Ortega-Sánchez	Universidad Nacional de Educación a Distancia	Spain
Sarah C.	Paynter	Douglas College	Canada
José Eduardo	Perezchica Vega	Universidad Autónoma de Baja California	México
Pedro	Pernías Peco	Universidad de Alicante	Spain
Sonia	Pinto	Universidade do Estado da Bahia	Brazil
Joelle	Pitts	Kansas State University	USA
David	Pugalee	University of North Carolina at Charlotte	USA
María del Pilar	Quicios-García	Universidad Nacional de Educación a Distancia	Spain
Cintia	Rabello	Universidade Federal do Rio de Janeiro	Brazil
Anne Carolina	Ramos	Universidade Federal do Rio Grande do Sul	Switzerland

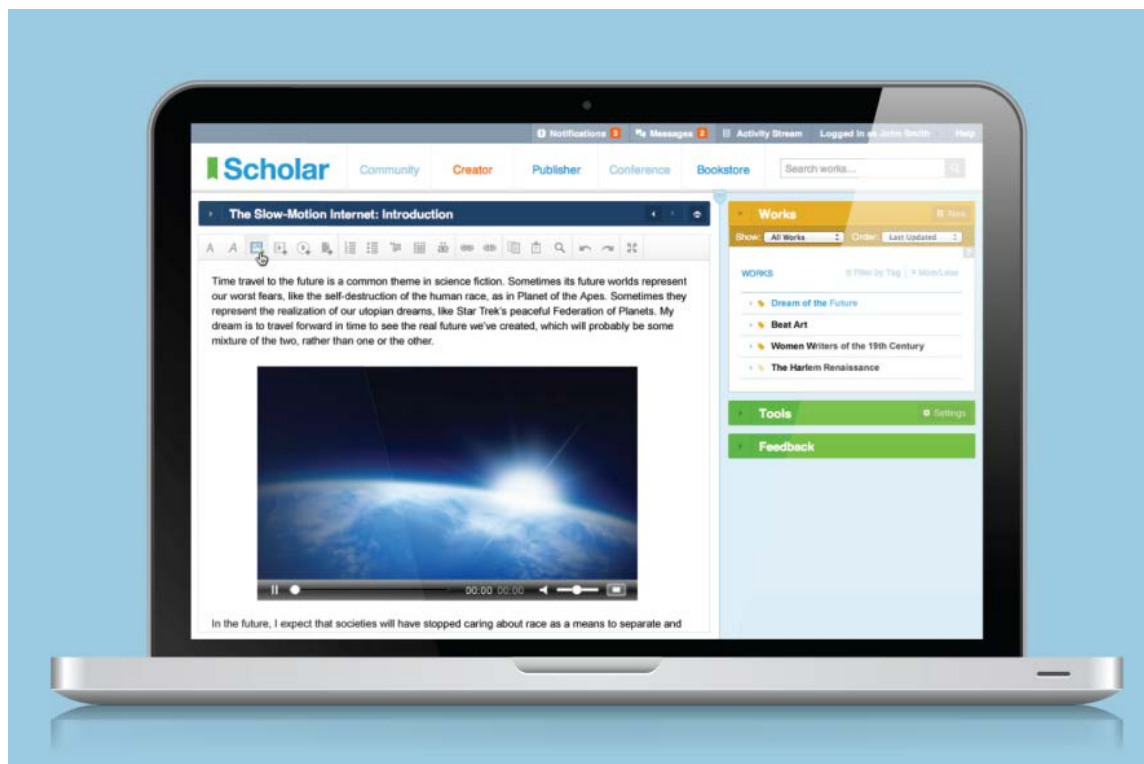
Angela	Restrepo	Universidad de los Andes	Colombia
Antonio	Rodríguez de las Heras	Universidad Carlos III de Madrid	Spain
Beatriz Helena	Rolón D	Universidad Jorge Tadeo Lozano	Colombia
Sonia Janeth	Romero	Universidad Nacional de Educación a Distancia	Spain
Diana	Sarik	Estonian University of Life Sciences	Estonia
Stefania	Savva	University of Leicester	Cyprus
Antonio Roberto	Serra	Universidade Estadual do Maranhão	Brazil
María Luisa	Sevillano-García	Universidad Nacional de Educación a Distancia	Spain
Adejoke O.	Sheyin	Tai Solarin College of Education	Nigeria
Haydeediana	Silva	UPEL	Venezuela
Greg	Skulmoski	Cleveland Clinic Abu Dhabi	United Arab Emirates
Brandon	Smith	Ball State University	USA
Nancy B.	Songer	The University of Michigan	USA
Hana Babyradova	Stehlikova	MU Brno Czech Republic	Czech Republic
Triona	Stokes	NUIM	Ireland
Lilis	Suryani	Indonesia University of Education	Indonesia
Pek Che	Tan	Ministry of Education	Singapore
Zachary	Tan	Ministry of Education	Singapore
Beatriz	Tejada	Universidad Nacional de Educación a Distancia	Spain
Otis	Thomas	Bowie State University	USA
M. Paz	Trillo	Universidad Nacional de Educación a Distancia	Spain
María Teresa	Valverde González	Universidad de Murcia	Spain
Esteban	Vázquez-Cano	Universidad Nacional de Educación a Distancia	Spain
María das Gracias	Vieira	Universidade Federal de Pernambuco	Brazil
Esdras	Viggiano	Universidade de São Paulo	Brazil
Mei	Wan	Nanjing University of Aeronautics and Astronautics	China
Yi	Wang	Nanjing University of Aeronautics and Astronautics	China
Philip	Wong	National Institute of Education	Singapore
Tak Wah	Wong	The Hong Kong Institute of Education	China
Robert	Workman	Southern Connecticut State University	USA
Ilker	Yakin	Mersin University	Turkey
Kazutsuna	Yamaji	National Institute of Informatics	Japan
Yevgen	Yasynskyy	Athabasca University	Canada
Claudia María	Zea Restrepo	Universidad EAFIT	Colombia
Miguel A.	Zepeda Torres	University of California, Davis	USA



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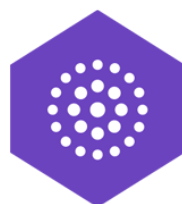
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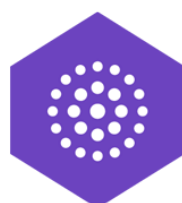
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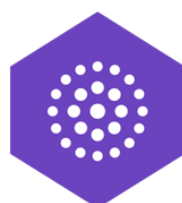
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