

# BULLETIN

March 2014

## From the guest editor, Stephen Relf

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With the start of a new academic year for our Southern hemisphere members and the executive committee preparing for the annual general meeting which will be held by email, this month's Bulletin is a little thin.

## ODLAA news

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### eAGM

The ODLAA eAGM will be held 7–11 April. You will be receiving, or will have received, notification of this event by email.

### ODLAA 2014 webinar program

Currently in planning for delivery in early April is a webinar on professional accreditation opportunities available for online educators in Australia.

Watch out for an email with confirmed date and further details. As before, you will need to register before the event.

For recordings of previous ODLAA webinars, "MOOCs – what have we learnt?" and "Digital assessment – no place for paper?", go to the ODLAA website:

[http://odlaa.org/index.php?option=com\\_content&view=article&id=70&Itemid=71](http://odlaa.org/index.php?option=com_content&view=article&id=70&Itemid=71)

## New publications

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### The pedagogy of the MOOC: The UK view

This report is available from the UK Higher Education Academy at:

[http://www.heacademy.ac.uk/alldisplay?type=news&newid=2014/the\\_pedagogy\\_of\\_the\\_MOOC&site=york](http://www.heacademy.ac.uk/alldisplay?type=news&newid=2014/the_pedagogy_of_the_MOOC&site=york)

The authors, Sian Bayne and Jen Ross from the University of Edinburgh, were the authors and academics of the University of Edinburgh's MOOC, "E-learning and digital cultures" (<https://www.coursera.org/course/edc>). This was the course that Sir John Daniel (2012) referred to in his overview of MOOCs:

Knox et al. (2012), a team from the University of Edinburgh, which is one of Coursera's few non-US partners, gives an interesting account of getting to grips with the Coursera platform. Their course sounds to be more cMOOC in approach, although they consider cMOOCs remain on the radical fringe of higher education. They qualify the Coursera platform as 'conservative in terms of online pedagogical practice' but, like MIT, they see xMOOCs as an experimental venture and want to 'participate in an emerging pedagogical mode that is significantly undertheorised'. They conclude that xMOOCs are not simply 'ed-tech du jour' but worth serious engagement. ("Making sense of MOOCs: Musings in a maze of myth, paradox and possibility", 2012, p. 17, retrieved from <http://jime.open.ac.uk/2012/18>)

The report raises the issue of the place and visibility of the teacher and the challenges presented for teachers.

### **Journal of Learning for Development**

The *Journal of Learning for Development* provides a forum for the publication of research with a focus on innovation in learning, in particular but not exclusively open and distance learning, and its contribution to development. Content includes interventions that change social and/or economic relations, especially in terms of improving equity.

JL4D publishes research and case studies from researchers, scholars and practitioners, and seeks to engage a broad audience across that spectrum. It aims to encourage contributors starting their careers, as well as to publish the work of established and senior scholars from the Commonwealth and beyond.

(<http://www.jl4d.org/index.php/ej4d/index>)

The editor-in-chief is Professor Alan Tait of the UK Open University.



### **Critical studies in Teaching and Learning (CriSTaL)**

*Critical Studies in Teaching and Learning* is a peer-reviewed journal that publishes scholarly articles and essays that describe, theorise and reflect on teaching and learning practice in higher education. The editors welcome contributions that are critical and well-researched, whether they are analytical, theoretical or practice-based, as well as contributions that deal with innovative and reflective approaches to teaching and learning. We are particularly interested in articles that have relevance to the South African educational context.

(<http://cristal.epubs.ac.za/index.php/cristal#.UxkCtPm1aKg>)

## Upcoming conferences

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### **New Zealand Association of Open, Flexible, and Distance Learning (DEANZ) Biannual Conference**

The New Zealand Association of Open, Flexible, and Distance Learning (DEANZ) Biannual Conference for 2014 is to be held in Christchurch, 30 April to 2 May.

The conference theme is “Open, flexible, and distance learning: Where is the ‘E’ in engagement?”

For more information, visit:

<http://www.deanz.org.nz/home/>

### **12th Annual Higher education Summit, Adelaide, 20–21 May 2014**

In the post reform era and at a time of great political change there has been much discussion on how the university long term strategy can remain flexible and resilient in the face of changes to policy environments. The nature of the demand driven system is under a spotlight. And university structures are undergoing a rethink around the need for more efficient models that will effectively balance the core university missions – teaching and learning, research – with the commercial imperatives of modern universities.

The 2014 Higher Education Summit seeks to take forward the discussion on the post reform tertiary sector, considering some of the key challenges posed to the Australian University at a time of political change and rapid innovation in service delivery. The discussion will range from university structures, planning and strategy to governance, funding and innovation and excellence in teaching and learning and research. (<http://www.highereducationsummit.com.au/>)