BULLETIN

October 2014

From the guest editor, Sherrill Whittington

As before, I again have the privilege of being the guest editor for the ODLAA Bulletin.

Please be aware that we can assist with information about employment opportunities that may be available in the area of open and distance education, so please let us know as opportunities that arise and forward information to executive@odlaa.org. We also like to offer a review of any open and distance education publications, so do let us know what is in press or what has been published, and if possible send in your review of what you find.

We would also like keep profiling practitioners in this area so please send in any bios of yourself or of key members of your organisations so we can help to raise the profile of educators in open and distance education.

If you do have any views on these matters, information or feedback can be sent to executive@odlaa.org.

Sherrill Whittington

Secretary ODLAA Committee

Next ODLAA Webinar: Open Educational Practice – What, why and how?

Coming up in December, our next Webinar of particular interest to planners, designers, managers and teachers in distance and open learning is tentatively scheduled for 1-2pm on Tuesday December 9th (date to be confirmed):

"Open Educational Practice – what, why and how?"

OERs are only a part of the wider topic; OEP includes a different way of thinking, planning and managing for the open sharing of teaching practices. But how much is aspirational and how far have we got with implementation? This webinar will explore a range of questions around Open Educational Practice.

More details in the November newsletter.

Remember you can catch up with recordings of previous ODLAA webinars on the [News & Events page](#) on the ODLAA website.

BUT … also remember that we need you in the live webinar as participants to ask the searching questions!!

Any questions, and suggestions for future webinar topics please, to jo.osborne@utas.edu.au

Distance Education Journal News

Call for papers for special themed issue: Distance Education and Time (Volume 36/2, May 2015)

Drs. Elena Barberà, Thomas Hülsmann, and Jennifer Roberts (Guest Editors) invite contributions to the special themed issue of "Distance Education", Volume 36/2, which will be published in May 2015.

The focus of the special theme is: Distance Education and Time: Instructional and organisational implications.

Call for papers

While time, as in learning time and teacher workload, seems critical in most forms of distance education (including higher education, open schooling or non-formal education), it has rarely been examined in a comprehensive manner. The journal Distance Education seeks to address this gap by inviting contributions to a special issue on the theme "Distance Education and Time: Instructional and organisational implications for managing time, workload, and costs".

Conferences & Symposiums

1. ICDE Operational Network - call for expressions of interest

ICDE invites members to express their interest in taking part in the ICDE Operational Network. If you want to be considered for a role in the ICDE Operational Network (as an ICDE Node), please send your expression of interest by email to icde@icde.org **by 9 November 2014**

Detailed information is available and can be accessed via the link below:

2. ICDE Chairs in Open Educational Resources (OER) - call for proposals from the Global South

After successfully having appointed five ICDE Chairs in OER, ICDE member institutions are invited to propose an expert who:

1) has a Chair at that institution
2) has an extended record for his/her work and achievements in OER.

This call is targeting candidates from the Global South in particular, which includes countries in Africa, Latin America, developing Asia and the Middle East.

Based on the received proposals, ICDE will consider the extension of the network of ICDE Chairs in OER. The network, where possible, works in collaboration with UNESCO and existing UNESCO Chairs in OER. The proposal must be submitted to the ICDE Secretariat by email to icde@icde.org **by 15 October 2014.**

Detailed information is available on the ICDE website, which can be accessed via the link below:

ICDE Chairs in OER - call for proposals from the Global South

3. Reminder: 19 - 21 November is ICDE SCOP 2014: THE PRESIDENTS' SUMMIT on Open Education Models

This will take place at Bali, Indonesia. The theme is: "Leadership challenges: Approaches towards successful positioning Open Education models".

Detailed information is available and can be accessed via the links below:

Attend the Presidents' Summit - connect with the ICDE network The Presidents' Summit website

4. "Overview Quality Standards Study"

After an open call for an "Overview Quality Standards Study", ICDE has contracted a Consortium of EADTU and EFQUEL to undertake the study. The draft report will be presented at the Presidents' Summit at Bali in November.

Also, the ICDE Research and Innovation Task force and the Working Group for Student Success will report to the President's Summit.

5. Bid for future World Conferences

The ICDE Executive Committee has decided to preselect regions, countries and ICDE member institutions to be invited to bid for future World Conferences. The scope of the future call is to be discussed by the Executive Committee on 11 September.

6. Interested in an international conference or regional conference in partnership with ICDE?

If you are considering a conference for the first part of 2015, you should contact the ICDE Secretariat now. Send an email to icde@icde.org

7. Please take note of the dates for the next ICDE Conferences:

- ICDE International Conference: Moscow State University of Economics, Statistics and Informatics (MESI), Moscow, Russia, 25-26 September 2014, conference website

- Presidents' Summit: ICDE SCOP 2014: Universitas Terbuka, Bali, Indonesia, 19, 20 and 21 November 2014, the Presidents' Summit website
- 26th ICDE World Conference: UNISA, South Africa, 14-16 October 2015.
- Presidents' Summit: ICDE SCOP 2015 to be organised in parallel and as a part of the 26th ICDE World Conference, NB 14 – 17 October 2015.

New Blended Learning Resource Available

OPEN POLICY NETWORK (OPN) LAUNCHED

Creative Commons, leading a partnership of 35 organisations internationally, has launched the Open Policy Network (OPN). The network's mission is to foster the creation, adoption and implementation of open policies and practices that advance the public good by supporting open policy advocates, organisations and policy makers, connecting open policy opportunities with assistance and sharing open policy information. Open policies promote open licensing of resources, financed through public funding, to maximise the impact of the investment. Membership in OPN is open to any individual, organisation, company or other entity. One becomes an OPN member by agreeing to the OPN Participation Agreement.

www.openpolicynetwork.org

ISSUES IN ELEARNING VIDEO SERIES

The Commonwealth of Learning (COL) has posted a series of videos exploring issues in eLearning and distance education. Prepared and narrated by COL's Education Specialist for eLearning, Dr. Mark Bullen, the videos are short introductions to various topics, including:

- What is ELearning
- What is Instructional Design?
- Deconstructing the Digital Natives Discourse.
- Reconsidering the Learning Management System.
- The Social Agenda for Distance Education.

All of the videos are freely available online.

www.col.org/videos

GUIDES TO QUALITY

Two guides to quality in online learning have been published by Academic Partnerships. Both were edited by Stamenka Uvalić-Trumbić and Sir John Daniel:

• *A Guide to Quality in Online Learning*, by Neil Butcher and Merridy Wilson-Strydom (2013)

• *A Guide to Quality in Post-Traditional Online Higher Education*, by Neil Butcher and Sarah Hoosen (2014)

The second guide is a follow-up to the first. The editors note: "In the year since we issued the first guide, alternative or 'post- traditional' approaches to higher education have continued to multiply. These

approaches include new types of informal short courses and approaches to certification, growing openness in ac- cess to intellectual capital, and a lively diversification of teaching and learning methods, not least in MOOCs. This new Guide seeks to help individuals and institutions that are venturing into this post-traditional world."

Both are CC BY-SA and freely available online.

www.academicpartnerships.com

SPECIAL FOCUS INTERVIEW

Reflections on the changing context for Open and Distance Learning

Diane Hockridge, ODLAA Executive Member, and PhD Candidate at Macquarie University, interviewed Professor John Hedberg about his experiences in the use of educational technologies, over several decades and his thoughts about the challenges facing Open and Distance education today.

John Hedberg is Professor of ICT at Macquarie University in Sydney. He holds the Millennium Innovations Chair of ICT and Education in the School of Education. He has taught postgraduate courses on cognitive strategies, interface design for learning, and implementation and evaluation of technology-based learning. He has designed training needs assessments, evaluation systems and conducted workshops on the instructional design and evaluation of e-learning environments. He has been keynote speaker at numerous conferences on educational technologies and has worked on several research projects about the use of ICTs in learning. Currently he is leading a project for Educational Services Australia evaluating a new website dedicated to supporting the new Australian Curriculum. He is also working with a team from University of Queensland on an ARC project exploring the role of digital representations in primary science. He was editor of the Australian Journal of Educational Technology and from 2000 till 2007 he was editor of Educational Media International.

1. **John, you have extensive experience in learning design research and practice using educational technologies. Could you summarise for us what you see as some of the key changes or significant developments in learning design research and practice in your experience as an educator?**

   Over the past 20 years, the technologies have provided us with more options in the one package. Unlike earlier times, now one designer with one device can compose a range of learning sequences that can be delivered not only in classrooms but outside and at a distance. The options the designer has include a range of visual and modeled representations. The learner has easy-to-use tools that enable an

explanation to be illustrated and sent for assessment. The choice of tool enables the learner to illustrate their ideas as dynamic or static visual sequences.

In this new world, research can explore how a topic can be learned and how the representations chosen affect the development of conceptual understanding. In recent times, the challenge is also to the monolithic learning management systems, as learners can create and share their creations without the need to use complex enterprise systems. I think that wireless, has finally enabled teachers and their students to work on real world problems without the need to be trapped inside a laboratory with a limited range of tools. Over the past few years, teachers, have escaped the constraints of limited software with initiatives such as bring your own device, and the use of gestural control over the smart device.

2. **Sometimes there can be a lot of hype around the latest educational technology innovation and I imagine you have probably seen some educational fads come and go. What are some of the technological innovations or educational directions that you have seen that have promised much but delivered little, or that perhaps just never got off the ground?**

Over the past 40 years, there have been several ideas that have not gone anywhere, sometimes it was the problems with the device but often it was the success of the marketing and clever integration of several technological ideas. I think that several developments have pushed us along the road to better means of communication and representation.

Consider devices such as the plain paper copier, which produced high quality duplicates quickly (even though it created the black line master and the worksheet to keep the class quiet). Other great devices include the overhead projector which when combined with the digital changes has enabled us to project visual materials directly from a digital version. There have been several devices that did not last as they were the extensions of technologies which were hybrids of different technology generations, for example, in the dying days of film, a number of film/tape mixtures were unveiled only to never be purchased. The standards wars like VHS versus Beta left some without a useful device when the hype for the cheaper format won.

3. **Are there current developments in educational research and practice that you think have significant potential?**

In terms of research approaches the rise of Design Research has been influential for strong theory

underpinned pedagogical approaches. Previously classroom practice was largely good ideas and intentions without a search for a strong evidence based approach.

4. **What do you think are the main challenges facing educators today?**

The challenge is to balance the demands of new technologies and the time required for teaching using online methods. With any online or blended learning context a lot more time is required to manage the details of the tools and devices, and until this is improved this will limit the efficacy of the exercise. Trying the MOOC alternative does not necessarily provide for the interaction and feedback that is needed for people to learn effectively and efficiently. The other challenge is the disentangling of individual users from the monolithic LMS systems; increasingly we can support self help and impromptu groups without the management constraints of major systems.

Another challenge is the awareness that now we have alternative ways of interacting with the tools and manipulating the information on screen, gestural control of the tablet and smart device screen is an opportunity for young and old who have difficulty with keyboards and moving the mouse.

A further challenge is the improving ease of using forms of representations for ideas and for manipulating those ideas, choosing the best representation and being aware of the impact of changing representations and the changes in understanding of the learners

5. **ODLAA is an organisation that is concerned with the advancement of research, practice, and support of education 'across time and space'. What do you think some of the key areas for future research and development might be?**

How we can teach and learn without the overhead of complex learning about how tools work. How we present and represent ideas and collect learners' understandings of what a phenomenon is and how it works. Increasingly we can ask learners to demonstrate what they know and how it functions, using little apps such as "showMe" which records a visual illustration as it is drawn and the accompanying audio explanation of the learner.