Emerging Scholar Stream Speakers:

- **Annette Markham** (Emerging Scholar Stream Keynote) -- Stream Keynote: Remix culture, remix methods: Thinking differently about qualitative research in an era of social media (**Thursday, June 28, 2012. 11.15am – 12.15pm**)

- **Nicola Johnson** (Invited Speaker) : Publishing your PhD (**Friday, June 29, 2012. 11.15am-12.15pm**)

- **Theo Bastiaens & Executive Committee members**: Emerging Scholar Stream 'Unconference': The Final Session (**Friday, June 29, 2012. 2.45pm – 3.45pm**)

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1. **Catherine Fulford (3 sessions)**

   **Title**: How to work a conference to make it work for you
   **Schedule Request:**
   **Time Allotted**: 11.15am-12.15pm (**Tuesday, June 26**)
   **Contact Author:**
   - **Name**: Catherine Fulford
   - **Address**
   - **University**: Educational Technology Department, University of Hawaii at Manoa
   - **Email**: fulford@hawaii.edu
   - **Country**: USA
   **Abstract**: This presentation will discuss the finer points of how to make your conference presentation look professional, as well as, how to get the most out of a conference to help you set directions for the future.

   **Title**: The good, the bad, and the ugly
   **Schedule Request:**
   **Time Allotted**: 4.00pm-5.00pm (**Thursday, June 28**)
   **Contact Author:**
   - **Name**: Catherine Fulford
   - **Address**
   - **University**: Educational Technology Department, University of Hawaii at Manoa
   - **Email**: fulford@hawaii.edu
   - **Country**: USA
   **Abstract**: This presentation will discuss the finer points of how to make your conference presentation look professional, as well as, how to get the most out of a conference to help you set directions for the future.

   **Title**: **Writing for grant proposals**
   **Schedule Request:**
   **Time Allotted**: 1.30pm-2.30pm (**Friday, June 29**)
   **Contact Author:**
   - **Name**: Catherine Fulford
   - **Address**
   - **University**: Educational Technology Department, University of Hawaii at Manoa
   - **Email**: fulford@hawaii.edu
   - **Country**: USA
   **Abstract**: This presentation will discuss the finer points of how to make your conference presentation look professional, as well as, how to get the most out of a conference to help you set directions for the future.
2. Catherine McLoughlin (2 sessions)

Title: **Getting published in educational technology journals: an editor’s advice**
Schedule Request:
Time Allotted: 1.30pm-2.30pm (Wednesday, June 27)
Contact Author: Name Catherine McLoughlin
-Address: Australian Catholic University, Canberra, Australia
-Email: Catherine.McLoughlin@acu.edu.au
-Country: Australia
Abstract: This short presentation will provide a number of strategies to follow if you want to increase your publication output. Answers will be given to a number of key questions such as:
1. How can you plan for success by targeting appropriate journals in educational technology?
2. How can you diversify your research output?
3. How to find out what editors and referees really want: what criteria are applied in assessing the worth of a paper?
4. How to plan, and structure a paper for journal publication?
5. How to ensure that your paper will not be rejected?

Title: **Using online research methods (ORMs) for digital age research**
Schedule Request:
Time Allotted: 4.00pm-4.20pm (Wednesday, June 27)
Contact Author:
-Name Catherine McLoughlin
-Address
-University: Australian Catholic University, Canberra, Australia
-Email: Catherine.McLoughlin@acu.edu.au
-Country: Australia
Abstract: This presentation will describe a range of online research methods and the software and that can be used to facilitate research. ORM’s are blended, insofar as they are intended to investigate both online and offline phenomena i.e. but may also explore offline issues. Types of ORM are online questionnaires, synchronous and asynchronous interviews; virtual ethnographies, online experiments, web analytics (e.g., network analysis) and content analysis. The talk will outline these approaches, discuss the challenges and opportunities of online research methods.

3. Martin Ebner (2 sessions)

Title: **Web 2.0 technologies in higher education**
Schedule Request:
Time Allotted: 1.30 pm-1.50 pm (Tuesday, June 26)
Contact Author: Martin Ebner
-University: Graz University of Technology, Austria
-Email: martin.ebner@tugraz.at
-Country: Austria
Abstract: In this session an overview about the use of Web 2.0 technologies in Higher Education is given. The term EduPunk is explained and its possible use within an existing Learning Management System. The presentation will give a first insight in the power of MashUps for teaching and learning and answer why Personal Learning Environments are the next step from a technological perspective.

Title: **Mobile Learning - more than just a hype?**
Schedule Request:
Time Allotted: 11.15am-11.35am (Wednesday, June 27)
Contact Author: Martin Ebner
University: Graz University of Technology, Austria
Email: martin.ebner@tugraz.at
Country: Austria
Abstract: Apps, E-Books, mobile Games etc. are an emerging field. This talk aims to present
why mobile technologies are influencing our teaching and learning behavior. Examples of didactical settings as well as experiences of iPad classes are carried out to see how traditional education can be enhanced by tablets. The presentation summarizes how learning of tomorrow will be assisted by upcoming technologies.

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<th>4. Jan Herrington (1 session)</th>
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<tr>
<td><strong>Title:</strong> Design-based research</td>
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<td><strong>Schedule Request:</strong> Time Allotted: 3.05pm-3.25pm (Tuesday, June 26)</td>
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<tr>
<td><strong>Contact Author:</strong> Name Jan Herrington, Murdoch University, Perth, Western Australia</td>
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<td><strong>Email:</strong> <a href="mailto:j.herrington@murdoch.edu.au">j.herrington@murdoch.edu.au</a></td>
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<td><strong>Country:</strong> Australia</td>
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<td><strong>Abstract:</strong> Design-based research (also known as design research and design experiments) is a promising approach to finding solutions to significant educational problems. This session will explain the background to the approach, and provide a practical introduction to its use in educational technology research.</td>
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<th>5. Min Liu (2 sessions)</th>
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<td><strong>Title:</strong> Quantitative research, qualitative research and mixed methods: Which one to use?</td>
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<td><strong>Schedule Request:</strong> Time Allotted: 2.45pm-3.05pm (Tuesday, June 26)</td>
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<td><strong>Contact Author:</strong> Min Liu, The University of Texas at Austin, USA</td>
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<td><strong>Email:</strong> <a href="mailto:mliu@mail.utexas.edu">mliu@mail.utexas.edu</a></td>
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<td><strong>Country:</strong> USA</td>
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<td><strong>Abstract:</strong> In conducting dissertation or thesis research, we will encounter the question of what research methodology to use. This session will provide an overview of quantitative research, qualitative research, and mixed methods; and discuss how to decide which to use.</td>
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| **Title:** Avoid possible pitfalls and be successful in your dissertation journey |
| **Schedule Request:** Time Allotted: 3.05pm-3.25pm (Wednesday, June 27) |
| **Contact Author:** Min Liu, The University of Texas at Austin, USA |
| **Email:** mliu@mail.utexas.edu |
| **Country:** USA |
| **Abstract:** In this session, we will explore and identify possible pitfalls to avoid in your dissertation journey and discuss strategies to maximize the value of your learning in conducting your dissertation research. |

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<th>6. Jim Hensman (1 session)</th>
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<td><strong>Title:</strong> New connections and wider dimensions: Creating collaborations and linking your research to emerging trends</td>
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<td><strong>Schedule Request:</strong> Time Allotted: 1.50 pm-2.10 pm (Tuesday, June 26)</td>
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<td><strong>Contact Author:</strong> Jim Hensman, Coventry University, UK</td>
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<td><strong>Email:</strong> <a href="mailto:j.hensman@coventry.ac.uk">j.hensman@coventry.ac.uk</a></td>
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<td><strong>Country:</strong> UK</td>
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| **Abstract:** Research is increasingly specialised and narrowly focused. How can new researchers especially find wider connections and develop new collaborations, particularly across disciplinary boundaries and engaging with emerging trends, that will benefit their research careers? This interactive session will use examples from emerging scholars at
Edmedia to demonstrate approaches and techniques to facilitate collaborative research and innovation.

7. Tel Amiel (2 sessions)

Title: **How not to think about technology in education**

Schedule Request: Time Allotted: 2.45pm-3.05pm (Wednesday, June 27)

Contact Author: Name Tel Amiel
- University: University of Campinas (UNICAMP), Brazil
- Email: tamiel@unicamp.br
- Country: Brazil

Abstract: In this session we will discuss some of the problems with the application of educational technology and ed.tech research. We will focus on some of the most common troubles with analyzing technology-in-use and some ideas to avoid problems with your research projects in educational technology.

Title: **Open, hybrid and emerging publishing models: Perspectives for emerging scholars**

Schedule Request: Time Allotted: 2.45pm-3.05pm (Thursday, June 28)

Contact Author: Tel Amiel
- University: University of Campinas (UNICAMP), Brazil
- Email: tamiel@unicamp.br
- Country: Brazil

Abstract: Open access has emerged as a powerful force in academic publishing. Multiple models are emerging, which include full free/libre publications from university presses and hybrid (pay to publish) proposals from new and existing publishing houses. These models propose "choice" and in doing so inherently challenge how academic make decisions regarding publishing their work. These issues are especially pertinent for scholars publishing from traditionally peripheral scientific communities (non-english speaking, poor) bringing up issues of cost, visibility, local production, and many others. Within this scenario, we propose to discuss some of the important decisions emerging scholars should consider when publishing their work to an international audience.

8. Mai Neo (2 sessions)

Title: **Constructivism and learning environments**

Schedule Request:
Time Allotted: 4.00pm-4.20pm (Tuesday, June 26)

Contact Author: Mai Neo
- Address: Faculty of Creative Multimedia
- University: Multimedia University
- Email: neo.mai@mmu.edu.my
- Country: Malaysia

Abstract: Constructivism is an important and effective learning approach to encourage and improve student engagement in the classroom. This talk will highlight constructivism as a learning framework, its background and its implementation in technology-backed classrooms.

Title: **Open, hybrid and emerging publishing models: Perspectives for emerging scholars**

Schedule Request:
Time Allotted: 2.45pm-3.05pm (Thursday, June 28)

Contact Author: Mai Neo
- Address: Faculty of Creative Multimedia
- University: Multimedia University
- Email: neo.mai@mmu.edu.my
Abstract: Open access has emerged as a powerful force in academic publishing. Multiple models are emerging, which include full free/libre publications from university presses and hybrid (pay to publish) proposals from new and existing publishing houses. These models propose “choice” and in doing so inherently challenge how academic make decisions regarding publishing their work. These issues are especially pertinent for scholars publishing from traditionally peripheral scientific communities (non-english speaking, poor) bringing up issues of cost, visibility, local production, and many others. Within this scenario, we propose to discuss some of the important decisions emerging scholars should consider when publishing their work to an international audience.

9. Heather Hughes (1 session)

Title: Re/Assembling the cloud: Patterns, problems, and potential of digital scholarship
Schedule Request: Time Allotted 11.35am-11.55am (Wednesday, June 27)
Contact Author: Heather Hughes
-University: Penn State University
-Email: hhughes@psu.edu
-Country: USA
Abstract: The emergence of digital media and ubiquitous computing is transforming the ways we produce and use information. This session will address some of the patterns, problems, and potential of digital scholarship in light of specific digital tools being used to support academic work.

10. Brent Wilson (2 sessions)

Title: Pedagogical capital: Strengthening and leveraging trusting relationships in online courses
Schedule Request:
Time Allotted: 4.20pm-4.40pm (Tuesday, June 26)
Contact Author: Brent Wilson
-University: Univ. of Colorado - Denver, USA
-Email: Brent.Wilson@ucdenver.edu
-Country: USA
Abstract: Drawing on an economic metaphor of exchange, we define pedagogical capital as the accumulated, actionable, mutual trust established between instructor and students, which can then be leveraged and expended by the instructor to encourage student participation in challenging but worthwhile learning activities. We discuss methods for building trust – including repairing relationships – and using accumulated capital for learning purposes.

Title: Co-teaching an online action research class
Schedule Request:
Time Allotted: 4.20pm-4.40pm (Wednesday, June 27)
Contact Author: Brent Wilson
-University: Univ. of Colorado - Denver, USA
-Email: Brent.Wilson@ucdenver.edu
-Country: USA
Abstract: We report our experience co-teaching an action research (AR) required as part of an e-learning master’s degree. Adopting a practice-centered stance we focus on the course activities of participants, with particular attention to the careful crafting of course elements with the goal of achieving an excellent learning experience.
**11. Scott H. Switzer (1 session)**

**Title:** Pedagogical capital: Strengthening and leveraging trusting relationships in online courses  
**Schedule Request:**  
Time Allotted: 4.20pm-4.40pm (Tuesday, June 26)  
Contact Author: Scott H. Switzer  
- Address:  
- University: Univ. of Colorado - Denver, USA  
- Email: sswitzer@uccs.edu  
- Country: USA  
**Abstract:** Drawing on an economic metaphor of exchange, we define pedagogical capital as the accumulated, actionable, mutual trust established between instructor and students, which can then be leveraged and expended by the instructor to encourage student participation in challenging but worthwhile learning activities. We discuss methods for building trust – including repairing relationships – and using accumulated capital for learning purposes.

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**12. Jennifer Linder-VanBerschot (1 session)**

**Title:** Co-teaching an online action research class  
**Schedule Request:**  
Time Allotted: 4.20pm-4.40pm (Wednesday, June 27)  
Contact Author: Jennifer Linder-VanBerschot  
- University: Univ. of Colorado - Denver, USA  
- Email: JENNIFER.VANBERSCHOT@UCDenver.edu  
- Country: USA  
**Abstract:** We report our experience co-teaching an action research (AR) required as part of an e-learning master’s degree. Adopting a practice-centered stance we focus on the course activities of participants, with particular attention to the careful crafting of course elements with the goal of achieving an excellent learning experience.