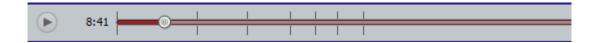the 11th Annual
e-Learning Festival
of the Durban University of Technology
23, 24 & 25 November 2011

Living in the 21st century, with technology

RECORDINGS

Please refer to the programme below - there is a link to each day's recording.
Once you are in the session, and you wish to access a particular presentation,
drag the indicator to the required recording index specified in the first column of the programme.

8:41

Thank you to everyone who contributed to making the festival a success.

Marí Peté

Festival Coordinator

DAY 1: 23 Nov 11

https://sas.elluminate.com/site/external/recording/playback/link/meeting.jnlp?suid=M.7F0BDCA4159EB0F2237DEB9E7D81D0&sid=2011174

Recording Index	Presentation	Speaker
17:30:00	Welcome & interface orientation	Marí Peté, Ed Tech CELT, DUT
20:50:00	Riverside reflections: first year information literacy	Karin Herbert, Library, DUT
53:15:00	Holding up the mirror: using blogs and journals to enhance reflective practice in a multi-disciplinary collaborative learning space for radiographers	Roshnee Sunder, Radiography, DUT
	Break	
1:51:36	Keynote: Open to sharing in higher education	Gabi Witthaus, Beyond Distance Research Alliance, University of Leicester
3:08:31	Are DUT students ready for e-Learning?	Dr Izel Botha, Homoeopathy, DUT
3:46:30	Old-fashioned drawing in a digital world	John Roome, Fine Art, DUT
4:30:00	Synopsis – end of day 1	Marí Peté

DAY 2: 24 Nov 11

https://sas.elluminate.com/site/external/recording/playback/link/meeting.jnlp?suid=M.038AE42A24AE0560403346A372974A&sid=2011174

Recording Index	Presentation	Speaker
0:16:00	e-Learning as scaffold for problem-based classroom interaction in specialist Occupational Health nursing education	Penny Orton, Community Nursing, DUT
41:00:00	Repurposing a Learning Management System - using Blackboard in academic management	Professor Graham Stewart, Deputy Dean, Arts and Design, DUT
1:36:05	Keynote: Developing e-resources for research: the case of the KZN Literary Tourism project	Professor Lindy Stiebel (UKZN) & Niall McNulty (MCN² Digital Heritage Consultants)
2:52:09	From exhibition to virtual exhibition via blogging and poetic tweets - collaborative reflective practice in jewellery design and creative writing	Chris de Beer, Fine Art & Jewellery Design & Marí Peté, Ed Tech CELT, DUT
3:42:00	Synopsis – end of day 2	Gita Mistri

DAY 3: 25 Nov 11

https://sas.elluminate.com/site/external/recording/playback/link/meeting.jnlp?suid=M.8A5C8B25581395447B7320B808438D&sid=2011174

Recording Index	Presentation	Speaker
8.35:00	Keynote: At DUT: Bathed in Bandwidth, Living in the Cloud	Professor Ahmed Bawa DUT Vice Chancellor
1:55:38	Web 2 tools in a 21st century classroom: quizzes, podcasts, Puzzlemaker and others	Roshnee Sunder, Radiography

PRESENTATION SYNOPSES

KEYNOTE DAY 1 (23 Nov @ 11.15)

Open to sharing in higher education
-- Gabi Witthaus, Beyond Distance Research Alliance, University of Leicester, UK

When MIT in the USA launched its open courseware initiative ten years ago, many people predicted that students would stop enrolling once they could access all the materials for free. History proved them wrong, however, as MIT's enrolment figures actually increased. A similar pattern was found at the Open University in the UK, which started making its teaching materials freely available on the Web in 2006. Inspired by these success stories, the UK government has been funding a range of OER projects at institutions across the country since 2009. Over time, the emphasis in the UK has shifted from simply releasing OERs towards engaging in open educational practices more broadly. At the same time, OER work has been ongoing in developing countries via organisations such as OERAfrica, UNESCO and the Commonwealth of Learning – in these cases largely focusing on meeting targeted needs for specific materials in particular contexts.
While the processes and products of OER projects internationally have been significantly influenced by the intentions of their various funders, a shift is now evident in the OER discourse: a genuine culture of openness is emerging, informed not by the need to meet project "deliverables", but by a sense of excitement felt by academics at the possibilities inherent in collaboration and sharing, based on their experiences of doing just that. New global initiatives such as the OER university aim to harness the goodwill of these players to make Higher Education more accessible to adults around the world.
This presentation will look at how openness is transforming higher education, and the implications for academics and institutions of engaging (or not engaging) in open educational practices.

(Bio – please see www.tinyurl.com/witthaus)

KEYNOTE DAY 2 (24 Nov @ 11.15)

Developing e-resources for research: the case of the KZN Literary Tourism project.
-- Professor Lindy Stiebel (UKZN) & Niall McNulty (MCN² Digital Heritage Consultants)

The KZN Literary Tourism research project is now in its ninth year of operation. Literary Tourism is tourism that deals with places and events from fictional texts as well as the lives of their authors. This could include following the route a fictional character charts in a novel, visiting particular settings from a story or tracking down the haunts of a novelist.

Literary tourists are specifically interested in how places have influenced writing and at the same time how writing has created place. In order to become a literary tourist you need little more than your favourite novel and an adventurous spirit. However there are literary guides, literary maps and literary tours to help you on your way.

The project runs an active website where it hosts a number of resources for research. These include a database of author profiles, literary videos, audio clips of writers reading their work, and digital versions of the literary trails produced by the project. All research produced by the project is also available through the research section of the website. This presentation will look at the KZN Literary Tourism project and the e-resources it has produced over the past few years.

KEYNOTE DAY 3 (25 Nov @ 9.00)
At DUT: Bathed in Bandwidth, Living in the Cloud
-- Professor Ahmed Bawa, DUT Vice Chancellor

As Durban University of Technology engages in its defining Curriculum Renewal Project it will engage directly with the challenge of understanding how it may bring the use of technology to bear on improving the culture of learning amongst its faculty and it students. This is not simply about understanding how to use technology to improve learning and teaching, it is about transforming the very nature of learning. This is an exciting project.

DUT STAFF PRESENTATIONS (In alphabetical order)

Botha, Izel (Dr) – Homoeopathy
Are DUT students ready for e-Learning?

The level of computer literacy and students' ability (readiness) to embrace self-directed learning are huge stumbling blocks on the road to effective e-Learning. The presentation would be centred around the problems and present possible solutions, particularly those that may be addressed through the curriculum renewal process.

De Beer, Chris (Fine Art & Jewellery Design) & Peté, Marí (Educational Technology, CELT)
From exhibition to virtual exhibition via blogging and poetic tweets - collaborative reflective practice in jewellery design and creative writing

Our paper takes a snapshot of a multi-disciplinary collaborative journey –creative paths intertwining during a poetic response to a jewelry exhibition. We share a commitment to reflect overtly on creative practice, modeling this to students who are required to do the same. We are also both intrigued by the challenge of combining physical and virtual spaces and ways of being in the creative-reflective process. During this project a physical exhibition is gradually being transformed into a blog-based exhibition with new dimensions. Poetry responses (haiku and other forms of "micro poetry") have been posted on the blog and tweeted out on Twitter. Our presentation endeavours to frame our experiences, the dimensions of this project and its impact on our art.

Herbert, Karen - Library
Riverside reflections – first year information literacy

This presentation provides some reflections on the introduction of a Blackboard classroom into a first year information literacy programme as offered from Durban University of Technology Riverside Library. The presenter will attempt to answer questions such as, "Did the students like it, use it? Was it helpful? Is it sustainable? What were the challenges?"

Orton, Penny – Community Nursing

e-Learning as scaffold for problem-based classroom interaction in specialist Occupational Health nursing education

This presentation focuses on the use of a blended learning strategy to address the challenge of mature students, who are in full time employ attending a specialist nursing programme. Enveloped in a constructivist philosophical paradigm, e-Learning is used as a scaffold for the problem based classroom interaction. Occupational health is a specialized nursing field, the training of which occurs post basic nursing training. Nursing being a skills based profession faces the challenge of bridging the theory practice divide and the blended learning method offers opportunities to address this challenge.

Roome, John – Fine Art and Jewellery Design

Old Fashioned Drawing in a Digital World

Some years ago I was a complete computer-phobe. Then my wife, Nirmi, persuaded me to enrol for the *Pioneers Online* course. Kicking and screaming, I went. It changed my life in a number of ways. Not only did it change my attitude to computers, it changed my approach to teaching. Unexpectedly it also changed my approach to making art. I became interested in how basic programmes such as *Paint* and *Moviemaker* can be used to make drawings and animations. I have introduced these ideas to my students with great success and I am now embarked on a new adventure: a doctoral study with the title "*Creativity, play, and basic computer programmes: an autoethnographic exploration of fine art practice".* In my presentation I will share some of my findings.

Stewart, Graham (Professor) - Deputy Dean, Faculty of Arts and Design

Repurposing an LMS - Using Blackboard in Academic Management

This paper explores the potential for using a Learning Management System (LMS - in our case, WebCT/Blackboard) as an academic management tool in the Faculty of Arts and Design at the Durban University of Technology. The online faculty portfolio (usually referred to as "EXCO Online") was developed in 2007 to provide a single secure online space to connect heads of department whose programmes are dispersed geographically over six different sites of delivery. EXCO Online contains key planning and policy documents and was also intended as a space for sharing views and information around faculty operations, institutional strategy, and for expediting decision-making by the executive committee of the Faculty Board (EXCO). Crucially, using the LMS has the added advantage of familiarising academic managers with the capabilities of online learning technology, thereby enhancing their understanding of e-learning and blended learning as an instructional medium.

Sunder, Roshnee – Radiography
Holding up the mirror: using blogs and journals to enhance reflective practice in a multidisciplinary collaborative learning space for radiographers

Computer-supported collaborative learning (CSCL) is an important area for active research in social constructivism. The intention in my classroom was to create opportunities for autonomous learning in a heterogeneous 4th level radiography student group, by developing 21st century skills of ICT, communication, critical thinking and reflective practice. The emergence of web 2.0 applications makes it possible for me to explore the usefulness of CSCL, by incorporating blogs and journals for individual and collaborative learning activities. Blogs and reflective journals are welcomed learning tools that provide suitable collaboration and knowledge sharing spaces and promote lifelong learning skills, actively engage students and most importantly help develop the course of their own learning.

Sunder, Roshnee – Radiography
Web 2 tools in a 21st century classroom: quizzes, podcasts, Puzzlemaker and others

Web 2.0 technologies have great potential as learning tools, particularly in a 21st century classroom. Generation Y learners (millenials, digital natives) are said to be digitally literate and socially connected. They tend to prefer structure, immediacy, working in groups and are predominantly visual and/or kinesthetic learners. With this in mind, my 2nd level classroom was created to meet the demands of 21st century learning. I am driven by a passion to provide support for my students, while at the same time I want to encourage independent, self-paced learning and enhance a motivation to learn. Let us explore how the learning modules, quizzes, podcasts, assignment tool and other web applications like puzzlemaker helped meet the demands of both my Gen Y students and myself.

"LIVING IN THE 21ST CENTURY WITH TECHNOLOGY"
A selection from a series of haiku tweeted on Twitter for World Poetry Day

Haiku is an ancient form of Japanese poetry consisting of 3 lines, with 5, 7 and 5 syllables respectively.
Haiku is well suited to Twitter which only allows 150 characters per tweet.

BBM, MacBook / basketball hoop handyman / teenager today! (Angela Crocker)

Kungfu computer nerds / strike in haiku words / tweeting like e-birds. (John Roome)

On-line learning: chore? / Possibilities galore! Too old? Nevermore! (Wolf Bernhardt)

My message fills space / e-mail vapour trails linger / thoughts winging homewards. (Pieter Scholtz)

Man alone reading, / his iPad glows in the dark - / no paper rustling. (Marí Peté)

The calligraphic / artistry of the haiku / has gone up in tweets. (Brett Beiles)