

FGS2013 Abstracts

Name: Alexander Amigud

Title: Identity Assurance of Remote Learners: Implications for Distance Education

Abstract: Physical separation of students and instructors creates the gap of anonymity and limited control over the remote learning environment. The ability of academic institutions to authenticate students and validate authorship of academic work at various points during a course is necessary for preserving not only the perceived credibility but also for public safety. With the growing scope of distance education programs that permeate critical areas such as healthcare, airspace, water management and food solutions, universities have a moral obligation to employ secure measures to verify learning outcomes. This study examines the measures universities with large distance education programs employ to align identity of learners with the academic work they do, as well as examine effectiveness, challenges and barriers to their implementation. The research was undertaken using a multiple case approach and examined survey responses from academic administrators at five officially accredited post secondary institutions in three countries. The cases examined in the study include: Athabasca University, Open University UK, Penn State University World Campus, University of Maryland University College and eConcordia– Concordia University's distance learning facility. This study is not an exhaustive attempt to examine all aspect of academic integrity, but rather to create awareness about various learner authentication strategies. This study confirms that secure learner authentication in distance education environment is possible. However, with greater pressure to enhance security of learner authentication, the openness of open learning is challenged and may change as we know it.

Name: Alexander Mottus

Title: Teacher Decision Making in a Ubiquitous Learning Environment

Abstract: Rationale/Background

The ability for teachers to support students in ubiquitous learning environments has proven to be very challenging due to the limitations caused by physical distance and asynchronous communication methods. This been has been further complicated by the dynamic nature of the learning process and a dramatic rise in the number of digital resources combined with those found in the real world. This has generated a vast amount of information in terms of learning interactions, mobile anywhere, anytime access, peer associations, and demographic materials. While data mining, adaptive learning systems and other education support techniques have provided a number of tools they have yet to create a universal method of assisting students. These mechanisms have also focused on replicating the expertise provided by teachers rather than supporting them.

Purpose

To reconnect teachers and students in a ubiquitous learning environment, an educational decision support system has been proposed in the form of an interactive dashboard to empower teachers with the ability to access student learning process information along with machine generated recommendations. The design has also focused on ways of expressing data mining outcomes using methods which have highly visual components in order to promote ease of access.

Method of Implementation

This research has developed a prototype for a decision support system design along with an evaluation of the tools used to construct the dashboard.

Results

The prototype from this research has provided a proof of concept which will be demonstrated along with a discussion on future work to derive feedback from teachers and researchers alike.

Implications

The proposed solution seeks to allow teacher to virtually observe students and gain operational awareness of when those students encounter problems. Such a solution would create a ubiquitous learning environment that is content rich with the supports found in a face to face scenario.

Name: Amy Mills-Guest

Title: An Integrated Counselling Approach For Clients Who Suffer From Chronic Pain

Abstract: Integrating developmental models of counselling with career counselling is a compelling treatment approach for clients who suffer from chronic pain. Developmental models of counselling provide a means for clients to understand how to improve their mental health, well-being, and ability to maintain life roles by helping them navigate the complex, and often negative, relationship between their experience of pain and their mental health. Career counselling helps clients highlight professional activities that offer a sense of positive reinforcement and facilitate the achievement of life goals. The integration of these two approaches empowers clients to make decisions that positively align with their life goals and ultimately helps them establish purpose, direction, and meaning in life after the onset of pain.

Name: Athena Elthon

Title: Factors that Contribute to Women’s Participation in Senior M

Abstract: Building on the organizational theories of past feminist researchers, this research provides a unique view into women’s perspective on working in the oil and gas industry in downtown Calgary, and more importantly what influences women’s decisions to participate in senior management. This research was conducted using the Grounded Theory (GT) method of qualitative research which focuses on the results that emerge from the data, rather than creating a hypothesis and then finding supporting evidence. Due to the use of GT as the primary methodology, the highlight of this report is the sociological themes resulting from hours of “coding the data” and identifying consistent themes found between ten separate personal interviews with women in middle management positions in the resource exploitation industry in Calgary. Additionally this paper will analyze literature available in academic journals and in popular media, specifically on the topic of women’s absence in leadership roles, most notably Sheryl Sandberg’s book Lean In (2013) and the Credit Suisse Research Institute’s report Gender Diversity and Corporate Performance (2013). The research presented in this paper built upon the theoretical data presented in Liff and Ward’s 2001 article and Kelan’s 2008 article, both which focused on women’s lack of interest in participation in senior management positions and the factors that contribute to their non-involvement.

One of the primary themes resulting from this research was that women interviewed were not interested in the top senior management positions if the job included high stress or that there was an expectation that they sacrifice their quality of life. Further, increased wages were not perceived to be an acceptable incentive because those interviewed valued a different economy

outside of monetary benefits or traditional male prestige. The respondents viewed this position as empowering themselves by not participating in unacceptable work scenarios; that being patriarchal senior management.

Name: Candace Brown

Title: Student Perspectives on the Facilitation of Multicultural and Social Justice Competency through Graduate Education

Abstract: Rationale/Background

The purpose of this research was to gather information from counselling students regarding their perceived preparedness to engage in multicultural and social justice practice resulting from their education.

Research Questions

Three research questions guided the current study: What aspects of education help pre-service counsellors to adopt MC/SJ tenets? What gaps do students identify between their education and their needs for MC/SJ competency? How can counsellor education be enhanced to enable counsellors to overcome barriers that they may experience in their professional practice roles?

Methodology

The Critical Incident Technique (CIT) was used to document 32 participants' perceptions relating to their professional education at 2 universities in Alberta. A coding scheme and thematic analysis were applied to data collected from online surveys.

Results

Three organizing taxonomies were formed from the outcomes of the participant experiences: (a) competencies facilitated, (b) barriers encountered, and (c) gaps identified. From these categories, 3 global themes emerged. The competencies facilitated category contained the most codes which indicated that students related more positive experiences than barriers and gaps in their MC/SJ education. The second theme indicated that most participants attributed their MC/SJ education to a single-graduate course versus infusion throughout graduate program. The third theme showed that students gained awareness and knowledge of MC/SJ key concepts but lacked skill acquisition to engage with these concepts in counselling practice.

Implications

This study potentially informs the ways that professional counsellors and psychologists are prepared for working with diverse client populations. At the practical level, implications centre on the documentation of student counsellor views regarding their roles and responsibilities; understanding students' perceived barriers within their professional roles; and identifying students learning needs. At the professional level, results support the continued development of culturally-sensitive curriculum and learning processes.

*** Research is part of SSHRC funded study by Arthur & Collins (2010-2013).

Name: Chantal LeBlanc

Title: Parent Perceptions and Satisfaction with Child Life Specialist Interventions and the Role of Child Temperament

Abstract: Background

The role of child life specialist (CLS) has evolved from "play lady" to a university prepared professional whose role is to reduce anxiety and distress of infants, children and youth experiencing stressful life events, particularly in health care settings. However, most people are unfamiliar with the role.

CLSs use play to promote normal development, expression of thoughts and feelings and to model and practice coping strategies. Although there is literature supporting the benefits of preparation and procedural support, other CLS interventions, parent perceptions of CLS

interventions and the role of child temperament in delivering these interventions have not been studied.

Research Questions

The purpose of this study was to assess parent perceptions of CLS interventions, determine gaps between interventions desired and received, and determine satisfaction with interventions provided. The secondary purpose was to examine the relationship between child temperament and parent perceptions of CLS interventions and satisfaction.

Method

Parents of children aged 12 months to 7 years completed questionnaires prior to discharge from hospital focused on: parent's knowledge of the role of CLSs, the need for CLS interventions, intervention(s) received, parent satisfaction with said interventions and a standardized child temperament questionnaire.

Results

Forty-nine (49) families participated; a 90% response rate. Findings indicate 65% of parents were not aware of the role; families received the interventions needed (85-95%), and were satisfied with the interventions received (85-95%). Child temperament did correlate with parent perception of the need and receipt of interventions and the number of interventions received.

Implications

Families need to be informed about the role. The current CLS screening tool identifies children requiring interventions. Child temperament is a valuable indicator for interventions. Families are receiving the services they need and are satisfied with said services. Finally, parent comments suggest clearer discussions about CLS assessment and plan of care are needed.

Name: Collin Madland

Title: Structuring Student Interactions in Online Distance Learning: Exploring the Study Buddy Activity

Abstract: Rationale/Background

Interaction in one of several different modes (student-student, student-content or student-teacher) seems to be a necessary condition for student learning to take place. One way to promote positive student interactions and deep approaches to learning is to offer a structured study buddy activity where students review each others' assignments prior to the assignment deadline. Deep approaches to learning are characterized by the appropriate use of high-level cognitive skills for tasks which require them. Students taking a deep approach seek to understand ideas in context and apply their learning to other concepts. Students taking a deep approach to their learning are doing the things required of critical thinkers. Grounded in literature on critical thinking, student approaches to learning and cooperative learning, Colin's M.Ed. thesis research explores the value of the study buddy activity from the perspective of students who have participated in the activity.

Research Question

Do online graduate students who participate in a structured study buddy activity tend to use deep approaches to their learning?

As a collaborative learning activity, does the study buddy activity provide sufficient scaffolding to promote deep approaches to learning?

In what ways do students find value in the study buddy activity?

Methodology

This project is following a sequential mixed method (QUAN/QUAL) approach.

Results/Findings

Data collection for this project is not yet complete, however, it is anticipated that the data will show that students are encouraged to take deeper approaches and also that they find value in the cooperative nature of the activity.

Implications

It is anticipated that the findings from this project will suggest implications for instructional designers, administrators, instructors in graduate-level distance education as well as graduate students desiring to take a deep approach to their learning.

Name: Diane Meyia Mengue

Title: THE QUEST FOR AUTHENTICITY IN WEST AFRICAN VIDEO-FILMS: AN INTERDISCIPLINARY STUDY

Abstract: This interdisciplinary study aims to determine what is authentic in West African (WA) video-films. The issue of authenticity is fast becoming important in film studies. WA filmmakers use an anti-colonial, emancipatory pedagogy in some of their films to represent the African life to the world. Because WA video films use some western film styles, African cinema critics argue that the video-film is an in-authentic representation of WA. My research asks: what form does the authentic take in WA video-films? This paper argues that WA video-films portray an “alternative” representation of WA, where the video-film is commercial, but introduces traditional, cultural, and contemporary lifestyle elements genuine to the representation of West African life. The research method includes a literature review of West African video-film that integrates various disciplinary insights. In addition, I conduct a discourse analysis of the WA video film – Double Shift – to test my interdisciplinary understanding of the authenticity in WA films. As a result, WA video films do not only focus on entertainment, but also ensure that key elements of WA culture, tradition, heritage, language, are used in the film, and that their aesthetic represents WA values. In other words, the WA video-film industry is oriented towards an “alternative” rather than an “authentic” representation of West Africa.

Name: James Mackintosh

Title: Harold Innis and distance education: "A Plea for Time".

Abstract: Rationale: It appears that new technologies are rapidly changing our concepts of space and time. Research tends to focus on particular case studies rather than the development of underpinning theories and approaches. An understanding of Canadian scholar Harold Innis’ notion of time and space can inform distance education practice. Space-biased media (e.g., paper and print) extends cultural patterns over space. Time-biased media (e.g., clay, stone, and speech) endure over time. Innis considered speech to be a time-biased medium because it requires the relative stability of community over time.

Research Question: To what extent does current distance education literature reflect a space-bias in distance education technology as defined by Innis’ notion of time and space?

Methodology: Through the framework of Innis’ “bias of communication”, this study uses a content analysis to examine the distance education literature as represented by the articles, editorials, and reviews, in five particular major peer-reviewed distance education journals published between the years 2000 and 2012. (The journals are American Journal of Distance Education, Journal of Distance Education, Distance Education, Open Learning, and the International Review of Research in Open and Distance Learning). These journals are the most

respected in the field and together contain a solid and comprehensive representation of current distance education practice.

Implications: Highly perishable space-biased media with a global reach appear to dominate in our contemporary network society. New technology configures time and space in network society just as we might expect that it is so in distance education. This study examines whether distance education technology, like technology in network society, is heavily biased towards space to the exclusion and pervasive neglect of time. This research is a work in progress.

Name: Jean Smith

Title: A Double Whammy! New BN Graduates' Transition into Rural Acute Care

Abstract: Rationale/Background: Each year, a number of new baccalaureate nurse (BN) graduates will transition into Canadian rural acute care nursing. While Canadian and international investigations about the phenomenon of novice nurse transitions have been conducted, findings have been based on data from urban or urban/rural mixed participant cohorts. Consequently, little is known about new BN graduates' transition experiences into specifically Canadian rural acute care nursing. Exploring this phenomenon is timely in light of current Canadian evidence signifying high registered nurse (RN) retirement rates, migration of senior RNs to urban centres, and low novice RN retention rates in rural communities.

Research Question: The research process was guided by the question: "How do new BN graduates describe the experience of transitioning into the rural acute care environment?"

Methodology: To begin to address the gap in the literature, Thorne's qualitative Interpretive Description research approach was conducted to generate knowledge about the phenomenon of transition as it relates to the rural acute care environment. This approach facilitated the interpretation of individual and group perspectives about the phenomenon of transition and identification of strategies to support positive transition experiences. Following ethics approval by Athabasca University's Research Ethics Board, a sample of 12 new Alberta BN graduates was recruited from across the province of Alberta. Face-to-face interviews were conducted and constant comparative data analytic techniques were used.

Findings: Findings include the overarching theme of "A Double Whammy" and the major themes of "A Surprise: I'm A Generalist!" and "A Shock: I'm It!"

Implications: Findings to date suggest three strategies that could positively influence new BN graduates' transition into rural acute care nursing: student preceptorship placements in rural facilities, formalized comprehensive orientation programs, and access to on-site clinical nurse educators.

Name: Jennifer McCue

Title: Empowering the Female Voice: Interdisciplinarity, Feminism, and the Memoir

Abstract: Women's voices, historically, have been silenced or Othered, but, through the interdisciplinary genre of the memoir, women are able to write from a female perspective and create a strong voice for feminism. By sharing the reality of the female experience, the memoirist ultimately reveals truths about her own life and, in doing so, examines the world in which she lives—especially with regard to gendered identity and social norms. This paper explores feminist and interdisciplinary aspects of the contemporary female-authored memoir. I focus on two key feminist issues—women's role or gendered identity and the male gaze—within the memoirs of bell hooks, Caitlin Moran, and Tina Fey, incorporating interdisciplinary

and feminist perspectives. Through their personal narratives, Moran, hooks, and Fey, explore politically charged topics (that are often silenced due to social stigma), while voicing their feeling of dissent toward social and gendered norms; ultimately, generating and promoting important feminist discourse.

Name: Julie Shattuck

Title: Training higher education adjunct faculty to teach online: A design-based research study

Abstract: Rationale/Background

This presentation focuses on the results of a doctoral study that evaluated whether MarylandOnline's Certificate for Online Adjunct Teaching (COAT) course effectively helped prepare higher education instructors to teach online. COAT was designed to address a challenge many institutions face: the need to provide quality training for part-time instructors.

Research Question

The guiding question for this study was: What characteristics of the COAT course, if any, made a difference to alumni's professional practice?

Methodology

Using a design-based research methodological approach within an interpretivist research paradigm, this study used mixed methods data collection tools, (questionnaire, online asynchronous focus groups, analysis of archived online courses, and interviews), and grounded theory data analysis techniques.

Results/Findings

This study found that not only adjuncts with no online teaching experience, but also experienced online instructors, full-time faculty, and nonteaching professionals completed the COAT course. Research participants identified that the experience of being situated as students in an authentic online course focused on online teaching and learning influenced their later online teaching, campus-based teaching, and nonteaching professional practice. Focus group participants cocreated an observation protocol that was applied to archived courses taught by COAT alumni, and it was found that instructors, as reflective practitioners, took from their COAT experience instructional approaches and competencies that were appropriate for their specific teaching situations.

Implications

Although limited to a particular context, the original contribution to scholarship of this study was the articulation of design principles that may be useful to researchers and practitioners working in the area of online instructor training.

Name: Lizelle Tucci

Title: Mobile Technology in Dental Hygiene Education and Practice

Abstract: The adoption of mobile technology in the education of health care practitioners has recently become more widespread. This is due in part, to an increased need for immediate access of information at the point of care. For example, physicians use mobile devices in their medical practice for decision support, as well as collecting and accessing data. There is a growing body of literature exploring the use of mobile technology such as smartphones and tablets in nursing education. Benefits, barriers, and strategies for successful implementation have been described. As more dental hygienists work in independent settings, the use of mobile technology at the point of care is essential to provide optimal oral health care. It is important to identify the current use of mobile technology in clinical practice and education,

and dental hygiene clinicians', educators' and students' perceptions about this use. This would provide key information in the proper use and adoption of mobile technology into current curricula and practice. Two research questions are addressed. (1) What is the current use of mobile technology in dental hygiene education in Ontario? (2) What are these faculty and students' perceptions about using mobile technology in dental hygiene education? The study involves a qualitative mixed methods design of descriptive statistics with descriptive interpretation of interviews. In this presentation I will share findings of my Master's theses (in progress) in which I am finding that there is limited use of mobile technology in dental hygiene education however students and faculty express a need in current curricula. Main barriers to adoption include technological difficulties, lack of training for both educators and students, and infection control. Both educators and students have employed strategies to overcome some of these barriers. Further inquiry is necessary to obtain best practice guidelines.

Name: Margaret Clappison

Title: Motivations for Implementing Corporate Social Responsibility

Abstract: The pilot study was launched to understand the Canadian perspective on Corporate Social Responsibility (CSR). Interviewing upper management in companies engaged in CSR revealed managerial issues, transparency, governance accountability and sustainable development motivations.

The modern concept of CSR probably began in 1953 when Bowen reflected businesses had obligations to make decisions using society's values. Twenty years later the literature suggested business's CSR definition include responsibilities expected of private citizens such as being a good neighbour, doing no harm and solving community problems. Recently international research indicated CSR motives included economic profit; marketing; compliance; changing societal norms, internal ethics; and responsibilities to protect and support society. This pilot study research was conducted to discover how and why Canadian companies are motivated to implement and practice CSR.

Employees in senior management working for Canadian companies that engaged in CSR activities were interviewed. The population consisted of entities on the Toronto Stock Exchange (TSX) and in Corporate Knights as "Best Corporate Citizens" at least once in the years 2010-2012. Using the Grounded Theory (GT) research method open-ended questions were asked, an open mind maintained and the constant comparison method used to develop concepts through examining, categorizing and comparing the data.

The data analysis suggested companies had many similarities; most concentrated on using communication, honesty and transparency to create societal change and actively engaged in solving society's problems. Companies indicated following society's norms of ethics and philanthropic responsibilities, volunteering and accountability to communities was essential to be corporately responsible.

Results found most corporately responsible companies accepted the challenge of a business model centered on ethics and social responsibility. This implies Carroll's pyramid transforms into a rhombus as corporations increasingly accept the challenge to adhere to societies' demands for the more comprehensive responsibilities of ethics and philanthropy.

Name: Marguerite Koole

Title: Preparing Learners for Online Doctoral Study: Readiness App

Abstract: Introduction:

Regardless of modality (online or face-to-face), statistics show that current completion rates (within a 10-year period) in doctoral programs range anywhere from 30 to 70 percent. One solution is to help potential doctoral students reflect upon their readiness—prior to applying. To this end, I have begun development of an app based upon the results of recent research.

Research objectives:

The objective of my research was to explore the variety of social discourses that shaped doctoral students' views of themselves and how these discourses affected their positioning within their social, personal, professional, and academic contexts. Helping learners to identify sources of support and other potential challenges could help to identify stressors that may affect dropout and/or persistence.

Methodology:

The main theoretical lens used in this study was Harré's (2010) social positioning theory in which social interaction is viewed as the foundation of behavior and learning. Within this view, identity formation is viewed as a cyclical learning process within social contexts. Nineteen doctoral students were interviewed. The resulting transcripts were subjected to discourse analysis and open coding for thematic categories. The results guided the design of a doctoral readiness app.

Results:

Six main areas of social positioning emerged: general-societal, friends-family, professional, cohort, academic-department, and the academy. Each of these "social locations" presented opportunities for support as well as potentially troublesome challenges to their persistence. Participants described alienation, indifference, hostility, encouragement, and a variety of other reactions and challenges.

Conclusion:

Based on my research in social positioning, this app is being developed to assist potential doctoral students to reflect upon and assess their personal situations prior to application. In this presentation, I plan to demonstrate the app and how I will use it for further research on doctoral student readiness.

Name: Martin Boucher

Title: The Political Economy of Sustainable Urbanization

Abstract: Background:

Over 50% of the world population now live in an urban, suburban, or peri-urban setting. This is combined with the global trend towards pending anthropogenic environmental calamity. As such, in timely fashion, this project delves into the complexities of the global political economy of sustainable urbanization. This study incorporates an understanding of global trends in urbanization, sustainable technologies and practices, social economic theory, and their relation to environmental urban sustainability.

Purpose:

The purpose is to present a concise, wide angle perspective, of the political economy of sustainable urbanization in the global context. The intent is to fill the void in the academic community with regards to the study of urban sustainability and the study of political economics.

Type of Literature Review:

This review is a meta-synthesis of political science, economics, global studies, urban planning,

civil/environmental engineering, environmental studies, and sustainability studies.

Results:

The current political economic structure that dominates the world has incompatibilities with the goal of urban sustainability. Roadblocks to urban sustainability are more often linked to improper policy, insufficient political will, and/or a misallocation of economic structuring than to the limitations of scientific innovation. There have been significant innovative gains with sustainability technologies and processes in the urban setting however, these developments have often not translated into noteworthy initiatives. Urban areas that have been more successful in developing sustainability initiatives have done so by challenging the mainstream political economic structure.

Implications:

Future research into urban sustainability will need to incorporate both the social and scientific implications of urban development. These perspectives, often dealt with in isolation, will need to be addressed as a singular topic. Traditional metrics of evaluating urban development will need to be reconfigured to include parameters that can promote sustainable urban growth from an interdisciplinary perspective.

Name: Melanie Bennett

Title: D'Olympe de Gouges « À la reine » : Equality Before the Guillotine

Abstract: Olympe de Gouges was a French proto-feminist revolutionary who was guillotined for her position against capital punishment.

Playwright and author of political texts, she imitated and subverted normative male genres of writing. In response to the Revolution's 1789 Declaration of the Rights of Man and of the Citizen, she wrote the first Declaration of Women's Rights in 1791 to address how its shortcomings affected women citizens negatively. Her Declaration was prefaced by a letter to the Queen, Marie-Antoinette, which this paper analyses.

The purpose of this paper is to examine how Olympe de Gouges uses her voice as a woman to publicly express herself in a masculine literary genre at a time when women's roles were relegated to the private sphere. Disseminating her political ideals in writing was an affront to the public sphere, which was reserved for men only. In her letter, Olympe de Gouges positions herself in relation to the Queen both horizontally and hierarchically. On the one hand, she places herself as socially inferior as a subject, but also calls upon the Queen from the perspective of a woman. Her manipulation of literary conventions, her imperative tone, and her use of oppositions breaks down the linearity and hierarchical relationships established by the monarchy.

Olympe de Gouges' was sent to the guillotine, as all women, with her head shaved like an adulteress. With her head fell her excessive use of Reason. Contemporaries and historians alike perceived her to be suffering from a well-known malady: l'hystérie révolutionnaire.

Many of Olympe de Gouges' ideas have been adopted in modern politics and yet her contributions to the French Revolution, to literature, and to feminism are not well known. This paper highlights her contributions by means of a textual analysis of both the form and content of her letter to the Queen.

Name: Patricia McNeal

Title: Corporate Social Responsibility (CSR) and Globalisation: The Legitimacy Quandary

Abstract: Background

A review of the literature has revealed some interesting developments in Corporate Social

Responsibility (CSR). CSR is experiencing a surge in interest again and globalisation is the main reason for the uptake. Large international corporations (multinationals or MNCs) have been moving offshore to areas with little regulation and where they face a diverse array of cultures and social values. To cope, they have taken on new responsibilities, like governance, regulation and democracy. Nongovernmental organisations (NGOs) have been critical of these changes, and they are not the only ones concerned. Citizens have been demanding more accountability of corporations - MNCs in particular, registering their concern through steep declines in public trust. MNCs see their legitimacy being challenged, and have been adopting CSR programs. But the trend in low levels of public trust continues.

Purpose/Type of Literature Review

As part of the first year of study for the DBA, a literature review was done to gain a deeper understanding of the CSR literature, identify gaps and help the student gain more focus and clarity around the ultimate research question.

Results

There is an abundance of CSR research around theory and definitions, but a significant gap exists around the measurement of CSR's social effects. There may be a 'near perfect storm' for the researcher interested in CSR: the re-emergence of CSR through globalisation, the public's distrust for MNCs and MNCs' concern for a loss in organisational legitimacy.

Implications

Some new research may be undertaken to explore these conditions using Legitimacy Theory. Legitimacy is both widely accepted and important in the assessment of organisational outcomes and impacts on society. Legitimacy dimensions may be used to evaluate CSR programs and test the alignment/misalignment of social values and the values and behaviours of MNCs.

Name: Patrick Yang

Title: Designing Solutions Around Learning Analytics

Abstract: Rationale/Background

Organisations generate data at an unprecedented rate. School boards across North America are no exception and share in the challenge of transforming data into practical actions.

Purpose

The evolution of Data Mining and Analytics have led to Learning Analytics which seeks to combine big data with statistics and modeling to leap from a descriptive stance to a predictive mode leading to successful outcomes. What will it take for the next development to inform a prescriptive approach from available data?

The guiding research question stands at this time as:

What is the influence of learning analytics on student success rates between K12 organisations engaged in such initiatives and those which are not?

Type of Literature Review

The paper presents the beginnings of a systematic literature review forming the preliminary chapters of a doctoral dissertation in a field with less than five years of existence.

Results

Though a research methodology remains to be defined and no empirical evidence has been assembled, the paper will present a view of the field, past and present, and hint at ways to achieve the goal of student success.

Implications

The accelerated growth in the body of literature on data-driven education since 1990 points to the interest in the topic, as well as to a few gaps:

- predominance of higher learning (Ferguson, 2012)
- application of the knowledge gained

This type of research could contribute to the efficient use of limited resources.

Ferguson, R. (2012). The State of Learning Analytics in 2012 : A Review and Future Challenges a review and future challenges. Media. The Open University UK. Retrieved from <http://kmi.open.ac.uk/publications/techreport/kmi-12-01>

Name: Rose Mary Craig

Title: Personal Letters: Vehicles for Truth? A Literary Critical Review of the Personal Correspondence of Margaret Atwood and Margaret Laurence

Abstract: This paper examines Margaret Laurence's and Margaret Atwood's personal correspondence through literary theory, particularly autobiographical and feminist critical theories, and explores such issues as truth, subjectivity, and the self.

The voices of the two writers at the centre of this paper have contributed significantly to the body of work by Canadian writers, especially female Canadian writers. Laurence and Atwood were contemporaries in the Canadian literary field from the 1960's until Laurence's death in the mid 1980's. Laurence was primarily a novelist and short story writer. Atwood was and still is a novelist, short-story writer, poet, and playwright. Both writers featured female protagonists and perspectives. The females were often strong, sometimes flawed, and usually struggling within a patriarchal setting.

Both authors were copious letter writers and maintained personal correspondence with a myriad of friends, family members, colleagues, and other Canadian writers. Their letters discussed their writing processes, being working mothers in an era when it was not socially acceptable, and relationships with their mothers, their children, and men. Often, what appeared in their personal letters, later appeared as situations, characters, or themes in their novels. Their letters documented their lives and were then reflected in their novels.

It is important to consider the life writings of Laurence and Atwood. They contributed to the Canadian canon of literature by revealing and defining national identity through their protagonists' 'small' personal stories while simultaneously presenting 'large' universal themes of women's lives. This lends an intimate feel to the two writers' novels and causes readers and critics alike to posit that Laurence and Atwood inject their true personal thoughts and feelings into their fictional works; that their novels are actually autobiographical, or minimally semi-autobiographical, in nature. Are these authors' fictional works repositories for autobiographical truth? Are personal letters vehicles for truth?

Name: Sheri Oberman

Title: Dissertation Innovation

Abstract: Doctoral programs converge on one document and one conversation. McLuhan said the medium is the message. The dissertation is a very specific vehicle, that drives one process, assessment of the research project. Intended as a format for packaging up student research, new thinking has come to the dissertation. Dissertations are a format unique to that environment of doctoral education and are often thought of as a spring board to books or articles. Come to the session to learn about innovations to the dissertation. Learn about:

- The collaborative dissertation
- Collaboration in a dissertation
- Beyond the dissertation as monograph
- Networked Research: the next nexus?

Ingenuity comes to dissertations with some students putting their 'works in progress' up on the net for input, commentary, critique, feedback, editing etc.

The idea of networked research will be discussed. Although networked research is at present not available to doctoral education, the research captures the synergy of research which finds the names the most recent virus to threaten pandemic, in the digital world.

The paper comes from the literature review process and references thought leaders and innovators in doctoral education.

Name: Skylar Malito

Title: Brief dynamic therapy: A hybrid approach to treating mental illness

Abstract: This presentation will review the state-of-the-art understanding of Brief Dynamic Psychotherapy (BDP) and its place in modern-day practice. The purpose of this presentation is three-fold: 1) To introduce a contemporary look at psychodynamic theory and practice; 2) To discuss what place BDP has among a psychopharmacological-oriented treated society and; 3) To propose curriculum for educating new counsellors on this exciting and innovative way of doing therapy. This presentation will be relevant to anybody in the mental health field who wishes to learn more about contemporary brief psychodynamic practices as well as counselling educators who are looking to integrate BDP theory and practice into their curriculum.

Name: Sze Kiu Yeung

Title: Synchronous computer-mediated instruction: Towards a pedagogical model for effective distributed learning

Abstract: Rationale/Background

Pedagogy and technology, in particular, synchronous technology, are the focus of this study. While pedagogy for both classroom and online learning has been widely studied, there is little coverage in the literature on a coherent pedagogical model about synchronous computer-mediated instruction (CMI). The aim of this study is to investigate synchronous CMI in the context of SIM University.

Research Questions

- (1) Among a class of Diploma in Management Studies (DMS) students at SIM University, what differences, if any, can be detected in learning effectiveness for students experiencing synchronous CMI, compared to those experiencing traditional classroom-based instruction?
- (2) What are the features of an effective pedagogical model that can be adopted in a synchronous CMI context?
- (3) How does class-size affect teaching and learning within a synchronous CMI environment?

Methodology

The mixed methods of combining quantitative and qualitative investigations are the adopted methodology in this research study. Specifically, on the questions relating to learning effectiveness and class-size, a cross-sectional study that compared different participants over three quarterly-semesters have been undertaken. Regarding the question on pedagogy, pedagogical action research was conducted. The underlying research design was based on a quasi-experiment.

Results/Findings

While this study has found that there is no significant difference between students' performance, it reveals (a) the implementation issues concerning synchronous technology in SIM University, (b) the factors that affect student learning experience, (c) the role that learning analytics could potentially play in understanding the impact of synchronous CMI, and (d) the potential of remote desktop support (RDS) technology as a synchronous scaffolding tool.

Implications

To make a contribution to the literature on pedagogy and technology relating to synchronous CMI.

Name: Tammy Soanes-White

Title: Stepping Into the Void - A Look at Remote Northern Learning Through Stories

Abstract: Understanding the development and promotion of higher education involves three factors: what to teach, who to teach and how to teach. This research explores how to reach and teach remote learners in the northern regions of Canada by discussing and documenting the needs and expectations of northern learners in their home communities. Many times, in our teaching environments, we make assumptions about our learners and their needs and expectations. Sometimes we miss the mark and provide information or opportunities that are not congruent with learners' needs. By asking and listening to these learners, a deeper and more meaningful level of understanding can be reached in how to bridge the gap between the teacher's knowledge and expectations and those of the students. Using a grounded theory approach, personal education experiences will be documented from the learners and the community adult educators' perspectives. Their stories will lay the foundation of those lived experiences, explain current realities and promote the needs for future development. By creating a participative approach with this underserved population, the higher education system is better equipped to facilitate meaningful higher education. This research is valuable to higher education administrators and educators as well as to proponents of adult education. This research begins with an exploration of existing information in northern and aboriginal learning, explores current practices and future needs and expectations. Using mixed method approach, information will be gathered using quantitative and qualitative means. Primary data will include: current practices and future needs and expectations of remote community participants in higher education as well as personal experiences of the adult educators that serve remote learners, through personal stories of these groups. Secondary data will include the review and synthesis of: technological capacity within remote communities, evaluation of educational levels taught and the modalities currently practiced within each community.

Name: Tammy Stenner

Title: Traditional Knowledge, Creative Chaos and Transformative Learning in the Andes

Abstract: The traditional knowledge and practices of Quechua indigenous peoples offer innovative frameworks to move the role of Indigenous knowledge and learning from the margins to the center of educational research. The use of new technologies which are supportive of alternative literacies and traditional knowledge transmission, such as tablets and "apps" for qualitative research can enhance culturally appropriate education programs.

The purpose of this presentation is to present my work in the Peruvian Andes in developing creative education programs that bridge traditional knowledge systems and modern scientific knowledge to foster south-south and south-north exchanges and cooperative learning for the well-being of people and the earth. It will address theoretical issues and considerations for developing an education program based on bridging knowledge systems for empowering

indigenous communities and provide the results of initial exploration on the potential of using a digital toolbox and 'apps' for educators/facilitators in such programs. Challenges, theoretical and practical considerations for transformative learning will be presented, as well as reflections on the skills and techniques required to be successful in producing educational materials focused on the key elements of the local concept of Holistic Living or "Buen Vivir".

The aim of the educational exchange program being developed is to facilitate sharing of lessons learned in the Indigenous communities near Písaq with communities from the global south, as well as with scientists, academics and policy makers in the global north. The sharing of such knowledge may result in the creation of new knowledge, exploration of solutions to local and global problems, and development of networks for social change.

Name: William Chen

Title: Models and mechanisms in a MAS for Course-Offering Determination

Abstract: Rationale/Background

Course offering determination for upcoming semester by a university administration is a time consuming process. Some researchers of Athabasca University recently proposed the Multi-Agent System (MAS) approach for Course Offering Determination (COD) to solve this problem by introducing a multi-agent system architecture, the multi-agent negotiation mechanisms and an extended Single Transferable Vote (STV) algorithm.

Research Question

This research paper formally presents the COD system with software engineering standard models. With these models and diagrams, the complexity in the agent communication and negotiation process is significantly simplified and the system becomes easier to understand. The first of two main goals in this research is to formally describe the MAS model for COD system with software engineering industry methodologies. The second goal is to check if there is an alternative to solve the satisfaction problem in addition to Voting-based Agent Negotiation.

Methodology

Three types of agents are modeled in the system - student agent (AD), student representative (SR), and Administration agent (AD). The methodologies which were selected to demonstrate the relationships between multi-agents are Gaia role model methodology, TROPOS strategic actor diagram, Agent Unified Modeling Language (AUML) sequence diagram, and Pseudo-code algorithms. This paper also discusses the suitability of Auction based mechanism and Contract Net Protocol (CNP) based resource allocation mechanism as possible alternatives to solve the satisfaction problem in COD.

Results/Findings

Based on the analysis on the negotiation between SR agent and AD agent, we show that a Nash equilibrium can be reached between AD and SR agent.

Implications

It has been proven in theory that the voting-based Multi-Agent System is an appropriate approach for solving the problems in COD system. To evaluate the system practical, however, it needs simulation testing with large data set.

The research is in progress.

Name: Zhijun Kathy Wang

Title: Interaction of Social Networked Learning in Connectivism: A Systematic and Cognitive Engagement Based View

Abstract: Interaction has always been highly valued in distance education (Holmberge1989; Hiltz, 1998; Moore, 1989; Sims, 1999; Anderson, 2003; Chen, 2004; Woo & Reeves, 2007). In this emerging generation of connectivist pedagogy (Anderson & Jon, 2011), interaction, which focuses upon information aggregation, social connection, communication and collaboration and co-innovation (Sun, 2013), in-depth reintegration of separated teaching and learning behaviors (Sewart,1993) and with the development of social and user-generated media.. The learning based on connectivism(Siemens, 2005; Downes, 2005) is named as social networked learning in this study. Though interaction is important in social networked learning, few studies have been done with respect to the effect and impact of interaction in social networked learning. As such, this study provides systematic insight into the characteristic and principles of interaction in the social networked learning.

According to learning process and cognitive engagement theories, interaction can be divided into different levels to build framework of interaction systematically (Hirumi, 2002; Chen, 2004; Ally, 2008). Similarly, this study will build a systematical interaction framework based on cognitive engagement and learning process.

The methodologies used in this study include theory building and cyber-ethnography. A hypothetical systematical interaction framework will be built to reveal principles of interaction by systematic literature review of Connectivism and theoretical deduction. Data will be collected in variety of ways with cyber-ethnography methods in different cMOOCs. Content analysis and social network analysis methods will be used to analyze interactions among participants from different perspectives to modify and verify the effectiveness of hypothetical systematical interaction framework iteratively and to summarize characteristics and principles of different levels of interaction. This study will not only reveal characteristics and principles of interaction in social networked learning from cognitive engagement systematically, but also help us to evaluate and design interaction in social networked learning contexts more effectively.