reworkable formats, support and time pressures on voluntary use – these
results are supported by case study information and overall usage statistics.
Further data that will be available from POCKET by September 2008 will
include reflections from participants, workshop outcomes and initial stakeholder
interviews, full evaluation of POCKET will be complete by April 2009.

This paper will have examined our understanding of the process by which
content can be transformed from existing learning materials to freely
available open educational resources. Conclusions at this stage will focus on
the process of adoption and transfer from OpenLearn and the effectiveness
of the evaluation and project approach. Comparison will be made with the
advantages and disadvantages of the self supported approach adopted
initially in OpenLearn and suggestions given for structures that enable
collaboration in producing open educational resources.

Participatory design in teacher education: digital libraries and the flexible
language acquisition project
Open or proprietary
Short Paper
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This paper presents designs for learning support systems for end-users
involved in the construction of a language learning digital library. This is in
conjunction with the Flexible Language Acquisition Project (FLAX) for
developing stimulating interactive educational tasks that can be built on top of
digital libraries made in Greenstone’s open source software specifically to
support language teaching and learning. The relevance of the proposed work
includes the development of training modules and in-depth workshops for
language teachers and students involved in the participatory design of
stimulating educational activities that can be uploaded to create digital library
collections.

Participants include Chinese EFL teachers and students working in
connection with FLAX. With the realisation that technology is leading
educational innovation and not pedagogy, a community computing model for
the participatory design of digital learning objects will be presented. Too often
teachers are offered limited resources and incentives for participating in
innovation and training in e-learning. Further reference will be made to plans
for embedding a case library within FLAX that can capture the experiences
and reflections of the participants involved in the design, development and
utilisation stages of the digital library for knowledge building and knowledge
sharing.

Research into applications for digital libraries in education is less prominent
than the abundance of literature from the library and information sciences on
training librarians in building and managing digital libraries. Digital libraries
can support language teaching and learning through the use of authentic
media, comprehensive searching capabilities, and automatically generated
precision-targeted exercise material. They also provide social computing
environments for teacher-to-student and peer-to-peer communications. What
is more, teachers can build their own digital resource collections and these
can be shared among online teaching communities which include
annotations and reflections on how to best integrate the digital library
technology into their teaching practice.

Cross-sector collaboration is therefore needed to support those practitioners
in the field of education to better engage with and exploit digital library
applications in e-learning, operating under the wider umbrella of technology
integration in education.

This study has the long-term aim of informing the design of future digital
language learning libraries, and the learning environments and scaffolds that can be designed around them to best inform and involve end-users. Here, we are viewing the proposed digital library as a repository of learning objects and case scenarios for the foreign language teaching and learning community and not as an institution or a service in the more traditional sense of a library.

Web 2.0: the digital divide between ...

Web 2.0: the digital divide between Net Generation learners, institution and practice

Global or local Symposium

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Web 2.0 technologies (and all that this supports, including wikis, blogs and podcasting) offer new pedagogic opportunities to support and empower net generation learners to create their own personal learning agenda and dynamic learning environments. However, this may seem risky to academics and institutions. There are issues yet to be resolved surrounding the use of Web 2.0 for educational use, as its potential has yet to be fully explored in HE. This symposium will consider these issues by presenting four different and conflicting responses to the challenges of Web 2.0 for HE. Each position will be argued by a member of the project team from the JISC-funded Audio Supported Enhanced Learning (ASEL) project, representing a wide range of subject interests and significant experience of e-learning. The panel will debate whether/why academics and institutions should take risks with new technology and how far it can support, enhance, and personalise the learner experience.

The symposium will focus on digital divides between academic skills, institutional practices and infrastructure and the skills, expectations and technologies of our current net generation learners. To this end:

- Panellist 1 will argue FOR the use of Web 2.0, drawing evidence from studies of curriculum redesign and social constructivism.
- Panellist 2 will argue AGAINST this position and support a more traditional academic role. Evidence will include studies which demonstrate that the 'net generation learner' is largely a myth.
- Panellist 3 will argue FOR institutional infrastructure and a Web 2.0 strategy to support the growing numbers of net generation learners.
- Panellist 4 will argue AGAINST the need for radical shifts in technology and demonstrate how/why most Virtual Learning Environments such as Blackboard are perfectly adequate.

Participants will:

- learn about Web 2.0 developments,
- learn from the panel's experiences of using Web 2.0 in a very wider range of contexts, from policy to practice, institutionally and across institutions,
- be able to voice and debate their own concerns and,
- recognise the main implications of Web 2.0 for education and educational institutions.

We aim to inspire participants to continue the debate in their own institutions.