



COHERE 2017

Fall Conference

Meeting Future Challenges: Next Steps for 21st Century Blended and Online Higher Education

The 2017 conference themes align with two of Canada's Social Sciences and Humanities Research Council's future challenge areas. What new ways of learning, particularly in higher education, will Canadians need to thrive in an evolving society and labour market? How are the experiences and aspirations of Aboriginal Peoples in Canada essential to building a successful shared future? The conference provides a platform for online higher education research, practice, and policy work.

Conference Themes

1. **Braiding the Future:** Integrating Indigenous values, cultures, leadership, knowledge systems, into blended and online higher educational opportunities. Using Indigenous methodologies in blended and/or online higher education research.
2. **Learning Spaces:** Design thinking. Knowledge building in physical and virtual spaces. Materiality of learning. Innovative modes of delivery.
3. **Institutional Innovations:** Supporting public-private and/or not-for-profit research partnerships. Promoting and sustaining open educational resources. Recognizing and responding to disruptive information and communication technologies.
4. **Educational Reform:** Using blended and online learning programs to enable higher educational institutions to achieve their local, national, and international goals.

Canada's Collaboration for Online Higher Education Research

Oct. 20, 2017

DoubleTree Hilton Downtown
108 Chestnut Street, Toronto

COHERE 2017: Updated Conference Schedule with Abstracts

Time	Schedule	
8:45	Welcome and Registration	
9:00	Keynote Address: Outcomes from the May 2017 COHERE Retreat: Where have we been? What challenges are we facing? And where are we going next? Kathleen Matheos and Gale Parchoma	
10:00	Coffee	
10:15	Parallel Session A: Learning Spaces – Focus on MOOCs Moderator: Kathleen Matheos	Parallel Session B: Learning Spaces – Focus on Engaging Learners Moderator: Gale Parchoma
	<i>A MOOC with a difference: iMOOCs at Athabasca University</i> Presenters: Martha Cleveland Innes & Nathaniel Ostashewski	<i>Students' characteristics and their persistence in online courses in higher education</i> Presenter: Sawsen Lakal
10:35	<i>Designing and Facilitating a Conference-Specific, Interdisciplinary Massive Open Online Course (MOOC) in Canvas</i> Presenters: Matt Stranach and Michael Rostek	<i>Mapping Actors and Spaces in an Online Graduate Course: A Sociomaterialist Perspective</i> Presenters: Marlon Simmons, Gale Parchoma, Marguerite Koole
10:55	<i>Social Presence in Two Massive Open Online Courses (MOOCs)</i> Presenter: Matt Stranach	<i>Blend Well: How Purposeful Course Designs in Higher Education Can Promote Presence, Positive Student Adoption Attitudes, and Outcomes</i> Presenter: Michelle Sengara
11:15	<i>MOOC Activity and Design</i> Presenter: Kathlyn Bradshaw	<i>Cognitive presence in a graduate blended learning course</i> Presenter: Maurice Taylor
11:35	Discussion of Session A Key Ideas	Discussion of Session B Key Ideas
11:50	Lunch – On your own	
1:20	Parallel Session C: Braiding the Future Moderator: Gale Parchoma	Parallel Session D: Institutional Innovations & Educational Reform Moderator: Kathleen Matheos
	<i>Because It's 2017: Applying Web 2.0 and 3.0 Principles to the Antigonish Movement and Engaging Graduates in Ongoing Learning</i> Presenter: Wendy Kraglund-Gauthier	<i>Higher Education and Industry Partnerships to Conduct Research on Innovative Delivery of Education: Lessons Learned</i> Presenter: Mohamed Ally
1:40	<i>Ethical Concerns in using Disruptive Innovation for Higher Education in Emergencies</i> Presenter: Peggy Lynn MacIsaac	<i>Are We Designing for Online Learning Success: A Study of an Online Orientation Program?</i> Presenters: Jennifer Lock, Carol Johnson, Yang Liu, Jane Hanson & Simone De Gannes Lange
2:00	<i>From Theory to Practice: Working in Third Space to Indigenize Research</i> Presenters: Dorothea Nelson, Gale Parchoma	<i>Online Learning Models and institutional ethical responsibility</i> Presenter: Michael Powers
2:20	Discussion of Session C Key Ideas	Discussion of Session D Key Ideas
2:35	Coffee	
2:50	Closing Plenary – Highlighting Key Ideas across Sessions, Identifying Future Research Directions, and Discussing of the Possibility of Publishing Proceedings Moderators: Gale Parchoma and Kathleen Matheos	
3:10	End of Conference	
3:30	COHERE Directors Meeting	

Abstracts

Parallel Session A - Learning Spaces – Focus on MOOCs

1. *A MOOC with a difference: iMOOCs at Athabasca University*

Presenters: Martha Cleveland Innes & Nathaniel Ostashewski

Dr. M. Cleveland-Innes is Professor and Chair at Athabasca University and holds a major research grant through SSHRC. Martha has received awards for her academic work including the President's Award for Scholarly Excellence. She is currently Visiting Researcher at The Royal Institute of Technology in Stockholm, Sweden.

Athabasca University is known for its leadership and innovation in distance education. The emergence of MOOCs was of both interest and concern; interest in reference to the opportunities MOOCs could offer as accessible, affordable education and concern at the speed with which MOOCs were being designed and delivered without reference to distance education research/instructional design.

An AU-MOOC Advisory Group was created to consider the opportunity to do just that: evaluate the opportunity to use what is known about successful distance online education in a massive open online course. Learning to Learn Online was the chosen topic for this exploratory MOOC design research. Learning to Learn Online (LTLO) is designed to provide novice online learners with effective skills, practices, and attitudes for online learning.

LTLO is delivered with notions of micro learning communities in mind. Beyond xMOOCs, where traditional transmission models of content delivery is the norm, AU MOOCs are design to be experiential and collaborative. Beyond cMOOCs, where students are expected to engage in connectivist constructionism and manage their own learning, AU MOOCs are facilitated. The creation of LTLO rested on sound instructional design strategies (Cleveland-Innes, Briton, Gismondi, & Ives, 2015) and the premises found in the online community of inquiry (Garrison, Anderson, & Archer, 2001).

This inquiry-based MOOC, or iMOOC, includes three types of Teaching Presence to support learning. The first type is labeled 'instruction.' Here there is no opportunity for student response but rather content is delivered in an adjusted lecture format. This instruction is offered in two ways. One is through short videos of someone presenting information supported by a visual of the person and slides/other visuals. The second way of offering instruction is in text-based presentation of material.

The second type of Teaching Presence is offered in an iMOOC is labeled 'inspiration.' This learning support is offered by a person who plays the role of Inspirer, who, through text-based communication and short-videos, open and close each week of the course. This communication provides encouragement, direction, and inspiration at the start of each week and validation and closure at the end of each week. The third type of Teaching Presence is offered through roving facilitators who provide 'information' as needed. A facilitator for every 250 participants is available online to answer questions about technology, learning processes, and encourage students to respond to each other's questions, comments, and discussion forum posts.

This conference session will present findings in an animated, well-illustrated format that illuminates participant responses to this unique instructional design for MOOCs. Discussion will be supported as time allows and direction to further information will be provided, including answers to frequently asked questions.

2. *Designing and Facilitating a Conference-Specific, Interdisciplinary Massive Open Online Course (MOOC) in Canvas*

Presenters: Matt Stranach & Michael Rostek

Matthew Stranach is an Educational Developer with the University of Ontario Institute of Technology (UOIT)'s Teaching and Learning Centre (TLC).

This roundtable discussion will describe the author's process of designing an interdisciplinary conference-specific Massive Open Online Course (MOOC) dealing with community mental health and wellness offered by a publicly funded Greater Toronto Area (GTA) university. In this roundtable session, attendees will be asked to discuss their involvement in similar initiatives and/or to imagine how this process might be applied in their specific contexts / settings.

Tentative outline for the session

1. Introductions
2. Background: University of Ontario Institute of Technology (UOIT) Futures Forum
3. Context: Massive Open Online Courses (MOOCs)
4. Conceptual framework: Community of Inquiry (CoI) model
5. Design process: ADDIE model
6. Design process: Canvas learning software
7. Narrative: From idea to implementation
8. Unique design features: conference-specific, sponsored, discussion-based, open-ended
9. Media: Tour of the Future 2017 MOOC
10. Lessons learned
11. Future directions

At all points on the outline, participants will be asked to discuss their experiences and/or ideas for open online courses (i.e., running Q&A). Resources will be provided to participants during and after the workshop.

3. *Social Presence in Two Massive Open Online Courses (MOOCs)*

Presenter: Matt Stranach

Matthew Stranach is an Educational Developer at the University of Ontario Institute of Technology (UOIT)'s Teaching and Learning Centre (TLC). He has recently defended his Ed.D thesis in Educational Technology through the University of Calgary.

In this presentation, the author will speak to doctoral research on the topic of social presence within two massive open online courses (i.e., MOOCs). This research appeared in the author's recently defended education doctorate (Ed.D) thesis in educational technology through the University of Calgary's Werklund School of Education.

The purpose of this doctoral research study was to explore the role social presence plays within two Massive Open Online Courses (MOOCs) (offered by two American institutions of higher education through the Canvas and Ed.X learning software consortia). Social presence is one of three presences that comprise Garrison and colleagues' Community of Inquiry (CoI) conceptual framework (Garrison, Anderson and Archer, 2000; Garrison, 2013). The researcher used descriptive multiple case study

methodology for the study, collecting data through surveys, individual interviews, focus group interviews, and discussion board postings. Findings suggest that while participants in MOOCs felt comfortable expressing themselves “as real people” (a key indicator of social presence), the majority did not view themselves as being part of a community of learners within their respective courses. Overall, in both MOOCs, participants experienced social presence least among the three Col presences.

Participants in both MOOCs experienced social presence inasmuch as it helped them to realize learning objectives; i.e., to successfully complete their respective courses. In that way, social presence played a supportive role to cognitive presence. Factors affecting social presence included participants’ ability and/or willingness to direct their own learning; types of available technology; availability of time; and depth of course content. Implications for practice for MOOC designers and facilitators include:

- Leveraging students’ personal interests through the course activities and content in order to enhance social presence,
- Making greater use of the features and functionality of learning management software to afford students additional and better opportunities for social interaction,
- Encouraging greater amounts and quality of collaboration through the design of assignments and other assessment and evaluation items.

For the purposes of this presentation, a MOOC is defined considered an online course that consists of several hundred to many thousands of learners, is open in that it is generally free of fees, and has no prerequisites beyond Internet access and personal interest (MacAuley et al., 2010). Community, as spoken to within the context of this study, is defined as “A group of individuals who are connected and communicate with regard to mutual interests and similar expectations as to process and outcomes” (Garrison, 2013, p. 10). Furthermore, it is helpful to place the concepts described above within the context of Garrison’s (2011) definition of e-learning: “Electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge” (p.2).

4. MOOC Activity and Design

Presenter: Kathlyn Bradshaw

Dr. Kathlyn Bradshaw designs, develops, implements, and evaluates face-to-face, blended, and fully online courses. In addition, she teaches Effective Online Tutoring for Oxford University. Her doctorate in Educational Research technology specialization (University of Calgary) involved research into open educational resources (OER), specifically cultural historical activity theory and massive open online course (MOOC) design. Dr. Bradshaw has research interests and application in the use, integration, and evaluation of OER and MOOC, as well as research, design, development, and evaluation of programs and courses (including face-to-face, fully online, and blended). Her professional communications teaching expertise includes working with faculty, staff and senior administrators on specialized departmental projects.

This presentation links with the learning spaces conference theme. Its purpose is to consider designs for online learning, specifically massive open online course (MOOC) design. The interactive presentation would include results from a study of instructional designers’ perceptions of formal and informal learning in a MOOC design. Learning contexts can be conceptualized as formal, “where learning is aligned to planned outcomes from an accredited curriculum and organized by a teacher who has a hierarchical relationship with students” (Wright et al., 2013, p. 54) or informal, where learning occurs “outside any educational institutions or organized courses” (Livingstone, 2007, p.2). Informal and formal learning are “essentially different, but capable of greater combinations” (Malcolm, Hodgkinson, & Colley, 2003, p. 314). Hall (2009) argues that formal and informal learning should be connected to optimize

learning, and learning is most effective when learners engage in both formal and informal learning activities.

Third generation cultural historical activity theory (CHAT) (Engeström, 2011) will be considered as a means for analyzing tensions and contradictions between formal and informal learning within a MOOC design. The presentation offers CHAT as a framework for the analysis of e-learning contexts and negotiating the form learning – in a MOOC – might take. Results from the study will be shown to support the notion of CHAT as a relevant framework for mapping the crossover between formal and informal learning in one MOOC design. Specifically, CHAT would be shown to support a method of mapping elements involved in formal and informal e-learning in order for the assumptions, values, and beliefs seen to underpin each of these activity systems to become more explicit.

Parallel Session B - Learning Spaces – Focus on Engaging Learners

1. *Students' characteristics and their persistence in online courses in higher education*

Presenter: Sawsen Lakal, Assistant professor, Pedagogy, Université de Sherbrooke

Over the past two decades, the number of online courses has grown considerably in higher education. The growth of these courses is due to several factors. First they meet the demands of students who desire flexible course schedules, especially those of adult students. Also, they give them better access to higher education; these students would not attend face-to-face courses, because of family and/or work responsibilities, not to mention their distance from higher education institutions. Finally, they significantly decrease their educational costs. That said, several studies reported that persistence rates in online courses are very low. Moreover, dropout from online courses is qualified as an embarrassing phenomenon as research on online courses indicates that dropout experience of students lowers their confidence in learning and causes failure, social isolation and economic loss. Thus, with the exponential increase of the number of online courses in higher education, student persistence in these courses is of great concern. The aim of this study was to identify and analyze some students' characteristics that would influence persistence in online courses.

The determinants of persistence in online courses in higher education have been studied by previous authors and have been defined in some models. Regarding studies on this matter, for example, Lee and Choi (2011), in a review, classified these determinants into three categories: 1) those related to students' (academic background, relevant experiences, skills, and psychological attributes), 2) those on courses and programs (course design, institutional supports, and interactions) and 3) those associated with the environment (work commitment and supportive environment). However, in most of these studies, the determinants are considered in isolation, not allowing researchers to verify their combined effect on persistence, and their effects on each other. Regarding models, the best known for this purpose are the ones of Rovai (2003) and Park et Choi (2009).

Participants in this study were students from two French-speaking universities in Quebec, Canada. A total of 943 students responded to an online questionnaire during 2016 winter session. The results revealed that all the characteristics considered (i.e. level of education of the father and the mother, number of credits achieved in the program, family and colleagues' encouragement, etc.), except family responsibilities, were related to persistence in online courses in higher education. Multiple linear hierarchical regressions analysis showed that, when all the characteristics were put together, some of them became non-significant in explaining persistence. These results will be discussed in this communication.

2. *Mapping Actors and Spaces in an Online Graduate Course: A Sociomaterialist Perspective*
Presenters: Marlon Simmons, Gale Parchoma, Marguerite Koole

Marlon Simmons is an Assistant Professor at the Werklund School of Education, University of Calgary. His research interests include culture and leadership, qualitative inquiry and governance of the self. Marlon's research is grounded within the Diaspora and communicative network practices of youth.

Gale Parchoma is an Associate Professor in Department of Curriculum Studies: Educational Technology and Design, College of Education, University of Saskatchewan.

Marguerite Koole is an Assistant Professor in Department of Curriculum Studies: Educational Technology and Design, College of Education, University of Saskatchewan.

Our presentation will critically examine multiple, diverse learning spaces that emerged in one online graduate course, "Multimedia Design for Learning." In particular, we will focus our presentation on how student-participants in the study, the instructor, and the technologies that mediated their interactions co-created patterns of relationships and influenced students' experiences. Our virtual ethnographic study (Hine, 2004) of one instance of the course design and delivery asked student-participants' to describe and critique their experiences.

One member of our research group (i.e., the course instructor) chose digital tools, digital resources, and designed tasks to support students' learning activities with the intention that the collection will support students' success. While all of the students in the course achieved or exceeded expected learning outcomes, the research team critically examined student-participant data in our study and saw unexpected relational interplays among human and technological actors that influenced how student-participants had: (1) sometimes complied with inscribed technologies, resources, and tasks (Orlikowski, 2000), (2) sometimes negotiated changes with their instructor and/or peers, and/or (3) other times either took more arduous routes to meeting course objectives or more innovative routes to exceeding course objectives.

These varied and iterative student-participant routes through intended learning spaces, across complied with and/or negotiated learning spaces, and/or circumventing both compliance and negotiation, provided insights into possible social-spatial typologies (Law, 2002; Sørensen, 2009). Our preliminary results from this small-scale study respond to Goodyear, et al.'s (2014) concern about whether anyone can create a design for someone else's learning. Our preliminary findings suggest that designs for learning will be sometimes complied with, sometimes re-negotiated, and/or sometimes ignored (with varied outcomes). These patterns of relations can become either normalized or marginalized by social practices generated by interplays among actors and spaces (Law, 2002).

During the presentation, we will describe the relationships among designed and emergent patterns of relations (social typologies) and how these typologies formed, dissolved, merged, and morphed within the context of our study. We will discuss relationships between designed tasks, mediating technologies and varied learner-participant activities that emerged in our study. We will invite discussion from the target audience (researchers and practioners) as to how we, as instructors and/or course designers, can influence patterns of relations conducive to students meeting or exceeding learning outcomes.

3. *Blend Well: How Purposeful Course Designs in Higher Education Can Promote Presence, Positive Student Adoption Attitudes, and Outcomes*

Presenter: Michelle Sengara

Dr. Sengara explores the design of online/blended curricular models that cultivate community. Presenting her research most recently and successfully, at Oxford University in the UK. Her work as part of an agile design thinking team at York University, has led to institutional innovations at the levels of staff training and student support.

Blended classrooms in higher education are becoming more prevalent, yet there has been little research carried out on the efficacy of different instructional designs for blended courses (the composition of task and time expectations for student work done online versus face-to-face). This study sought to examine the impact of blend format on student adoption attitudes, academic performance, and perceptions of presence in the context of higher education. The Community of Inquiry (CoI) (Garrison, 2011) framework considers a student's educational experience as a combination of social interactions with peers (social presence), cognitive interactions with content (cognitive presence), and guiding interactions and structures from teachers (teacher presence). Working with a large data set (n = 1,926) collected over three years (2011-2014) in 13 undergraduate, blended classrooms at a prominent Canadian university, this study examined students working within 5 distinct blend formats. Using analysis of variance techniques (ANOVA, MANOVA, and ANCOVA), these 5 formats were tested for variance in relation to adoption attitude (comfort level with the technology in the course), performance (final course grade), and presence (each individual element). Findings suggest that indeed the format of the blend plays a role in how comfortable students feel about the technology in their course, their educational experience as defined through the presence framework, and ultimately how they achieve in their course.

4. *Cognitive presence in a graduate blended learning course*

Presenter: Maurice Taylor

Maurice Taylor is a Full Professor in the Faculty of Education, University of Ottawa, where he teaches and supervises graduate students in adult development, adult learning and blended learning. He is also currently the Chair, University Teaching, working on a three study on blended learning.

This presentation highlights one of the future challenges for blended learning in higher education. Programs and courses for graduate students require new modes of delivery as well as new definitions of cognitive presence in a blended learning pedagogy. The session fits in the conference theme as it relates to novel ways of cognitive thinking and knowledge building for graduate students in higher education learning spaces. The target audience are instructors, researchers and educational developers in blended learning.

According to Garrison, Anderson and, Archer (2001) cognitive presence is defined as 'the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry' (p. 11). As much as this definition is relevant and has been employed in a plethora of undergraduate studies, little attention has been given to understanding cognitive presence for graduate students in a blended learning program who are often mature adult learners.

Using the Community of Inquiry framework with five new dimensions of cognitive presence, and the model of adult learning, two main questions guided the investigation: (1) What does cognitive presence mean for graduate students in a blended learning course? (2) What strategies can be used to develop cognitive presence for graduate students in a blended learning pedagogy? To develop the new

dimensions of cognitive presence, a concept mapping exercise with a panel of experts was conducted. These new dimensions used in the study included: Metacognition knowledge; Research and scholarship; Professional capacity and self-regulation, Communication and Awareness of knowledge limits. A qualitative instrumental case study approach was employed as the research design using four data sources. These included: semi structured interviews with graduate students; a cognitive presence questionnaire; a focus group of graduate students; and a text analysis grid examining new dimensions of cognitive presence in 100 discussion posts and 20 student learning autobiographies.

Overall, findings suggest that graduate students have distinct ideas about the various dimensions that constitute cognitive presence and the types of pedagogical strategies that enhance cognitive development and learning outcomes. Four main themes emerged from the data as to the meaning of cognitive presence by graduate students and these included: Becoming a critical thinker; Synthesizing and analyzing skills; Self-regulated learning, Reflection and enhanced communication. As well, five main clusters of teaching and learning pedagogical strategies were reported as to how to develop cognitive presence: each related to the cognitive presence dimensions and the themes of how graduate students define the meaning of cognitive presence. Through the lens of a graduate student educational experience in a one blended learning course, it may be possible to categorize some initial insights among these five new cognitive presence dimensions, the categories of meaning and the specific teaching and learning pedagogical strategies related to cognitive presence.

Parallel Session C: Braiding the Future

- 1. Because It's 2017: Applying Web 2.0 and 3.0 Principles to the Antigonish Movement and Engaging Graduates in Ongoing Learning***
Presenter: Wendy Kraglund-Gauthier

Wendy Kraglund-Gauthier, Manager, Networks and Ongoing Learning (Coady International Institute, St. Francis Xavier University. With over 25 years' experience in K-12, higher education, and adult learning classrooms, her work involves designing and facilitating engagement in online spaces that adheres to adult learning theory and the principles of UDL and accessibility.

The Coady International Institute has a 90-year history of providing opportunities for adults to learn together and shared community-building and collective action. The original Antigonish Movement that began 100 years ago focused on people working together to examine the structures at work in their society, and to change local prospects by exerting collective action. Learning was brought directly to the workplaces and homes of the people through localized communities of practice and study groups. These networked study groups fostered a sense of belonging, shared values and goals, and trust. Networks produce their most significant results when they are organized as spaces for innovation, experimentation, and learning—spaces to share information and decision-making, stimulate critical thinking and creative action, discover new “ways of understanding and intervening in complex situations and, like communities of practice, upshift the impact of social learning to national and international arenas” (Cummings & van Zee, 2005). Network development and capacity building have become the focus of many development organizations in recent years with the recognition development issues are too complex to be addressed by a single effort (Brown, 2008). Practical implementation of any project often requires efforts to coordinate actions and activities to avoid replication (Ruskulis, 2002). Networking is a viable approach to address this complexity, and there is realization that transferring knowledge through networks is a key element in successful projects (Smith & Jenkins, 2002). In the context of this research, the focus is on the networked alumni of the Coady International

Institute. This presentation is an overview of the lessons learned from the initial innovative pilot of Coady Connects, a virtual graduate learning network of exchange and support among alumni at the local, national, and international levels, as well as the on-going digital learning initiatives designed to augment knowledge and skills in specific areas. Content includes learnings from the participatory design process and the challenges of working within the existing institutional technology infrastructure and policies, Canada's data privacy and copyright laws, and identifying software and materials that take into account issues with functionality in low band-width areas. Specific links to StFX University's and the Coady International Institute's strategic pillars of social responsibility and innovation are forged and the argument for a Antigonish Movement 2.0 that transcends institutional and geographic boundaries is made.

2. *Ethical Concerns in using Disruptive Innovation for Higher Education in Emergencies*

Presenter: Peggy Lynn MacIsaac

Peggy Lynn MacIsaac researches higher education in emergencies, specifically distance learners who are adult refugees, internally displaced persons, and asylum seekers at the time of their studies. She is currently a student at Athabasca University in the Doctor of Education in Distance Education program, and works as an academic librarian.

This presentation discusses research ethics concerning the use of disruptive innovations in higher education in emergencies. The draws from a case study centred on a June 2017 York University course called *Education and International Development*. It was a multi-site blended learning course with learners in either Toronto, Canada or a refugee camp in Dadaab, Kenya. On several levels, the course design mirrors the course curriculum exploring how education changes the world. For years, Borderless Higher Education for Refugees (BHER) at York University has been delivering multi-site blended learning courses via the learning management system called Moodle. Past experience showed that there was a limited amount of online collaboration between learners from separate geographies. A contributing factor is that the Kenyan based learners' access to the Internet based Moodle course was limited to the one day a week that they could travel to the BHER Learning Centre. In early 2017, the Moodle course was redesigned, and included the use of the mobile chat application called *WhatsApp*. Using WhatsApp removed all time constraints for learners to communicate asynchronously but notably compromised the protection of learners' privacy. This is the research ethics concern that is addressed in this presentation.

The specificity of the WhatsApp technology will be used to raise the broader ethical considerations pertaining to any disruptive innovation deployed in higher education in emergencies. Disruptive innovation refers to bringing new customers into an existing market through innovation. In this case study, the innovation was to adopt for educational purposes a mobile chat app that was widely used socially in the Kenyan refugee camps. The intent was to encourage learners to become active online collaborators engaged in meaningful course communication, thus fulfilling the three core elements of disruptive innovation. A secondary characteristic of disruptive innovation is that the technology used is lesser in price and quality than those primarily used in the market place. This is true when choosing WhatsApp for online course discussions. It is significantly cheaper than the learners paying for Internet data plans in order to access the Moodle course from their homes. Learning management systems are more robust than WhatsApp for sharing documents; creating various threads of discussion; and messaging individuals and the whole class. Additionally, Moodle protects the private information of the learners, e.g. personal email addresses. Unfortunately, by enabling members of a WhatsApp group to be able to communicate with other members in the group, it means disabling the privacy protection of the group members' private phone numbers. This case study explores the compromise between using a

current communication technology to improve opportunities for learners and maintaining high ethical standards of research set out in the Canadian Tri-Council policy statement and the Inter-Agency Network for Education in Emergencies minimum standards. This presentation will highlight the success of achieving ethical approval to use WhatsApp in a multi-site blended learning course and the potential future impact on research ethics in light of the current landscape of digital communication technologies.

3. *From Theory to Practice: Working in Third Space to Indigenize Research*
Presenters: Dorothea Nelson, Gale Parchoma

Dorothea Nelson is a PhD candidate at the University of Calgary, pursuing her degree in Education Technology. Her research interests include participatory action research, networked learning, the community of inquiry framework, third space, transcultural learning, and culturally sensitive course design, particularly the design of a course for Caribbean students.

Gale Parchoma is an Associate Professor in Department of Curriculum Studies: Educational Technology and Design, College of Education, University of Saskatchewan.

This interactive presentation focuses on the creation of a Third Space in which to conduct inclusive research that indigenizes/decolonizes the process. To do this it draws on the methodology, methods, and preliminary results of research being conducted online among library staff on the island of Antigua in the Eastern Caribbean. This research uses participatory action methodology to give voice and ownership to prospective students and other stakeholders in libraries and information services, as it probes the viability of collaboratively developing the curriculum for an online, culturally sensitive, library science program for un-credentialed staff. Most importantly, the presentation suggests the criticality of a culturally sensitive approach to indigenizing and decolonizing research. A culturally sensitive approach acknowledges and respectfully accommodates the ways of knowing of other cultures, their value systems, customs, thoughts, behaviors, traditions, modes of communication, understanding of reality, and institutions. Culturally sensitive researchers locate commonalities between their culture and that of others while remaining conscious of their subjectivities and cultural biases (Ntseane, 2011). Researchers posit that education is critical to countering the adverse effects of globalization/colonization and suggest the creation of a third space where the global and local meet in mutual respect (George & Lewis, 2011). In this third space practitioners draw from both the global and the local to inform their practice. Third spaces are dynamic, offering the opportunity for negotiation, understanding, clarity, for integration of seemingly incommensurable ideas, discourses, ideologies, knowledges, and practices, allowing something new/hybrid to emerge from the process. Bhabha offers a uniquely sensitive perspective when he notes that third space is a place of boundary crossings where “something begins its presencing” (Bhabha, 1994, p. 5). This research study is centered in this space.

For the people of Canada to experience a shared future, indigenous voices need to be provided the opportunity for inclusion in every aspect of civic life; this includes research. Decolonizing the research process centralizes previously unheard and marginalized Indigenous voices and epistemologies. Indigenous research acknowledges participants lived experiences, and how those experiences have shaped their perspectives, listens as others tell their stories, and chooses methodologies and methods that support conversation and encourage reciprocal listening. Concentration on indigenizing the research process offers approaches to research that promote inclusivity and exemplifies how the “experiences and aspirations of Aboriginal Peoples in Canada is essential” to building a shared future.

1. *Higher Education and Industry Partnerships to Conduct Research on Innovative Delivery of Education: Lessons Learned*

Presenter: Mohamed Ally

Dr. Mohamed Ally is a Professor in the Centre for Distance Education and Researcher in the Technology Enhanced Knowledge Research Institute (TEKRI) at Athabasca University. Dr. Ally is Past-President of the International Federation of Training and Development Organizations and is a Founding Director of the International Association of Mobile Learning.

As government and other sources of research funding decrease, educators need to partner with industry to obtain the financial and information technology (IT) resources to develop innovative methods of delivery of education using emerging technologies. This presentation will describe three research projects that involved collaboration between higher education and industry to innovate the delivery of education and training and provide lessons learned and make recommendations for other researchers to consider when partnering with industry. The first research study involved collaboration between an emerging organization in Canada that develop augmented reality training for large and medium organizations to train their employees. The team consisted of an education specialist and a research assistant from higher education and the emerging company worked with the industry experts to develop the augmented reality training. The second research project was a multi-year project funded by a national government to investigate how mobile technology can be used to provide flexible training to its citizens to achieve its 2030 vision. The project involved three higher education organizations and a large multinational partner that provided the content expertise and the trainers to deliver the training. The third research project was funded by a large telecommunication organization in Canada to investigate the state of mobile learning in Canada. This study looked at the how industry and higher education are using mobile learning, how effective is mobile learning, and future plans for using mobile learning. Although all three projects were successful, there were challenges and lessons learned during the projects. The presentation will provide brief results from the three research projects and describe lessons learned from these projects. The major challenge encountered was due to the difference of the mission of higher education institution and industry. Industry is more concerned with efficiency to meet its client needs while higher education mission is to provide quality education. As a result, the projects got delayed since the project leader had to convince the senior officials in industry that the project will benefit the industry. Also, it was difficult to find a suitable person from industry to work on the project. For collaborative projects with industry, a champion in the industry must be selected to work with the team for the entire project. In conclusion, educational researchers need to develop a model for education and industry partnership to work together to innovate the delivery of education and to conduct research that will inform practice (Bstieler, Hemmert, & Barczak, 2017; Cross & McConnell, 2017; Salleh & Omar, 2013).

2. *Are We Designing for Online Learning Success: A Study of an Online Orientation Program?*

Presenters: Jennifer Lock, Carol Johnson, Yang Liu, Jane Hanson & Simone De Gannes Lange

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Many higher education institutions are invested in online program delivery. Offerings of online and blended learning continue to increase despite declining enrollments (Allen & Seaman, 2016). Increases may be due to well-positioned infrastructure and resourcing. However, from the literature, a gap is evident with regard to how incoming students are being oriented for learning online (Cambridge-Williams et al., 2013). Not all adult students are ready to learn in an online environment. To be a confident and competent online student requires understanding the nature of online learning, as well as being able to implement numerous transferable skills (e.g., communication, self-directed learning, time management, project management). As noted by Koehnke (2013) and Cho (2012), positive outcomes occur when students have access to orientation programs and opportunities to develop their technology skills.

In our School of Education, we have a large online graduate program. Preparing these students for their online experience is critical. One-shot training sessions on how to use the technology was not adequate. Anecdotal data suggested students experienced some degree of frustration given the limited technology skills and understanding the expectations of online learning in a graduate program. These two items were the impetus for our research.

Our research team set out to create an online preparation program to support student learning in online environments. Using a design-based research (DBR) approach, our two-year study has set out to create an online preparation program to: 1) Familiarize students with online learning tools and best practices to online learning; 2) Provide students with an opportunity to develop strategies and skills required for online learning; and 3) Learn from studying each iteration to inform the design and also to make evidence-informed decisions about our online practices.

Data were collected from four iterations of the implementation. Interviews each year occurred with the instructors and for the students at the end of, six-month and one year after the orientation program. In addition, students were asked to complete an online survey. Analysis of the data occurred using Saldaña's (2013) two cycle coding to identify themes.

Drawing on student (n=21) and instructor (n=2) data, the following preliminary themes were identified: 1) Student can easily navigate and access the content in the online preparation course environment in D2L; 2) Students appreciate the introduction to experiences they will have in their online course; 3) Students have experienced increased level of confidence as online learners; 4) Students are requesting to learn more about learning online; and 5) Facilitation of the learning has been informative for both students and the instructor.

The purpose of this interactive session is twofold. First, we will engage the audience in exploring assumptions and presumptions related to adult online learning and their impact on how we acclimatize learning for the online environment. Second, we will share findings of our study and invite participants to identify implications in relation to design of the program, educational development, and leadership in support of acclimating to a culture of online learning.

3. *Online Learning Models and institutional ethical responsibility*

Presenter: Michael Powers

Current rank: Full Professor. Since August 2006: Faculty of Education, Université Laval. Programs Director in Educational Technology (2008-2010). Research interests: Blended online learning design in dual-mode universities, instructional designer practice, graduate studies teaching methods, future university models and Tandem Teaching. Graduate courses: TEN-7001: Needs Assessment; TEN-7006: Instructional Systems Design; TEN-7012: E-learning: from Distance Education to Online Learning; TEN-7019: Instructional Design Problems: Case studies. Undergraduate course: TEN-1000: ICT Teacher Teaching.

Despite the high volume of research into blended and online learning over the past twenty-five years, there has been surprisingly little questioning of the ethics of institutional implementation practices and its effect on student learning outcomes (Agger-Gupta, 2002). Indeed, the lack of critical scrutiny and subsequent paucity of research seems to indicate an “Emperor’s New Clothes” dilemma, i.e. institutions do not appear to want to go out of their way to fix what appears to not be broken. Ethical issues that have appeared in the literature deal mostly with Internet etiquette and policy (Gearhart, 2001) and student assessment issues (Olt, 2002). However, given the steady demand for access to higher education, some institutions are implementing course delivery models that, although popular, even expedient, may be ethically questionable. Indeed, various means of taking an online course are being offered but they cannot all be assumed to be equivalent, nor can they all be assumed to provide students with the same quality of learning. In this paper, we will examine one such practice which is termed Hyflex Learning by some (Beatty, 2008), Multi-Access Learning by others (Irvine, 2009; Irvine, Code & Richards, 2013). HL/MAL is essentially an online teaching and learning model that allows students to decide for themselves how they wish to take a course: face-to-face, or connecting via video-conferencing, or audioconferencing or even listening to recorded classes. This ‘edupunk’ approach to higher education may be quite appealing to students but, ethically speaking, does it insure that an institution is assuming its responsibilities in providing students with equitable learning conditions? On the contrary, the level of support provided is variable, as is the level of engagement expected from students (Moore & Kearsley, 2011). Allowed to choose for themselves, students may unwittingly select conditions that are non-optimal and, as a result, they may fail the course or not fully benefit from it, from a learning standpoint. This issue of student choice is thus pitted against an institution’s moral responsibility to provide all of their students with the same learning conditions. Are institutions fully aware of their ethical responsibilities when it comes to their providing students with equitable learning options? Should some choices simply not be made available? Who is ethically responsible for these decisions and who is monitoring institutional course delivery choices? These questions highlight the need to reflect on an ethical course delivery model with respect to equitable learning conditions for all students.