LTSU Alert!

- The **LTSU Alert** is a fortnightly bulletin designed to enhance learning and teaching at USQ through information about learning and teaching opportunities, conferences, events, professional associations and grants.
- This is not a newsletter about LTSU activities, though these will be included where relevant. Rather, the aim of **LTSU Alert** is to disseminate, as quickly as possible, global information about learning and teaching in higher education. Please note that LTSU only **collates** information. Any errors will normally be part of the original communication supplied to LTSU. You are, therefore requested to Google for further information or contact relevant organisers should there be a need for clarification.
- LTSU wishes to acknowledge the following colleagues and organisations for information incorporated in the ALERT bulletins:

  1. ECU TeachLearn List Serve
  2. The Centre for Active Learning www.glos.ac.uk/ceal University of Gloucestershire, UK
  3. Centre for the Study of Higher Education http://www.coventry.ac.uk/cshe Coventry University, UK
  4. HERDSA
  5. ACODE
  6. ASCILITE
  7. CADAD

- The LTSU Alert is divided into two sections:

- **Resouces (green)**
- **Conferences and Forums (blue)**

Teaching and Learning Resources (Books and Websites)

- **Carrick Institute for Learning and Teaching in Higher Education** http://www.carrickinstitute.edu.au/carrick for information about 2007 Australian Awards, Grants and Fellowships to promote learning and teaching in higher education.

- **International Society for the Scholarship of Teaching and Learning** ISSoTL Home Page http://www.issotl.org/ - Join an international group of people who develop higher education teaching practice through research

- **Subject Benchmark Statements**

QAA (Quality Assurance Agency for Higher Education) in the UK has produced a series of subject benchmark statements for honours degrees
http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp

UK honours degrees are roughly equivalent to Australian degrees. These statements allow for comparison of degrees across institutions and will provide an excellent reference point for a program review processes.

Benchmark statements are available in the following subjects:

Accounting, Agriculture, Forestry, Agricultural Sciences, Food Sciences and Consumer Sciences Anthropology Archaeology Architecture, Architectural Technology and Landscape Architecture, Area Studies Art and Design, Biomedical Science, Biosciences, Building and Surveying, Business & Management (General), Chemistry, Classics, Ancient History, Communication, Media, Film and Cultural Studies, Computing Dance, Drama and Performance, Dentistry Earth Science, Environmental Sciences and Environmental Studies, Economics, Education Studies, Engineering, English, Geography, Health Studies, History, History of Art, Architecture and Design, Hospitality, Leisure, Sport and Tourism, Languages and related subjects, Law Librarianship, Information Management, Linguistics, Materials Mathematics, Statistics and Operational Research Medicine Music Optometry Philosophy Physics, Astronomy Astrophysics, Politics and International Relations, Psychology, Social Policy and Administration and Social Work, Sociology, Theology & Religious Studies, Town and Country Planning, Veterinary Science, Welsh/Cymraeg

You can find out more about the QAA here: http://www.qaa.ac.uk/aboutus/qaaIntro/intro.asp

- **The online newsletter from the Association for Learning Technology is available at** http://newsletter.alt.ac.uk
  Topics of interest are: Interactive game-based learning; Federated Access Management: a new framework for accessing online material; EuroCALL goes virtual: from Granada to Cyberspace; Rapid development of media-rich, interactive e-learning; the end of handwriting and the next generation of traditional exams? Game On for learning

- **Nine guides for staff supporting disabled students and one for disabled students**
  The ICP Guide series is written primarily for academics, educational developers, learning support staff and disability advisors supporting disabled students studying geography, earth and environmental sciences in higher education. Copies may be downloaded from the GDN site (http://www2.glos.ac.uk/gdn/icp/). We regret that we are unable to supply hard copies.

- **Higher Education Research and Development Society of Australasia (HERDSA) Fellowships** Build your teaching portfolio and your teaching career by becoming a HERDSA Fellow. Click on 'Fellowship' link on HERDSA home page http://www.herdsa.org.au

- **Stay, play or give it away? Students continuing, changing or leaving university study in their first year -** A new Australian based study commissioned by DEST on attrition of first year students has recently been released. The study gathered data from 14 Australian universities, including USQ, between 2004 and 2005. The study is recommended to all staff interested in retention and the first year experience.
  http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/stay_play_giveaway.htm#publication)

- **Selected References on Teaching and Learning in Higher Education**
  This item with thanks to Professor Mick Healey, Centre for Active Learning, University of Gloucestershire:

  Colleagues may be interested in five selected bibliographies, which are available on the Centre for Active Learning web site at the University of Gloucestershire, UK www.glos.ac.uk/ceal Follow the links to a) 'Resources'; b) 'Reference Lists'.

  They are on:
  1. Scholarship of teaching and learning
  2. Linking research and teaching
  3. Active learning and learning styles
  4. Pedagogic research and development
  5. Discipline-based approaches to supporting teaching and learning

  Together there are over 600 references listed. The intention is to update them regularly as I become aware of additional interesting references.

  Readers are encouraged to send details of their own favourite references for adding to the lists to me at: mhealey@glos.ac.uk. Thanks Mick Healey, IS-SoTL Regional Vice-President (Europe)

- **The Database of Research on International Education** has been updated with 76 new records. The latest entries can be browsed from the New Additions page at: http://aei.dest.gov.au/AEI/PublicationsAndResearch/ResearchDatabase/

- **Call for Papers on Learning Communities**

  Special issue of Research and Practice in Technology Enhanced Learning
  http://www.apsce.net/RPTEL_Purpose_and_Scope.htm

  The editors invite scholarly articles on learning that takes place within communities and sociotechnical design for this learning, to be considered for a special issue of Research and Practice in Technology Enhanced Learning. Studies of learning in online communities and studies of community-oriented approaches in educational settings are acceptable, as are studies of learning in communities of practice, communities of interest, or groups defined in other ways. Papers should state the authors' position concerning how learning takes place by virtue of the community setting (editors prefer papers in which community is intrinsic to the learning studied). Although there is a preference for contributions that are grounded in empirical evidence, strong theoretical papers will also be considered. Methodologies from diverse research traditions are acceptable, provided that the quality of work is convincing to researchers within the given tradition and the presentation is comprehensible to readers outside of the tradition.

  The following questions are offered as examples of relevant topics. Studies that address other questions related to learning communities are also welcome.

  * How can theory and practice inform design for learning communities? What aspects of learning in communities can be designed for, and which are primarily emergent? How can these

designed and emergent aspects mutually reinforce each other?

* What affordances does a given technology offer for social aspects of learning, and how do these affordances compare to alternative technologies? How can instructional scenarios or collaborative strategies best realize the advantages of the technology?

* How can technology-mediated learning environments be designed to support heterogeneous members and their various trajectories of participation? For example, how can a learning environment support transitions from apprenticeship to expertise? How can "lurkers" not only learn, but also become assets to the community? What are the learning needs of multidisciplinary teams? What considerations arise in international community settings?

* What tensions between individual needs and the needs of the community exist in learning communities? How can these tensions be leveraged to drive learning in communities, and how can technology amplify this potential while mitigating the problems of conflicting needs?

* What is the relationship between self-identity and group identity in learning communities, and how do these identities motivate participation that leads to learning? How is change in identity itself a form of learning? How then should identity be reflected in technology-mediated environments?

* Which research and analysis methods are adequate for studying technology-enhanced learning in communities? Can experimental methods address learning that takes place over long time periods and many individuals in communities that are self-governed? Are ethnomethodological approaches viable alternatives? Do we need other methods? Do we need to invent new ones?

Special Issue Editors:

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PROPOSED TIMELINE: Variation may occur.

November 2006: Formal call for papers. Authors are encouraged to contact the editors in advance of submission with an expression of interest. There is no specified word limit for submitted papers, but authors are advised that clear, succinct writing is expected. An article length of 6000 words is a useful benchmark. Further information on submission formatting is available at http://www.apsce.net/RPTEL_CfP.htm

End of February 2007: Deadline for paper submissions to go out for review.
Each paper will be sent to three reviewers.

End of May 2007: Reviews finalized and sent to authors.

End of July 2007: Deadline for revised manuscripts.

End of September 2007: Edited manuscript sent to publisher.

- **BOOK Quality Frameworks. Reflections from Australian Universities'.** Edited by Jeanette Baird. This can also be downloaded from the AUQA website.

- **BOOK The Realities of Change in Higher Education: Interventions to Promote Learning and Teaching**
  http://highereducationresources.atspace.com/realitiesofchange.html

List Price: £24.99 stlg (UK)
ISBN: 9780415385800
ISBN-10: 0415385806
Publisher: Routledge
Publication Date: 04/08/2006
Pages: 192

Editors:

Lynne Hunt, The University of Southern Queensland, Australia
Adrian Bromage, Coventry University Centre for the Study of Higher Education
Bland Tomkinson, University of Manchester, UK

Hunt, L., Bromage, A. and Tomkinson, B. (Eds.) (2006) The Realities of Change in Higher Education: Interventions to Promote Learning and Teaching. London: Routledge.

The Realities of Change in Higher Education explores the theory and practice of the everyday reality of change to promote learning and teaching in universities. Drawing on international case studies, it analyzes a range of practical strategies to promote change that enhances students' learning. Structured to flow from analysis of policy level change through to small-scale change at curriculum level, experienced practitioners.

Key topics include:
• national policies and strategies
• different leadership styles
• the advancement of teaching and learning through research and scholarship
• how communities of practice may be effective agents for change in higher education
• the relationship between technology and change
• student assessment as a strategic tool for enhancing teaching and learning

With practical advice to enhance the learning experience of increasing numbers of university students, this book will appeal to all practitioners involved in improving learning and teaching outcomes in higher education.

Content
Chapter one: Adrian Bromage The Management of Planned Change: An interdisciplinary perspective
Chapter two: Gavin Moodie No Money; No Change: The Impact of National Policies to Improve Learning and Teaching
Chapter three: Lesley Parker National Initiatives to Enhance Learning and Teaching in Higher Education: A Case Study of the Planning of the Carrick Institute in Australia
Chapter four: Craig McInnes Assessment and Change in Higher Education
Chapter five: Alison Thair, Patrick Garnett and Susan King Quality Assurance and Change in Higher Education
Chapter six: Lynne Hunt A Community Development Model of Change: The Role of Teaching and Learning Centres
Chapter seven: Craig Nelson and Jennifer Meta Robinson The Scholarship of Teaching and Learning and Change in Higher Education
Chapter eight: Milton Cox Phases in the Development of a Change Model: Communities of Practice as Change Agents in Higher Education
Chapter nine: Wim H. Gijselaers and Sigrid Harendza Dynamics of Planned Change: When Participants Talk Back
Chapter ten: Conor Vibert and Craig Place Technology and Change in Higher Education
Chapter eleven: Mark Atlay Cats, Change and Complexity Science
Chapter twelve: Frank Lyons and Mike Bement Angels in Concrete: Work-based Learning and Change in Higher Education
Chapter thirteen: Charles Engel and Bland Tomkinson Engaging Higher Education in the Global Challenge of Sustainability

- The latest peer-reviewed issues of the following **Scholarly Journals** are published and **freely accessible online**:

AACE Journal
Published by AACE--Assn. for the Advancement of Computing in Education (http://www.aace.org)

AACE's flagship journal is the focal point for the exchange of information between disciplines, educational levels, and information technologies. It's purpose is to stimulate

the growth of ideas and practical solutions which can contribute toward the improvement of education through information technology.

Contemporary Issues in Technology and Teacher Education (CITE) Published by: SITE--Society for Information Technology and Teacher Education (http://site.aace.org)

The CITE Journal was established and is jointly sponsored by five professional educational associations (AMTE, ASTE, NCSS-CUFA, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline (Social Studies, Math, Science, English Language Arts).

AACE Journal Vol. 14, No. 3 (2006)

CONTENTS: http://www.aace.org/pubs/aacej/current.cfm

Contemporary Issues in Technology and Teacher Education Vol. 6, No. 3 (September 2006)

CONTENTS http://www.citejournal.org/vol6/iss3/maintoc.cfm

Teaching and Learning Forums and Conferences

Call for papers: NZ Conference Language, Literacy and Technology

18-19 May 2007; Unitec, Auckland
Deadline for submissions: Feb 19 2007
Topics of interest may include language teaching using technology, multimedia education, implementing online education, CALL research, learner autonomy using technology, digital literacies. Please send brief abstracts (200 words max) to Karen Haines khaines@unitec.ac.nz 09 815 4321.

2007 Conference of the International Society for the Scholarship of Teaching and Learning

2 - 5 July 2007, Sydney, Australia
http://www.indiana.edu/~issotl07/
email: ISSOTL2007@unsw.edu.au

The Conferences of the International Society for the Scholarship of Teaching and Learning aim to provide opportunities for an emerging community of international scholars - practitioners, developers, researchers - to engage in global conversations about their scholarly inquiries in disciplinary teaching and learning.

As the conference moves to Australia, new opportunities arise to locate our learning within a

range of dimensions - global and national; local and Indigenous; within and across disciplines. We hope to foster dialogue between individuals and institutions located in the south, north, west and east in ways that will broaden perspectives and promote integrative understandings of our scholarship.

The conference will feature pre-conference workshops facilitated by leading scholars in the field; distinguished international keynote speakers; individual and panel presentations; poster presentations and working sessions.

Researching Academic Futures September 2007

An international conference organised by Coventry University iPed Research Network
See http://www.cov.ac.uk/iped/ for details of 2007 & previous 2006 Conference homepages

Themes
Global perspectives
Leading academic learning
Emergent pedagogies

Retention 2007 Conference

Retention 2007 is now accepting proposals for presentations. Proposals may be submitted by individuals, school districts, institutions, organizations, foundations, associations, and education service providers.

For 2007, we are encouraging proposals in the four following themes:

* High School
* Two-Year
* Four-Year
* Proprietary

Subjects may include, but are not limited to:

* Evidence-based practices and strategies for high schools, two- and four-year institutions, and proprietary institutions;
* Student tracking and monitoring;
* Institutional change;
* Program planning and implementation;
* Students with disabilities;
* Solutions for HBCUs, HSIs, and Tribal Colleges
* International program/strategies;
* Research, evaluation, and impact analysis; and
* Best practices in financial aid, student services, academic services, recruitment and admissions, and teaching and learning

Guidelines for Proposals

Materials

Presenters are encouraged to bring handouts summarizing the key points of their presentation and contain information that participants should remember once they have returned to their institution. Printouts of power point presentations are also encouraged. Each breakout session will be attended by approximately 60 people. For an updated estimate of the number of participants that will attend your session, please contact Sarah Hosford at shosford@educationalpolicy.org.

Audio-Visual Requirements
EPI will provide a data projector for each presentation. A laptop will be provided upon request. Internet connections will not be provided by EPI.

Conference Registration and Expenses
All presenters are responsible for their conference registration fees as well as their own travel and hotel expenses. Participants will be charged the Early Bird Registration Fee of $495. Hotel reservation information is available on the Retention 2007 website. The deadline for hotel reservations is Friday, April 20, 2007.

Presenters retain all rights to their materials, except that, if a proposal is selected for Retention 2007, EPI reserves the right to publish either the full text or a summary of the presentation in an EPI publication, such as the EPI's newsletter Student Success, website, or other monograph.

Proposal Format
Proposals should be submitted as a Word document or PDF file in an e-mail attachment, equivalent to an 8.5" x 11" sheet. Each proposal must consist of two items:

A proposal for a presentation no longer than two pages, single spaced, describing the issues you will address, summarizing your main perspectives on those issues, and identifying how the audience will be able to use the information presented when they return to their own campuses.

1. A cover page with the following information:

    * Title of Presentation
    * Presenter Name
    * Title
    * Institution/Company/Organization
    * Address
    * Email address
    * Phone Number
    * Name and email address of all co-presenters

2. A proposal for a presentation no longer than two pages,
single spaced, describing the issues you will address, summarizing your main perspectives on those issues, and identifying how the audience will be able to use the information presented when they return to their own campuses.

Mail or fax your cover page and proposal to:

EPI
c/o Sarah Hosford
2401 Seaboard Rd, Suite 104
Virginia Beach, VA 23456

Fax #: 757-271-6380

Deadlines
All proposals are due by Friday, February 16, 2007. If your proposal is selected for Retention 2007, you will be notified by Friday, March 16, 2007

UK Higher Education Academy 2007 Annual Conference

Date: Tuesday 3 to Thursday 5 July 2007
Place: Harrogate International Conference Centre.

Information about 2007 conference is available on the Academy website at www.heacademy.ac.uk/events/conference.htm.

A number of the papers that were presented at the 2006 conference are available as well as a downloadable handbook from our website from the following page: http://www.heacademy.ac.uk/events/4741.htm. We also have the keynote presentations on http://www.heacademy.ac.uk/events/2758.htm

The 2007 Conference will look at Engaging Students in Higher Education and will focus on three main themes:

- Higher Education Policy
- Scholarship of teaching & learning in the disciplines
- Innovations to support the student learning experience

Short descriptions for the themes, are available on the Academy website at http://www.heacademy.ac.uk/events/Conference%20themes%20(Structure).htm.

Session submissions are now open and can be accessed from the following link: http://www.heacademy.ac.uk/events/SessionSubmissions.htm.

Delegate registration will open on Monday 12 February 2007

ISSoTL 2007 Conference - Locating Learning: Integrative Dimensions of the Scholarship of Teaching and Learning

The theme of the 2007 ISSOTL conference invites participants to examine learning across a range of dimensions and their integration, as represented in the diagram. The three main conference threads are **Perspectives**, **Pathways**, and **Change** – depicted in the intersecting circles. The three threads will provide opportunities for us to discover new contexts for locating learning. Travelling via these threads to arrive at a common ground will foster intellectually and culturally inclusive scholarship, and generate widening perspectives.

In inviting scholars across the world to share the results of their inquiries in student learning, we will be guided by the high standards for scholarly work developed by the many colleagues who have pioneered the SoTL field. We hope that the 2007 conference will take the Scholarship of Teaching and Learning to new heights of recognised excellence.

Threads

1. Perspectives

We bring multiple points of view to our understanding of the Scholarship of Teaching and Learning, derived from our diverse contexts, experiences and underpinning values and beliefs. This thread aims to make explicit these perspectives to broaden our understandings of the Scholarship of Teaching and Learning:

- How geographical, demographic, historical and cultural contexts and imperatives influence learning and teaching
- How Indigenous perspectives of knowledge, learning and teaching contribute to understandings of SoTL
- Disciplinary and trans-disciplinary perspectives on learning and SoTL
- Understanding how differences are constructed; how they intersect; and how they matter to our understandings of SoTL
- Critical perspectives on SoTL

2. Pathways

The Scholarship of Teaching and Learning is traversed though multiple routes – formal or informal, individual or institutional, active pursuit or incidental, from within or outside our disciplines. This thread aims to explore the many pathways to understanding and practising SoTL.

- How SoTL can influence institutional, state and national policies and how policies in turn impact on SoTL
- Building disciplinary, cross-disciplinary, and international communities to develop SoTL
- Students as scholars: curricula designed for inquiry
- Developing scholarly teachers and teaching: the role of academic/faculty development
- Turning innovation and reflection into scholarship: where, how and for whom to disseminate and/or publish our scholarly practice

3. Change

This thread explores the ways the Scholarship of Teaching and Learning might help to change understandings of knowledge and learning; the impact of such change on students, academics and institutions; what constitutes evidence of change; and what factors determine the extent and lasting impact of change:

- International, national and institutional leadership roles and strategies for fostering SoTL
- How do shifting student (and teacher) demographics and identities influence understandings of learning and teaching?
- The role of SoTL in facilitating the learning and success of traditionally underperforming groups
- Evaluating change: what constitutes real evidence of change in the classroom
- Developing global citizens: SoTL for a changing world
- The politics of teaching and learning: new imperatives and accountabilities

Word limits for online submission forms:

Proposal summaries: 75 words

Proposal abstracts: 250 words
Proposal text for audience engagement: 50 words

Deadline for online submission (deadlines will be strictly enforced):
Tuesday January 6, 2007 (Sydney time = UTC/GMT + 11 hours)
World Time Zones (http://www.timeanddate.com/worldclock/)

Types of Presentations

Presentation and Dialogue:
Single presentations will present work in the Scholarship of Teaching and Learning as a means for engaging in dialogue with conference participants. Each presentation will have a maximum of 20 minutes. The programme committee will group single presentations into sessions of 2 with a total presentation time (including questions and discussion) of 60 minutes; or sessions of 3 with a total time of 90 minutes. There will be a designated facilitator/chair.

Submissions must include the following components:
- Summary
- Abstract
- Audience engagement

Panel and Dialogue:
Organised panel sessions will consist of 2 or 3 presenters. Proposals for organised panels should be submitted by the panel Organiser and must include an abstract for each presentation. One of the presenters may serve as the Organiser. Panel abstracts will be evaluated for each individual and for the panel as a whole. Each presenter will have a maximum of 20 minutes. The total presentation time for a panel of 2 presenters is 60 minutes; for a panel of 3 presenters, 90 minutes. The Organiser or an additional person should be designated to serve as the facilitator/chair for the panel.

Submissions must include the following:
On behalf of the panel:
- Name of Organiser
- Name of facilitator/chair (if different from the Organiser)
- Summary
- Abstract
- Audience engagement

Each individual panel participant:
- Abstract

Workshop/Working Session:
A workshop of 90 minutes long focuses on interactive development and exploration of ideas (rather than on presentations). The proposal should identify the workshop "leader" and where appropriate, co-facilitator(s) (maximum 3 presenters in total). It is expected that workshops should ensure active participation and engagement by the audience.

Submissions must include the following:
- Name of Leader
- Names of co-facilitators (where applicable)

- Summary
- Abstract
- Audience engagement

Poster:
A designated session will enable poster presenters to share their scholarly work in person. The poster session allows a more interactive forum for communication and collaborative discussion. The poster presenter must be present during the period assigned for discussion.

All poster presenters will also be requested to submit an e-poster summary of their poster prior to the conference to highlight their work. This additional format will provide opportunities for more interaction and visibility prior to, during, and following the conference. Poster presenters do not need any programming or computer expertise; you will be provided with a pre-made KEEPToolkit (http://www.cfkeep.org/) template to use (you may create your own template using the KEEPToolkit if you wish to do so).

Submissions must include the following components:
- Summary
- Abstract

Criteria for Proposals

The criteria by which all proposals will be assessed are below as a way of guiding the development of your submission. The criteria draw on feedback from the 2005 ISSOTL conference report, and from criteria used by the International Journal for the Scholarship of Teaching & Learning, the MountainRise journal, and the Carnegie Academy for the Scholarship of Teaching and Learning.

1. Goals and Preparation
2. Methods
3. Outcomes
4. Reflective Critique
5. Audience Engagement

In the proposal submitted:

1. Goals and Preparation

- Are the goals of your inquiry clear?
- Have you identified an important question(s) in the field?
- Have you demonstrated an awareness of existing scholarship in the field?

2. Methods

- Have you selected/developed methods appropriate to your goals?

3. Outcomes

- Have you demonstrated how your work has contributed to an understanding of, or practice in, the field?
- Does the work suggest the potential for opening up additional areas for further investigation?

4. Reflective Critique

- Have you offered a critical evaluation of your work?

5. Audience Engagement

- Will there be opportunities for active audience engagement throughout your session?
- Have you considered how your audience might achieve some key learning outcomes?

Each proposal will be reviewed by three international scholars. The proposals will be rated as one of the following: Accept; Accept with minor revisions; Reject. Where only minor revisions are required, you will have the opportunity to revise and resubmit. The committee's decision will be final.

For further information, please contact Kathy Takayama, 2007 ISSOTL Chair, at ISSOTL2007@unsw.edu.au

Forum: Collaborating to Offer Small Courses/Subjects

UNE will be coordinating and hosting the Carrick Institute Forum 2:

The forum will be held in the first semester of 2007 (Dates TBC).

Purpose of the Forum

To provide an opportunity to share and examine:

1. models of collaboration for small courses
2. the issues that need to be resolved in successful collaborations to support small subjects
3. courses/disciplines where collaborations are being explored

The program will include speakers who have been involved or are currently involved in a collaboration to support small courses/subjects. These will be across a number of discipline areas and include those collaborations that have been tried and no longer exist, those that are well established and those being developed now. Through these presentations, questions to presenters, and round table discussions, the forum/s will address:

the characteristics of a successful collaboration; issues that need to be resolved to be able to collaborate on the delivery of small courses through collaboration between institutions; new initiatives, interest in the development of such initiatives and what support is needed to assist these initiatives.

We seek your input in assisting us in identifying successful collaborations or where such collaborations are being explored for the purpose of bringing together a representative set of examples across the sector for the Forum.

From what is revealed across the sector- invitations will sent out to a range of speakers and practitioners and a full programme developed. The Carrick Forum is provided with no registration cost to 60 attendees (with nominally 2 representatives from each University to attend) and speakers have their airfares and accommodation paid for.

The organizing committee, Assoc Prof Kerry Dunne (kerry.dunne@une.edu.au), Dr Belinda Tynan (Belinda.tynan@une.edu.au) and Dr Robyn Smyth (rsmyth@une.edu.au) would be happy to receive your queries and or suggestions so that we may develop a comprehensive and inclusive programme for the forum in 2007. If we could seek your interest/advice/ideas prior to December 22nd we would be grateful.

What is the Role of Distance Education in the Implementation of the Right to Education? (Www.Irrodl.Org)

Schedule:

1. October 2006: Call for Papers
2. January 31, 2007 : Deadline for submitting summaries of propositions for articles (500 to 1000 maximum words);
3. April 1, 2007 : Notification to authors of selected propositions;
4. December 1, 2007: deadline for submitting the first version of full text;
5. January 1, 2008: Final versions of texts;
6. Spring 2008: All selected texts published on common website of participating journals.

The International Review of Research in Open and Distance Learning (www.irrodl.org) is putting out this **Call for Papers** in collaboration with five other scholarly journals. IRRODL is launching this call for research and "good practices" papers (to be published in 2008) concerning distance education and the right to education (in particular reference to Article 26 of the Universal Declaration of the Human Rights of December 10th, 1948):

"What is the role of distance education in the implementation of the right to education? How is distance education involved when education is seen as a right? What is its position in educational policy, as a factor of quality and an instrument for liberty? Do the technologies of distance education act as enablers or barriers to achieving the universal right to education?" (http://www.hrweb.org/legal/udhr.html)

Authors can approach this theme from multiple points of view, pedagogical, sociological, economic, political, technical, legal, practical, etc.

*** IMPORTANT *** IRRODL is putting out this Call for Papers in collaboration with five other scholarly journals with international influence and readership in Africa, Asia, Europe, Middle East, Oceania, North America, and South America:

- Asian Journal of Distance Education: http://www.asianjde.org/
- Distances et savoirs: www.cned.fr/ds, http://ds.revuesonline.com
- EURODL: http://www.eurodl.org/ (agreement in principle)
- Journal of Asynchronous Learning Network:
- http://www.sloan-c.org/publications/jaln/
- IRRODL: http://www.irrodl.org/
- Open Praxis: http://www.openpraxis.com/

Final texts selected by each participating journal (subject to the outcome of the blind peer review process) will be published in their original language on a common website, with open access; they may also be published on the usual websites of the journals and in the printed versions of those journals, either in their original language or translated.

Authors will benefit from a wide international dissemination, and their works will make up a common international reference regarding distance education and the universal question of the right to education.

2nd National Conference of Enabling Educators: Enabling Education: What Works?

Date: 11 to 13 July 2007
Place: City Hall, Newcastle, NSW, Australia.

This letter is to invite you and your colleagues to the conference, hosted by the University of Newcastle through its English Language and Foundation Studies (ELFS) Centre.

The conference has already attracted several national keynote speakers of international reputation in the areas of student access and equity in higher education, teacher education, learning environments, indigenous issues, mature age and distance learning, such as Professor John Stevenson from Griffith University Qld, Professor Eleanor Ramsey from the Hawke Institute, SA, Professor William Oates from Central Queensland University and Dr Helen Anderson from Manukau Institute, NZ.

CALL FOR ABSTRACTS: The Conference Committee is especially keen to attract professionals, teachers, researchers and administrators who work in tertiary enabling programs for national and international students and welcomes abstracts for papers, posters or workshops in this important educational area. A website for information about the conference, its objectives and themes, and where you also will be able to register and submit abstracts is currently under construction and will soon be available at http://www.enablingeducation.info

For further information please contact Conference Manager Dr. Lili-Ann Berg on 02-4921 7276 or email: Lili-Ann.Berg@newcastle.edu.au.

Australian Universities Community Engagement Alliance (AUCEA)

(USQ is a corporate member)

Call for Abstracts - AUCEA 4th Annual Conference 2-4 July 2007 Alice Springs

AUCEA 4th Annual Conference 2-4 July 2007 Alice Springs: The Scholarship of Community Engagement

The Scholarship of Community Engagement refers to engaged teaching learning and research. It involves collaborative relationships that yield mutually beneficial outcomes for the university, its students and its communities.

The 4th Annual AUCEA Conference invites robust scholarly debate and grass-roots practitioners' perspectives on the pressing questions that will shape the way forward for community engagement in Australia.

The AUCEA conference is a key tool for growing our capacity to engage. It's an opportunity to reflect, network with colleagues, inspire and learn from each other.

University academics, administrators and executive members, university practitioners and community partners are invited to submit proposals for:

- a refereed paper;
- a non-refereed paper;
- conducting a workshop; or
- presenting a poster session.

Presentations will focus on engagement in the context of its contribution to enhanced student learning and to broader social, cultural, health, environmental and regional development outcomes. Sessions will revolve around three sub-themes:

- Policy Context;
- Institutional Responses; and
- Perspectives on Practice.

In addition, universities participating in the AUCEA Benchmarking Project are invited to submit papers for inclusion in the conference Benchmarking Workshop.

All abstracts and enquiries to aucea@apapdc.edu.au

Conference website: www.aucea.net.au/conference

The Fourth Annual Wireless Community & Mobile User Conference: Nomadic Computing in the Digital Community http://wetec.csumb.edu

May 30 – June 1, 2007
Monterey, California & Cleveland, Ohio

CALL FOR PROPOSALS – Deadline December 18, 2006
We invite you to submit a Proposal for Presentation for sessions focusing on:

SECTOR TRACKS:
Water
Healthcare
Public Safety
Education

PUBLIC POLICY ISSUES:
Muni-Wireless
Scurity & Identity
Broadband For All - Equity & Access
Educating Decision Makers

HANDS-ON:
Workshops
Technology Showcases
Social Computing
More...

Questions to:
Arlene Krebs, Director
Wireless Education & Technology Center--Transforming Education in the Age of Mobility
http://wetec.csumb.edu
CSU Monterey Bay
100 Campus Center, Bldg.18
Seaside, CA 93955
831-582-5025
Fax: 831-582-4701

AUQF2007: Evolution and Renewal in Quality Assurance

AUQF is Australia's premier annual event for discussing and advancing quality in higher education. We are delighted to announce that AUQF2007 will be held in Hobart from Wednesday 11 July to Friday 13 July 2007.

The target audience for the Forum is primarily, but not exclusively, senior executives of higher education institutions with responsibility for quality assurance and institutional improvement, academics and mangers active in quality assurance and enhancement, and interested government agencies.

The AUQF2007 has the theme Evolution and Renewal in Quality Assurance. As the overarching purpose of the AUQF is to facilitate discussions about quality and quality assurance in higher education, the JSG welcomes contributions on any topics that relate broadly to the conference theme *Evolution and Renewal in Quality Assurance*.

- *Integration of Quality Assurance Systems: Converging Pathways?*
- *Impact of Quality Audit*
- *Changing Approaches and Attitudes*
- *Benchmarking*
- *International Collaboration in Quality Assurance*
- *Qualitative Data and Quality Outcomes*

The Call for Contributions information is now available at the AUQF2007 website:
http://www.auqa.edu.au/auqf/2007/contributions/index.htm

If you would like to subscribe to the AUQA mailing list, please visit the What's New? section:
http://www.auqa.edu.au/tools/whatsnew/ Any updates on the AUQF2007 will be posted on this mailing list.

Language, Literacy and Technology

Where: Unitec, Auckland
When: 18-19 May 2007

Speakers:
- Mike Levy (Griffith University, Aus)
- Cynthia White (Massey University, NZ)
- Terry Locke (University of Waikato, NZ)

We are looking for practical papers (30 mins) and workshops (45 mins) that address the ways that technology can support the teaching of language and literacy. The symposium is for experienced and novice teacher-users of learning technologies.Deadline for submissions: 19.2.07
Topics of interest may include
- language teaching using technology
- multimedia education
- implementing online education
- CALL research
- learner autonomy using technology
- digital literacies

Please send brief abstracts (200 words max) to Karen Haines khaines@unitec.ac.nz 09 815 4321. State clearly any technical requirements eg. computers needed for workshops and their capabilities.

Creativity or Conformity: Building Cultures of Creativity in Higher Education

January 8 - 10, 2007
University of Wales Institute Cardiff, Wales in collaboration with the Higher Education Academy

There are still a few places available at this pioneering, international inter-disciplinary conference. To enquire about booking your place please contact the conference organisers as soon as possible via the conference website: http://creativityconference.org

Keynote speakers include Robert J. Sternberg, Russell E. Foster, Caroline Baillie, Mary Evans and Kevin Byron. It will feature over 50 presentations and 40 tabled papers from 20 different countries.

Jane Berry
Projects Officer
The Higher Education Academy
Innovation Way
York Science Park
York
YO10 5BR
+44 (0)1904 717500

IMPROVING STUDENT LEARNING - FOR WHAT?

15th Improving Student Learning Symposium hosted by the Oxford Centre for Staff and Learning Development
3-5 September 2007
Trinity College, Dublin, Ireland

CALL FOR PAPERS

We hope that the theme for this symposium - 'for what' - will challenge contributors to consider the purposes of mass higher education in the 21st century. And more specifically, in introducing innovations we hope will improve student learning, what are we actually trying to achieve, and what is that learning for?

Please submit your paper proposal online at www.brookes.ac.uk/services/ocsld/isl/isl2007/. The closing date for submissions is 28 February 2007, and authors will be notified by the end of March whether their paper has been selected for presentation.

BACKGROUND

In 1993, the first Improving Student Learning Symposium was held at Warwick University in the UK. Since then it has become an established event on the international calendar, with up to 200 participants from over 15 countries at each conference. The major aim of the Improving Student Learning Symposia is to provide a forum which brings together those who are primarily researchers into learning in higher education
and those who are primarily practitioners concerned more pragmatically with improving their practice, but from whichever starting point, papers are only accepted if they take a sufficiently scholarly, research-based approach.

ISL is supported by the Higher Education Academy.

Fiona Smith
Oxford Centre for Staff and Learning Development
email: flsmith@brookes.ac.uk

The National Conference on Service-Learning will be held at The Collaroy Centre in Sydney, Australia from April 18-20, 2007

The theme of the conference is '**Meaningful Engagement: Connect-Collaborate-Act**'

http://www.abbotsleigh.nsw.edu.au/index.cfm?page_id=5AAC7BDB-1143-35B0-565021F25262DE39

The Narrative Practitioner: Developing Excellence in Research, Education and Practice. 11th -13 June 2007

North East Wales Institute of Higher Education Wrexham UK

Across the world much of human life is conducted through narrative accounts of events and experiences. Many of our social institutions are comprised almost entirely of opportunities for sharing these accounts of our lives.
We have all had experience of relating to and living vicariously inside the narratives that are told by others for example in literature and film, that are created by writers, using elements of their experience. Narratives therefore offer a method of teaching and communicating with one another about professional matters. The conference will bring together professionals and practitioners who share an interest in the use of narrative in a range of contexts, including pedagogy, practice, research and performance.

Aims of the Conference

- To develop a multidisciplinary centre of excellence to inform future research, education and practice
- To engage participants in an ongoing dialogue around the use of narratives in various contexts

Areas for Contribution
Contributions may address issues in any area in which narrative approaches are used, including Education, Business Studies, Social Care, Sports Sciences, Health, Art and Design, Literature, Theology, Anthropology, Drama and Film, Computing, Performing Arts, Youth Work and Childhood Studies, Law and Ethics.
A wide range of themes will be welcomed and is encouraged including Ethical Narratives Narratives of the body Therapeutic Narratives Academic Narratives Healing Narratives Childhood Narratives (These themes are not intended to be exclusive but merely act as a guide)

Call for Contributions
All conference presenters will be required to produce a paper of not more than 5000 words which will be published in the conference proceedings with a full ISBN number. To be considered for publication please submit an abstract to the conference secretaries. For further information, please contact the conference chair. Abstracts of 250 words are invited for contributions to sessions of the following kinds:
Oral Presentations submitted for parallel / concurrent sessions.
Workshops / Symposiums submitted about research, education and practice.
Other presentations submitted such as poster / demonstration / exhibition sessions.

Author Guidelines
Please include in the abstract (paper) the following order of information, a title, the name(s) of the author(s) and their contact details. Please submit all work in Microsoft WordT format and e-mail to the conference secretaries by the 8th January 2007. Authors will be notified of success by February 5th 2007. Final papers must be ready by April 16th 2007 to prepare for publication.

Please use the following formats to ensure that all documents are "camera ready"

- Title in Times New Roman Font Size 12 (Heading1)
- Author(s) and subheadings in Times New Roman font size 10
- (Heading 3)
- Main Body Text - Times New Roman font size 10 - single line spacing
- Please do not add page numbers, headers, footers or footnotes or any other formatting to the document.
- Images and diagrams must be inserted within the text of the main body

- Referencing in the Harvard format please.

Contact Details

Conference Chairperson
Dr Alex Carson - a.carson@newi.ac.uk

Conference Secretaries
Marjorie Lloyd - m.lloyd@newi.ac.uk
Nikki Lloyd-Jones - n.lloydjones@newi.ac.uk 01978 293591

Postal Point 20, North East Wales Institute of Higher Education, Plas Coch Campus, Mold Rd, Wrexham LL11 2AW

The 5th InternationalConference on Education and Information Systems, Technologies and Applications (EISTA 2007)

In the context of The International Multi-Conference on Society, Cybernetics and Informatics (IMSCI 2007)(http://www.cyber-inf.org/eista2007).

Orlando, Florida, USA, from July 12-15, 2007.

CALL for ABSTRACTS

We are emphasizing the area of Education Research, Theories, Practice and Methodologies which, we think, is related to your specific academic or professional area.

All submitted papers will have an extensive reviewing process. A multi-methodological review will be applied in the selection process of this multi-disciplinary conference. Submitted papers or extended abstracts will have three kinds of reviews: double-blind (by at least three reviewers), non-blind, and participative peer-to-peer review.These three reviews will support the selection process of those that will be accepted for their presentation at the conference, as well as those to be selected for their publication in JSCI Journal. Details are given in the conference web site.

Of the papers presented, the best 10%-20% of the papers will be published in Volume 6 of JSCI Journal (www.iiisci.org/Journal/SCI) and sent free to over 200 university and research libraries

Also, we would like to invite you to organize an invited session related to a topic of your research interest. If you are interested in organizing an invited session, please, fill out the respective form provided in the conference web page. We will send you a password, so you can include and modify papers in your invited session.

More details about the reviewing process, organizing invited sessions and submissions deadlines can be found at our web site. (http://www.cyber-inf.org/eista2007)

If the deadlines are tight and you need more time, let us know about a suitable time for you and I will inform you if it is feasible for us.

Again, we invite you to participate in the 5th International Conference on Education and Information Systems, Technologies and Applications (EISTA 2007) which in the past has had participants from over 80 countries.