“Personalisation: Who do you think you are?”
Dear Colleague,

It is my pleasure to welcome you again to Brescia for the 13th Anniversary International (Anglo-Italian) Colloquium that will take place on 23rd - 26th April 2015 in Salò, on the shores of Lake Garda. This year continues our successful collaboration that includes friends from across the globe. We especially look to each and every one of this year with the theme of “Personalisation: Who do you think you are?”

Professor Luca Visconti and I are always looking forward to meeting you at Hotel Bellerive where the owner Mr. Rossi and his staff are waiting to warmly welcome you all again. This Hotel and La Vigna are on the shores of Lake Garda with a pleasant stroll into the beautiful lakeside town of Salò.

On Thursday afternoon, by popular request, we have the ever popular ‘ice-breaker’ session of ‘Art on the Lake’, led by our new Italian resident artist, Jen Wright who reflects on the work of our dearly departed artist and scholar, Paola Ferroni. No experience or talent is needed! In the evening, our Dental Companion friends will host a quiz cheese and wine party. All are welcome.

On Friday we have the Plenary session at the Brescia Medical and Dental School as usual but we commemorate both Paola Ferroni and Bruce Elson, two special friends whose legacy lives on. The Gala dinner will follow in the evening at the Hotel Bellerive with a gourmet food experience. On Saturday afternoon, we will have the opportunity to take a short cruise on the Garda Lake after visiting the beautiful and historic Papermill in the valley of Toscolano-Moderno. In the evening you are free to wander into Salò and enjoy meeting your friends.

The Brescia Dental School and I are looking forward to meeting you soon. Please do not hesitate to contact me for any further information (corrado.paganelli@unibs.it).

Sincerely,

Corrado Paganelli
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Also included in your pack

1. The Actae of the 12th Anglo-Italian Colloquium & 5th International Innovations in Dental Education Colloquium Meeting 8th-11th May 2014, thanks to Profs Cristina Mazanares & Corrado Paganelli.
2. Appendices:
   I. The Big Draw" an ice breaker session by Jen Wright
   II. Details and the consent form for the Colloquium’s research project: “Lurking and Learning or Nowhere to Hide. Investigating higher education lecturer’s perceptions about data-driven education and the prospect of ‘high visibility students’.” By Dr Eva Dobozy, Curtin University, Western Australia
   III. Handout : Dieter Schönwetter Keynote: "Personalisation: Legacies that define who we think we are and were”
1. List of Delegates

<table>
<thead>
<tr>
<th>Prof. Paganelli Corrado</th>
<th>University of Brescia, Italy</th>
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<tr>
<td>Prof. Visconti Luca</td>
<td>University of Brescia, Italy</td>
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<td>Prof. Giorgio Pedrazzi</td>
<td>University of Brescia, Italy</td>
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<td>Mr. Bortolus Patrizio</td>
<td>Saratoga Dental, Italy</td>
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<td>Dr. Browell Geoff</td>
<td>King's College London</td>
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<td>Mr. Burgess John</td>
<td>John Burgess Associates; King's College London Alumnus <em>(Roundtable)</em></td>
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<tr>
<td>Mr. Chauhan Dharmesh</td>
<td>Dental Companion, UK</td>
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<tr>
<td>Mrs. Clark Marilyn</td>
<td>Honoured guest, UK with Mrs Margaret Hurdman</td>
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<tr>
<td>Prof. Cockin Katherine</td>
<td>University of Hull &amp; NCUP <em>(Symposium)</em></td>
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<tr>
<td>Prof. Cox Margaret</td>
<td>King's College London, President NCUP, <em>(Chair Symposium)</em></td>
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<tr>
<td>Dr. Dianiskova Simona</td>
<td>Slovak Medical University</td>
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<tr>
<td>Dr. Doboz Eva</td>
<td>University of Curtin, Western Australia <em>(Keynote, Roundtable)</em></td>
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<tr>
<td>Prof. Eaton Kenneth</td>
<td>Platform for Better Oral Health in Europe <em>(Symposium)</em></td>
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<td>Prof. Fabrikant Ekaterina</td>
<td>International College of Dentists, Switzerland</td>
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<td>Prof. Gibson David</td>
<td>University of Curtin, Western Australia <em>(Symposium)</em></td>
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<tr>
<td>Dr. Guggisberg Marika</td>
<td>University of Curtin, Western Australia <em>(Symposium)</em></td>
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<td>Mrs. Hounsome Joan</td>
<td>National Conference of University Professors (NCUP) UK</td>
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<td>Mrs. Humphrey Cheryl</td>
<td>NCUP (Secretary)</td>
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<td>Dr. Husain Farha</td>
<td>King's College London</td>
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<tr>
<td>Prof. Ifenthaler Dirk</td>
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<tr>
<td>Prof. Leinonen Eeva</td>
<td>University of Wollongong, Sydney, Australia <em>(Keynote)</em></td>
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<td>Dr. Levi-Atzmon Gila</td>
<td>Or Yehuda College, Israel</td>
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<td>Dr. Lumsden Michael</td>
<td>University of Hull</td>
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<tr>
<td>Prof. Manzanares Cristina</td>
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<td>Prof. Martin Conchita</td>
<td>Complutense University, Madrid, Spain</td>
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<td>Dr. Mathew Susanna</td>
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<td>Prof. Millar Brian</td>
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<td>Mr. O'Driscoll Patrick</td>
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<tr>
<td>Prof. Onisei Doina</td>
<td>UMFT, Timisoara, Romania</td>
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<td>Dr. Pankhurst Caroline</td>
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<td>Dr. Quinn Barry</td>
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<td>Prof. Reynolds Pat</td>
<td>King's College London</td>
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<td>Mrs. Robinson Joan</td>
<td>King's College London</td>
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<tr>
<td>Prof. Rosenberg Duska</td>
<td>De Montfort University, UK</td>
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<tr>
<td>Prof. Schönwetter Dieter</td>
<td>University of Manitoba <em>(Keynote)</em></td>
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<tr>
<td>Dr. Shah Neil</td>
<td>St Bartholomew's Hospital, London, UK</td>
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<tr>
<td>Mr. Shahriari-Rad Arash</td>
<td>King's College London</td>
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<tr>
<td>Dr. Sipiyanuk Kawin</td>
<td>King's College London <em>(Symposium)</em></td>
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<tr>
<td>Dr. Sipiyanuk Nadaprapai</td>
<td>University of Mahidol, Bangkok, Thailand</td>
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<tr>
<td>Prof. Vassallo Paola</td>
<td>CDO, Malta</td>
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<tr>
<td>Dr. Webb Mary</td>
<td>King's college London</td>
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<tr>
<td>Dr. West Anne</td>
<td>Anne West &amp; Associates, London</td>
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<tr>
<td>Ms. Wright Jennifer</td>
<td>University of the Arts, London</td>
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### 2. Thursday 23rd April

<table>
<thead>
<tr>
<th>Thurs 23rd April</th>
<th>Venue</th>
<th>Event</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>09.00 – 14.00</td>
<td>Hotel Bellerive</td>
<td>Delegates arrive</td>
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<tr>
<td>17.30-19.30 18.00 for the Quiz</td>
<td>Dental Companion Apartment Garda &quot;Antiche Rive&quot; Apartments. Via Pietro da Salò, 112</td>
<td>Quiz evening with wine and cheese courtesy of 'Dental Companion'. The apartment is only a 3 minute walk from the Hotel Bellerive.</td>
<td>Afterwards there is an opportunity to dine in Salo or at the Hotel as you wish</td>
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### 3. Friday 24th April

<table>
<thead>
<tr>
<th>Fri 24th April</th>
<th>Venue</th>
<th>Event</th>
<th>Speakers</th>
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<tr>
<td>08.30</td>
<td>Hotel Bellerive</td>
<td>Coach to Medical School, Aula G</td>
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<tr>
<td>09.30 – 09.50</td>
<td></td>
<td>Welcome from Deans and Vice Deans</td>
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<tr>
<td>09.50 – 10.00</td>
<td>Plenary: Medical School Aula G</td>
<td>Introduction to Colloquium</td>
<td>Pat Reynolds</td>
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<tr>
<td>10.00 – 10.15</td>
<td>Plenary: Medical School Aula G</td>
<td>Tribute: To Prof Paola Ferroni by video</td>
<td>Rosemary Coates</td>
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<tr>
<td>10.15 – 10.45</td>
<td>Plenary: Medical School Aula G</td>
<td>Keynote: Learning Analytics</td>
<td>Eeva Leinonen</td>
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<tr>
<td>10.45 – 11.00</td>
<td>Plenary: Medical School Aula G</td>
<td>Lurking and Learning</td>
<td>Eva Dobozy</td>
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<tr>
<td>11.00 – 11.30</td>
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<td>Coffee Break</td>
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<td>11.30 - 11.45</td>
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<td>Tribute: To Bruce Elson</td>
<td>Margaret Cox</td>
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<tr>
<td>11.45-12.30</td>
<td>Dental School Library</td>
<td>Keynote: Personalisation: Legacies</td>
<td>Dieter Schönwetter</td>
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<tr>
<td>12.30 – 14.00</td>
<td>Dental School Library</td>
<td>Buffet Lunch &amp; Exhibition</td>
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<tr>
<td>14.00 – 14.20</td>
<td>Dental School Library</td>
<td>Horizon2020: SHIELD</td>
<td>Ken Eaton</td>
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<tr>
<td>14.20 – 14.40</td>
<td>Dental School Library Chair: Prof Margaret Cox</td>
<td>Widening Participation</td>
<td>Katherine Cockin</td>
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<tr>
<td>14.40 – 15.00</td>
<td>Dental School Library Chair: Prof Margaret Cox</td>
<td>Sexual Violence</td>
<td>Marika Guggisberg</td>
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<tr>
<td>15.00 – 15.20</td>
<td>Dental School Library Chair: Prof Margaret Cox</td>
<td>GRAPHIC: A serious game</td>
<td>Kawin Sipiyaruk</td>
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<tr>
<td>15.20 - 15.45</td>
<td>Dental School Library</td>
<td>Tea break</td>
<td>Poster exhibition: Barry Quinn &amp; Kawin Sipiyaruk</td>
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<tr>
<td>15.45 – 16.30</td>
<td>Dental School Library Chair: Prof Margaret Cox</td>
<td>Personalisation @Scale</td>
<td>David Gibson</td>
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<tr>
<td>16.30 – 17.00</td>
<td>Dental School Library Chair: Prof Margaret Cox</td>
<td>Widening Participation</td>
<td>Dirk Ifenthaler</td>
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<tr>
<td>17.30</td>
<td>Hotel Bellerive</td>
<td>Coach leaves for Hotel</td>
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<tr>
<td>19.15</td>
<td>Hotel Bellerive</td>
<td>Group photo</td>
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<tr>
<td>19.30 – 21.00</td>
<td>Hotel Bellerive</td>
<td>Gala Dinner at Hotel Bellerive</td>
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</table>
“The Big Draw” Ice-Breaker Session: Jenny Wright, Artist in Residence

Thursday 23rd April 14.30-16.30, Hotel Bellerive, Conference room
You are welcome to attend even if you arrive later at the Hotel. No experience needed

See Appendix 1 for details

Biography Jenny Wright

Currently a PhD student at the University of the Arts London, I am studying the role of drawing and medical practice and haptic technologies. My research work involves collaborative practice with surgeons, dentists, medical students and scientists. This work has included exploring the haptic nature of drawing and drawing like activities in fine art practice and within the field of surgery and medical education. The research has also involved studies into the use and development of virtual learning systems as both a tool for learning and for data capture and collection. This has included work with the EYESI ophthalmic simulator at Moorfields hospital and work at Kings College Dental Institute using the hapTEL virtual learning system.

My research is centred on fine art drawing practice. Drawings are made both as a reflection and response to the haptic nature of maxillofacial and dental surgery and are being developed for postdoctoral study in ophthalmic disease processes and treatment regimes. Experimentation using surgical tools and different perceptual modes, supports and surfaces also forms part of the research. Combining mark-making practices, gesture and tool use with information from observed medical practices is leading to the development of practical activities. This has been devised to support students’ motor learning and cognition of specific surgical procedures using both conventional and virtual techniques.

Together with being the honorary artist at Moorfields Hospital London I have also been visiting examiner on the Anatomy for Artists course at University College London. I hold a teaching position at selective academy school in the UK and regularly give presentations and workshops to graduate and postgraduate art students, as well as to medical professionals and patients.
Plenary Keynote Address Abstracts

Jeanette Hacket and Rosemary Coates: Tribute to Paola Ferroni
Prof Jeanette Hacket, AM. Professor Emeritus, Curtin University, Perth, Western Australia
Prof Rosemary Coates, AO, Curtin University, Western Australia

A personal tribute to Prof Paola Ferroni

Professor Paola Ferroni sadly died following a tragic cycle accident in Perth on 5th November 2014. She passed away three days later in Intensive Care on 8th November 2014. She is remembered for her years of unfailing contribution to the Anglo-Italian Collaboration and more latterly for her hugely successful ‘Art on the Lake’ ice-breaker sessions.

Paola developed and led the Centre for International Health, at Curtin University, Perth, Australia, from 2000-2010. She also held an Adjunct Professorial position in International Health and teaches in Norway at Oslo University College. Professor Ferroni had been working in international settings for 20 years developing teaching programs and supervising student research in various countries including Indonesia, Vietnam, South Africa, Malaysia, Hong Kong and Bangladesh. Her eclectic practice is well reflected by her professional background as Professor Ferroni holds degrees in Sociology, Health Sciences, and a PhD in Epidemiology from the Australian National University (ANU).

She was especially interested in exploring health issues within a socio-cultural context as many health problems are directly associated with poor living conditions, and influenced by social mores and gender issues. Her collaborative research on chronic renal failure in Sarawak, Borneo, and sexual health and ageing in Western Australia, respectively, are examples of studies where the socio-cultural and environmental underpinnings are considered as influential factors. Professor Ferroni also taught Applied Epidemiology and supervised student research at Masters and PhD levels.

Prof. Ferroni came from a well established family of artists. As a child she always spent her school holiday, in her brother-in-law’s Atelier in Pietrasanta, Tuscany, where she met many famous artists. Some of these included Henry Moore, Mark Chagall, Tommaso Ferroni, Knut Steen, Kan Yasuda, Fernando Botero, and Janet Stayton. Both her nephews are artists in their own right and one of them also teaches at the Academy of Art in Milano.

Even though Paola pursued an academic career as an epidemiologist, she was deeply influenced by her early exposure to the rich environment of art and has undertaken, when time allowed, a number of courses in art. She has exhibited her work in academic circles. She has often used art as a therapeutic medium while dealing with the pressure of her work and her constant travel to developing communities. In recent years Paola has used the medium of art in a number of pre-conference workshops in International and national settings “Art on the Lake”. This tribute remembers her indefatigable contribution to our Colloquium.
Using technology to enhance learning: an institutional approach to learning analytics

University of Wollongong (UOW) has a long history in using technology in teaching and learning, with good capability for innovation and future development. The University has a learning management system with extensive functionality, has launched three MOOCS in the past year and has strengthened its online offer through the Open Education Resources University (OERu), a philanthropic collaboration of 41 global universities that provide free education to developing nations.

A desire to provide personalised learning support for students and to help students to use data to understand and improve their own learning were strong drivers underpinning the university's decision to develop its learning analytics capabilities. When adopting an institution wide approach various factors have become key in making progress and getting buy-in from the university community. These factor include the need to:

- establish a clear strategy and governance;
- implement foundation technology;
- develop and apply analytics and visualisations;
- manage organisational culture change;
- understand student expectations;
- understand roles and responsibilities relating to action suggested by data
- address ethical challenges
- build on existing bodies of knowledge

Our starting point was to conduct a student survey that explored first year student expectations regarding privacy concerning learning analytics and their preferred approach to data presentation and interventions. The UOW approach is positioned within current literature surrounding learning analytics and references existing bodies of knowledge within the field of data warehousing and associated technologies. Privacy and ethics factors are considered within influential, system focused and contemporary privacy frameworks. Throughout this development we have kept firmly in mind that it is the academic endeavor rather than technology and data management that drives the UOW adoption of learning analytics.

The purpose of this talk is to map out the journey we have undertaken in the development and introduction of learning analytics as an institution wide approach, drawing on the student survey data, articulating some technological and data challenges and highlighting insights we have gained through Faculty/discipline based pilots.

Biography Prof Eeva Leinonen

Professor Eeva Leinonen joined the core Executive team of the University of Wollongong as Deputy Vice-Chancellor (Education) in November 2012.

Prior to her current role Professor Leinonen held the position of Vice-Principal (Education) and Professor of Clinical Linguistics at King’s College London, a leading Russell Group university. During her time at King’s College, Professor Leinonen significantly advanced King’s agendas of learning and teaching, the student experience, widened participation and progressed the College’s technology enhanced learning agenda. She was previously Deputy Vice-Chancellor at the University of Hertfordshire where she also held a number of other academic leadership positions including Dean of the Faculty of Health and Human Sciences, Director of the Health and Human Sciences Research Institute, Head of the School of Psychology, Associate Dean in the Business School and Head of the School of Humanities.

Professor Leinonen has an academic background in linguistics and psychology and has extensive experience in higher education in the United Kingdom, Europe and internationally.

(From http://www.uow.edu.au/about/who/UOW138748.html)
Keynote: Eva Dobozy: Lurking and Learning: Focus on student lurking behaviours in online learning environments
Dr Eva Dobozy, Senior Lecturer in Education, Curtin University, Perth, Western Australia

Background
With the acceptance of constructivist learning theories as the norm at all levels of the education system, the pedagogical focus is firmly located in the realm of actual student learning behaviours and learning outcomes. This type of learning and teaching has, over the years, attracted many different names, such as output education, outcomes-based education, student or learning-centric education, flipped classroom etcetera. Whatever the name, this form of education expects learners to move away from passive information consumption to show willingness and ability to actively contribute to their learning and the learning of others. Encouraging innovative thinking and learning design enables contemporary education to move away from traditional ‘input’ education, making possible not only increased offerings of personalised and learning-centric education provisions, but also increased understandings of the need to monitor student engagement patterns and motivations for learning.

Presentation Aims
This presentation provides a clear definition of the growing phenomenon of ‘lurking’ in online learning environments. There is a need to recognise the different categories of lurking students in an effort to entice more students studying in online or blended learning modes to engage in active and constructive learning behaviours. Most importantly, this presentation makes overt that student absenteeism in online learning is different from lurking behaviours. Although lurking students are thought to be ‘invisible participants’ modern learning technology can make lurking behaviours visible, empowering teaching staff to take a proactive role in supporting and motivating students.

Case example
The Learning Activity Management System (LAMS) developed by Macquarie University has a sophisticated monitoring system that makes lurking behaviour visible. It is an underutilised tool that can assist educators identify student learning behaviours in online learning environments. A case example from a recent teacher education course will be used to demonstrate LAMS’s analytical capability.

Conclusion
Developing new and innovative online and blended learning provisions that allow for personalised learning experiences is not sufficient. Students need to be held accountable for their learning. Contemporary education systems allow educators to monitor student engagement patterns in online learning environments, making overt student motivation to succeed and engage in multiple, cognitively active ways with the learning materials and each other.

Acknowledgements
I am grateful to Curtin University for supporting this project.

Biography Dr Eva Dobozy
Dr Eva Dobozy is a Senior Lecturer in the School of Education at Curtin University in Perth. With more than 20 years experience in education, first as an early childhood/primary teacher and then as a university lecturer and researcher, Eva is producing high quality educational research and designing, supervising and teaching various educational psychology courses. Her interest and research work is concerned with the issue of effective pedagogical modelling in face-to-face, blended and online learning environments through the design of learning-centric and highly interactive curricula. She is working as part of a learning design group on the design and implementation of transdisciplinary pedagogical templates. Her research spans the intersection between learning theory, learning design, technology-enhanced learning and teacher professional development. Eva has a substantial research and publishing record and has received numerous invitations to present her work as a keynote speaker at international conferences. In addition, she has been the managing or guest editor for a number of educational periodicals and is currently an elected member and vice president of the Western Australian Institute for Educational Research and the Australian representative and executive member at the International Council for Educational Media, which has its head office in Vienna, Austria. Eva also serves as an elected member on the Curtin University Teaching and Learning Committee.
Margaret Cox: Tribute to Bruce Elson
Prof Margaret Cox OBE, Professor Emerita of IT in Education,
Dental Institute and Department for Education and Professional Studies, King’s College London

Bruce Elson was an engineer and entrepreneur from Birmingham City University who enlightened our lives and the Colloquium since its inception. He sadly passed away last year with Mari at his side after a long illness borne bravely. He always called Italy “God’s Country”, and was a major part of the success of the award winning hapTEL project (Haptics in Technology Enhanced Learning).

Bruce has supported the fusion of technology and education throughout his career so it was not surprising that dentistry, engineering and education came together under his array of expertise. He was well respected internationally for his networking, knowledge and innovation. As a pioneer his legendary conviviality and joviality maximized the success of cutting edge collaborative projects.

He has been a central part of this "Innovations in Education Colloquium" and so it is very fitting and a mark of respect that a lecture should be named in his honour. On the international scholarly stage he has been recognised globally from Perth to Penang, Austria to Australia.

There have been joint projects such as the hapTEL project, creating haptic dental simulators to train students in dentistry. (The first time the hapTEL assessment instruments were piloted was at the 2008 Brescia conference with 25 delegates providing valuable feedback.) Bruce's engineering skills from its inception were paramount to the success of this world leading project. There have been joint publications and joint awards including Medical Futures UK, 2011 for the best educational innovation.

Always looking to the future and research funding, he championed Horizon 2020 with a budget of 80 billion Euros to which a recent application has been made. SHIELD (Supporting Healthcare through ICT for the Elderly) includes robotics in the support of senior citizens.

As Mari, his partner of so many years said "Bruce was born in the Blitz, and died on D-Day to a symphony of thunderbolts from the heavens". It was also the week of 700th anniversary of Bannockburn, Bruce was proud to be a Bruce through his maternal ancestry.

Bruce was a great warrior and scholar.
Keynote: Dieter Schönwetter: “The Bruce Elson Tribute Lecture”
Personalisation: Legacies that Define Who We Are and Were

Prof Dieter Schönwetter, Professor and Director of Educational Resources and Faculty Development, University of Manitoba, Canada

Abstract:
In this interactive presentation, we will explore the life-long process of our personalisation which finds its fullest expression in those who knew us. Just as the unknown artist’s gifts are only fully realized after death, so to our true self-identity becomes immortalized in the legacies we leave behind. In honor of Bruce Elson, this presentation identifies and describes the four key legacies that he and many others are best remembered for.

Participants will be challenged to focus on purposively and meaningfully developing these legacies similar in their own lives.

Biography: Prof Dieter Schönwetter “Do you think you know who I am”

Dieter Schönwetter enjoys learning with his students, playing with innovative teaching technology, developing new teaching strategies with his colleagues, and sharing teaching ideas with peers from around the world. In his day job, he is a Director of Educational Resources and Faculty Development in the College of Dentistry, Faculty of Health Sciences, at the University of Manitoba, and can be found chasing owls in the great prairies of Manitoba. He was trained to be passionate by gypsies in southwestern Germany, is qualified to be indomitable by biking in the coldest weather in Manitoba, and is accomplished as a world traveller with his family. Dieter has many stories to tell.
Symposium: Innovative Technologies – Abstracts

Chair Session 1: Professor Margaret Cox OBE with NCUP Panel

1. Horizon 2020 – SHIELD (Supporting Health by ICT for the Elderly) update
Professor Kenneth Eaton, Immediate Past Chair, Platform for Better Oral Health in Europe (PBOHE)

This presentation will outline the application submitted to Horizon 2020 on 21st April 2015 as part of the PHC-25 call (Personalising Health and Care).

There is growing awareness of the increasing number of elderly people in the population and the need for cohesive and effective healthcare and social support for them, whether they live in their own homes or in institutions. A whole range of digital devices has recently been developed to enable healthcare professionals and social workers to monitor the health and wellbeing of housebound or institutionalised people and to offer advice. However, no one has devised integrated education/training for the next generation of healthcare professionals and social workers, so that they are aware of the problems of older persons such as polypharmacy and are able to provide coordinated and targeted personal care and advice. New ways are needed to empower patients and their carers, simultaneously freeing-up overstretched health and social care teams.

To address this, the SHIELD project proposes the introduction of these devices via coordinated, integrated, and transdisciplinary training. This presentation outlines the project and the process of application.

2. North and South Culture Cafe Project 2014-15
Professor Katharine Cockin, University of Hull, England

Background
A series of public talks was delivered under the title ‘North and South Culture Cafe’ at the University of Hull in 2014-15. These talks form the first stage of the North and South project which aims to challenge stereotypes about the North and South by generating productive debate and pursuing archival, literary and historical research focusing on the period 1837-1947 in a collaboration between staff at the Universities of Hull and Southampton. Both cities shared similar experiences during both First and Second World Wars as conduits for trade and migration but their different regional locations also shaped these histories.

Many of the stereotypes at work today were developing in the nineteenth century and this is, therefore, the starting point for the project. The Literary North and South project has a solid academic foundation. It builds on the earlier successful research project, The Literary North (an international conference in 2006, an edited collection of essays The Literary North, published by Palgrave in 2012 and an MA module).

Aims
The aim is to engage the widest audiences and communities, and to include schools and college students and teachers and community groups / organisations and their members (in particular in deprived areas of our region) with a view to influencing a younger generation:

- to be aware of stereotypes and to understand their construction and effects,
- to raise their aspirations and
- to benefit as much as possible from the academic resources available to them in the year of City of Culture 2017.

The powerful effect of stereotypes of the North of England was most evident during the periods of flooding in 2007 and 2014 not only in the national press coverage but also in the tardy and inconsistent support given to those affected. There are very real social benefits arising from changing the way people think about the North of England.
Method
Six public talks were given on a variety of topics relating to literary and cultural representations of the North and South of England from the Vikings and Andrew Marvell to

Use of social media to promote the project (twitter @northsouth2017) and the creation of an online archive to facilitate a Listen-Again method to sustain and widen the North and South Culture Cafe community.

Results
Feedback from the North and South Culture Cafe talks has been very positive and varied. Some attendees identified a significant distance between the literary and cultural representations of Hull and the experience of people living in the city. Increased interest in the relationship between the city and culture is evident and the ensuing dialogue raises questions about the function of literature in contemporary society and the opportunities to relate the research on literature in higher education to the wider community.

Conclusion
In taking up in the research impact agenda, academics in higher education in Britain are listening in new ways to the wider and more varied audiences and

Acknowledgements
This project has been supported by the University of Hull Access fund and the Open Campus programme and academic staff from the Department of English at the University of Hull and University of Southampton.

3. Mental Health and Behavioural Impacts of Sexual Violence by a Current or Former Intimate Partner

Guggisberg, M1, PhD, MCJ, BSc Psych (Hons)
1School of Public Health, Curtin University, Australia

Background
Male perpetrated intimate partner violence (MP-IPV) continues to present a significant problem with tremendous mental health and behavioural impacts. Sexual violence is often one aspect of MP-IPV and presents an alarming problem for primary (i.e. victimised women) and secondary victims (i.e. children). A significant amount of personal and social cost arises from MP-IPV, particularly sexual violence; many victimised women engage in alcohol/other drug use as a way of coping.

Professionals in the education system have limited or no knowledge of the impact and signs to identify primary and/or secondary victims. Anecdotal evidence suggests a need and desire of teachers and other professionals to enhance their knowledge and understanding of MP-IPV.

This presentation will discuss the implications of research very relevant for education professionals. As such, it will make an important contribution to educational innovation by raising awareness of the impact of different forms of MP-IPV, which may result in the development of more effective prevention and intervention guidelines.

Research Aims
The overall aim of this study was to examine the prevalence and nature of MP-IPV victimisation with mental health and behavioural problems. A further aim was to examine which type of MP-IPV (physical, sexual, emotional) were more or less predictive of the mental health and/or behavioural impacts.

Research Design
A non-experimental quantitative research design was employed. Participants consisted of 227 adult community women who completed a self-administered anonymous paper-and-pencil questionnaire. Existing questions and scales were used, which all have been tested for reliability and validity. Descriptive statistics, Chi-Square and Regression Analyses were employed to examine the data.

Research Findings
MP-IPV where sexual violence is a component has the most severe impact on mental health and health risk behaviour. Results suggested that sexual violence plays a key role in the manifestation of associated problems.
Conclusion
This study contributes to an increased understanding of the extensive negative impact of MP-IPV, particularly when sexual violence is involved. These issues are relevant for the whole society as negative effects of victimisation may be felt for many years and transgress across generations. Implications suggest that professionals encountering women subjected to MP-IPV should negotiate a careful path through the maze of fear, betrayal, pain and emotional injury to offer these women and their children a space of safety and help. Education professionals can provide support by demonstrating understanding and assist with creative strategies to minimise the impact and offer hope for a better future.

Acknowledgements
I would like to acknowledge the financial support received from the Western Australian Government (Department of Communities) who commissioned the study, as well as the universities to enable me to undertake this research. I am most grateful to all the women who freely shared their experiences in the hope to assist others who share their fate.

4. A Global Setting for GRAPHIC: An online serious game for Dental Public Health – A pilot study
K.Sipiyaruk1,2, J.E.Gallagher1, S.Hatzipanagos3, J.Cornforth4, P.A.Reynolds1
1Dental Institute, King's College London, UK 2Faculty of Dentistry, Mahidol University, Thailand 3Centre for Technology Enhanced Learning, King’s College London, UK 4Tier2 Consulting, Business and Technology Centre, Stevenage, Herts, UK

Background
Serious games have contributed to innovative approaches to engage students. In Dental Public Health (DPH), serious games may provide learning situations where students can make decisions regarding the suitability of oral health programmes in simulated situations. GRAPHIC-I and an improved version II following feedback, have been developed to support dental students at King's College London. As oral health is a global phenomenon, a pilot study was carried out to evaluate the perceptions of dental staff and students in Thailand towards GRAPHIC-II. This will inform the next GRAPHIC iteration for both European and Asian use.

Aim
To evaluate perceptions of dental students and lecturers from Mahidol University (Thailand) towards the use of serious games and GRAPHIC-II in a pilot study

Methods
The pilot study employed both quantitative and qualitative methods.
Quantitative: Gaming behaviours and perceptions towards the use of serious games in general were explored by providing an attitudinal questionnaire to all year 4-6 Mahidol dental students (344 students). Qualitative: The use of GRAPHIC-II was focused. Seven final year Mahidol dental students were assigned to interact with the game. After the activity, these students and three lecturers were interviewed using a topic guide on how the game could be enhanced.

Results
Key findings of the study were:
Quantitative: 254 students (73.84%) completed the questionnaire. 92.1% of respondents had played video games on at least one device. The students demonstrated positive attitudes towards the use of serious games (3.63 from 5). However, they did not agree that face-to-face teaching sessions should be replaced with serious games (2.67 from 5).
Qualitative: The interview data demonstrated that both students and lecturers believed that GRAPHIC would be useful for their DPH course and recommended some modifications, notably to adapt the learning scenario to suit the local students.

Conclusion
This pilot study showed the potential of GRAPHIC as a global learning tool in Europe and Asia and provided some clear directions on how the next version of the game (GRAPHIC-III) could be improved with amendments.
4. Poster Presentation from ADEA (American Dental Education Association, 2015)

Perceptions of the Dental Team’s Role in Domestic Violence Identification
(Abridged abstract from Journal of Dental Education 02/2015; 79(2):201.)

Quinn, B., Lea, S. and Reynolds, P.A.

1King’s College London Dental Institute, UK
2Institute of Psychiatry, King’s College London, UK

Background
DV also called domestic abuse or intimate partner violence, is a major public health problem and a violation of human rights (WHO, 2005). Approximately 65-75% of injuries sustained by victims of DV occur on the head, mouth and neck (Wu, 2010). However, previous research has shown that dentists do not necessarily recognize the signs and symptoms of DV (Gwinn, 2004). Presently only one third of Dental Schools in the UK and Ireland teach about DV in their curriculum (Patel, 2014).

Aim
To investigate the perception of the Dental Team’s role in Domestic Violence (DV) identification.

Method
This poster reports the roundtable discussion findings on Dentistry and DV conducted at the 12th Colloquium in May, 2014. Delegates contributed from 14 countries and three continents across a range of specialities. To inform the roundtable discussion a voluntary, anonymous audience response exercise was conducted during an oral presentation on the topic. Ten questions were circulated using a 4-point Likert Scale response format and open comments.

The roundtable discussion was informed by the audience participation exercise. The roundtable aimed to: reach consensus on whether DV warrants the attention of the Dental Team and future work including educational solutions.

Results
57 questionnaires were returned. The findings of the audience participation exercise resonated with existing literature. Overall the majority selected the “quite” or “somewhat” response to questions revealing a lack of certainty around DV and professional responsibility. 42% of the participants considered that DV was “quite” or “somewhat” sufficiently covered by the dental curriculum. Only 37% of the participants considered that the average Dentist was either “very” or “quite” competent to ask a patient about suspected DV and only 28% considered that a Dentist was “very” or “quite” likely to ask a patient about DV. 79% (“very” or “quite” necessary) considered that DV training should be include in the curriculum.

Conclusions
The Dental Team is uniquely placed to identify victims of DV, yet it is not covered in the curricula of the majority of Dental Schools internationally.

References


Personalised learning environments are those that tailor education to learners’ current situation, characteristics and needs in order to help them to achieve the best possible learning progress and outcomes (Graf et al., 2009, Jonassen and Grabowski, 1993). In contrast, customisation is when the learner explicitly changes features of the learning environment, such as layout and colour, to suit their preferences. With the growth of online learning systems and the availability of vast amounts of educational data about learners and learning environment, algorithms for personalising learning environments are regarded as a grand challenge for educational technology and learning analytics (Kay, 2008, Ifenthaler et al., 2014).

Over the past years, algorithms for personalisation have been developed, however, only a few have been implemented in educational settings (Drachsler et al., 2008): 1. Neighbour-based algorithms recommend similar learning materials, pathways, or tasks based on similar data generated by other learners. 2. Demographics algorithms match learners with similar attributes and personalise the learning environment based on preferences of comparable learners. 3. Bayesian classifier algorithms identify patterns of learners using training sets and predict the required learning materials and pathways. In addition, these algorithms have several shortcomings. First, they are not sensitive to semantic characteristics of the learner and the learning environment. Second, they lack validity in fully automated learning environments. Third, empirical evidence focussing on benefits for learning are scarce (Ifenthaler and Widanapathirana, 2014). Forth, the acceptance of fully automated systems among learners is limited.

In this presentation we recommend a semi-automated implementation of personalised learning environments at scale. Such an approach will include machine-learning algorithms (MLA) that are continuously shaped by human actions (e.g., teachers, the learners themselves, and others). The ratio between MLA and the human for personalising the learning environment depends on a) the available data in the system (learner characteristics, prior knowledge, learning patterns recognised), the subject domain as well as the task complexity and competence level to be achieved. Accordingly, MLA will assist the teacher to make decisions for personalised learning environments and teachers will validate recommendations by MLA.

References
4. Saturday 10th May

<table>
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<tr>
<th>Saturday 10th May</th>
<th>Venue</th>
<th>Event</th>
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<tr>
<td>9.30 – 9:45</td>
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<td>Intro</td>
<td>Patricia Reynolds</td>
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<td>Introduction</td>
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<td></td>
<td></td>
<td>Afternoon tour</td>
<td>Corrado Paganelli</td>
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<tr>
<td>9.45 – 10.00</td>
<td>Hotel Bellerive</td>
<td><strong>Showcase</strong></td>
<td>Margaret Cox and Panel Members of NCUP</td>
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<td>Feedback from NCUP</td>
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<td>Verbal report</td>
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<td>10.00 – 10.15</td>
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<td><strong>Coffee and move to roundtables</strong></td>
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<td>10.15 – 11.45</td>
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<td><strong>Roundtable discussions</strong></td>
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<td>11.45 – 12.15</td>
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<td>Report back from groups (10 minutes each)</td>
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<td>12.15 – 12.30</td>
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<td>Round-up</td>
<td>Corrado Paganelli</td>
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<tr>
<td>14.00 – 17.00</td>
<td>Italian Tour to Paper Mill</td>
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<td>Depart by boat/cars to Toscolano-Moderno</td>
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<tr>
<td>17.00 – 23.00</td>
<td>Hotel Bellerive/Salo</td>
<td>Free time</td>
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1. Information on NCUP

Prof Margaret Cox is the current President of the National Conference of University Professors, and several senior members are present at the Colloquium. The National Conference of University Professors supports university professors in carrying out their special responsibilities for the maintenance of academic standards; and provides a a forum for discussion and a corporate voice on matters of concern to the nation's university system.

Aims of the NCUP

- To support university professors in carrying out their special responsibilities for the maintenance of academic standards;
- To provide a forum for discussion and a corporate voice on matters of concern to the nation’s university system;
- To improve public perceptions about the work of universities;
- To act as a means of collecting and disseminating information relevant to universities.

At the Colloquium we will gain from the wisdom of the NCUP who have considerable experience in the HE sector. They will form an expert panel to comment on the Symposium on Friday afternoon 24th April 2015, and will have reviewed the plenary session. They will form expert representatives of NCUP that will join the two roundtables and contribute as well as advise. This expert peer-review will enable the Colloquium to create a suitable mission statement and clarify its aims and objectives.

NCUP can be contacted at: cherylhumphrey@ymail.com  Website: http://www.ncup.org.uk/
2. Roundtable Discussions – Workgroups

Members may move groups but are selected for their especial expertise and interests.

1. Lurking and Learning or Nowhere to Hide?
Chair: Eva Dobozy
Rapporteur: Barry Quinn

**Background:** Lurking is a form of ‘invisible’ and ‘silent’ student engagement online. Developing knowledge sharing and collaboration competencies is a relevant, contemporary learning goal for all higher education students, irrespective of the study program or degree. New learning analytics tools are able to track student online learning behaviours, resulting in ‘high visibility’ of students. How desirable and useful are these new tools and how prevalent are student lurking behaviours in online learning environments, preventing them from developing these vital knowledge sharing and collaboration competencies? Lurking students are participating in online learning tasks, whereas disengaged students are absent from the virtual learning space.

While much has been written about the importance of active student participation in online learning tasks and forum discussions, little research has been conducted to ascertain the prevalence and value of student lurking behaviours across disciplines and the potential advantages of data-driven education and learning analytics. This roundtable will therefore help remedy this problem in continuance from the keynote address in the Plenary on Friday 24th April 2015. (See abstract, page 9)

**Aims:**
1. To contribute actively to the proposed ‘Lurking’ study as presented in the Plenary
2. To provide a space for knowledge sharing about the issue of student lurking behaviours in online learning environments

**Roundtable Outcomes:** By the end of the roundtable the delegates will have:
   a. Contributed to the lurking study by:
      i. collecting idiosyncratic views concerning the use and usefulness of data-driven education
      ii. appraising learning analytics tools that increase the visibility of students and their online learning behaviour patterns
      iii. considering issues educators face as a consequence of new learning analytics tools and data-driven education.
   b. Considered international higher education lecturer perceptions about the prevalence and value of student lurking behaviours across disciplines.
   c. Gained a deeper understanding of the concept of lurking and the possibilities of data-driven education and learning analytics

**Members:**
Eva Dobozy (Chair). Barry Quinn (Rapporteur).
Margaret Cox, Simona Dianiskova, Ken Eaton, Cheryl Humphrey, Fariha Hussain, Dirk Ifenthaler, Conchita Martin Giorgio Pedrazzi, Duska Rosenberg, Arash Shahriari-Rad, Kawin Sipiyaruk, Nadaprapai Sipiyaruk, Mary Webb,

**Background documentation:**
- Keynote abstract (Page 9)
- Participant information letter and consent form (in pack)
- Research aim and research questions (in pack)
2. Who do you think you are?

Understanding ourselves and others – stretching boundaries

Chair: John Burgess
Rapporteur: Dieter Schönwetter

Background:
Innovation naturally involves change. It may be aimed at an outcome or a process or both. Either way it involves challenge, risk and opportunity. The personal and inter-personal aspects of such endeavours can be fruitful areas for exploration and development. Enhanced understanding of such areas can provide a supportive foundation and framework for what then lies ahead.

So, in these respects, what questions might we usefully ask and of whom and when?
- What’s the purpose?
- Who may be affected – in terms of innovator/team, user and end beneficiary?
- What might be their relevant needs?
- What’s in it for me/us/them?
- What might I / we gain/lose by being involved?

To answer some of these questions it can be really helpful to understand ourselves better. Our own preferences, ambitions, fears. Our own sense of identity, what’s right, what’s fair.

Some ‘Me’ questions:
- What’s important to me?
- What are the key features of what I do?
- What is it from within me that enables me to do those things?
- What do I most enjoy doing/enjoy less?
- What are my main goals (to do/not to do) and how do I prioritise them?
- How much of me do I bring into any particular arena?
- How do I best engage, build trust and work with others?
- How can I best inspire and support innovation?

Some general questions:
- How can we best identify and manage cultural differences within and as between groups?
- What further resources might I / we need to achieve my/our innovative aims?
- Given that innovation increases uncertainty, how do we manage expectations?
- What procedures and relationships need to be created to support collaborative endeavours?
- Perhaps most interestingly, what might need to change before things can change?

Similar questions can be usefully asked of the team within which we work and it’s good to be likewise curious about other people and organisations involved.

Aims:
1. To provide a safe environment within which to explore some of the above questions and others
2. To create an opportunity to consider some broader and inter/intra-personal aspects of innovation.

Roundtable Outcomes: By the end of the roundtable delegates will have:
- a) Contributed to a personal and interpersonal appreciation activity
- b) Considered the process of innovation from a personal perspective
- c) Been invited to create a ‘checklist’ summarising keys areas identified during the session.

Members
John Burgess (Chair), Dieter Schöwetter (Rapporteur)
Corrado Paganelli, Patrizio Bortolus, Geoff Browell, Dharmesh Chauhan, Marilyn Clark, Margaret Hurdman, Katherine Cockin, Kate Fabrikan, David Gibson, Marika Guggisberg, Joan Hounsme, Eeva Leinonen, Gila Levi-Atzmon, Michael Lumsden, Cristina Manzanarez, , Susannah Mathew, Brian Millar, Doina Onisei, Caroline Pankhurst, Joan Robinson, Neil Shah, Paula Vassallo, Anne West, Jen Wright.
5. General Information

Weather
The temperatures are very similar to the UK at this time of the year but because it is near the mountains and a lake, there is a micro-climate and so there can be dramatic changes in a short time. Temperatures in April can average 20°C, but you are advised to bring waterproofs as there is a 30% chance of showers.

Dress
For the meeting, a suit or blazer are appropriate for gentlemen and the equivalent for ladies.
Friday Gala Dinner: smart dress is appropriate

Included in your package:
- Transfer to and from Airport
- Coffee and Tea at the meeting(s)
- Breakfast included in price of room
- "The Big Draw", ‘Art on the Lake' session

Not included
- Lunch and dinner
- Snacks and bar drinks
- Any other orders in the Hotel
- Evening meals (Gala Dinner €55.00 per person including drinks)
- Transfer from Hotel to Brescia University €10 per person
- Additional transfers
- Italian Paper Mill and lake experience (fees will be collected on Saturday morning at Hotel Bellerive: 10 Euros)
  http://www.valledellecartiere.it/
- Personal insurance

Hotel Facilities
Experience the beautiful colours of Lake Garda and the lights of Salò. Most of you will be staying at Hotel Bellerive (www.hotelbellerive.it) or La Vigna http://www.vignagardasee.com/, both within easy walking distance of the town on the edge of the lake.
NB: Delegates are responsible for their own hotel bills and extras.

Meeting venue
- "The Big Draw", Art on the Lake will be held in the Conference room of the Hotel Bellerive, 14.30 – 16.30 Thursday April 23rd 2015
- The Plenary Session on Friday morning will be held in the Medical School, Aula G; lunch will be served in the Dental School library and the afternoon sessions will take place in the Dental School.
- The Round Table Meetings on Saturday morning are in the Conference Room, Hotel Bellerive

CPD Certificates
The Colloquium (2014) attracts nine hours of CPD activity: 24th April (6 hrs) and 25th April (3 hrs) 2014
Certificates are available on request once the questionnaire is completed.
6. Important reminders

1. CPD Certificates are available on request but the questionnaire in your pack will need completion.
2. Bring your passport as you need this at the airport to identify yourself as the person booked on the flight and for the Hotel requirements.
3. Check your flight times and allow about an hour and a half when checking in because of additional security. Car transport will be provided if you have given us your arrival and departure times.
4. Bring your flight numbers.
5. Ensure you have adequate travel insurance.
6. Be careful with your belongings, we cannot be responsible for losses and thefts, although we will do our utmost to help.
7. Bring some Euros, you may wish to go shopping and you will need to settle all extra dining and excursions.

7. Useful telephone numbers and addresses

<table>
<thead>
<tr>
<th>Hotel Bellerive</th>
<th>Brescia Dental School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Via Pietro da Salò, 11, 25087 Salò, Brescia, Italy</td>
<td>Dental Clinic, University of Brescia</td>
</tr>
<tr>
<td>Tel: +39 0365 520410 Fax: +39 0365 290709</td>
<td>P.za Spedali Civili 1, 25100 Brescia, Italy</td>
</tr>
<tr>
<td><a href="http://www.hotelbellerive.it">www.hotelbellerive.it</a></td>
<td>Tel +39 030 3995782/3</td>
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<td></td>
<td>Fax +39 030 303194/3996097/030300353</td>
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</tbody>
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Corrado Paganelli:
Mobile +39 335 293501
E-mail corrado.paganelli@unibs.it

Luca Visconti
Mobile +39 338 2451498
Email l.visco@libero.it

Patricia Reynolds
Mobile: +44 7860 133500
Email: p.a.reynolds@kcl.ac.uk

Online Registration Site & Questionnaire
http://www.regonline.co.uk/Brescia2015
http://www.regonline.co.uk/Brescia2015Qre
(Passkey 12Brescia2015) Questionnaire available from 26th April 2015

Enjoy your stay!
Appendix 1: Art on the Lake

Big Draw on The Lake

2015 Innovations in Education Colloquium
Using nature as inspiration

In Memory of Paola Ferroni
Drawing is …
a means by which we investigate, analyse, compare, critique, select, imagine, and play … it constitutes the veritable paradigm of functioning effectively in the world. …Prof Deanna Petherbridge, The Primacy of Drawing 2010

Objectives
This workshop is intended to encourage participants to find inspiration from natural objects, and to discover different ways of using drawing to record their observations

Participants will be encouraged to be as experimental as possible, using a wide range of drawing materials, exploring objects using as many senses as possible.

“Finished” images may be exhibited during the Gala Evening and will be for sale with proceeds going to support Anglo Italian Colloquium activities.

Materials
- Drawing pencils
- Water colour pencils
- Graphite sticks
- Felt tips
- Water pots and brushes
- A4 and A5 Cartridge and sugar paper
- Shells, seeds and flowers
- Glue, mounting boards and frames

Activity
Participants will be introduced to the session exploring objects by touch as well as vision. They will be given an opportunity to try out some of the drawing materials on A5 paper before recording a chosen object. They will be encouraged to make experimental marks and use colour as appropriate. The activity will begin at 14.30 and end at 16.30

Diagrams, poems, sketches, abstract pieces are all welcome as a response to the objects, and will be in keeping with the work of Prof Paola Ferrari who was so enthusiastic in using artwork in the broadest way possible.

Jenny Wright
(Colloquium Hon. Artist)
Lurking and Learning or Nowhere to Hide?

Research aim

The aim of this research project is to investigate higher education lecturer/tutor perceptions about (a) the prevalence and value attributed to student lurking behaviours in online learning environments across disciplines and nations, and (b) the usefulness of new learning analytics tools to track student online learning behaviours, resulting in ‘high visibility’ of all students.

Research questions

How do individual higher education lecturers from different disciplines and language backgrounds define the phenomenon of lurking?
How do individual higher education lecturers from different disciplines and language backgrounds explain student lurking behaviours in online learning environments?
What is the prevalence of student lurking behaviours in online learning environments as reported by higher education lecturers from different discipline backgrounds and universities?
How familiar are higher education lecturers with the educational psychology literature pertaining to student online learning behaviours (producer versus consumer students; active versus passive learning; deep and surface learning)?
How would higher education lecturers potentially use educational software that would allow the monitoring of student lurking behaviours?
Given the possibilities of modern technology to monitor student lurking behaviours in online learning environments, what intervention strategies are higher education lecturers proposing to assist students become more effective learners and achieve better learning outcomes?
Lurking and learning?
Investigating higher education lecturer perceptions about the prevalence and value of student lurking behaviours in online learning environments

Dear Participant,

My name is Dr Eva Dobozy, and I am writing to you on behalf of Curtin University’s School of Education. I am conducting a research project that aims to explore your perception of the value of lurking for learning in online learning environments.

Why conduct this research?

There is mounting evidence of passive student learning behaviour in online learning environments. Your help is needed to better understand how higher education lecturers can assist interested, but passive learners in online learning environments. This study aims to investigate lecturer views concerning the prevalence and value of student lurking behaviours in online learning environments. It is expected that the findings of the study will inform higher education teaching and learning practices, leading to more targeted intervention strategies to help marginally engaged students develop improved learning skills and academic self-efficacy, so that they will, in due course move out of lurking behaviours and become producer students.

What does participation in this research project involve?

Participation in the project will provide you with an opportunity to express your views concerning the prevalence and value of student lurking behaviours in your institution and discipline area. You have the opportunity to respond to three simple questions in writing, and/or provide your views in a short 20-30 minute interview session to be arranged at your convenience during the 13th Innovation in Education Colloquium or be included in a roundtable discussion (focus group) as part of the formal proceedings. The verbal interviews will be audio recorded. You have the opportunity to be interviewed during the conference or opt for the interview questions to be sent to you via email.

To what extent is participation voluntary?

Participation in this study is entirely voluntary. There is no obligation to participate in this research and there will be no consequences for not participating or withdrawing your participation at a later stage. Decisions made will not affect your relationship with the organisers and members of the conference or the researcher.

What will happen to the information collected?

All information collected will be handled with utmost care and only de-identified data will be stored. According to the Western Australian University Sector Disposal Authority (section 14.6.4), the data will be retained for a minimum of 7 years after publication or project completion. Electronic and paper-based data will be stored on Dr Dobozy’s office computer in a secure password protected folder and raw data will only be available to Dr Dobozy.

Is privacy and confidentiality assured?

The identity of participants will not be disclosed to anyone at any time, except in the unlikely event that requires reporting under the Department of Education Child Protection policy, or where the researcher is legally required to disclose that information. Participant privacy and the confidentiality of information disclosed by participants, is assured at all other times.

The data will be used only for this research project, and will not be used in any extended or further research without first obtaining explicit written consent from participants.

Ethics'approval'no:'RDHU429415'
Is this research approved?

This research project has been approved by the Curtin University Human Research Ethics Committee (Approval Number: RDHU-29-15). If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth, 6845 or via phone contact: 9266 2784 or by emailing hrec@curtin.edu.au.

Who do I contact if I wish to discuss this project further?

If you would like to discuss any aspect of this study with the researcher or the WAIMA executive, please do not hesitate to contact me as outlined below. If you wish to speak with an independent person about the conduct of the research, please contact Curtin University’s Human Research Ethics Committee.

How do I indicate my willingness to be involved in this project?

If you have had all questions concerning this project answers to your complete satisfaction and you are willing to participate, please complete the Consent form on the following page and hand it to me on or before 24 April 2015.

This information letter is for you to keep.

Thank you very much.

Kind regards

Eva Dobozy, PhD
Senior Lecturer | School of Education
Curtin University
Tel | +61 8 9266 3253
Fax | +61 8 9266 3131
Mobile | 0401 151 025
Email | eva.dobozy@curtin.edu.au
Web | http://curtin.edu.au
Consent Form

I have been given clear written information and I understand the intentions of this study.
I have taken the time to consider participation in this study.
I have had the opportunity to ask questions and had them answered to my satisfaction.
I am agreeable to be recorded (audio and/or video).
I understand that the results of this study may be presented at national and international conferences and published in peer-reviewed professional journals.
I understand that as a participant, I will not be identifiable in any report, presentation or publication.
I understand that as a participant, I will not be identifiable in any report, presentation or publication.
I know that I can contact the principal researcher, Dr Eva Dobozy on (08) 0401151025, if I have questions or concerns.
I am aware that in the event of a complaint regarding the conduct of this study, I can contact the Curtin University Human Ethics Committee as outlined in the information letter.

Signature ……………………………………………………………………………………………… Participant

Signature ……………………………………………………………………………………………… Researcher

Date ………………………………………………………………………………………………………

☐ I prefer to be interviewed in person during the conference.

☐ I prefer to be interviewed by email and can be contacted at ……………………………………… (your email address).

Ethics'approval'no:'RDHU29145'
Appendix III. Bruce Elson Lecture Handout

Personalisation: Legacies that Define Who We Are and Were
Dieter J. Schönwetter
13th Innovations in Education Colloquium, University of Brescia, Italy April 24, 2015

Personalisation Defined

   - “process of selecting, generating, or modifying content units (e.g., text, pictures, or video) in a given delivery context, on the basis of user characteristics, which are captured in a user profile”
   - Birding website – Owls, North America, Canada, Manitoba

2. Psychology (Akker, Jones, & Hermens, 2014)
   - “individualization were by feedback systems are created to meet the needs of and to stimulate patients’ self-efficacy in achieving their physical activity goals”
   - Runner – feedback systems that translate my body system to encourage my physical activity goals.

3. Social Work (Sims & Gulyurtlu, 2014)
   - “personalization provides greater choice and control for health care users, regardless of age, gender, SES, income, etc.”
   - poorest person on social assistant may benefit from health care, may be able to make decisions concerning his/her health.

4. Religion (Bhagavad Gita)
   - “expression used in spirituality and focuses on knowledge of the true self”
   - achieved through four spiritual practices:
     - Karma yoga: action
     - Raja yoga: mind
     - Bhakti yoga: devotion
     - Jnana yoga: knowledge

Who Best Defines Our Personalisation?

Legacy Defined (Hunter & Rowles, 2005)

1. Biological
   - medical research or organ donation or genetic heritage through children.

2. Material
   - transmission of possessions:
     - heirlooms, possessions and symbols

3. Values
   - personal, social, cultural context
     - Excellence

Defined: Strive to be your best every day

- Inspires others
- One person in pursuit of excellence raises the standards and behaviours of everyone around them.

Challenge

- strive to be our best every day with what is placed before us.
  - Encouragement
**Defined: support that inspires confidence in others.**

**Challenge**
- inspire confidence in others
  - Purpose

**Defined:**
- Determination
- People are most energized when they are using their strengths and talents for a purpose beyond themselves.

**Challenge**
- To leave a legacy of purpose, make your life about something bigger than you.
- Positive impact you make in the world.
  - Love

**Defined: Platinum Rule:**
- Do unto others as they would wish to be done unto them.

**Challenge**
- Finding ways to demonstrate the platinum rule.

**Who is Behind each Successful Legacy?**
Behind every successful person are a number of people who have provided support.

- Peers
- Mentor
- Family
- Significant other

**Who Do You Need to Help Develop Your Legacies?**

**Summary**
- Personalisation
- “fulfillment by oneself of the possibilities of one's character or personality” Webster-Merriam Dictionary, 2015
- Evidence = Legacies we leave behind
- Leaving a Legacy
- Start developing them now
- Values: excellence, encouragement, purpose and love
- Invite people to support and nurture your legacy development

**References**
Personalisation: Who do you think you are?

Follow Up Survey: 13th Innovations in Education Colloquium, University of Brescia, Italy - Thank you

Online from 26/4/15 http://www.regoonline.co.uk/Brescia2015Qre Passkey: Brescia2015Qre

Country:

Survey Questions

1. This conference has improved my understanding of International dental educational issues.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

2. I enjoyed the Plenary Session on Friday morning.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

3. I enjoyed the Symposium Session on Friday afternoon.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

4. The Workgroups on Saturday worked well together.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

5. The Workgroups provided the expected outcomes.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

6. The Workgroups were a good way of carrying out the tasks required.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not
7. I feel I have contributed fully to the Workgroups.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

8. I like the idea of International collaboration using a Colloquium approach.
   - Definitely
   - Probably
   - Not Sure
   - Probably Not
   - Definitely Not

10. The Hotel accommodation was excellent.
    - Very Satisfied
    - Satisfied
    - Neutral
    - Unsatisfied
    - Very Unsatisfied
    - N/A

11. The explanatory booklet and arrangements have been helpful.
    - Very Satisfied
    - Satisfied
    - Neutral
    - Unsatisfied
    - Very Unsatisfied

12. The Gala Dinner on Friday night was very enjoyable.
    - Very Satisfied
    - Satisfied
    - Neutral
    - Unsatisfied
    - Very Unsatisfied
    - N/A

13. The Italian outing on Saturday afternoon was pleasing.
    - Very Satisfied
    - Satisfied
    - Neutral
    - Unsatisfied
    - Very Unsatisfied
    - N/A
14. Having free time on Saturday evening was enjoyable.
   - Very Satisfied
   - Satisfied
   - Neutral
   - Unsatisfied
   - Very Unsatisfied
   - N/A

15. Please add any problems/trials/difficulties that you have encountered during this meeting.

16. Please add any specific positive/good/beneficial points of the meeting.

Thank You

Please hand to Prof Corrado Paganelli or Prof Patricia Reynolds