Professor Merrill's background and experience in educational design is impressive. He is recognized as a leader in instructional design; and is certainly viewed amongst the most influential people in the field of Instructional Technology.

Professor Merrill continues to be listed alongside the most productive educational psychologists, and the most frequently cited authors in the computer-based instruction literature. He has considerable experience in facilitating hands-on workshops/seminars that engage both novice and advanced practitioners in the importance of following sound principles of instruction.

[http://www.id2.usu.edu/MDavidMerrill/Courses.htm]

VENUE:

RMIT University : CASEY PLAZA THEATRE : Research Colloquium

Building 10.4.2, Bowen Lane, Melbourne

Bowen Lane runs North/South, parallel to Swanston Street between La Trobe & Franklin Streets

[map] [transport] [food & accommodation]

RMIT University : School of Business IT : Workshops

239 Bourke Street, Melbourne

Day3&4..RMIT Bldg 108, Level 11, Classroom #41 : Computer Lab #43

Multimedia Tutorial..RMIT Building 108, Level 8 : Computer Lab #12

Phone contact : +613 9925.5969

Opposite the TARGET store, between Swanston & Russell Streets
RMIT University : City Campus MAP AVAILABLE :
http://mams.rmit.edu.au/0uk1ej2i66fj.jpg

The week features 3-sets of activities. Registrations are open for the entire week or select days to suit: GROUP BOOKINGS AVAILABLE FOR DAY1&2

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Price</th>
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<tr>
<td>Nov 10-11</td>
<td>Research Colloquium (including industry presentations)</td>
<td>Aust $100 for 2 days</td>
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<tr>
<td>8.30am-5pm</td>
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<tr>
<td>Nov 12-13</td>
<td>Professor Merrill's Workshop (classroom and computer laboratory)</td>
<td>Aust $400 for 2 days</td>
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<tr>
<td>8.30am-5pm</td>
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<tr>
<td>Nov 14</td>
<td>Multi-media Tutorial (computer laboratory)</td>
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<td>9am-5pm</td>
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</table>

DISCOUNTS AVAILABLE
Full week........Aust $550 ...... saving $100
Multiple COLLOQUIUM registrations (groups of 4 or more) Aust $75 each participant

Enquiries to: Judy Meehan
RMIT University, School of Business Information Technology
PHONE: +613 9925.1362 Judy.meehan@rmit.edu.au

REGISTRATION DETAILS: See final pages this document

EVENT OVERVIEW:

The participants' feedback from the first Forum on Design and Development held October 2002, reveals the flexible 5-day seminar was successful. There can be little doubt that this type of instructional/learning/training forum is an excellent opportunity to network amongst the courseware design leaders from both the industry/academic sectors.

Moreover, participants valued interaction with the multimedia software experts that enabled them to gain experience using highly powered authoring tools.

This year's event is planned along the same lines.
To cater for both the corporate and academic sectors, this year's event retains the 3 separate activity sets: **Research Colloquium** - Days 1&2, **Workshop** - Days 3&4, and **Multimedia Tutorial** - Day 5.

Participants will have the opportunity to discuss their instructional content specifications with Professor Merrill on an individual basis during his 2-day Workshop.

Participation in each event set can also be arranged as separate fee-based entries.

**Research Colloquium** [Venue] CASE PLAZA Theatre Mon 10 & Tues 11th Nov

This programme represents the importance of the continuing and beneficial relationships between academia and the corporate sector. We aim to attract both local and international experts to present state-of-the-art practice from industry trainers/instructional designers, together with cutting edge educational research projects.

The educational researchers were chosen to reflect the high quality of work currently underway - to bring about the much sought after learner centred approach to courseware design.


Full papers are blind peer reviewed.

Following the success with last year's publication, the Conference Proceedings will be available on the Informit site.

Paper Abstracts can be viewed online. The full papers can be purchased.

See next screen for Research Colloquium Programme:
EVENTS - DAY 1&2:

RESEARCH COLLOQUIUM [Venue]CASEY PLAZA Theatre: Mon 10 Nov

8.30 - 9.15 REGISTRATION
9.15 - 10.00 [Professor Merrill] : KEYNOTE ADDRESS
10.00 - 10.30 [3M Touch Screens Australia Pty Ltd]

10.30 - 10.45 REFRESHMENT BREAK

10.45 - 11.15 [Dr Zita Unger] : EVALUATION SOLUTIONS
11.15 - 11.45 [ ] :
11.45 - 12.15 [Narelle Flett] : MEDIBANK PRIVATE

12.15 - 1.30 LUNCH BREAK
1.30 - 2.00 [ ] :
2.00 - 2.30 [Dr Neil Beachervaise] : Adjunct Professor : SWINBURNE UNIVERSITY
2.30 - 3.00 [Jim Mark] : WEBTRAIN SERVICES PTY LTD
3.00 - 3.30 [Dr Robert Cantwell] : THE UNIVERSITY OF NSW

3.30 - 3.45 REFRESHMENT BREAK
3.45 - 4.15 [Mandi Axmann] : RAU - JOHANNESBURG, SOUTH AFRICA
4.15 - 4.45 [Dr Brian Garner] : Adjunct Professor : DEAKIN UNIVERSITY
4.45 - 5.15 [Dr Dianne Chambers] : THE UNIVERSITY OF MELBOURNE
5.15 - 5.45 [Leone Wheeler] : FLEXIBLE LEARNING NETWORKS

RESEARCH COLLOQUIUM [Venue]CASEY PLAZA Theatre: Tue 11 Nov

8.30 - 9.00 REGISTRATION
9.00 - 9.30 [Peter Holmes] : TRAINING 2 BUSINESS : T2B PTY LTD
9.30 - 10.00 [Dr Alistair Inglis] : VICTORIA UNIVERSITY
10.00 - 10.30 [Jim Strain] : MONASH UNIVERSITY

10.30 - 10.45 REFRESHMENT BREAK
11.15 - 11.45 [Professor John Izard] : PROFESSIONAL RESOURCES PTY LTD
11.45 - 12.15 [John Lenarcic] : RMIT Business Information Technology

12.15 - 1.30 LUNCH BREAK
1.30 - 2.00 [Greg Adamson] : IDEAS! eCentre
2.00 - 2.30 [Richard Guy] : RMIT - EnactEd Project
2.30 - 3.00 [Dr Sandra Jones] : RMIT - Employment Relations

3.00 - 3.15 REFRESHMENT BREAK
3.15 - 5.00 [Brian Chau] : MACROMEDIA, INC. DEVELOPER DEMONSTRATION
KEYNOTE ADDRESS : M.David Merrill

e-learning Design and Development

Applying First Principles of Instruction: Does Your Instruction Rate 5 Stars?

What is effective instruction? How can you be sure that the instructional products that you select really teach?

Are you considering the acquisition or development of interactive, multimedia, web-based e-learning to meet your training needs? Beware! Too many e-learning vendors are under-prepared in instructional design. It is not necessary to be certified to hang out a shingle and offer your services as an e-learning developer. Neither a clever name, an impressive title, experience in a subject matter, experience in computer graphics, nor experience in computer programming substitute for expertise in the development of consistent instructional strategies that teach.

However, you can protect yourself. You can learn to look beneath sales hype to the underlying effectiveness of a given e-learning product. You can acquire the skill necessary to look beneath the production quality of the product to the underlying instructional strategies and determine if the product will really teach.

* * * * *

When I travel I enjoy staying in a 5-star hotel.[1] The hosts in such establishments have learned what is required to help a guest be comfortable. They know the little things that make travel a pleasure instead of drudgery. I can sleep in a one-star hotel, but often I find myself unrested and miserable the next day. It isn't the cost of a 5-star hotel that makes it better. I've often paid a lot of money for less than one-star service. It isn't the size of the marquee or the waterfall in the lobby that makes it a 5-star facility. It is a 5-star establishment because the staff knows how to provide all the little details that make rest and relaxation pleasurable.

Like a Las Vegas hotel, there is a lot of instruction that has a 5-star surface appearance but not even one-star effectiveness underneath. Just like I can get by in a one-star hotel, students show a remarkable ability to endure one-star instruction. Sleeping in a one-star hotel often leaves you unrested, learning from one-star instruction often makes it difficult or impossible for students to acquire the skills desired to make them more productive.

What is five-star instruction?

How can you be sure that an instructional product will really teach?

Can you have 5-star instruction without a platinum-card price?

Industry is spending billions of dollars for education and training. Why? Because, they expect this training to increase quality performance, quality products, and enable more efficient and effective performance on the part of their students or employees?

If the instructional products you select are to give you a good return on your training dollar, then it is critical that you have the skill to judge the instructional effectiveness of an instructional product. Merely asking your vendor is insufficient. Ratings based primarily on production value and appearance do little to inform you about the
instructional quality of a product. You need the skill to look under the hood to observe those instructional attributes that characterize really effective instruction.

This presentation will overview those first principles of instruction that enable you to make these critical judgments.


M. David Merrill, Professor
Utah State University
E-229 Department of Instructional Technology
Logan, UT 84322-2830
435 797-2698   dave.merrill@usu.edu   www.id2.usu.edu

PRESENTER PROFILES: commence page 13
See next screen for EVENTS Day 3&4:

EVENTS - DAY 3&4: Professor David Merrill’s Workshop

In this workshop you will look beneath the production quality of the instructional product to the instructional strategies involved; those first principles of instruction that are hard to observe on the surface, but that determine whether or not the product will really teach.

Bring your own instructional products to evaluate or redesign consistent with first principles of instruction! To preview some of the skills taught in this workshop.

[Download Professor Merrill's recent article]

WORKSHOP [Venue]  RMIT Business: Wed 13th & Thurs 14th Nov

Who should attend?
Anyone responsible for selecting corporate training materials (for classroom or computer delivery).

You should learn to

Instructional designers, curriculum developers, and other training professionals responsible for selecting, developing, and supervising training.

See next screen for a brief description of what participants should learn:
In this Workshop you should learn to ..... 

Apply first principles of instruction, those instructional activities that always promote effective learning

Regardless of the instructional theory, philosophy, media, or practice involved

Rate an instructional product to determine how well it implements the first principles of instruction

Design scenario-based instructional strategies proven more effective in promoting learning & motivating students

...... more in this Workshop you should learn

Design instructional strategies that effectively integrate problem-centred instruction with direct instruction

Design effective application activities that involve real-world tasks rather than merely remembering information

Be sure that learners are ready to learn

Be sure that new skills go beyond the training environment into the work environment of the learner

See next screen for EVENTS Day 5: Multimedia Tutorial
EVENTS - DAY 5:

Events... Day 5...  MULTI-MEDIA TUTORIAL [Venue] RMIT Business: Fri 14th Nov

This tutorial provides basic knowledge for using the Macromedia, Inc. Flash MX as a courseware development tool.

You will have the opportunity to bring along a small Flash file for consultation with the facilitators.

Although there will be provision for high-end courseware designers to gain new insight; absolutely no prior knowledge of multimedia courseware development tools is expected for this tutorial.

MULTI-MEDIA TUTORIAL [Venue] RMIT Business: Fri 14th Nov

This is your opportunity to interact with professional courseware designers [NetEffective Media Group].

By the end of the morning of this 1-day session, participants may gain an understanding of how to create a Proof of Concept prototype that forms the basic design framework for implementing courseware modules (sometimes referred to as Learning Objects).

While in the afternoon session participants will be introduced to the Macromedia, Inc. Flash MX interface.

end of
EVENTS

VISION on e-Learning Design and Development:
See following section
VISION – Introduction:

Towards interactive collaborative learning environments:

Vision...

[Dr Elspeth McKay: Senior Postdoctoral Research Fellow (HCI)]
RMIT University, School of Business Information Technology

These days Web-mediated courseware appears to offer innovative ways people receive instruction materials. Some think that generating interactive multimedia for education and training eventuates through magical cyber-osmosis! Informed designers know this is not the case however. Designing materials for online delivery is complex enough, without tackling how to devise interactive strategies. While a plethora of infrastructure may indeed be necessary to properly support interactive learning environments - what we need are educational visionaries.

Towards interactive collaborative learning environments:

Vision...

Perhaps the belief that the internet supplies the means for a [never-ending worldwide conversation] is a good place to begin. Although technological solutions to education and training are better than ever; harnessing this type collaborative interaction remains just beyond our reach.

However, while there are interactive Web-sites, one site worth a visit is found at [http://www.artmuseum.net]; true interactivity is rare.

Educationalists can reflect on the leading edge right here in Melbourne at [The Australian Centre for the Moving Image (ACMI)]. This centre is typical of the wonderful vision for public access to digital technology.

Towards interactive collaborative learning environments:

Vision...

Reference:

VISION:

BACKGROUND

International best practice to enhance corporate performance: 2002 was the inaugural forum on e-Learning design and development (FELDD), held at RMIT University.

Professor Carole Bagley: The Technology Group, Inc.: A leading practitioner in the development of curriculum and technology for Web-based courseware, conducted a 2-day hands on workshop on e-Learning and Web-based training development. Her workshop revealed the importance of planning for e-Learning product development. Participants were treated to the latest trends involving blended delivery methods, synchronous/asynchronous instructional strategies.

FUTURE: The way forward is surely to forge ahead and reach a common agreement through a seminal monograph that summarizes conventional wisdom to advance e-Learning. The ever widening range of views is confusing. Courseware designers will have to evaluate their perspective on the divide between Web-interface design and content expertise.

The time is right for the pedagogy experts to sit down with the electronic communications engineers to record where we have been, and what we already know about learning and knowledge acquisition strategies. Otherwise the confused state of delivery mechanisms will continue to downgrade solutions. Dr McKay invites interested practitioners attending this year's event to begin this process: email elspeth.mckay@rmit.edu.au

c.2003 E.McKay RMIT University - Melbourne - Australia
VISION –

Talking up the technology has become a favorite pastime for the discourse on e-Learning. This is most evident amongst artificial intelligence experts, and those with vested interests in the electronic communications machinery that drives the internet. There are key corporate players maintaining dominance when it comes to end user participation. Yet closer to the proverbial coal-face, individuals with the strategic engineering knowledge and skill to navigate the move from desktop computing to Web-mediated environments are becoming scarce.

Funding agencies seem oblivious of the need to back visionary designers prepared to capitalize on the benefits of distributed, server-based internet applications that extend those high-end technologies to innovate collaborative desktop software platforms through the internet.

c.2003 E.McKay RMIT University - Melbourne - Australia

FUTURE: The way forward is surely to forge ahead and reach a common agreement through a seminal monograph that summarizes conventional wisdom to advance e-Learning. The ever widening range of views is confusing. Courseware designers will have to evaluate their perspective on the divide between Web-interface design and content expertise.

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VISION:

MEDIA:
Rich Internet Applications (RIAs) facilitate an end-user environment drawing on internet technologies in distributed, server-based internet platforms with enhanced interactive interface mechanisms. As such, they fill the widening gap between high-end online solutions to education/training courseware and localized desktop applications development. Currently there is a clear distinction between the Web-interface designers and content experts. RIAs seem destined to become the ideal integration mechanisms, offering the logical framework for both developer and content specialist. A key factor will be harvesting individual data input through distributed networks for reuse at a later date in a wider context through server-based internet applications. The dilemma is to know how to pick the best solutions. Surely answers will lie in the creative ability of the designers/developers to bring about richer interactions that involve the internet as the conduit for global collaborative endeavors.

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end of
VISION on e-Learning Design and Development:

COLLOQUIUM PRESENTERS
Detail in following section

REGISTRATION : PAYMENT
VENUE
TRANSPORT
FOOD HALLS
ACCOMMODATION
Details at end of this document
RESEARCH COLLOQUIUM PRESENTERS:

Dr Zita Unger : Evaluation Solutions

Zita Unger, PhD is Director of Evaluation Solutions, a company specializing in program evaluation and online evaluation tools.

Her online survey tool, [Evaluate-IT], was recipient of the Australasian Evaluation Society award of Excellence 2001, and has been personally awarded the Evaluation Training and Service Award in 2000.

Zita has extensive experience in the evaluation of training as well as the application of technology to teaching and learning that covers a broad range of development, delivery, implementation and impact issues. She is an advocate of strategic approaches where evaluation is a collaborative activity - undertaken with people, not to them. She is a past president of the ISPI Melbourne Chapter.

Peter Holmes : [T2B Pty Ltd - Training 2 Business .....]

Master of Business Leadership, Grad Dip Bus (Management), BComm, Member - AHRI & Aust Society for Educational Technology

Peter Holmes has an extensive background in the training and instructional design fields including the design, development and implementation of competency based training programs, the development of and implementation of an e-learning strategy in the Australian Tax Office and project management of the rollout of many training and learning projects including technology training and e-learning modules. He also has extensive experience in management, gained in part from over ten years experience as a Senior Manager in the IT and Training fields.

Mobile: 0419 502 064
Phone: (03) 9503 9577
Email: peter@t2b.com.au
Peter Holmes : [T2B Pty Ltd - Training 2 Business .....]

Peter currently runs his own training and e-learning business (see above). T2B custom designs and delivers training and technology solutions specific to workplace needs.

Services include:

- training content development, delivery & implementation
- e-learning strategies, development & implementation
- e-learning instructional design
- e-learning and Learning Management System consultancy
- web design and implementation

He also jointly owns and runs a business in the field of career and interpersonal skills training and coaching. [Click here for formation ]

Dr Robert Cantwell : The University of NSW

Dr Cantwell specialises in the development of learning theory and its applications to tertiary study

He has researched and published in a variety of areas relating to tertiary learning, including content area learning (such as nursing, history, music) as well as research into student performance at tertiary level, with particular emphasis on the role of enabling programmes and on aspects of learning processes in doctoral study

Journals include Educational Psychology, British Journal of Educational Psychology, The Psychology of Music and the Alberta Journal of Educational Research. Dr Cantwell is also editor of the Australian Journal of Educational and Developmental Psychology

[Click here for formation ]
Dr Robert Cantwell : The University of NSW

Dr Cantwell's theoretical work has focused on the development of frameworks for analysing student learning, both in terms of the development of learning theory and the development of assessment frameworks. This work has also informed research into individual differences in student learning, particularly in the areas of student approaches to learning and self-regulated learning. Much of Dr Cantwell's work in self-regulated learning has been translated into Polish and been the basis for an extensive research programme at Warsaw University. The current focus of Dr Cantwell's research is in the area of cognitive and affective studies in doctoral learning, included funded research into interpersonal relations and their impact on doctoral study, epistemological change in doctoral candidature, volitional control and doctoral study, text indicators of contribution in doctoral writing as well as cognitive processes in doctoral writing.

Dr Robert Cantwell : The University of NSW

Dr Cantwell currently supervises six doctoral students in areas ranging from learning in aviation, music, nursing and medicine to cross-cultural applications of learning theory.

Dr Cantwell has had extensive experience in lecturing to novice academic staff in the areas of both student learning and assessment. Currently, Dr Cantwell is on part secondment to the Research and Research Training Services unit at the University of Newcastle where he acts as Coordinator of Supervisor Training and Development.
Mandi Axmann : [RAU University], Johannesburg, Africa

Mandi worked as a lecturer in Social Studies at the Technical College for South Africa TECHNISA. During 1997 she was promoted to the Courseware Development Unit, and was responsible for the quality assurance and project management of the courseware development teams. She also managed a number of industry-related and assessment projects during this time. She continued work as an Instructional Designer supporting the Faculties Information Sciences and Arts with the implementation of technology in education (i.e. web-based, multi-media, video, videoconference) at the Technikon Pretoria. She is currently working as an [Instructional Designer] at RAU University supporting the multi-modal approach to teaching, learning and assessment. E-mail: ma@rau.ac.za

GREG ADAMSON : [IDEAS! eCentre]

Greg Adamson is a PhD candidate at the RMIT University Faculty of Business, Melbourne. He has worked as a consultant in information management and the Internet in Australia and Europe.

Greg's research crosses the boundaries of business studies, information technology, and communication.

He has presented to industry conferences in Australia, Britain and Sweden, and published in Science as Culture on "Internet futures: a public good or profit centre?"

Paper Title:
Instructional design for organisational eLearning: establishing the context
GREG ADAMSON: [IDEAS! eCentre]

L3 150 Queen Street (cnr Bourke Street) Melbourne

Tel: +61 3 9642 4811
Fax: +61 3 9642 1233 : 0438 612 153

Dr Neil Bechervaise: Adjunct Professor
[Australian Graduate School of Entrepreneurship]
SWINBURNE UNIVERSITY of TECHNOLOGY
[Peter Chomley: Doctoral Researcher]

e-lusive learning: innovation, forced choice and reflexivity

Prof Neil Béchervaise is Principal of NB Consulting (Australasia), General Manager (Research & Education) Business Intelligence Technologies and Managing Director of Global Research Business Pty Ltd developing global research access for postgraduate business researchers. Adjunct Professor in the Australian Graduate School of Entrepreneurship and former Director of Research at University of Sydney, his research interests include leadership, knowledge management, change implementation, communications, and multiculturalism.

Come and visit Ph +613 9592 2674
[dynamic database of business research papers]
Despite continued efforts to engage students through an apparently magical siren call from the computer, e-learning has a substantially lower uptake than its putative parent, the internet. The exponential generation of unqualified information has become a world-wide clarion-call to educators to harness the whirlwind of potential but, like all learning opportunities, e-learning is by no means as simple to develop as it appears. Though calls to spend $10bn a year on e-learning in schools to prevent the country from going broke may strike resonant chords in the hearts of Australian IT designers, they will continue to fall on deaf ears until a business case can be made. This paper presents the learning framework within which e-learning needs to be developed and then observes the largely continuing mismatch between what we seek and what developers provide. In conclusion, the paper argues that an on-going absence of reflexivity in instructional design results in the continued exclusion of the learner from the complexity of the learning process.
Jim Mark : Webtrain Services Pty Ltd
PO Box 1456, Ashfield NSW 1800

Jim Mark, an Electronics teacher and software developer, started writing Computer Managed Learning software in 1982 (in the days of monster mainframes and Vic 20 home computers) well before Desk top computers were even invented. Jim used this software to implement courses using flexible delivery methods to students in the subject area of electronics whilst in the Australian Army and then subsequently in the TAFE system. By June 1995, he had set up a very successful flexible delivery unit in the electronics department at Bendigo Regional Institute of TAFE. Jim took a teaching exchange to Canada in 95-96 to seek out web based versions of what he required.

A second version of his requirements was written during this exchange in partnership with Nathan Thiyagararajah in Toronto, Canada. This system had the same functionality and was an Intranet version of Jim's requirements. When he returned from Canada in June 96, preparations began for the third version (a web based version) of Jim's requirements which eventually became WebTrain.

During the 23 year period that WebTrain has taken to develop, Jim developed a large number of electronic methods of content delivery, development, assessment, tutoring and reporting. He has written or project managed the development of some 1500 computer based lessons and assessment programs being delivered to many tens of thousands of students around the world.

Jim's main aim has always been to make Computer or Web based training accountable and viable from a learning and financial perspective. By gathering accurate data and building feedback loops into all parts of e-Learning, he was able to ensure meaningful, effective content and assessment and provide the means to develop WebTrain in live education and training situations. Out of this development came a delivery platform which gives learners, tutors, developers and administrators in the virtual environment some very powerful tools whilst remaining one of the simplest systems to use.
New instructional techniques in experiential learning have been pioneered by Professor Garner utilizing ten years of experience in the development/delivery of distance learning courses at Deakin University. He supervised the development of the first IT module for the Institute of Chartered Accountants, which was included in the Professional Year undertaken by accountants. In addition, Professor Garner was involved in commercial projects for ALCOA and Pilkington Australia implementing his model for knowledge-mediated, computer-based training (CBT).

Research, based on thematic interpretation of email responses from distance learning students, was initiated in 1997 with Dr. R. Coldwell and Dr. J. Coldwell. This research investigated the wide disparity discovered between student responses and tutors' beliefs on the possible cause and effect relationships of student difficulties. The design of a telematics helpdesk emerged from these studies.

The significance of this work lies in the scope for knowledge acquisition processes, concurrent with problem solving by students, drawing on the extensive expertise of Professor Garner in knowledge processing technologies. These studies contributed to the design of knowledge domains, with E. Lawrence, for scoping educational and support issues in a novel e-Commerce instructional paradigm.

Most recently the need for meta-knowledge acquisition strategies in asynchronous learning networks has been highlighted as essential for knowledge solutions in experiential learning. Related research, with R. Raban, in information systems modelling has informed the design of dynamic, context management ontologies for group learning.
**Dr Sandra Jones** is the Associate Professor of Employment Relations at RMIT and the Director Higher Education Programs in the School of Management at RMIT. In 2003 Sandra contributed significantly to the research output of the Faculty of Business, receiving more government accredited research points than any other teaching academic in the Faculty. Sandra's eclectic research includes: knowledge management, employment relations, industrial relations and human resource management. She publishes in all these areas as well as in the area of teaching and learning.

**Jackie McCann** is an experienced Change Management consultant who established a highly successful .com real estate company during the boom. She is currently finishing a DBA at RMIT on "The impact of change on the leaders of change - a lived experience case study". Jackie recently designed a virtual authentic learning environment that underpins the new on-line MBA to delivered by RMIT in Vietnam during 2003 and in China in 2004. Jackie has designed a number of virtual learning opportunities to augment face-to-face teaching.

**Deborah Jones** is an Educational Designer working in the Business Online Teaching and Learning Team. Her work includes development of online learning resources, particularly for delivery offshore with partner institutions.
### EnactEd: Innovating with teaching and learning technologies

**Authors:** Lyons J, Guy R, Rich P, Ellis I, Milton J and Weiss A

EnactEd is an e-learning tool developed at RMIT University with which academics and teachers can create question-based learning activities and case studies with customised and focused feedback to address different teaching and learning styles and outcomes. With this tool academics can develop pathways through basic web pages and guide learners based on responses to questions, without requiring HTML skills.

This paper reflects on the experiences of academics within the Faculty of Life Sciences who used EnactEd in imaginative ways to design and develop discipline-specific teaching modules. Examples of the results are presented and discussed. In addition to staff experiences, the results of Beta-testing for usability and educational utility of the package, utilizing students and peers, have also been discussed.
Leone Wheeler is Senior Lecturer and Manager, RMIT Learning Networks, which is a unit with Community & Regional Partnerships, within the International, Enterprise and Community Development Portfolio of RMIT University. She is also a Research Associate on Learning Communities to the Centre of Regional and Rural Development, Hamilton Victoria.

Leone manages an award winning team whose members possess many years experience in implementing learning networks. These networks are developed based on partnerships involving a community engagement approach to using information and communications technologies (ICT) as a tool to achieve community identified outcomes. She is also currently finishing her Doctor of Education which is entitled Learning Network Frameworks - Models and Practice.

Leone Wheeler : [RMIT Learning Networks]

Evaluating Victoria's Flexible Learning Networks

This paper summarises the findings of an evaluation of Victoria's Flexible Learning Networks. The evaluation was funded by the Office of Training and Tertiary Education to find out the extent to which the stated project outcomes of the Victorian Flexible Learning Network (FLN) initiative were achieved and the degree to which the initiative has:

Influenced the adoption and implementation of flexible learning in the Victorian Vocational Education and Training (VET) sector.

Contributed to the accessibility of client-focused flexible systems of TAFE administration and delivery, and

The extent to which the collaborative management, delivery and resourcing models developed by FLN's have influenced the capacity of partner organisations to flexibly negotiate, deliver and support VET programs in their communities.
[ Macromedia, Inc : Product Demonstration ]

Brian Chau has been with Macromedia since 1996. As a Macromedia sales engineer, he goes out to show customers the latest and the greatest software from Macromedia. Needless to say he has a great passion for Macromedia software and he always enjoys sharing his experience and exchanging ideas with others.

Prior to Macromedia, Brian had worked for other imaging and multimedia companies like Kodak and Radius. He received a degree in engineering from the University of Hong Kong in 1984. Beyond computer and software, Brian also enjoys the finer things in life like good food, music and photography.

[ Click here for a great resource for teachers and educators ]

Adjunct Professor John Izard : School and Early Childhood Education

Location: Melbourne, Victoria, Australia

Areas of Expertise:

* Experimental and quasi-experimental design for educational research

* Assessment strategies and their implications for learning

* Test/questionnaire/attitude scale design, construction, validation and interpretation

* Analyses of data from educational contexts

Email: john.izard@rmit.edu.au
Dr Dianne Chambers : The University of Melbourne

Dr Dianne Chambers is a Senior Lecturer in the Department of Science & Mathematics Education and Assistant Dean (Information Technology) for the Faculty of Education, the University of Melbourne. She lectures in the area of computers in education and her research areas include the uses of computers in teacher education and the development of educationally rich teaching resources to support learning in teacher education.

Dianne teaches undergraduate and postgraduate students studying in the areas of early childhood, primary, and secondary education, and she teaches in on campus, online and intensive modes.

John Lenarcic : RMIT Business Information Technology

John Lenarcic is a Physicist and Applied Mathematician by training, an IT Lecturer by fortunate accident and an Armchair Philosopher by conscious choice. He currently ruminates at length on IT matters within the RMIT School of Business Information Technology.

John has taught in the computing arena at most of the major universities in Victoria, including Melbourne, Monash, Deakin, Swinburne, RMIT, as well as Central Queensland University. Outside of academia, he has been involved in artificial intelligence research with CSIRO, developed software for Coles Myer, worked as a physicist for the Bureau of Meteorology and was a freelance writer for Kerry Packer's Australian Consolidated Press.
John Lenarcic : RMIT Business Information Technology

At Monash University, John was involved in research projects dealing with intelligent hypermedia navigation systems and low budget implementations of virtual reality. As part of these activities he visited leading research centres in Washington D.C., Boston, Toronto, Seattle, Lausanne, Paris and London, as well as speaking at conferences in Dallas, Texas and San Francisco. On the teaching side, John has designed several innovative postgraduate IT courses, including one on the psychology of computer programming.

As a raconteur on the digital dilemma, John has appeared on radio and television on numerous occasions debating the social and ethical implications of computer technology. He regularly gives public lectures and leads discussion groups in this area.

John Lenarcic : RMIT Business Information Technology

John's unique method of teaching IT ethics via the genre of science fiction was the subject of a recent paper that he presented at the Hawaii International Business Conference in 2002.

Apart from computer ethics, John's current research interests include cross cultural colour cognition, linguistic factors in knowledge management and aesthetics in the human computer interface.
Alistair Inglis, MAppSci, PhD: Victoria University

Alistair Inglis has thirty years' experience in the field of instructional design having entered the field immediately following graduation by joining the Department of Microbiology at the University of Melbourne to work on the development of teaching materials in his original discipline. However, he has spent most of his career in distance education and help lay the groundwork for that institution to become one of the leading universities in distance education. He subsequently joined RMIT University where he was responsible for many initiatives in the areas of distance, open and flexible learning. He recently moved to Victoria University in Melbourne. In his current role he is responsible for management of the central online delivery system at Victoria University in Melbourne as well as the University's program of funded curriculum innovation projects.

Alistair Inglis, MAppSci, PhD: Victoria University

Alistair's interests extend across instructional design, the applications of information and communications technologies in higher education, the management of distance, open and flexible learning. He has led national innovation projects in the area of educational satellite communications and online course information systems, and was a member of the steering committee that established the Internet in Australia. He taught the units in learning theories, systematic design of instruction and technology-enhanced training systems in the graduate program in instructional design and technology at Deakin University. Alistair has published extensively in the distance education literature, is co-author of a current text on the management of online learning: Delivering Digitally: Managing the Transition to the Knowledge Media and is Deputy Editor of the leading International Journal, Distance Education. He current interests are the adaptation of design methodologies to e-learning and the convergence of knowledge management and e-learning.
3M Touch Systems

3M Touch Systems is the product of 3M's commitment to continue to grow in new and innovative fields – in this case touch screen technology.

Under the brand name MicroTouch, we manufacture and distribute the broadest range of:
* Touch screen technologies - Capacitive, Resistive & Near Field Imaging (NFI)
* Touch screen-enabled monitors - Flat Panel Displays, CRT; and Open-chassis LCD together with electronic controllers & software drivers.

3M Touch Systems Pty Ltd based in Mulgrave, Victoria (formerly known as MicroTouch Australia Pty Ltd) is a wholly owned subsidiary of 3M Touch Systems Inc. The company was established in 1993 and supports the local ICT environment by:
* Offering a comprehensive range of touch screen-enabled displays
* Providing efficient and responsive touch screen integration services
* Delivering innovative Applications Engineering solutions
* Facilitating vendor managed inventory services

Our proven expertise and technical competency ensure we confidently and effectively respond to clients requirements with a standard product from our broad range of offerings or alternatively, with a customised solution to satisfy the specific requirements of a particular project.

3M Touch Systems through an alliance program are able to source and integrate a number of branded monitors, for example NEC, Samsung, Compaq and LG or alternatively provide a retrofit service, whereby customers can send their existing monitor to us for integration with our touch screens.

To date we have been supplying the special education market with our touch screen monitors via a channel of dedicated resellers who are specialists in this field. Many of the contacts have worked, or are still working, within the special needs environment. They are therefore well qualified to advise interested parties not only on the most suitable touch screen monitor, but also educational software to accompany it.

3M Touch Systems have a technology to suit practically every application and can be contacted at 3mtouchau@mmm.com or view their website at [www.3mtouch.com]
Narelle Flett : Medibank Private

Based in Melbourne Narelle is an Organisational Development Consultant within the Human Resources Team at Medibank Private. She has more than 7 years experience in the learning and development area.

Narelle has key responsibilities in the areas of performance management, knowledge management, retention, Organisational and Leadership competency framework, online learning and a supporting role in internal communications, cultural alignment and leadership development.

Her most recent accomplishments include the instructional design, development and implementation of a national training framework for new employees to the business, development of a national competency framework for operational staff (60 per cent of the workforce), implementation of a frontline leadership program and the integration of an online reference tool for managers.

Narelle is completing a Bachelor of Applied Science and a Bachelor of Education from Deakin University and is a member of the Australian Institute of Training and Development and the Australian Institute of Management.
Abstract

Medibank Private, like many large organisations, is looking to implement e-learning within its business. This presentation will go through the past, present and future state of e-learning within Medibank Private and discuss the issues and challenges we are facing with the design, development and implementation of this medium as part of a blended learning solution. The presentation will be from the perspective of an organisation trying to design and implement an online solution that will be the starting platform and catalyst for continual employee learning.

end of

COLLOQUIUM PRESENTERS

REGISTRATION : PAYMENT
VENUE
TRANSPORT
FOOD HALLS
ACCOMMODATION
Detail in following section

MAP AVAILABLE : RMIT University : City Campus
http://mams.rmit.edu.au/0uk1ej2i66fj.jpg
**REGISTRATION Process**

Bookings are essential to reserve a place for both Professor Merrill’s workshop and the Multimedia Tutorial as numbers are limited.

To reserve your place and get in early; fax the completed registration form to: (+613) 9925.1333: **Attention: Judy Meehan**
Phone enquiries +613 9925.1362 (Monday to Thursday)
Email: judy.meehan@rmit.edu.au

Bookings for the full week of activities are available at a cost of $550

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All places will be formally confirmed upon receipt of payment. For multiple bookings from the same organization, please photocopy the registration form for each individual.

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**REGISTRATION FORM ..... [FELDD2003Registration.pdf]**

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<th>Nov 10-11</th>
<th>Nov 12 -13</th>
<th>Nov 14</th>
<th>Full Week</th>
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- Research Colloquium
- Prof Merrill’s Workshop
- Multi-media Tutorial

**Full Programme**

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$550 each

$100 discount

**I wish to participate in the above days:**

Name............................................................................................................................................

Company/Organization..............................................................................................................

Address...........................................................................................................................................

Contact details : Phone........................email........................................

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PAYMENT

We will accept your cheque or a Company Purchase Order, cheques should be made payable to RMIT University

Please mail all cheques and purchase orders to:
Judith Meehan, School of Business Information Technology RMIT Business, GPO Box 2476V, Melbourne Australia 3001

Cash payments can be made at:
School of Business Information Technology - RMIT Business, Level 17, 239 Bourke Street, Melbourne, Australia 3000, please ask for Judy Meehan, Finance Officer

TRANSPORT : RMIT University : Melbourne CBD

Trams : Wide choice - Bourke, Swanston, Collins St and Free City Loop
Trains : Close to Flinders Street, Museum and Parliament Stations
Buses : [link to transport site]

[map] [food & accommodation]

Our downtown location means there are many ways to get around. Melbournians enjoy a short walk to shops, theatres and Botanical Gardens, within easy reach of the Central Business District.
FOOD & ACCOMMODATION : RMIT University : Melbourne CBD

FOOD HALLS
There is a wide choice for good eating all within easy reach of RMIT

[map]  [transport]

ACCOMMODATION: All within short walk to each venue

[The Victoria Hotel - 215 Little Collins Street]
[All Seasons Premier Swanston - Swanston & Little Lonsdale Streets]
[Gand Hyatt Melbourne - 123 Collins Street]
[Apartments of Melbourne - Cnr Swanston & Little Collins Streets]

END OF MATERIAL

Enquiries to: Judy Meehan
RMIT University, School of Business Information Technology
PHONE: +613 9925.1362
Judy.meehan@rmit.edu.au