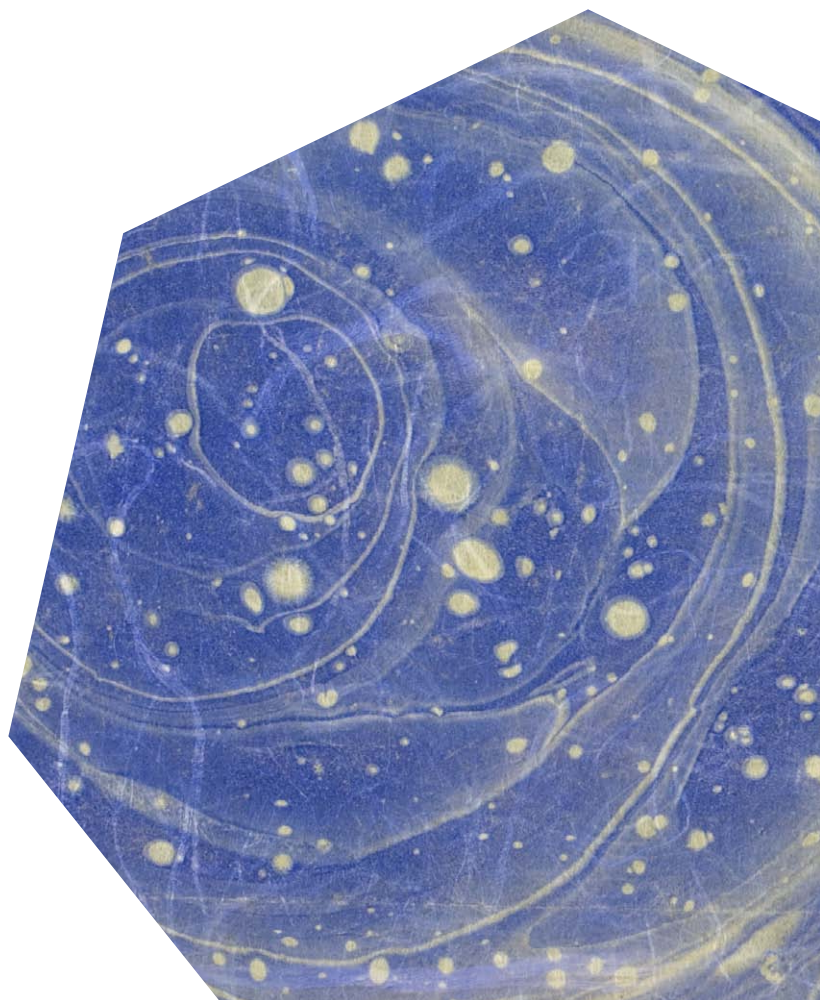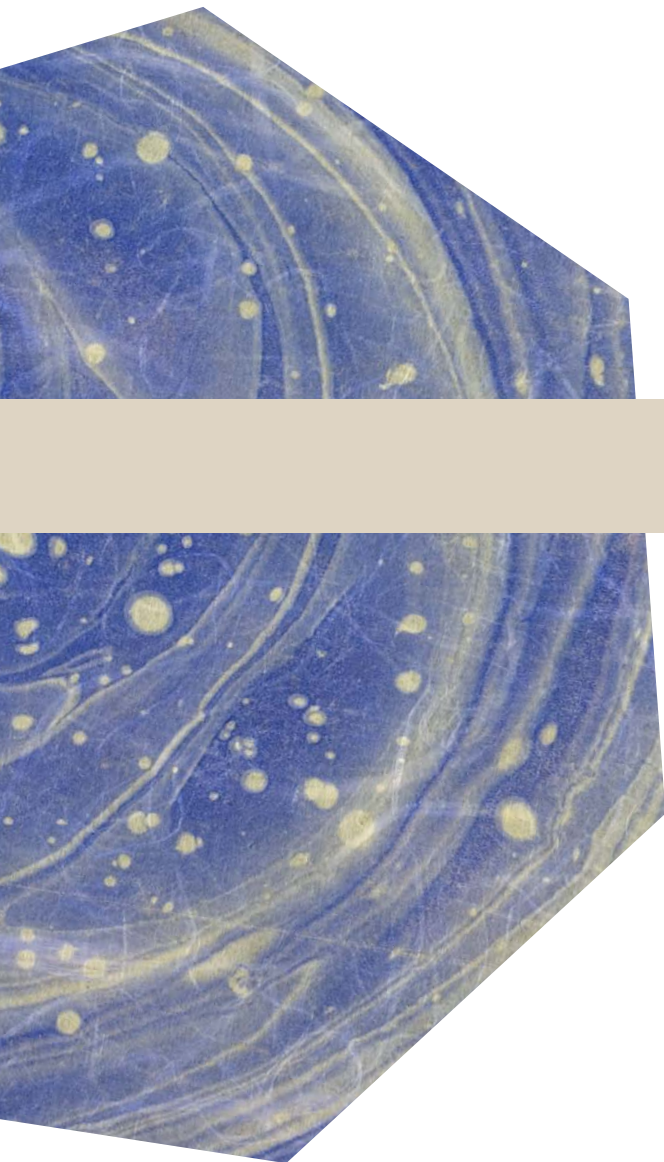ALT-C 2012
19th international conference
University of Manchester, UK, 11–13 September 2012
www.alt.ac.uk/altc2012

ASSOCIATION FOR LEARNING TECHNOLOGY
ALT

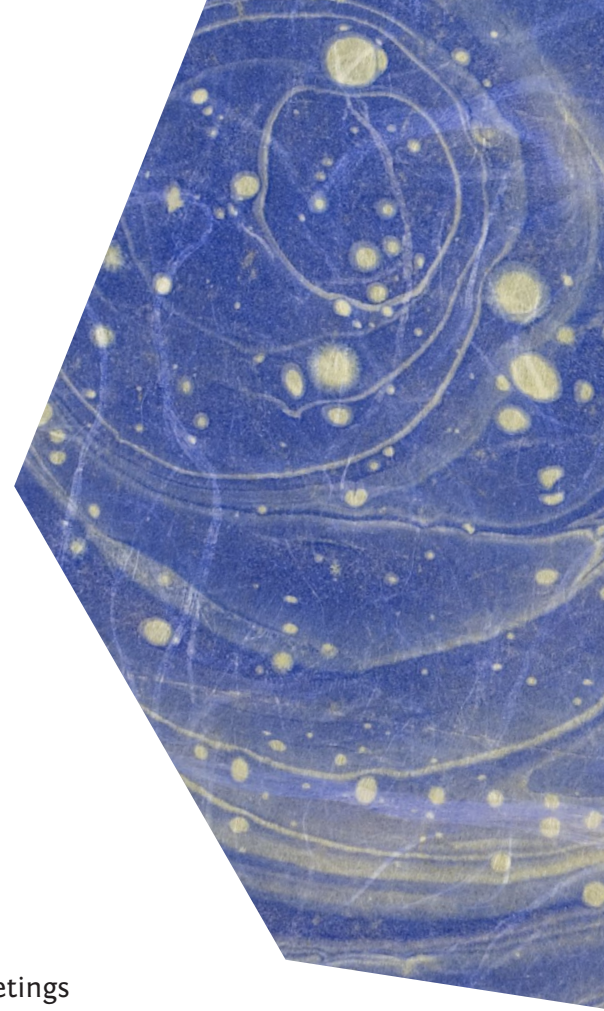## ALT-C 2012
a confrontation with reality

Conference guide

ALT-C 2012
A confrontation with reality

Conference guide

Welcome to ALT-C 2012

Welcome to Manchester and welcome to ALT-C 2012, the annual conference of the Association for Learning Technology (ALT)!

In the last year many new members have joined our community. ALT has always been "owned by its members" and this is reflected in a record number of presentations from ALT members at this conference. Whether you are already involved in ALT or whether this is your first time at our annual conference we would like to welcome you.

We're here to understand how technology can best be used to make learning and teaching more effective, more efficient — and we look forward to sharing experiences and to learning together.

This year has also seen record growth in the numbers both of ALT Special Interest Groups (SIGs) and of the individuals involved in them. Confronting reality is perhaps something that is best done together and many of the papers are from groups actively involved in having to deal with pressing changes already enacted or yet to come.

Many (but by no means all) presentations report on developments that are taking place within and funded by institutions. It seems that Learning Technology is increasingly part of the institutional strategy for confronting reality with more being required in areas of support and outreach. Reality changes faster than many think — consider for instance the speed at which BYOD has overtaken some planning — the confrontation will need to be continually renewed.

The five themes of ALT-C 2012 are:

- **P**roblem Solving:
- **O**penness and Sharing;
- **E**ntrepreneurialism;
- **M**ainstreaming; and
- **S**ustainability.

We look forward to chairing what looks to be a great conference and we thank you for participating.

Co-Chairs, ALT-C 2012 Programme Committee

Jonathan Drori Director of Changing Media Ltd.

Sarah Sherman Service Manager for the Bloomsbury Learning Environment (BLE).

Julie Voce E-learning Services Manager at Imperial College London.

Statement of Support from Rt Hon John Hayes, MP, Minister of State for Further Education, Skills and Lifelong Learning

In our modern world, astute use of technology is increasingly vital to many tasks, and not least importantly to effective education and training at all levels.

The title of the 2012 ALT conference does well to draw on John F Kennedy's eloquent attack on those who hold fast to old clichés and who enjoy the comfort of opinion without the discomfort of thought. JFK's challenge applies not just in this country, but across the world, because all countries are seeking to improve the quality and efficiency of education. The question for them all is, how? At all stages and levels of the education system, learning technology and technologists have an important role to play in helping to meet our national priorities for both further and higher education.

When used well and managed wisely, ICT provides powerful ways to ensure that:

- curriculum and teaching prepare learners for an increasingly digital world;
- learners, teachers and lecturers have access to excellent resources;
- formative and summative assessments are timely and effective; and
- institutions are dynamic, with wide reach and influence.

The general need for financial discipline in the next few years together with the specific changes that will flow for FE from New Challenges, New Chances and for HE from the Browne Review will pose big challenges in how learning is organised, led, and judged. All of your conference themes — not least "entrepreneurialism", "sustainability" and "mainstreaming" resonate very strongly with the Government's practical concerns.

I believe that our policy of developing a different kind of Government — rebalancing the relationship between the citizen and the state in the citizen's favour — means in your own field that individual institutions will have to become more self-reliant, building closer relationships with business, taking their own decisions about whether and how to pool resources or share services, and for what purposes, and then source their own support and guidance.

As we lessen the influence of funded central initiatives, the Government is determined to ensure that organisations within civil society such as colleges, universities and schools, alongside professional, scholarly and independent charitable entities such as ALT, are freed to get on with what they do well. I therefore commend ALT for its role "at the heart of modern learning", improving practice, promoting research and influencing policy.

Accordingly, it gives me great pleasure to record BIS' support for ALT's 2012 conference, "A confrontation with reality", as well as for the invaluable work of the Association, and its individual, organisational, and sponsoring members. I am sure that your conference will generate plenty of discussion and advance participants' understanding. I hope they will then help our universities and colleges continue to improve the way they serve the needs of students, businesses, and the country as a whole.

I wish the conference well.

John Hayes

BIS | Department for Business Innovation & Skills

The ALT staff team and a note of thanks

Shown below is the current ALT staff team, all of whom have played a part in the production and organisation of the conference over the last 18 months. Caroline Greves led on the organisation of the conference overall, while John Slater led on the programme and content. Anna Davidge played a key role in the production of the conference materials, and Liz Wyatt on the ALT, CMALT and membership sessions. Emma Carr-Jones dealt with finances and Heather Stallard managed bookings and administration.

I would also like to record our thanks to Seb Schmoller, ALT's former Chief Executive, under whose leadership the conference took shape.

We aim to improve the conference year on year and we hope that ALT-C 2012 will match or exceed the quality of that of previous conferences, and that you will appreciate various changes including:

- a more varied programme than ever before focusing on the key themes of the conference;
- a more social focus within the programme including a dedicated networking session and welcome for first-time participants;
- the return of the ALT-C live broadcasting channel;
- online publication of all conference materials.

Most of us are in Manchester for most of the conference and we look forward to meeting you, this year's participants from over 20 countries, over the next three days.

A note of thanks

Four groups deserve ALT's particular thanks:

- the conference sponsors — who are listed on page page 7 — without whose financial contribution the conference would not take place;
- the conference programme committee — see page page 5 — whose extensive voluntary activity as reviewers and editors is crucially important;
- the very wide range of participants who have "speaking parts" at ALT-C, including the conference co-chairs, the keynote and invited speakers, and, most of all, every individual presenter;
- the staff in the conference team at the University of Manchester who support this event.

Maren Deepwell

Maren Deepwell Chief Executive

Emma Carr-Jones
Finance Manager

Anna Davidge
Publications Manager

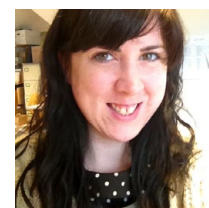**Maren Deepwell**
Chief Executive

Caroline Greves
Events Manager

John Slater
Acting Director of
Development

Heather Stallard
Events Administrator

Liz Wyatt
Membership Services
Manager

ALT-C 2012 Programme Committee

Co-Chairs

Jonathan Drori led BBC Education's groundbreaking digital efforts and became Head of Commissioning for bbc.co.uk. Originally he was a BBC director and executive producer, responsible for dozens of television series on science, education and the arts. Since then he has worked in Government and is now a director of a media and education consultancy, Trustee of Kew Gardens and Chairman of the UK Parliament's advisory council on public engagement.

Sarah Sherman has worked in learning technology for over 10 years. She currently manages the Bloomsbury Learning Environment (a shared E-learning service for five London HE institutions). Sarah coordinates regional and national E-learning user groups and is involved in a number of JISC projects and activities.

Julie Voce is the E-learning Services Manager at Imperial College London. Julie is deputy editor of ALT News Online and a member of the ALT Publications and Membership Services Committees. She chairs the UCISA Academic Support Group and is involved with the biennial UCISA Survey of Technology Enhanced Learning.

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Steven Verjans Open University of the Netherlands

Gail Wilson Southern Cross University, Australia

Abstracts editors

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Donal Fitzpatrick Dublin City University

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Zoe Rose Notecake

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Ni Xiaopeng

Marco Zennaro ICTP

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LEARNING AND SKILLS IMPROVEMENT SERVICE

ulcc
University of London Computer Centre

Keynote speakers

Eric Mazur Balkanski Professor of Physics and Applied Physics at Harvard University

The scientific approach to teaching: Research as a basis for course design

Discussions of teaching — even some publications — abound with anecdotal evidence. Our intuition often supplants a systematic, scientific approach to finding out what works and what doesn't work. Yet, research is increasingly demonstrating that our gut feelings about teaching are often wrong. In this talk I will discuss some research my group has done on gender issues in science courses and on the effectiveness of classroom demonstrations.

Natasa Milic-Frayling Principal Researcher at Microsoft Research Cambridge

Network analysis — Why it matters, how to do it, and what we can learn from it

The digital revolution has happened and transformed the way we communicate, share, learn, and apply our skills. It gave rise to phenomena that have not been possible before, including social networks of unprecedented scale. However, digital technologies are rather different from those we used in the past and we still need to develop intuition and practices to use them effectively. For that we need to acquire new skills and adopt new tools. In this talk I will discuss network analysis as a way of gaining insights about online communities. I will demonstrate how visualization and analysis of network graphs reveals patterns of interaction and information about the roles of individuals in communities. This powerful technique can be applied to a variety of scenarios, from monitoring collaborative learning environments to gaining insights about researchers' scientific interactions. I will emphasize the importance of creating tools that are accessible to a broad audience, and show how adoption of the familiar spreadsheet paradigm can be very effective in teaching network analysis and enabling individuals to become independent and confident analysts without having to become programmers.

Richard Noss Co-director of the London Knowledge Lab and Professor of Mathematics Education at the Institute of Education

Research about Technology Enhanced Learning: who needs it?

The question in the title is not only rhetorical, it is also practically relevant, especially to those who have to take decisions about TEL in schools, colleges, universities and vocational settings. In this talk I will argue that thinking about TEL is good at encouraging us to address deep educational issues that may themselves have little to do with computers — including reappraising what it is our learners need to learn, why, and how.

Invited speakers

John Baker President and CEO, Desire2Learn

An entrepreneur's confrontation with reality

The students of today want us to "confront reality" and provide an education for 2012 and beyond, not one that worked in the past. They want more flexible learning, more natural user interfaces and more social learning. They want the applications they use to learn right along with them. There is a lot of talk these days about the "disruption" of higher education and of it being "broken". A positive way of looking at this is to see a unique opportunity to innovate. To listen to what the ultimate end users, the students, need and require from education, and then provide the machinery that will produce the global workforce needed today and in the future. A prominent industry entrepreneur will outline his experience and challenging responses to these issues.

Steve Bunce Regional Leader for The Open University, North East, Yorkshire and Humber

Knitting — a learning technology to dye for? Can knitting develop programming skills in schools and prepare computer scientists of the future?

Knitting is becoming more and more popular in schools and can benefit social and communication skills. This session will share how knitting clubs have started in schools and are using technology to share learning. Research is progressing into links between knitting and developing computer programming skills. We will share the findings so far, showing how programs are like knitting patterns, using loops, debugging and creating a product for a defined user experience.

James Clay ILT and Learning Resources Manager, Gloucestershire College

Taking the tablets: How are tablets being used in learning and teaching? What is the impact? What are we going and where might we finish up?

The tablet computer is not a new idea, but recently has had an impact on learning and teaching across a range of institutions in the UK and elsewhere. In this session I will try to tackle the following questions. What do we currently understand to be a tablet? What is the primary functionality? How are tablets being used right now for supporting, and enhancing learning and teaching? What sort of learning activities and scenarios are making best use of the tablet format? Are these devices for content consumption, content creation, interaction, or all three? So where next? Where will tablets take us? Do institutions purchase tablets for all their students? Or do we let or require students to buy and bring their own? And if the latter what does this mean for how we organise provision? I will conclude with a personal reflection on the overall direction of travel, and where I believe we may finish up.

Elizabeth Hartnell-Young Director of Research and Evaluation at the Department of Education and Early Childhood Development (DEECD), Victoria, Australia

Ambition meets reality: reflecting on a system-wide digital learning environment for schools

Victoria, Australia has developed a learning environment — the Ultranet — with intended

benefits for individual learners, teachers and groups, and the system itself. There is little research into the long term, large scale adoption of learning environments such as the Ultranet in systems of schools. With only two years implementation to date, when and how will we know if it is successful? If the Ultranet is a 'disruptive technology' following Christensen, Horn and Johnson's (2008) calculations, its current level of adoption is clearly in the early phase of slow uptake, but we may expect a dramatic steepening in the curve if users find it valuable. This presentation outlines the struggle between market forces and government responsibility in relation to providing an equitable technology environment for schools.

Sarah Porter Head of Innovation at JISC

JISC — reshaping for its customers

JISC, the UK technology consortium, is undergoing an exciting transformation, from a set of companies, services and projects to become a more stream-lined and coherent organisation — making it easier for its users to access its products and services. This reshaping is focused upon providing the HE, FE and Skills sectors with advice, guidance and services that are aligned with priority needs. JISC is known for key services such as Janet, Collections, and its regional support centres — which combined provide a robust network, access to digital content and on-the-ground regional support. JISC will continue to provide services like these in the future but will also be developing new services that can respond to sector needs in an agile and timely way. This session will give an update on the type of organisation that JISC is likely to become, an update on progress, and also invite input from the ALT community about the priorities for the new organisation.

Seb Schmoller Senior Advisor, The Association for Learning Technology (ALT)

Learning technology — a backward and forward look

I have been active in the learning technology field for over 20 years, in a range of roles, and most recently — until I stood down in May 2012 — as Chief Executive of ALT. In this personal reflection I will draw out some of the main things I have learned, and what I think we (that is, people active in the field) now need to do.
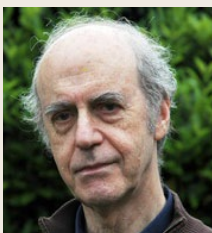
Aaron Sloman Honorary Professor of Artificial Intelligence and Cognitive Science, School of Computer Science, University of Birmingham

What is computational thinking? Who needs it? Why? How can it be learnt?

Computational thinking goes beyond programming and is hard to teach well but can help us understand natural and artificial information-processing systems, including human minds. I shall explain why an extended version of Jeannette Wing's notion of 'computational thinking' is a requirement, not just for IT professionals, but also for scientists, philosophers, and others trying to understand our world, including human minds and other products of biological, and cultural evolution. It goes far beyond programming and is not easy to teach. Current discussions about computing education mostly aim to produce high calibre application developers, ignoring the need to educate outstanding scientists and thinkers, including philosophers, who need to learn new, computationally informed, ways of looking at old things, such as behaviours of microbes, insects, toddlers and economies. Developing technology to support that learning will not be easy, but some first steps will be illustrated.

Mark Stubbs Head of Learning and Research Technology, Manchester Metropolitan University

Using Learning Technology to transform a whole university's curriculum

Manchester Metropolitan University (MMU) is in the middle of an ambitious three-year large-scale change programme to transform its undergraduate curriculum through four interlinked strands of activity: new curriculum framework; new administrative processes and systems; new learning technologies; new quality assurance and enhancement processes. Coordinated activity across the four strands enabled over 850 first year module specifications to be entered, reviewed, approved, set up in the student records system, timetabled and populated in a new VLE in 12 months. Learning Technology is at the heart of these changes. Mark Stubbs, who is leading the programme, reporting to MMU's Deputy Vice Chancellor for the Student Experience, will provide delegates with a "report from the field", summarising: progress to date; lessons learned; pointers for others.

Daniel Stucke Teacher of Mathematics and ICT; Assistant Headteacher, leading E-Learning & IT Provision, Assessment & Data, and Timetable, Stretford High School, Manchester

IT provision at Stretford High and our plans for the future: engaging learners and developing IT provision in austere and independent times

The reality we confront in schools is one of smaller budgets, reduced central support and accelerating technological change. I will summarise some of the ways schools are keeping pace and continuing to innovate. I will share examples from my own local Secondary school and others around the world. I will draw together some of the themes of the conference and discuss what these actually look like on the front line. How can we provide sustainably affordable technology provision that genuinely supports teaching and learning? Which informal networks and free or low-cost resources are supporting our schools? Can we provide outstanding learning opportunities and environments whilst providing value for money? What do our learners actually want and need and how can we make sure that our systems and our staff can support that?

Leena Vanio Research Director, and chair of the Finnish E-learning Association

Adult students as peer learners

Knowledge, speed of learning and utilization of knowledge, and exploiting the potential of information technology are key words for individual, organizational and business success. How do adult learners assimilate new networking methods and use of social media tools? ICT tools give new possibilities for collaboration and networking, but the starting threshold is quite high. Peer learning gives new possibilities for testing and learning. In my presentation I will describe how adults adapt networking methods and use of social media in both work and free time. What are the challenges and development areas and how do new skills and competencies motivate people? Over four years I have collected peer learning experiences from my students and colleagues. This comment from one student characterizes the feelings very well: "I'm like Alice in Wonderland in web-world. Every day I find something new — it's a kind of a scary place but it is also an interesting eye-opener. To be honest, I do have a lot to learn and with colleagues I learn best".

Participating online

Thanks

We would like to record our special thanks to James Clay, Thom Cochrane, Darren Moon and Richard Goodman for their extensive work and patient efforts in guiding ALT's planning of this aspect of the conference.

There are a number of ways in which you can participate in the conference online:

Twitter

Participate in the conversation about the conference and follow Tweets using the conference hashtag **#altc2012** and follow **@A_L_T** on Twitter.

Our Twitter channel will be used to announce the start of publicly accessible sessions throughout the conference.

CrowdVine

The ALT-C 2012 CrowdVine site provides an effective way for conference delegates to network with each other in the run up to and during the conference.

All participants who requested access at the time of booking will have received their log-in details in advance of the event.

Online Streaming

Plenary Keynote Sessions and Invited Speaker Sessions will be streamed live, with online moderation throughout, using Adobe Connect.

Details of what will be streamed, when and how to access it can be found on the ALT website.

ALT-C Live

There will be an informal conference TV channel from the 'back stage' of the event, with "vox pop" reactions to the conference from participants

Conference Publications

The ALT-C 2012 Conference Proceedings, the Abstracts, and the Conference Guide are available from the ALT website in a variety of formats depending on the publication in question.

For more details please visit
www.alt.ac.uk/alt-c-2012/participate-online

Conference social programme

Monday 10 September

19:30 onwards | **Pre conference reception**
The conference kicks off with a drinks reception and buffet dinner in the conference venue. This also signals the opening of the exhibition and will include some light entertainment.

Tuesday 11 September

18:15 | **ALT New Members' reception**
Our annual reception for new members will take place after the final session on Tuesday, details to be confirmed.

19:00 | **Evening meal and drinks**
There will be a buffet meal for all at 7.00pm in the conference venue. After this delegates are encouraged to head down the road (only a few minutes walk) to one of the nearby bars which have plenty of comfy seating and reasonably priced drinks, to enjoy the evening together.

Wednesday 12 September

18:30 onwards | **Drinks reception and gala dinner**
This year there will be a drinks reception at the Palace Hotel sponsored by Microsoft, followed by the gala dinner in the Grand Room of the Palace Hotel. During the evening there will be presentations for the ALT Learning Technologist of the Year 2012, the Best Proceedings Paper and Best Short Presentation at ALT-C 2012, and the ALT/Google award for the best use of "Apps in Learning and Teaching".

ALT events and meetings

Tuesday 11 September

11.30 – 12.30	**New to ALT-C?** [715]	ALT Stand
17.20 – 18.15	**Getting Involved with ALT** [711]	ALT Stand
17.20 – 18.15	**White Rose LT Group Meeting** [708]	Main Theatre
17.20 – 18.15	**ALT Scotland Group Meeting** [714]	1.218
17.20 – 18.15	**Inclusive Learning Special Interest Group Meeting** [701]	1.219
17.20 – 18.15	**Learning Environment Review Special Interest Group Meeting** [702]	2.218
17.20 – 18.15	**Video in Education Special Interest Group Meeting** [703]	3.204
17.20 – 18.15	**Games and Learning Special Interest Group Meeting** [704]	4.204
17.20 – 18.15	**Open Education Special Interest Group Meeting** [706]	4.206

Wednesday 12 September

15.00 – 15.40 | **19th ALT Annual General Meeting** [721]
All individual members and the representatives of organisational and sponsoring members are warmly invited to this brief but important meeting | Main Theatre

15.55 – 16.30 | **Annual Certified Members' Meeting** [717] | ALT Stand

Thursday 13 September

09.10 – 10.00	**Find out about CMALT** [716]	ALT Stand
10.30 – 11.30	**Meet ALT Members** [718]	ALT Stand

Exhibition hall

MAIN ENTRANCE/EXIT
(& ACCOMMODATION)

STAIRS TO ALL BREAKOUT ROOMS

ALT-C LIVE

OXFORD ROAD ENTRANCE/EXIT

ALT STAND

LIFTS TO ALL LEVELS

16

EATS RESTAURANT

13

12

11

10

CHARGE POINT

HELPDESK

14

15

1

REFRESHMENTS

REFRESHMENTS

9

CHARGE POINT

2

8

3

7

4

6

5

CLOAKROOM & REGISTRATION

1	PebblePad	**5**	Open Nottingham	**9**	Sonic Foundry, Inc	**13** Desire2Learn
2	Google	**6**	University of London Computer Centre	**10**	Pearson	**14** Blackboard
3	Technology Enhanced Learning (TEL) Research Programme	**7**	Gradient and Hedtek	**11**	Echo360	**15** Kaltura Europe Ltd
4	MediaCore	**8**	Techsmith	**12**	Microsoft	**16** HiST Sør-Trøndelag University College

Exhibitors

 Association for Learning Technology (ALT)   www.alt.ac.uk

ALT-C is the annual conference of the Association for Learning Technology (ALT), a professional and scholarly association for individuals and organisations with an interest in the use of learning technology. We have over 200 organisational and over 900 individual members As well as ALT-C, we run CMALT (a certification scheme for learning technologists), one day conferences and regular workshops on practical aspects of learning technology. Our publications include policy responses, a fortnightly emailed digest, a quarterly printed update, an online newsletter and an Open Access international journal, Research in Learning Technology.

1 PebblePad   www.pebblepad.co.uk

The completely redesigned PebblePad system combines Pebble+, the private, secure Personal Learning Space where individuals plan, record, and demonstrate their independent learning, and ATLAS, the institution space that provides a powerful suite of tools to manage teaching and learning

activities and the whole assessment process. A major innovation in PebblePad3 is the template builder that enables all users, students and staff alike, to create templates to scaffold the creation of records of learning and experience. We don¹t have sales people on our exhibition stand, just enthusiastic staff that are involved in the design and use of this innovative system why not drop by for a chat.

2 Google   www.google.com/apps/edu

Google's mission is to organise the world's information and make it universally accessible and useful. Beginning in 1996, Stanford University graduate students Larry Page and Sergey Brin built a search engine that used links to determine the importance of individual web pages. By 1998, they had formalised their work, creating the company that you know today as Google. From offering search in a single language, we now offer dozens of products and services in scores of languages. Google Apps for Education — used by more than 12 million students — offers a free (and ad-free) set of customisable tools that enable teaching staff, other staff and students to work together and learn more effectively.

3 Technology Enhanced Learning (TEL) Research Programme   www.tel.ac.uk

TEL is a 5-year (2007–2012), £12m, ESRC/EPSRC funded programme with 8 large interdisciplinary projects across the UK and a range of cross-programme themes. The projects work with a variety of technologies and pedagogical approaches in a number of different settings, designing software and hardware with teachers and learners. The aim is to understand and develop the roles of digital technologies in improving the quality of learning and teaching. The programme is led by Professor Richard Noss at the London Knowledge Lab, Institute of Education, London.

4 MediaCore   www.mediacore.com

MediaCore is rethinking the way people learn. Think of us as your organization's own secure YouTube, but uniquely designed to enhance training and learning. Using MediaCore, you can reach more students, track their progress, increase retention and enhance engagement. Our online, education-driven video platform aims to make uploading, managing and distributing educational videos as easy as possible. Users simply upload their own content or import it from other services and the videos stream through MediaCore's exclusive player. Our technology scales to millions of users, is fully cloud-based and is accessible across desktop, tablet and mobile devices.

5 Open Nottingham

This exhibition provides an opportunity to engage with two JISC funded open access projects:

Promoting Academic Resources in Society (PARiS). The Ear Foundation is a charity helping deaf people and their families make the best use of technology to improve hearing and communication. The University has worked with the Foundation to openly publish some of their educational materials. The project has also facilitated the

open publication of Nottingham educational materials in the area of Education for Sustainable Development.

Rogō OSS. The Rogō OSS project has packaged the University of Nottingham built e-assessment tool 'Rogō' for wider re-use under an open source licence. The project has supported the transfer of Rogō to five HEIs and promoted the creation of an open source community around the tool.

6 ULCC www.ulcc.ac.uk

Established in 1968, as a regional supercomputing centre following recommendations of the Flower report, the University of London Computer Centre (ULCC) has evolved into a highly respected and innovative brand within the academic and not-for-profit sector. ULCC's learning technology, IT and digital preservation specialists now provide services to over 300 customers within the education and not-for-profit sector and support Moodle for over 1.3 million students across 150 Further and Higher Education institutions in the UK, including Manchester Metropolitan University, King's College and University of London International Academy.

7 Gradient and Hedtek www.hedtek.com

Gradient is a new and highly innovative assessment system that is being launched at ALT-C. Gradient provides for: Very fast marking; Easy generation of high-quality feedback for students; Full integration with existing institutional assessment processes. Gradient delivers: Exquisite, fluid usability; End-to-end coverage of the assessment life-cycle; Sensible and useful mark analytics; Supportive quality assurance. Hedtek works with institutional clients to ensure rapid integration of Gradient into existing institutional assessment processes. Gradient can also be used over the Web for single assessments via either of the markitquickly URLs below. This is currently in private beta, and open to the world very soon. While at the conference, Gradient's developer, Hedtek, is also keen to meet potential clients for its custom implementation services.

8 Techsmith www.techsmith.com

TechSmith products allow educators to engage students by creating visual learning content. Whether you're recording your entire lectures, supplementing course materials with additional video content, or using screencasting for student assessment, TechSmith has the right product for you. And with students becoming more tech savvy by the day, why not engage them through mobile devices? Learning on the go expands the classroom to anywhere — not just inside classroom walls. Students, professors, administrators, IT faculty — everyone finds value in visual communications using TechSmith software. If a picture is worth a thousand words, imagine how valuable videos are. Visit our stand to learn more about screencasting, lecture capture and communicating visually with TechSmith.

9 Sonic Foundry, Inc. www.sonicfoundry.com

We're proud to be an anchor sponsor for ALT-C 2012. Over 1000 colleges trust Mediasite by Sonic Foundry, the leader for lecture capture and video content management. With Mediasite, universities and colleges worldwide capture and preserve knowledge transfer, live stream campus events and bolster recruitment and outreach. Designed to accelerate faculty adoption, Mediasite automatically records everything instructors say and show without them learning new technology. Students report better grades and schools economically deliver online learning programs.

10 Pearson www.pearsonplatforms.com

Pearson is the world's leading education company, offering collaborative teaching and learning solutions for on-campus, online, and blended learning environments. Our award-winning educational technologies from EQUELLA, Fronter, Pearson LearningStudio and MyLabs are used by millions worldwide because we ensure our products are easy-to-use, client-driven, scalable, and reliable. Visit the Pearson exhibition stand to learn more about the solutions that are empowering educators and students to collaborate and learn in digital learning environments.

11 Echo360   www.echo360.com

As a global leader in blended learning and lecture capture products, Echo360 helps higher education institutions keep pace with modern students' learning needs through products that digitally record instructional content. Echo360 has been recognized with the 2010 Product Line Strategy of the Year Award from Frost & Sullivan and named a Visionary Vendor in Educational Technology by IT research firm Basex. Through Echo360's platform, students can replay recorded sessions and review additional information from instructors online and across various devices. 500 institutions in 28 countries use Echo360's products, including New York University, the London School of Economics and Political Science and many others.

12 Microsoft   www.microsoft.com

Microsoft help students and educators throughout the world realise their full potential. Our commitment is to the success of each educator and student. Microsoft partners with education communities around the world to deliver relevant, effective, and scalable technologies, services and programs that focus the contributions of many on improved learning outcomes for all.

13 Desire2Learn   www.desire2learn.com

Desire2Learn UK Ltd., a subsidiary of Desire2Learn Incorporated, provides development and support of innovative E-learning environments for more than eight million learners worldwide; clients include higher education, K-12, as well as associations, government and other leading organisations. Working collaboratively with clients, our future focused platform, along with our enterprise service spectrum, offer unparalleled scalability, flexibility, expertise and responsiveness. Desire2Learn and its subsidiaries enable institutions to customize teaching and education for millions on a one-to-one basis, to achieve boundless learning.

14 Blackboard   www.blackboard.com

Blackboard works with our clients to develop and implement technology that improves every aspect of education. We enable clients to engage more students in exciting new ways, reaching them on their terms and devices — connecting more effectively, keeping students informed, involved, and collaborating together. Through this innovative technology, services and expertise we work with our clients to build a better education experience.

15 Kaltura Europe Ltd   corp.kaltura.com

Video management and publishing is becoming a core part of the modern day educational institution — from teaching and learning, video assignments and management of lecture capture content to digital libraries, public communications, recruitment and live events. Kaltura is the world's first Open Source Online Video Platform, providing both enterprise level commercial software and services, fully supported and maintained by Kaltura, as well as free open-source community supported solutions, for video publishing, management, syndication and monetization. We offer flexible options to jumpstart a next generation video experience on a campus and establish essential multimedia infrastructure for a campus media repository.

16 HiST Sør-Trøndelag University College   www.histproject.no

Demonstrating Online Peer Learning Assessment Services (PeLe) and Student Response Services (SRS) for Modern Mobile Devices. Students use smartphones, pods, pads or PCs to answer multiple-choice questions, assignments, tests and exams. An embedded automatic marking system is included. During the post-assessment phase the test results for a class are turned into an interactive, creative and collaborative peer learning process by use of immediate feedback and SRS. Immediately after a test — when the details of the test are still fresh in the minds of the students — the students will learn why the correct answer is correct and why the other ones are incorrect. Teachers use PeLe to focus their resources towards the problematic areas, where many students failed and the potential for learning is correspondingly high.

Conference Information

Helpdesk and enquiries

All general enquiries should be directed to the Conference Helpdesk located within the Exhibition Hall. IT support will be available at the Helpdesk to answer any IT or WiFi related questions.

If you need to contact the Helpdesk during the conference, telephone +44 (0)161 306 40 98

We have a team of dedicated conference helpers who are all familiar with the Conference Centre and its environs and are identifiable by white ALT-C t-shirts. There will also be a member of ALT staff in each of the main areas during conference sessions.

Email and internet

Free wireless internet will be available to delegates in the Conference Centre. Login details can be found on the reverse of your delegate badge (issued at registration).

Eduroam is available over the whole campus but delegates are advised that the wireless signal in George Kenyon Hall is poor.

Free wired access is also available in George Kenyon Hall, please ask at the hall reception for full details.

Food and refreshments

All food and refreshment during the days on which you are booked to attend is included in the cost of registration, providing you have selected these options at time of booking.

For those staying in George Kenyan Hall, breakfast will be served in EATS Restaurant between 07.30 and 09.30 on Tuesday, and between 07.30 and 09.00 on Wednesday and Thursday.

In the scheduled breaks tea, coffee, juice, water and biscuits will be available in the exhibition hall.

A varied lunch menu will be served from EATS Restaurant (please see the conference programme for lunch timings).

On Tuesday evening dinner will be served at 19.00 in EATS Restaurant. The Gala Dinner on Wednesday evening will commence with a drinks reception at 18.30 at The Palace Hotel. Tickets will be supplied upon registration at the conference, you will be required to present your ticket upon arrival at the venue. Thursday's close of conference 'lunch in a bag' will be served before departure at 13:00.

Special dietary requirements have been catered for according to the information given by delegates when booking to attend the conference. Please make yourself known to the serving staff if you have requested a special diet.

Mobility or other requirements

Manchester University is fully accessible by wheelchair users. If you have not previously notified us of any mobility, sensory or access requirements, please contact a member of the Conference Team as soon as possible.

Cloakroom/luggage store

A cloakroom is available in the Exhibition Hall and will be staffed as follows:

Monday 10 September   13.30 – 20.00

Tuesday 11 September   08.30 – 18.00

Wednesday 12 September   08.30 – 18.00

Thursday 13 September   08.30 – 14.00

You may leave your luggage at the cloakroom during the conference and you will be issued with a ticket. Use of the cloakroom is at own risk, please do not leave valuables or laptops. Please collect items at least ten minutes before closing time on each day.

🚕 Transport

Taxis

Local taxis may be ordered from Mantax on +44 (0)161 230 33 33. Alternatively, black cabs may be hailed from Oxford Road.

Buses

Buses to the City Centre are frequent from the bus stop outside University Place, located on the opposite side of the road. From the City Centre you can get on a tram to Piccadilly Station. There is also a frequent service to the airport from outside University Place.

Car parking

The nearest multi-storey car park is at the Aquatic Centre. Opening hours are 06.00–23.00 every day. Cars can be left overnight but delegates are advised that they will not have access their vehicle from 23.00–06.00.

📄 Printing and photocopying

This can be provided (at cost) through the print unit, open between 09.30 and 16.30, located on the ground floor of the Kilburn building, next door to University Place.

💵 Banks and shops

The local Spar Supermarket (which also has a cash point) is a five to ten minute walk along Oxford Road toward the City Centre (turn right out of the main entrance).

Natwest is the closest bank, only a few minutes' walk along Oxford Road in the opposite direction (turn left out of the main entrance). To reach the nearest Post Office, continue along this road for another five to ten minutes.

✚ Fire, medical and other emergencies

If the fire alarm sounds, please evacuate the building immediately via the nearest exit. Please wait to be given the "all clear" before re-entering. Please familiarise yourself with the fire procedure posted around the conference centre and accommodation.

During the conference the first point of contact for any first aid emergency is the conference helpdesk. Otherwise, please make yourself known to a conference helper, identifiable by white t-shirts.

In an emergency call security on +44 (0)161 306 99 66.

The nearest emergency department is at Manchester Royal Infirmary, half a mile from University Place.
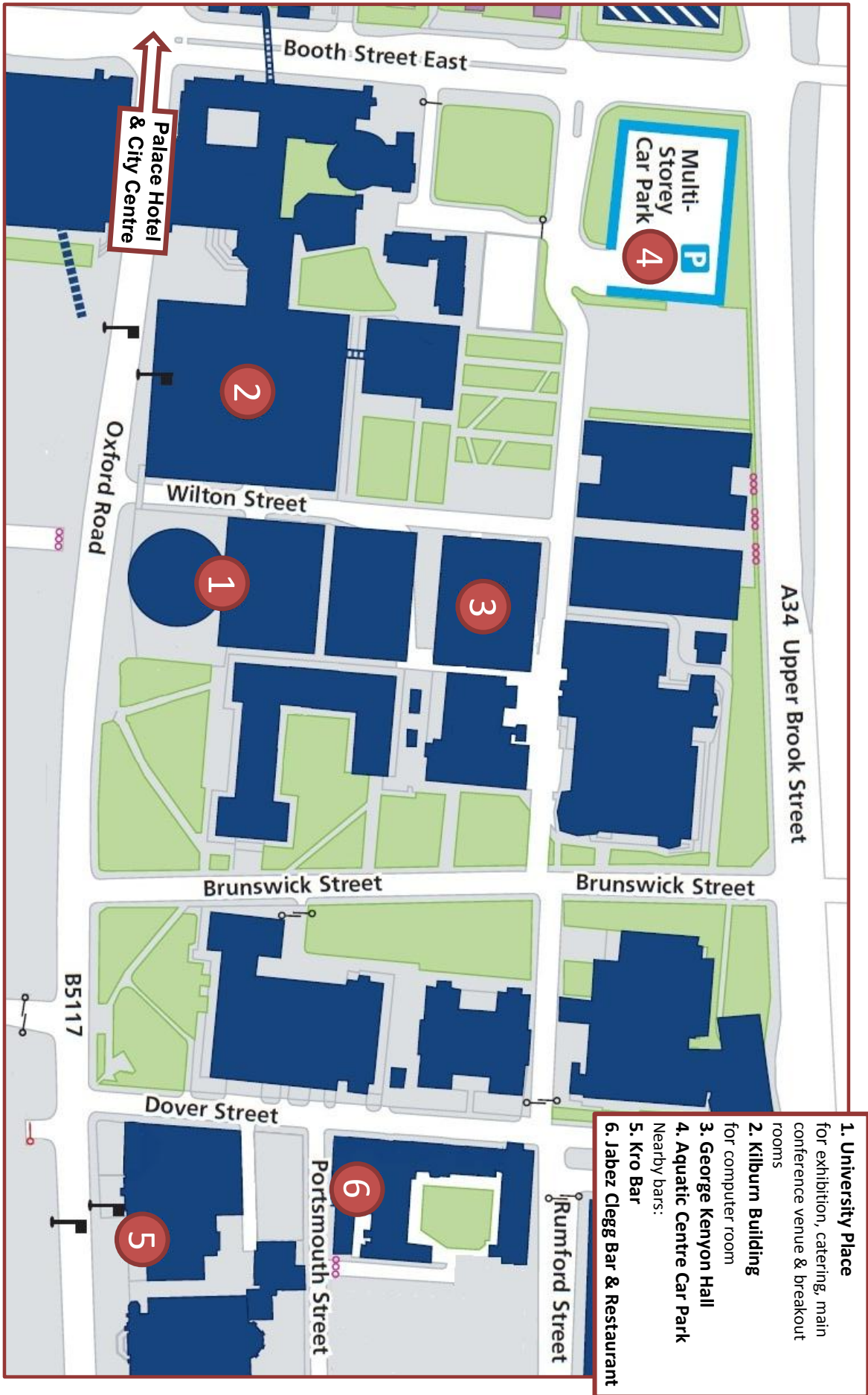
The nearest chemist is Faith Pharmacy, a few minutes' walk from University Place — turn right from the main entrance and continue along Oxford Road before turning left at Booth Street West.

🛅 Security

Delegates are requested to reduce the risk of theft by not leaving valuables unattended on University premises. Subject to statutory rights, neither ALT nor the University of Manchester will accept responsibility for accidents to delegates while on University property, or for damage to, or loss of, their personal property.

Please take sensible security precautions: keep valuables secure and out of sight and refrain from walking alone at night on campus. You are advised not to leave rooms unlocked or property unattended at any time.

Map: University of Manchester – main conference area

Booth Street East

Palace Hotel & City Centre

Multi-Storey Car Park

P 4

Oxford Road

2

Wilton Street

1

3

A34 Upper Brook Street

Brunswick Street

Brunswick Street

B5117

Dover Street

6

Portsmouth Street

5

Rumford Street

1. University Place
for exhibition, catering, main conference venue & breakout rooms

2. Kilburn Building
for computer room

3. George Kenyon Hall

4. Aquatic Centre Car Park

Nearby bars:

5. Kro Bar

6. Jabez Clegg Bar & Restaurant

The Trustees of ALT are grateful to the following organisations for their generous support of the 2012 conference

Web Conferencing Partner

Media Partner

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