TILAB
the sandpit for inspiring home-grown solutions

University of Cape Town · iYunivesithi yaseKapa · Universiteit van Kaapstad

Emerging Technologies & Authentic Learning within Higher Vocational Education Conference 2015

www.etinedconf2015.com

The University of Cape Town's **Educational Technology Innovation LAB** (ETILAB) in collaboration with the University of Greenwich, the University of the Western Cape (UWC), the Cape Peninsula University of Technology (CPUT), UCT's Centre for Innovation in Learning and Technology (CILT), the University of Stellenbosch, as well as the British Education Research Association (BERA), invite academic papers to be presented at the conference in Cape Town from 31 August - 3 September 2015. Selected papers will be published in a special issue of the *British Journal of Educational Technology* in 2016.

Keynote Speakers

Prof Laura Czerniewicz

Prof Jan Herrington

Prof Victor Mbarika

Prof Gilly Salmon

Prof George Veletsianos

Second Call for Abstracts

Conference Organisers, Prof Dick Ng'ambi, Prof Vivienne Bozalek and Prof Jill Jameson, invite abstracts for oral or poster presentations at the Emerging Technologies and Authentic Learning within Higher Vocational Education Conference 2015. Selected papers from the conference will be published in a special issue of the British Journal of Educational Technology (BJET) in 2016.

Second Call for Papers: **1 April 2015**   Abstract Submission Closes: **30 APRIL 2015**
Abstract review process completed & communicated with proposers: **29 May 2015**
Return of full papers: **29 JUNE 2015**   Registration between **1 April - 31 JULY 2015**

The conference on Emerging Technologies and Authentic Learning within Higher Vocational Education draws together complex debates that connect cognitive, social and cultural dimensions of authentic learning in real-world contexts with pedagogic explorations in the development of emerging technologies in higher vocational education. We invite papers on emerging technologies, authentic learning and higher vocational education.

The focus is on learning in a real world context: on emerging technologies in authentic learning situations that are relevant to higher vocational education (HIVE). How do the use of emerging technologies in academic study and authentic learning contexts translate into/link with work-related issues and environments? In what ways, through these technologies, are we preparing students for the jobs of tomorrow? What progression into and from higher vocational education takes place and how does this involve the use of mobile devices, etc? There is much potential here for individual interpretations and local engagement within a wide field of study.

The conference topics will include:

- generative knowledge and the tacit knowledge that relates to organisational memory;
- difficult and troubling knowledge in relation to digital story-telling;
- the notion of 'emerging technologies';
- liberating and transformational uses of newer technologies in knowledge creation & management
- the role of MOOCs in upskilling (for example what would constitute a relevant MOOC and how would it provide shared, locally relevant knowledge, in the context of a community of practice?)

Papers are invited that include considerations of pedagogic aspects of teaching with technology, and design thinking processes to emphasize creativity in addressing contextual design challenges in mobile learning environments. The use of emerging technologies in higher vocational education is one key application of authentic learning: the reflective aspect of this relates to learning in the real world context, learning within a community of practice and/or learning in ways that apply to real world challenges. The exploration and solving of such real world problems may relate to learners' understanding of tacit and/or unseen knowledge that may be practised by experts in work-related situations.

These types of technology applications can foster the creation of empowering spaces that critique the regulation and restrictions of institutional learning environments, opening up possibilities for alternative uses of personal learning environments and social media. Such situated aspects of knowledge production build on an acknowledgement of local best practice, developed in authentic learning situations.

We expand the definition of 'higher vocational' to include discipline-specific debates on professionalism and vocationalism, as well as those with a more academic focus. This area is interpreted widely and is seen as more of a challenge and an open space for debate than a closed definition. What does it mean to engage with authentic learning using emerging technologies in higher education in relation to future/current vocations and professions of students and/or teachers?

www.etinedconf2015.com

Venue: UCT Graduate School of Business, V&A Waterfront, Cape Town

MONDAY - 31 August 2015 :: Registration, Conference Keynote, Seminars & Workshops, Cocktail Evening
TUESDAY - 1 September 2015 :: Conference Keynotes & Presentations, Gala Dinner
WEDNESDAY - 2 September 2015 :: Conference Keynotes & Presentations, Network Dinner
THURSDAY - 3 September 2015 :: Creative Design Thinking Workshops, Close of Conference

Visit the website for further information, Abstract Submission and Conference Registration