

Green: VIP talks

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Light orange: Presentations

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Dark orange: Workshops

	9:20 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:00	12:00 - 12:30	12:30 - 1:30	13:30 - 14:00	14:00 - 14:30	14:30 - 15:00	15:00 - 15:30	15:30 - 16:40
<b>Crystal Hall</b>	Interactivity, values, and the affordances of the distributed learning system in a tertiary setting - <b>Mark King</b>	Tea & coffee break - Building 7 Cafe	Four e-learning models to guide university teachers of second and foreign languages - <b>Neil Cowie &amp; Keiko Sakui</b>	Technology-enhanced Thai learning - <b>Pornsri Wright</b>	From paper to pixels: Design and delivery of online language courses - <b>Dubhgan Hinchey, John Blake &amp; Bill Holden</b>	- Lunch - Building 7 Cafe - Lunch - Building 7 Cafe - Lunch - Building 7 Cafe	Sponsored Talk: Next generation textbooks: the Oxford Learner's Bookshelf - <b>Paul Riley</b>		神田外語大学の教育インフラ環境の整備について - <b>KUIS Media Education Centre in KUIS</b>	Tea & coffee break - Building 7 Cafe	It's not the technology: Making technology relevant to learning - <b>Alice Chik</b>
<b>7-201</b>	TBC: Streaming of featured speaker		Cloud Classes - <b>Germain Mesureur</b>	Understanding what motivates and deters language learners: an experiment with Facebook groups - <b>Louise Ohashi</b>	Paperless? How about less paper with QR codes - <b>Cameron Romney</b>		EMP: Educational multimedia projects - <b>Rab Paterson, Shiho Takahashi, Yuka Kristi Johnson Nomura, &amp; Joki Kano</b>	Sage Grapher: The development of a mobile, open source visualization tool for mathematics courses - <b>Victoria Lang</b>	Using Dragon Dictation for more objective pronunciation feedback and guided self-correction for EFL students - <b>James Henry III</b>		TBC: Streaming of plenary speaker
<b>7-202</b>			Devising a GAME plan: promoting learner autonomy with iPads - <b>Peter Harrold</b>	iPadを活用した外国語ビデオ撮影プロジェクト～ドイツ語初級クラスの成果と「多言語演習」への応用～ - <b>Hiroki Iwai</b>	The paperless classroom: One year on - <b>Arthur Rutson-Griffiths</b>		The positive results of an iPad intervention on student ideal L2 selves, confidence, and WTC - <b>David Ockert</b>	Documentary project: An experiment in cooperative learning - <b>Simeon Flowers</b>	Project-based learning in the ESL classroom - <b>Aysen Gilroy</b>		
<b>7-203</b>			Blogging in a second language: Learning beyond the classroom - <b>Atsushi Iida</b>	When cut-and-paste no longer cuts the mustard: Key multimedia editing techniques for the technologically timid - <b>David Faulhaber</b>	Online/mobile DIY vocab lab - <b>Oliver Rose</b>		Making the change: Going from paper to eBooks - <b>David Bamley &amp; Tamara Swenson</b>	Use a classroom blog to start your paperless classroom - <b>Brett Milliner</b>			
<b>7-204</b>			Supporting self-directed language learning through Moodle, screencasts, in class demos & online independent learning logs - <b>Ryan Hunter</b>	Using iBook author to produce course material - <b>Alex Worth, Alex Selman, &amp; Chris Kowalchuk</b>	Towards an online-integrated paperless classroom - <b>Harry Harris</b>		Design essentials for educators - <b>Joachim Castellano</b>				
<b>7-205</b>			QR codes - <b>Malcolm Swanson</b>	プロジェクトベースで行なう日本語のオンライン授業の紹介とアプリの実践 - <b>Machiko Romaine &amp; Reiko Aya</b>	New is really old school: Incorporating smartphones and tablets - <b>John S. Rajeski</b>		Aggregating data with the paperless classroom - <b>David Rynerson</b>				

Pink: Panel discussions

Blue: Virtual presentations

Yellow: Posters

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<b>MULC: Spanish</b>	<b>Tea &amp; coffee break - Building 7 Cafe</b>	<b>Tea &amp; coffee break - Building 7 Cafe</b>	What's going on at the MALL? - <b>Travis Cote, Dan Ferreira, Brett Milliner &amp; Simeon Flowers</b>	A critical introduction to MOOCs for educators - <b>Ted O'Neill</b>	<b>- Lunch - Building 7 Cafe - Lunch -</b>	The integration of iPads into a Japanese university - <b>Marnie Brown, Anton Lloyd-Williams, Jason Ropitini, Raswan Sockol, Lucius Von Joo, &amp; Jeremy Eades</b>	Video chat: A tool to develop autonomy in students of a foreign language - <b>Maria de la Paz Adelia Peña Clavel</b>	<b>Tea &amp; coffee break - Building 7 Cafe</b>			
<b>MULC: Portuguese</b>			MOOCs in education and professional teacher development: possibilities and potential - <b>Tara McIlroy, Brian Morrison, &amp; Craig Manning</b>	The Moodle advantage in emerging contexts - <b>Silvia Laborde</b>			Moodle lessons and your lessons - <b>Gilda Battagliese &amp; William Machado</b>				
			<b>11:00 - 11:40</b>	<b>11:40 - 11:50</b>		<b>11:50 - 12:30</b>	<b>13:30 - 14:10</b>			<b>14:20 - 15:00</b>	
<b>MULC: China</b>			Developing students' English through podcasting - <b>Jaime Selwood</b>			How to build a mobile friendly interactive website - <b>Renaud Davies</b>	Using Keynote (PowerPoint) in the language-learning classroom - <b>Mary Nobuoka</b>			Curriculum development and enhancement utilizing iPad Minis - <b>Kelly Rose</b>	
<b>MULC: Korea</b>			Taking a language learning card game to market - <b>Sean Anderson</b>			How to make the most of an iPad for education - <b>Ryohei Arai</b>	<b>14:10 - 14:20</b>			iPad implementation in a general education science lab course - <b>Ikko Tucker</b>	
<b>MULC: Indonesia</b>			Digital kanji games - <b>Oliver Rose</b>							Student-based collaborative focus-on-form task for inside and outside the classroom - <b>Tetsuko Fukawa &amp; Robert Smith</b>	Cellulose free extensive reading - <b>Dubhgan Hinchey</b>
<b>MULC: Thailand</b>			WikiCloze: Online cloze test creation from Simple Wikipedia articles - <b>Paul Raine</b>							Responding to extended writing electronically: tricks and tips - <b>John Blake</b>	The Socrative Method: enhancing student engagement through an online student response system (OSRS) - <b>Cathrine-Mette Mork</b>