

8th European Conference on eLearning 2009

(ECEL 2009)

**Bari, Italy
29-30 October 2009**

ISBN: 978-1-62276-707-6

Printed from e-media with permission by:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571



Some format issues inherent in the e-media version may also appear in this print version.

Copyright© The Authors, (2009). All Rights Reserved.

No reproduction, copy or transmission may be made without written permission from the individual authors.

Papers have been double-blind peer reviewed before final submission to the conference. Initially, paper abstracts were read and selected by the conference panel for submission as possible papers for the conference.

Many thanks to the reviewers who helped ensure the quality of the full papers.

Printed by Curran Associates, Inc. (2013)

Published by Academic Conferences Ltd.
Curtis Farm Kidmore End
Reading RG4 9AY UK

Phone: 441 189 724 148

Fax: 441 189 724 691

info@academic-conferences.org

Additional copies of this publication are available from:

Curran Associates, Inc.
57 Morehouse Lane
Red Hook, NY 12571 USA
Phone: 845-758-0400
Fax: 845-758-2634
Email: curran@proceedings.com
Web: www.proceedings.com

ECEL 2009

Contents

Paper Title	Author(s)	Page No.
Preface		ix
Biographies of Conference Chairs, Programme Chair, Keynote Speaker and Mini-track Chairs		ϕi
Biographies of contributing authors		xii
E-Learning in Malaysia and Nigeria: a Bibliometric Study	<i>Ahmed Bakeri Abubakar¹, Yahya Ibrahim Harande² and Bappa Magaji Abubakar²</i> <i>¹International Islamic University, Malaysia</i> <i>²Bayero University Kano, Nigeria</i>	1
The Smart Office Hours Assistant: an Intelligent Student-Centered FAQ System	<i>Asma Al-Ayed¹ and Shehab Gamalel-Din²</i> <i>¹Umm AlQura University, Makkah, Saudi Arabia</i> <i>²King Abdulaziz University, Jeddah, Saudi Arabia</i>	6
Active Learning Methods in Teaching Computer Science Courses at HAFA	<i>Antonios Andreatos</i> <i>Hellenic Air Force Academy, Dekeleia Air Force Base, Greece</i>	18
Websites and Museums: New Informal Learning Applications	<i>Mikel Asensio Brouard¹, Elena Asenjo Hernanz¹ and Alex Ibáñez Etxeberria²</i> <i>¹Universidad Autónoma de Madrid, Spain</i> <i>²Universidad del País Vasco, Spain</i>	25
How Blogs and Web Platforms Have Changed Communication Through Activist Art: an Approach to Existing Online Art Communities	<i>Ana Margarida Barata¹ and Carlos Vaz de Carvalho²</i> <i>¹New University of Lisbon/ Instituto Superior de Engenharia do Porto (Porto School of Engineering), Portugal</i> <i>²Porto School of Engineering, Portugal</i>	34
Evaluation of Learning Based on Transverse Competences Using Web 2.0 Orientations: the e-Transfolio	<i>Elena Barberà, Ana M^a Roderà, Gemma Aguado, Lourdes Guàrdia and Montse Vall-Ilovera</i> <i>Open University of Catalonia, Barcelona, Spain</i>	44
E-Plasticity: an Asynchronous e-Learning Solution for Artillery Barrels Autofrettage Process	<i>Ghita Barsan, Luminita Giurgiu, Benoni Sfarlog and Danut Mosteanu</i> <i>Land Forces Academy, Sibiu, Romania</i>	52
On-The-Job e-Learning: Workers' Motivations and Perceptions. The Case of "La Caixa"	<i>Josep Batalla Busquets, Carmen Pacheco Bernal and Jordi Vilaseca Requena</i> <i>Universitat Oberta de Catalunya, Spain</i>	60
Evaluating the Impact of Distance Learning Support Systems on the Learning Experience of MBA Students in a Global Context	<i>Yongmei Bentley, Anjali Shegunshi and Mike Scannell</i> <i>University of Bedfordshire, Luton, UK</i>	69

Paper Title	Author(s)	Page No.
Towards a Service-Oriented e-Learning Framework Based on Semantics	<i>Devis Bianchini¹, Valeria De Antonellis¹, Antonio De Nicola², Michele Missikoff²</i> ¹ University of Brescia, Italy ² IASI-CNR, Rome, Italy	81
Student Performance and its Association with Utilisation of Teaching Material	<i>David Bond, Tony Holland and Peter Wells</i> University of Technology, Sydney, Australia	91
Moodle as a Trojan Mouse: Policy, Politics and Pragmatism	<i>Mark Brown, Shelley Paewai and Gordon Suddaby</i> Massey University, Palmerston North, New Zealand	100
Dishonesty Deterrence and Detection: how Technology can Ensure Distance Learning Test Security and Validity	<i>Richard Caldarola¹ and Tanya MacNeil²</i> ¹ Troy University, Atlanta, USA ² American InterContinental University, Atlanta, USA	108
Frameworks for Digital Literacy and Digital Competence Assessment	<i>Antonio Cartelli</i> University of Cassino, Italy	116
Exploring the Current Theoretical Background About Adoption Through Institutionalization of Online Education in Universities: Needs for Further Research	<i>Ines Casanovas</i> Jönköping University, Sweden National Technological University, Buenos Aires, Argentina	124
A Web-Based Tool for Assessing Online Peer-Reviews	<i>Elisabete Cunha¹ and Álvaro Figueira²</i> ¹ CRACS, Porto, Portugal ² CRACS & DCC, Universidade do Porto, Portugal	132
Creating Confident Web Conferencers: a Web 2.0 Approach to Staff Development	<i>Mark de Groot and Gill Harrison</i> Leeds Metropolitan University, UK	140
The Evaluation of e-Learning Practices in the University Education System	<i>Carmen de Pablos Heredero</i> Rey Juan Carlos University, Madrid, Spain	146
VET: A Tool for e-Learning 2.0	<i>Vincenzo Di Lecce¹, Antonella Giove¹ And Alessandro Quarto²</i> ¹ Polytechnic Of Bari, Taranto, Italy ² Myhermes S.R.L, Taranto, Italy	156
Use of Wiki Tools for Raising the Communicative Aspect of Learning	<i>Jana Dlouhá and Jiří Dlouhý</i> Charles University Environment Center, Prague, Czech Republic	165
Is Audio Feedback a Useful Way of Enabling Students to Learn? A Case Study	<i>Elisabeth Dunne and Sue Rodway-Dyer</i> University of Exeter, UK	174
Heutagogy: What Your Mother Didn't Tell you About Pedagogy and the Conceptual Age	<i>Jane Eberle</i> Emporia State University, USA	181
Organizing web Educational Resources According to Specific User Needs	<i>Nuno Escudeiro^{1,2} and Paula Escudeiro¹</i> ¹ Instituto Superior de Engenharia do Porto, Portugal ² Laboratory of Artificial Intelligence and Decision Support, Porto, Portugal	189

Paper Title	Author(s)	Page No.
Interventions for Second-Order Change in Higher Education: Challenges and Barriers	<i>Sebastian Fiedler¹ and Terje Väljataga²</i> <i>¹Centre for Social Innovation, Vienna, Austria</i> <i>²Tallinn University/Tampere University of Technology, Tallinn/Tampere, Estonia/Finland</i>	196
The Lecture is Dead Long Live the e-Lecture	<i>Duncan Folley</i> <i>Leeds Metropolitan University, UK</i>	204
The Combined use of e-Learning and Traditional Learning Systems for Students of Biology and Biochemistry	<i>Susana Gaytan and Rosario Pasaro</i> <i>University of Seville, Spain</i>	212
Crossing the Ts and Closing the Tags: Improving Web-Standards Compliance in Open Source e-Learning Platforms	<i>Andreas Giannakouloupoulos¹, Andreas Floros², Nikolaos Kanellopoulos² and Iraklis Varlamis³</i> <i>¹University of Athens, Greece</i> <i>²Ionian University, Corfu, Greece</i> <i>³Harokopio University, Athens, Greece</i>	219
Educational Issues in Computer Based Assessment	<i>Luminita Giurgiu, Ghită Bârsan and Dănut Mosteanu</i> <i>Land Forces Academy, Sibiu, Romania</i>	228
A Framework for Supporting Postsecondary Learners with Psychiatric Disabilities in Online Environments	<i>Scott Grabinger</i> <i>University of Colorado Denver, USA</i>	236
Communication for Learning: too Much Choice?	<i>Susan Greener</i> <i>Brighton Business School, University of Brighton, Brighton, UK</i>	244
Effective Provision of Formative Feedback in an e-Learning Environment	<i>Thanos HatziaPOSTOLOU¹, Iraklis Paraskakis²</i> <i>¹City College – International Faculty of the University of Sheffield, Thessaloniki, Greece</i> <i>²South East European Research Centre, Thessaloniki, Greece</i>	250
Studying Herbal Medicine: From Correspondence Course to Virtual World Polyclinic	<i>Rose Heaney</i> <i>University of East London, UK</i>	259
Mobile Devices and Archaeological Sites: An Emergent Context in Mediterranean Europe	<i>Alex Ibáñez Etxebarria¹ and Mikel Asensio Brouard²</i> <i>¹Euskal Herriko Unibertsitatea-Universidad del País Vasco, Spain</i> <i>²Universidad Autónoma de Madrid, Spain</i>	267
Wiki Tools in the Preparation and Support of e-Learning Courses	<i>Antonín Jančařík and Kateřina Jančaříková</i> <i>Charles University, Prague, Czech Republic</i>	276
Building the Future Student's Blended Learning Experience From Current Research Findings	<i>Amanda Jefferies and Ruth Hyde</i> <i>University of Hertfordshire, Hatfield, UK</i>	282
AntiPlag – a Sampling-Based Tool for Plagiarism Detection in Student Texts	<i>Tuomo Kakkonen and Niko Myller</i> <i>University of Joensuu, Finland</i>	287

Paper Title	Author(s)	Page No.
Visual Analytics for Educational Data Analysis	<i>Zdeněk Kedaj¹, Lenka Nováková² and Luboš Popelínský¹</i> <i>¹Masaryk University, Brno, Czech Republic</i> <i>²Czech Technical University Prague, Czech Republic</i>	294
Web-Based English Language Learning Environments in Technical Part-Time Studies Self-Directed and Collaborative Approaches	<i>Andrea Kelz</i> <i>University of Applied Sciences Burgenland, Austria</i>	301
Undergraduate Perceptions of the Usefulness of Web 2.0 in Higher Education: Survey Development	<i>Swapna Kumar</i> <i>University of Florida, Gainesville, USA</i>	308
Quality Evaluation and Optimisation of e- Learning System Components	<i>Eugenijus Kurilovas and Valentina Dagiene</i> <i>Institute of Mathematics and Informatics, Vilnius, Lithuania</i>	315
Learning for the Networked Society – Future- Oriented Competencies and the Emergence of the new Learner	<i>Karin Tweddell Levinsen</i> <i>Aarhus University, Copenhagen, Denmark</i>	325
E-Communication Patterns in Collaborative Learning Networks	<i>Hwee Ling Lim</i> <i>The Petroleum Institute, Abu Dhabi, United Arab Emirates</i>	332
GAOOLE: a Gaia Design of Agent-Based Online Collaborative Learning Environment	<i>Shuangyan Liu, Mike Joy and Nathan Griffiths</i> <i>University of Warwick, Coventry, UK</i>	339
Use of a Electronic Voting System (EVS) to Facilitate Teaching and Assessment of Decision Making Skills in Undergraduate Radiography Education	<i>Jenny Lorimer and Alan Hilliard</i> <i>University of Hertfordshire, Hatfield, UK</i>	351
Reuse and Repurposing of Digital Content: Understanding the Challenges of Design, Process, People	<i>Lindsey Martin and Alison Mackenzie</i> <i>Edge Hill University, Ormskirk, UK</i>	358
How do Students Measure Service Quality in e-Learning? A Case Study Regarding an Internet-based University	<i>María Martínez-Argüelles¹, José Castán² and Angel Juan¹</i> <i>¹Open University of Catalonia, Barcelona, Spain</i> <i>²University of Barcelona, Barcelona, Spain</i>	366
Collaborative Language Learning for Professional Adults	<i>Linda Joy Mesh</i> <i>University of Siena Language Center, Siena, Italy</i>	374
Social Software, Thinking Styles, Personalization and Case-Based Foreign Language Learning: the Quest for new Pedagogical Models in Higher Education	<i>Margrethe Mondahl, Liana Razmerita and Jonas Rasmussen</i> <i>Copenhagen Business School, Denmark</i>	383
Using Web2.0 Technology in Work Based Learning	<i>Aboubakr Moteleb and Alan Durrant</i> <i>Middlesex University, London, UK</i>	391
Since Everybody Needs Needs Analysis why do we Fail to Investigate?	<i>George Mouzakis</i> <i>e-DEKA, Greece</i>	400

Paper Title	Author(s)	Page No.
Conveyor Belt Production of Course Material – a Case Study in Sri Lanka	<i>Peter Mozelius¹ and Mathias Hatakka²</i> <i>¹Stockholm University, Sweden</i> <i>²Swedish Business School at Örebro University, Sweden</i>	406
A National Strategy for Ensuring Authenticity in Student Work	<i>Will Murray and Gill Rowell</i> <i>PlagiarismAdvice.org, Newcastle upon Tyne, UK</i>	413
The Role and use of Essay Tests in e-Learning: a Japanese Case Study	<i>Minoru Nakayama¹, Hiroh Yamamoto¹ and Rowena Santiago²</i> <i>¹CRADLE, Tokyo Institute of Technology, Tokyo, Japan</i> <i>²California State University, San Bernardino, USA</i>	419
Analysis of e-learning Courses Used at FIM UHK With Respect to Constraint Satisfaction Problems	<i>Kamila Olševičová and Petra Poulová</i> <i>University of Hradec Králové, Czech Republic</i>	425
E-Portfolios in University and Blended Learning Settings	<i>Rikke Ormgreen</i> <i>Aarhus university, Copenhagen, Denmark</i>	431
Domain Ontology Creation Based on Automatic Text Extraction for Learning Objects Characterization	<i>Adela Ortiz¹, Isabel Azevedo¹, Rui Seiça², Eurico Carrapatoso² and Carlos Vaz Carvalho¹</i> <i>¹GILT / Instituto Superior de Engenharia do Porto, Portugal</i> <i>²Faculdade de Engenharia da Universidade do Porto, Portugal</i>	440
Plumbing the Depths: Stories, e-Portfolios: Pedagogy, Ownership	<i>Jennifer Patterson</i> <i>University of Greenwich, London UK</i>	449
Portraits of Learners: an Ethnographic Study of Computer-Supported Collaborative Learning (CSCL) Practices	<i>Andriani Piki</i> <i>Royal Holloway University of London, Egham, UK</i>	458
Barriers to a Virtual Europe	<i>Andy Pulman</i> <i>Bournemouth University, UK</i>	466
Designing for Immersive Learning Environments: a Study of Teacher Innovation Using the Learning Federation (TLF) Digital Learning Resources	<i>Peter Reimann, Peter Freebody and Margery Hornibrook</i> <i>The University of Sydney, Australia</i>	473
3D Virtual Worlds: the new Virtual Learning Environments	<i>Rosa Reis, Paula Escudeiro and Nuno Escudeiro</i> <i>Instituto Superior de Engenharia do Porto, Portugal</i>	481
The Playground Model: Bridging the Gap Between Digital Technology and Curriculum an Evaluation of the Introduction of e-Portfolio Within Post Graduate Nursing Education	<i>Anne Robertson</i> <i>University of Edinburgh, UK</i>	489
Transition From Conventional Training Towards e-Learning: how to Ensure Success	<i>Andrée Roy</i> <i>Université de Moncton, Canada</i>	494

Paper Title	Author(s)	Page No.
Methopedia - Pedagogical Design Community for European Educators	<i>Thomas Ryberg¹, Christian Niemczik² and Elke Brenstein³</i> ¹ Aalborg University, Denmark ² University of Applied Sciences, Wildau, Germany ³ dotconex Learning and Development, Potsdam, Germany	503
The Assessment of Web Sites Related With Teaching Science and Mathematics Used by 4th and 5th Grade Elementary Students and Their Teachers	<i>Nihan Sahinkaya¹, Sibel Ozsoy² and Gokhan Ozsoy²</i> ¹ Harran University, Sanliurfa, Turkey ² Aksaray University, Turkey	512
Role-Taking as Strategy for Active Participation in a Blended Learning Course	<i>Nadia Sansone, Paola Francesca Spadaro and Maria Beatrice Ligorio</i> University of Bari, Italy	518
A Video Gem for a Health e-Portfolio	<i>Jakki Sheridan-Ross, Gill Harrison and Janet Finlay</i> Leeds Metropolitan University, UK	525
Developing a Social Collaborative Platform for a Curriculum Review Process: a Case Study of an Iterative Component Based Method	<i>Alisdair Smithies and Chris Banks</i> University of Manchester, UK	532
New Technologies in Siberia: e-Portfolio for Student Evaluation and Professional Development	<i>Olga Smolyaninova and Tatyana Ryzhkova</i> Siberian Federal University, Krasnoyarsk, Russian Federation	540
Transformative Online Education for Educators: Cascading Progressive Practice in Teaching, Learning and Technology	<i>Keith Smyth</i> Edinburgh Napier University, UK	549
Mobile Knowledge Management Toolkit	<i>Ioana Andreea Stănescu¹, Antoniu Ștefan¹, Ion Roceanu², Veronica Ștefan³ and Felix Hamza-Lup⁴</i> ¹ Advanced Technology Systems, Targoviste, Romania ² “Carol I” National Defence University, Romania ³ Valahia University of Targoviste, Romania ⁴ Armstrong Atlantic State University, USA	558
New Pedagogical Models Strengthen Workplace Training and Know-How Transfer to Personnel From Industry	<i>John Stav and Erik Engh</i> Sør-Trøndelag University College, Trondheim, Norway	566
Integrating new Online Simulator Services Into Vocational Education and Training	<i>John Stav, Trond Thorseth, Kjetil Liestøl Nielsen and Erik Engh</i> Sør-Trøndelag University College, Trondheim, Norway	572
Integrating Student Response Services for iPod Touch and iPhone into e-Learning Environments	<i>John Stav¹, Kjetil Nielsen¹, Dan Jacobsen², Roger Bergh¹ and Trond Thorseth¹</i> ¹ Sør-Trøndelag University College, Trondheim, Norway ² The Norwegian University for Technology and Sciences, Trondheim, Norway	579

Paper Title	Author(s)	Page No.
Emergence of the Most Knowledgeable Other (MKO): Social Network Analysis of Chat and Bulletin Board Conversations in a CSCL System	<i>Binod Sundararajan</i> <i>Dalhousie University, Halifax, Canada</i>	587
Utilising WebCT as a Collaborative Participatory Research Tool to Question the Effectiveness of Notetakers who Support D/eaf University Learners	<i>Yana Tainsh¹ and Melanie Thorley²</i> <i>¹University of Greenwich, London, UK</i> <i>²AspireAbility, London UK</i>	599
Developing a Conceptual Framework and Strategies Overcoming Intrinsic Inhibitors to e-Learning	<i>Louise Terry¹ and Carol Leppa²</i> <i>¹London South Bank University, London, UK</i> <i>²University of Washington, Bothell, USA</i>	605
Exploring Learner Participation in Curriculum Development Towards Employing More Read/Write Approaches on a Distance Learning Professional Programme	<i>Pam Thompson and Jo Richardson</i> <i>De Montfort University, Leicester UK</i>	614
Social Bookmarking: Creating and Sharing Content in Postgraduate Learning	<i>Andy Tomkins and Dawn McLoughlin</i> <i>Edge Hill University, Ormskirk, UK</i>	623
Social Network Software and Education: South East Asia	<i>Sasalak Tongkaw, Zamhar Iswandono</i> <i>Ismail and Aumnat Tongkaw</i> <i>The University of Manchester, UK</i>	630
A Conceptual Design of an e-Learning Platform for Mathematical Control Education	<i>Vasilis Tsoulkas^{1, 2} Athanasios Pantelous³ and Christos Papachristos⁴</i> <i>¹General Secretariat for Research and Technology (Head of Engineering Design Division), Athens, Greece</i> <i>²National Delegate to the Joint Communications Board of the European Space Agency (JCB/ESA)</i> <i>³University of Liverpool, U.K</i> <i>⁴National Technical University of Athens, Greece</i>	639
Do Teachers e-Learning Needs Differentiate Among Countries?	<i>Nazime Tuncay¹, Ioana Andreea Stanescu² and Hüseyin Uzunboylu¹</i> <i>¹Near East University, Nicosia, North Cyprus</i> <i>²Advanced Technology Systems, Romania</i>	649
Let Students Talk: Web 2.0? Web 3.0? Or None?	<i>Nazime Tuncay and Mustafa Tuncay</i> <i>Near East University, Nicosia, North Cyprus</i> <i>Atatürk Teacher Training Academy, Nicosia, North Cyprus</i>	657
Selecting Tools and Services: an Expression of Self-Direction in Higher Education	<i>Terje Väljataga</i> <i>Tallinn University/Tampere University of Technology, Tallinn, Estonia</i>	665
What is Important? Digital Literacy or Literacy in a Digital Environment?	<i>Henri Verhaaren and Ann De Meulemeester</i> <i>Ghent University, Ghent, Belgium</i>	672
Open and Transparent Consensus: a Snapshot of Teachers' use of Wikipedia	<i>Albin Wallace</i> <i>United Learning Trust, Titchmarsh, UK</i>	679
Embedding e-Portfolios for Effective Lifelong Learning: a Case Study	<i>Anne Wheeler and Rowena Yeats</i> <i>Aston University, Birmingham, UK</i>	687

Paper Title	Author(s)	Page No.
Teaching Animation Concepts Using e-Learning Tools and On-line Communities	<i>Stephen Wilkinson Leeds Metropolitan University, UK</i>	695
A Contextual Mobile Learning System in our Daily Lives and Professional Situations	<i>Chuantao Yin, Bertrand David and René Chalon LIESP Laboratory, Ecole Centrale de Lyon, Ecully, France</i>	703
Research in Progress Papers		713
A Study of the Reliability and Validity of the Felder-Soloman <i>Index of Learning Styles</i> in Arabic	<i>Nahla Aljojo¹, Carl Adams², Abeer Alkhouli¹, Tineke Fitch² and Huda Saifuddin¹ ¹King Abdul Aziz University, Jeddah, Saudi Arabia ²University of Portsmouth, Portsmouth, UK</i>	715
Web 2.0: Tool for Teaching or Context for Learning?	<i>Patricia Dias Catholic University of Portugal, Lisbon, Portugal</i>	725
A 'Hybrid Space' for Peer Review: can Facebook Inspire new Ways Of Thinking?	<i>Neil Glen¹, Anthony Head¹ and Stephen Thompson² ¹Bath School of Art & Design, UK ²Cardiff School of Art & Design, UK</i>	733
Online Presentation Strategies for Visual Learners	<i>Paul Henry University of Maryland University College, USA University of Phoenix, USA</i>	743
Innovative use of web Conferencing Tools in a Multi- Process Approach to Learning	<i>Kathy Seddon, Matthew James and Kevin Mulryne NCSL, Nottingham, UK</i>	750
An Intelligent Mashup Learning Environment with Social Interaction	<i>Joaquim Fernando da Silva and Francisco José Restivo University of Porto, Portugal</i>	759