Alexander Hayes
PhD. Candidate

ACIS Doctoral Consortium
28th & 29th November 2011

University of Wollongong
Sydney, Australia
Associate Professor Katina Michael

Faculty of Informatics
SISAT

University of Wollongong
Sydney, Australia
Location Enabled
Body Worn Technologies
In The Education Sector

Faculty of Informatics
SISAT

University of Wollongong
Sydney, Australia
Stream life live to friends and family – anytime, anywhere!

**Handsfree Recording**
Stay in the moment so you can live life as you record it

**Capture the Moment**
Go back and capture moments - even after they happen

**Stream Live**
Let friends see what you see by streaming live video
Location, location...location.
Connectivism
<table>
<thead>
<tr>
<th>Property</th>
<th>Behaviourism</th>
<th>Cognitivism</th>
<th>Constructivism</th>
<th>Connectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>How learning occurs</td>
<td>Black box—observable behaviour main focus</td>
<td>Structured, computational</td>
<td>Social, meaning created by each learner (personal)</td>
<td>Distributed within a network, social, technologically enhanced, recognizing and interpreting patterns</td>
</tr>
<tr>
<td>Influencing factors</td>
<td>Nature of reward, punishment, stimuli</td>
<td>Existing schema, previous experiences</td>
<td>Engagement, participation, social, cultural</td>
<td>Diversity of network, strength of ties, context of occurrence</td>
</tr>
<tr>
<td>Role of memory</td>
<td>Memory is the hardwiring of repeated experiences—where reward and punishment are most influential</td>
<td>Encoding, storage, retrieval</td>
<td>Prior knowledge remixed to current context</td>
<td>Adaptive patterns, representative of current state, existing in networks</td>
</tr>
<tr>
<td>How transfer occurs</td>
<td>Stimulus, response</td>
<td>Duplicating knowledge constructs of “knower”</td>
<td>Socialization</td>
<td>Connecting to (adding) nodes and growing the network (social/ conceptual/biological)</td>
</tr>
<tr>
<td>Types of learning best explained</td>
<td>Task-based learning</td>
<td>Reasoning, clear objectives, problem solving</td>
<td>Social, vague (“ill defined”)</td>
<td>Complex learning, rapid changing core, diverse knowledge sources</td>
</tr>
</tbody>
</table>
Phenomenographica
Researcher

Relation between researcher & subjects

Object of Study

Relation between researcher & an aspect of the world

Subjects

Relation between subjects & an aspect of the world

Aspect of the World
Uberveillance
data

sur

sous