



Enhancing student engagement through online learning communities

A call for papers

Cardiff Metropolitan University is pleased to announce that it will be hosting a learning and teaching conference on Monday 20th April 2015 at their Llandaff Campus.

Please send an abstract (of no more than 250 words) of your proposed paper (of no more than 20 minutes in length) to Dr. Chris Dennis (ckdennis@cardiffmet.ac.uk) by Friday 6th March, 2015.

Tickets are free and are available through Eventbrite at: <http://tinyurl.com/pvlh8xx>
Further details can be found at: <http://tinyurl.com/myhcct8>

Online communities, such as those created through virtual learning environments like Moodle and Blackboard or social media platforms including Twitter and Facebook, are rapidly becoming a principal means of engaging students in the learning process within higher education.

Identified as a prominent aspect of broader flexible and social learning pedagogies (Ryan and Tilbury, 2013), virtual online learning spaces are becoming an important feature of educational provision at this level with implementation occurring both within and outside of formal curricula. There is now a greater expectation for institutions and individual tutors working in today's universities to adapt the traditional learning experience and environment in order to meet the differing learning needs of a diverse, fee-paying student body. Indeed, flexibility is a key element of successful and impactful teaching that heightens student engagement.

In light of the growing importance of this aspect of learning and teaching in higher education, the aim of this conference is to explore ways in which online communities might be successfully deployed and exploited in order to enhance student engagement. It is intended that the conference provides colleagues working in learning development, and in higher education more broadly, with a platform to present ideas regarding the implementation of online learning communities across curricula or examples of how online communities have successfully impacted on student engagement with learning.

We would welcome papers related to issues such as online communities, flexible learning, blended learning, distance learning, work-based learning, collaborative provision, skills and professional development and digital literacies. We are particularly interested in papers addressing Moodle, any form of social media, and the development of academic skills and graduate attributes through such media.