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BERA/UCT/BJET/UWC/Greenwich Conference

CALL FOR PAPERS

Emerging Technologies in Authentic Learning Contexts within Higher Vocational Education

Venue: Graduate School of Business, University of Cape Town

Dates: 1st and 2nd September, 2015

Organisers: Professor Dick Ng'ambi, Professor Vivienne Bozalek and Professor Jill Jameson

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The British Educational Research Association (BERA) Educational Technology Special Interest Group (SIG) in collaboration with Educational Technology Inquiry Lab (ETILAB), the University of Cape Town (UCT), the *British Journal of Educational Technology (BJET)*, the University of the Western Cape (UWC) and the University of Greenwich Centre for Leadership and Enterprise (CLE) invite academic papers to be presented at a conference at the University of Cape Town from 1st to 2nd Sept 2015. Selected papers will be published in a Special Issue of the *British Journal of Educational Technology* in early 2016 (TBC).

Conference Theme:

This conference focuses on *Emerging Technologies in Authentic Learning Contexts within Higher Vocational Education*. The conference draws together complex debates that connect the cognitive, social and cultural dimensions of authentic learning in real-world contexts with pedagogic explorations in the development of emerging technologies within higher vocational education. This convergence of themes recognizes both the unstoppable global momentum of technological change and the need for a contextualized pedagogic focus in developing authentic learning environments to prepare higher education students to cope with ill-defined, ambiguous problems in the highly competitive and unequal struggle to achieve in the workplace. We therefore invite papers for a conference situated at the interface between these fields.

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). The underlying theoretical background references: activity theory, authentic learning and technology, tacit knowledge and co-creation, complexity theory and ecological understandings of education. Papers are invited that include considerations of pedagogic aspects of teaching with technology, design thinking processes to empathise creativity in addressing contextual design challenges in a mobile learning space 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 knowledge, unseen knowledge that may be practised by experts in work-related situations.

The conference focus will include generative knowledge and the tacit knowledge that relates to organisational memory, difficult knowledge and troubling knowledge in relation to digital story-telling, for example. The notion of ‘emerging technologies’ includes potentially liberating and transformational uses of newer technologies in knowledge creation and knowledge management. This kind of technology application can foster the creation of empowering spaces that critique the regulation and restrictions of institutional learning environments, opening up the possibilities for alternative uses of personal learning environments and social media.

The role of MOOCs in upskilling, for example, will be considered, amongst the conference proposals: what would constitute a relevant MOOC, for example, and how would it provide shared, locally relevant knowledge, in the context of a community of practice? Such situated aspects of knowledge production build on an acknowledgement of local best practice, developed in authentic learning situations.

Relevant journals:

- Special Issue: *The British Journal of Educational Technology*: Emerging Technologies in Authentic Learning Contexts in Higher Vocational Education (2016)
- *CriSTaL - Critical Studies in Teaching and learning journal* – might support the conference with peer review processes for the conference proceedings (2015).

Important dates:

Call for papers disseminated: Monday, 2nd February, 2015

Return of abstracts by: Monday, 6th April, 2015

Acceptance of Abstracts Notified to Proposers by: Monday, 4th May, 2015

Return of full papers by: Monday, 1st June, 2015

Registration by: Monday, 27th July, 2015

Conference takes place: Tuesday, 1st Sept and Wednesday, 2nd Sept., 2015

For further information, contact:

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