Institute for Research on Learning Technologies

July 1, 2010 - June 30, 2011

INSTITUTE FOR RESEARCH ON LEARNING TECHNOLOGIES

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1. Mandate

The Institute for Research on Learning Technologies (IRLT) has a broad mandate to engage in systematic inquiry, discussion, and information sharing related to the uses of technology in teaching and learning. Originally established in 1987 within the Faculty of Education as the Centre for the Study of Computers in Education (CSCE), the Institute became a university-based research unit in June 2001 and was re-named. IRLT encourages the formation of links with faculty members across the university and with schools, government, and industry to provide collaborative, multidisciplinary approaches to research problems and issues. More specifically, the goals of the Institute are as follows:

- To engage in research, study, and public discussion of issues related to the pedagogical uses of technology and to the moral, ethical, and educational implications of its use;

- To develop projects that make innovative uses of new technologies in teaching and learning;

- To maintain an active program to disseminate findings of its projects, its activities, and developments in the field to educators and other interested parties;

- To foster collaboration between academics, educators, and industry and government personnel on research and development problems and issues of mutual concern and interest.

In 2006 IRLT members developed a six year plan with the aim of becoming *one of the premier university-based research institutes in North America focusing on the study of teaching and learning with technology*. We have made considerable progress toward this vision, but continued effort is still necessary.

2. Organizational Structure and Staffing

Personnel

IRLT is a university-based research unit, therefore the Vice-President (Research and Innovation) appoints the director. The current and founding director is Professor Ron Owston (Education). York University provides release time and an administrative stipend according to the YUFA collective agreement. IRLT has two Associate Co-Directors, Dr. Mary Leigh Morbey (Education) and Dr. Jean Adams (Schulich). IRLT employs Herb Wideman full time on annual contract as Senior Researcher until December 2010. Regrettably his contract could not be renewed because of lack of external funding for the position. Kathryn Cook (a faculty member at Georgian College) continued as volunteer Webmaster. Joseph Ratnasigham from Learning Technology Services and Elma Thomas (Education) provided clerical assistant on an ad hoc basis.

Governance

The Executive Committee is responsible for setting strategic priorities and policies for IRLT. Its membership consists of the following: the Director, Associate Co-Directors, three Members-at-Large, and a Graduate Student. In 2010-11, Professor Suzanne MacDonald (Health), Richard Jarrell (Science & Engineering), and Roberta Sinyor (LA&PS) filled the faculty positions; Dennis York (Education) was the graduate student representative. The Members-at-Large and the graduate student members are approved annually by the membership; the others are ex-officio voting positions.

IRLT has an Advisory Board that has the following terms of reference:

- To provide an external view of IRLT activities and outputs

- Advise on strategic directions and opportunities

- Raise the profile of IRLT with external communities.

The Board consists of three external members as well as the Executive Committee. The external members in 2010-11 were Marty Keast (Pearson Canada), Shann McGrail (Microsoft Canada), and Robert Martellacci (Mindshare Learning).

Publications

IRLT publishes a series of technical reports based on members' research. These reports are made available to the research community at the Institute's Web site. A listing of this past year's reports is below in the *Activities* section.

3. Active Membership List

IRLT has members from all Faculties at York. Members fall into three categories. Some focus on learning technologies as their primary research interest with all of their publications and grant writing centering on this topic; others have it as a secondary or joint research interest and publish less regularly in this area; while still others are mainly interested in improving their teaching through the use of

technology, receive teaching/project development grants, and/or write conference papers about their teaching with technology and more generally support IRLT's goals. Membership is voluntary and members are not formally reviewed. There are 43 members, including one from Seneca College and one from Georgian College. The membership for 2010-11 was as follows:

Name	Affiliation
Alison Griffith	Faculty of Education
Andrew Eckford	Department of Computer Science
Avi Cohen	Department of Economics, LAPS
Bill Found	LAPS/Environmental Studies
Caitlin Fisher	Department of Film, Faculty of Fine Arts
Carolyn Steele	Career Centre
Chloe Brushwood Rose	Faculty of Education
Dalton Kehoe	Division of Social Science, LAPS
Gareth Morgan	Schulich School of Business
Heather Lotherington	Faculty of Education
Ilo Katryn Maimets	Steacie Science Library
Janet Murphy	ABEL Program, Research and Innovation
Jean Adams	Schulich School of Business; Associate Co-Director, IRLT
Jackie Lynch	Faculty of Education
Jennifer Jenson	Faculty of Education
Karen Anderson	Dept of Sociology, LAPS
Katharine Janzen	Seneca College
Kathryn Cook	Georgian College
Laurie Wilcox	Dept of Psychology, Faculty of Health
Lyndon Martim	Faculty of Education
Margaret Sinclair	Faculty of Education
Mary Leigh Morbey	Faculty of Education; Associate Co-Director, IRLT
Mary Louise Craven	Communication Studies, LAPS
Michael Longford	Fine Arts
Melanie Baljko	Dept of Computer Science
Monique Adriaen	Dept of French Studies, LAPS
Nell Tenhaaf	Fine Arts
Peggy Warren	Reference, Scott Library
Radu Campeanu	School of Analytic Studies & Information Technology, LAPS
Razika Sanaoui	Faculty of Education
Renate Wickens	Fine Arts Cultural Studies, Faculty of Fine Arts
Richard Jarrell	Division of Natural Science, Faculty of Science & Engineering
Richard Saunders	Department of Political Science, LAPS
Roberta Sinyor	Department of Languages, Literatures & Linguistics, LAPS
Ron Owston	Faculty of Education and Director, IRLT
Ron Sheese	Department of Psychology, Faculty of Health

Ros Woodhouse	Centre for the Support of Teaching (CST)
Sam Lanfranco	School of Analytic Studies & Information Technology, LAPS
Shelley Hornstein	Art/Architectural History, Department of Visual Arts, Faculty of Fine Arts
Stan Shapson	Vice-President (Research & Innovation); Faculty of Education
Stephen Chen	School of Analytic Studies & Information Technology, LAPS
Suzanne MacDonald	Dept of Psychology, Faculty of Health
Tom Johnson	Osgoode Hall Law School

4. Member Activities

Listed below are *selected representative* (a full list would be too extensive) articles, chapters, and books of members, as well as conference papers, reports, awards, and technology development activities of members during 2010-11.

Selected Articles, Chapters, Published Conference Proceedings, and Books (IRLT members indicated in bold, graduate students with *)

Adams, J. (2010). A Four-level Model for Integrating Work and e-Learning to Develop Soft Skills and Improve Job Performance. *IUP Journal of Soft Skills, Vol. 4*(4), 48-68.

Adams, J. (2010). The Soft-skills Learning Triangle: A Learning Model for Supporting Online Management & Leadership Development. *Journal of Interactive Learning Research, Vol. 21*(4), 437-463.

Brushwood Rose, C. (2010). Representation, (Re)Mediation, and Curricular Forms: Multimodal Possibilities and Challenges for Curriculum Studies. *Journal of the Canadian Association for Curriculum Studies, 8* (2), 1-5.

Cohen, A. (2010). *Instructor's Manual (with PowerPoint Lecture Slides),* 1st edition (with S. Cohen) to accompany (Macro) Economics for Life: Smart Choices for All? , 1st edition (Toronto, Pearson Education Canada).

Cohen, A. (2010). (*Macro) Economics for Life: Smart Choices for All?* (with Study Guide by I. Howe), 1st edition (Toronto, Pearson Education Canada).

de Castell, S. & **Jenson**, J. (2010). "You can't get there from here": Research and redirections. *Learning Research as a Human Science.* National Society for the Study of Education (NSSE) Yearbook. Bill Penuel and Kevin O'Connor (eds.) Teachers College Press, 109, 1.

de Castell, S., **Jenson**, J., & Taylor*, N. (2010). Digital Games for Education: When Meanings Play. In *Educational Gameplay and Simulation Environments: Case Studies and Lessons Learned,* Louise Sauve and David Kaufman (Eds.).

Kitchener, D., **Murphy**, J. & Lebans, R. (2011) Developing New Literacies through Blended Learning: Challenges and Lessons Learned in Ontario, Canada.

International Journal of Virtual and Personal Learning Environments, 2(3), 32-49.

Kumar*, K. (2011). A learner-centred mock conference model for undergraduate teaching. *Collected Essays on Teaching & Learning*, 4, 20-24.

Hornstein, S. (2011). *Losing Site: Architecture, Memory and Place* (Ashgate).

Jenson, J. & de Castell, S. (2010) Girls@play: An ethnographic study of gender and digital gameplay**. *Handbook of Research in the Social Foundations of Education*. In Steve Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, & Paul Groves Price (Eds.), p. 504-514.

Jenson, J. & de Castell, S. (2010). Gender and Digital Gameplay: Oversights, Accidents and Surprises. In *Educational Gameplay and Simulation Environments: Case Studies and Lessons Learned,* Louise Sauve and David Kaufman (Eds.).

Jenson, J., & de Castell, S. (2011). Reassembling the production line. In Birgitt Wagner and Waltraub Gausgruber (eds.), *Tricky Women*. Marburg, Germany: Shuren Verlag: 145-158.

Jenson, J., de Castell, S., Taylor, N., Droumenva, M. & Fisher*, S. (In press). Learning instruments: Baroque culture gets game. In J. Fromme & A. Unger (Eds.), *Computer games, game cultures: A handbook on the state and perspectives of digital games studies*. New York, NY: Springer. Altered version of M. S. Khine (Ed) publication.

Jenson, J., Fisher*, S. & de Castell, S. (2011). Tactics, Confidence & Leadership: Gender, Play & Performance. *International Journal of Gender, Science and Technology, 3*(1), pp. 149-169.

Jenson, J. & Sarkeesian, A. (In Press). Buffy vs. Bella: The Re-emergance of the Archetypal Feminine in Vampire Stories. In G. Schott & F. Martin *Fanpires: Audience Consumption of the Modern Vampire.*

Jenson, J., Taylor*, N., de Castell, S., Droumeva, M., & Fisher*, S. (2011). Baroque Baroque Revolution: New Rules for an Old Game. In M. S. Khine (Ed.). *Playful Teaching, Learning Games: New Tool for Digital Classrooms*, pp.65-86. Rotterdam, the Netherlands: Sense Publishers.

Lotherington, H. (2010). Scaffolding inclusive language and literacy education: Interdisciplinary digital narrative projects at primary school. *NALDIC Quarterly, 7*(2), 16-22.

Lupshenyuk*, D., Hocutt, M. M., & **Owston**, R. D. (2011). Web video project as an instructional strategy in teacher education. In C. D. Maddux (Ed.), *Research Highlights in Technology and Teacher Education 2011* (pp. 73-80). Chesapeake, VA: SITE.

Morbey, M. L. (2010). Beyond multimedia literacy: Supporting mastery in virtual environments. *International Journal of Learning and Media, 2*(4), 7-20. (MIT Press).

Morbey, M. L., Kortenaar, P., & Senoga, M. (2010, July). Museum 2.0 Comes to the Uganda National Museum. In G. Tchibozo (Ed.), *Actes de la 2eme Conference Internationale Education, Economie et Societe, 1*, 345-353.

Morbey, M. L., Senoga, M., Villamor*, L., & Kortenaar, P. (2011, May). *Oral Cultures and Digital Cultures: Problematics of the Uganda National Museum Engaging Web 2.0*. Proceedings of the Media in Transition 7 – Unstable Platforms: The Promise and Peril of Transition International Conference online at http://web.mit.edu/comm-forum/mit7/papers/Morbey_MiT7 Museum_Final.pdf

Morbey, M. L., Senoga, M., Villamor*, L. & Kortenaar, P. (in press). Museum 2.0 Education in the Uganda National Museum. In H. H. Yang, & S. Wang (Eds.), *Cases on formal, non-formal, and informal online learning: Opportunities and practices.* Hershey, PA: IGI Global.

Morbey, M. L., & **Steele**, C. (in press). Student mastery in metamodal learning environments: Moving beyond multimodal literacy. In C. Whithaus, & T. Bowen (Eds.), *Multimodal literacies and emerging genres of student compositions.* University of Pittsburgh Press.

Murphy, J., Kitchener, D., & Brocklebank, V. G. (2010). Leadership and Learning for Higher-order Outcomes: Serve, Support and Engage. In *Proceedings of Quest for Increased Student Achievement: Engaging Learning in the 21st Century*. Richmond Hill, ON.

Owston, R. D., Lupshenyuk*, D., & **Wideman**, H. (2011). Lecture capture in large undergraduate classes: Student perceptions and academic performance. *Internet and Higher Education*, doi:10.1016/j.iheduc.2011.05.006.

Sinyor, R, & **Craven**, M. L. (2011). Looking Back: Tracing Trends in Canadian CALL. *CALICO Journal, 28*(3).

Taylor*, N., de Castell, S., **Jenson**, J. & Humphrey, M. (2011). Modeling play: Re-casting expertise in MMOGs. Proceedings of the SIGGRAPH2011 Conference, Vancouver, BC.

Wideman, H., **Owston**, R., & Brown*, C. (2010). Advancing the study of educational gaming: A new tool for researchers. In D. Kaufman, D. &L. Sauve. (Eds.), *Educational gameplay and simulation environments: Case studies and lessons learned*. Hershey, PA: Information Science Reference, pp. 195-212. (Translated into French and published by Les Presses de l'Université du Québec.)

Selected Conference Papers/Talks/Invited Addresses/Reports

Adams, J., & **Owston**, R. (2010, October). Blended Learning at York University: Issues, Initiatives, and Future Directions" at Canada's Collaboration for Online Higher Education and Research (Cohere) conference. Toronto: York University.

Adams, J. (2011, April). *Blended Learning Strategies in Practice*. College of Business and Public Management, La Verne University, Los Angeles.

Adams, J. (2011, April). Leadership & Learning at Schulich School of Business. Ministry of Municipal Affairs & Housing (MMHA) Leadership Excellence Advancement Pilot Project (Leapp) round table, Toronto.

Adams, J. (2011, March). Teaching and Learning in Large University Classes at Schulich School of Business. Higher Education Quality Council of Ontario (HEQCO) round table, Toronto.

Adams, J. (2011, May). *Office 2020: Implications for leadership development*. Ministry of Municipal Affairs & Housing (MMHA) executive team meeting of CAOs, Toronto.

Adams, J. (2010, July). *Blended Learning: Using DyKnow collaborative software and NewMindsets online content for soft-skills development in an undergraduate business course.* AACE's ED-MEDIA international conference, Toronto.

Brushwood Rose, C. (2010, October). *Can cameras lead to better health? Speculations on living creatively in response to the photo-blogs of young mothers at an inner city hospital.* Paper presented at the JCT Conference on Curriculum Theory and Classroom Practice, Bergamo Centre, Dayton, OH.

Brushwood Rose, C. & Low, B. (2011, May). *The question of interpretation: Methodological and conceptual dilemmas in the study of community-based media pedagogy and production.* Paper presented at the Canadian Society for the Study of Education Annual Conference, Fredericton, NB.

Found, W., & M. Berbés-Blázquez (2010). *The Sugar-Cane Cultural Landscape of the Caribbean Islands: Tracking a Social-Ecological System from the 16th to the 21st Century*, International Workshop on Social-Ecological Resilience of Cultural Landscapes, Berlin-Brandenburg Academic of Sciences and Humanities, Berlin.

Hornstein, S. (2010). Co-Keynote speaker of Session with Annmarie Adams, McGill University, Montreal: *An Incomplete Portrait: Demolition as Urban Amnesia*, Dublin, Ireland.

Hornstein, S. (2011, September). *Memory Studies and the Identity Problem: A Cross-reading of European and Canadian Cultural Traditions*. Panel with Elena Lamberti, University of Bologna, Andreas Kitzman and Julia Creet, York University, Munk School of Global Affairs, University of Toronto.

Hornstein, S. (2011, February). Symposium: *The Contemporary House Cut, Spliced and Haunted*, University of Western Ontario, London, ON.

Hornstein, S. (2011). International Conference: Green Canada/Vert Canada/Verde Canada, University of Milan, Naples and Salerno: Green is the New Black : Architecture in a Mobile Nation.

Jenson, J., Dahya, N., Taylor, N., & Fisher*, S. (2010). Digital Naifs: Researchers' Experiences Scaffolding Student Productions. Proceedings of the ED-MEDIA 2010 annual conference. Toronto, ON.

Jenson, J., Fisher, S. & **Lotherington**, H. (2010, July). *Transcending the rigidity of bricks and mortar schooling: Ludic approaches to socially-responsive multimodal projects at elementary school.* Paper at Multimodality and

Learning Environments: Rhetoric, Recognition, Play and Methods, Institute of Education, University of London, UK.

Jenson, J., & **Lotherington**, H. (2011, May). *Moving beyond standards: Customizing literacy education towards inclusive practices*. Canadian Society for the Study of Education 39th Annual Conference, Congress of the Humanities and Social Sciences, University of New Brunswick, Fredericton, N.B.

Jenson, J. & Taylor*, N. (2010, November). Report on Research from Roundtable discussion, Literature Scan and Board Summaries. Ontario Ministry of Education.

Jenson, J. & Taylor*, N. (2011, February). *Review of Technology Implementation and Integration. Peel District School Board*. Unpublished report.

Lotherington, H. (2011, May). *Collaborative action research in an urban elementary school: Developing multimodal literacies at Joyce Public School*. Invited presentation, Pädagogische Hochschule Freiburg, Germany.

Lotherington, H. (2011, June). *Multilingualism, multimodality and revisionist literacy education in an urban elementary school.* Invited presentation in panel: Perspectives on multilingualism in educational settings: Policy and practice. ISB8 (International Symposium on Bilingualism), University of Oslo, Norway.

Lotherington, H. & Meades, S. (2011, June). *Finding new learning spaces for community languages in multimodal text production*. Canadian Association of Applied Linguistics, Congress of the Humanities and Social Sciences, University of New Brunswick, Fredericton, N.B.

Meades, S., **Jenson**, J., **Lotherington**, H. (2011, May). *Where standards fail: Imagining multimodal literacies assessment for the culturally diverse classroom.* Roundtable paper to be presented at the 8th Annual LLRC Pre-CSSE Conference, Congress of the Humanities and Social Sciences, University of New Brunswick, Fredericton, N.B.

Morbey, M. L. (2011, May). *Metamedia Immersive Environments: Transitions in Digital Learning*. Paper presented at the Media in Transition 7 – Unstable Platforms: The Promise and Peril of Transition International Conference, Massachusetts Institute of Technology, Cambridge, MA.

Morbey. M. L., Kortenaar, P., Senoga, M., & Villamor*, L. (2011, May). *The Uganda National Museum Engages Web 2.0: Challenges and Possibilities*. Paper presented at the Conference of the Canadian Association of African Studies, Toronto, ON.

Morbey, M. L., Napeyok, E. P. (Uganda Ambassador to France and UNESCO Uganda Delegate), Kortenaar, P., & Senoga, M. (2010, July). *Web 2.0 Comes to the Uganda National Museum: Addressing Problematics.* Paper presented at the 2nd International Conference on Education, Economy and Society, Paris, France. In preparation:

Morbey, M.L., Senoga, M., Villamor, L., & Kortenaar, P. (2011, May). *Problematics of the Uganda National Museum Engaging Web 2.0*. Paper presented at the Media in Transition 7 – Unstable Platforms: The Promise and Peril of Transition International Conference, Massachusetts Institute of Technology, Cambridge, MA.

Murphy, J., & Kitchener D. (2010, October). *New Designs for Professional Learning: Using a Blended Approach to Change Practice*. COHERE Conference Toronto, ON.

Murphy, J. (2010, October). *Leading Learning: A New Approach that Prepares Learners for the Future*. EDGE Conference, Memorial University, St Johns, Newfoundland.

Murphy, J. (2010, November). *Digital Literacy and Learner Engagement in the 21st Century*. Paper presented at Quest for Increased Student Achievement: Engaging Learning in the 21st Century, Richmond Hill, Ontario

Lupshenyuk*, D., Hocutt, M., & **Owston**, R. (2011). *Web video project as an instructional strategy in teacher education.* In Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 984-991). Cheaspeake, VA: AACE.

Murphy, J. & **Owston**, R. (March. 2011). *Integrating Technologies to Create a 21st Century Learning Environment that is Cost Effective, Accessible and Flexible.* Ed Tech Summit, Toronto, Ontario.

Owston, R. D. (2010, May). *Teacher professional development: Blending the traditional with web-based learning environments.* A paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Sanchez, O., Partosoedarso, E., & Kumar*, K. (2011, June). *Technology use to enhance education in Health Sciences courses: A seven-year perspective*. Paper presented at the Rutgers 29th Annual Nursing Technology Conference, Cambridge, MA.

Other Selected Member Activities: Projects /Course Development/Grants/ Awards/Media Appearances

Chen, S. (2010-11). Developing a project at University of Havana to set up a computer-based learning lab.

Cook, K. (2010-11). Revised her course web sites this year to make them mobile device friendly. In addition, with so many Web 2.0 technologies available, there is less need for online teachers to rely solely on monolithic software like Blackboard. She uses Twitter to promote student-student interaction, Wikispaces to enable collaborative assignments, and Remind101 as a metacognitive tool to help students take control of their own learning.

Hornstein, S. Faculty of Fine Arts Creative Grants Award ($1500 maximum allowance) for Shifting Sands: Desertification Architecture in the Moroccan Sahara and the work of Aziza Chaouni.
-DAAD Promoting German and European Studies in Canada, grant ($5000) Starlets and Starchitecture: Teaching Architectural History across Borders, Languages, Geographies (Principal Investigator). Workshop with international participants to be held at IRLT March 2012.

Jenson, J. (2011). 2011 Kids Game Development Camp. AMD Foundation [Principal Applicant] $50,000.

- Feminists in Games. SSHRC Partnership Development Grant. [Principal Applicant]. $171,142.
-Skins, storytellers and second lives: A partnership for developing Aboriginal new media. [Co-Applicant] Principal Applicant, Jason Lewis, Concordia University. $258,620.
-VERUS: Virtual Environments Real User Study: Phase 2. [Co-applicant] Principal applicant, John Murray, SRI International. $380,000 to York.

Lotherington, H. (2010-11). Coming to Canada: Immigration stories. TVOntario
- Interview with Albert Wisco (2011, March 9) at Joyce Public School. Seneca College Current Affairs Program: S@Y News Weekly.
-Interview with Alayna LaFleur (2011, February 10) on digital literacies. Headline News (2010, July 14): Dynamic project to create a learning community nets two awards.
- Interview with Johanna Brand (2010, November 26) on our research at Joyce Public School.
-Telephone interview with Dr. Kieran O'Halloran, Open University. U.K. (2011, January 26) on Multimodal assessment for inclusion in course.
- Carving up the work: Research team, student training and previous output. SSHRC standard grant series: Jumpstarting your fall 2010 application, Faculty of Liberal Arts and Professional Studies, York University.

Murphy, J. (2010-2011) Received the following grants: Learning Connections, Phase 7 (Literacy and Numeracy Secretartiat) $397,000
-Regional Adapation Collaborative (RAC) (Ministry of the Environment) $60,000

Morbey, M. L. Visiting Scholar invitation: Queen's University Surveillance Studies Centre (SSC), Visiting Scholar, Kingston, ON.

Owston, R. Social Sciences and Humanities Research Council, with M. Baljko (collaborator). *The Open Virtual Usability Lab: A New Tool for Website Accessibility Research* - $72,100 (2011-12).
-York University, Faculty of Health grant for evaluation of e-learning pilot project - $12,500.
-Canadian Foundation for Innovation. Co-applicant on the *Inclusive Design Institute project* led by J. Treviranus, University of Toronto. Total $6,207,874; York specific component, $400,000 (2010-15).
-Developed *Future Campus website*, with doctoral candidate Dennis York, as a resource for teaching and learning with technology.

Sadhwani, L*, (2011, May). Teaching and learning website created to promote information on teaching and learning initiatives http://www.yorku.ca/health/teaching-and-learning.html.

IRLT Technical Reports (available at website)

- 2010-1 *Evaluation of the Learning Connections Program 2008-09: Summary Report*

- 2010-2 *Online Teacher Learning Communities: A Literature Review*
- 2010-3 *Learning Connections Research Report 2010: The Learning Connections Champions*
- 2010-4 *Faculty of Health eLearning Pilot: Evaluation Report*

IRLT Speaker Series

To fulfill its mandate of public dialogue and dissemination of research, IRLT sponsors a speaker series each year. Links to more details, handouts, and videos are available at http://irlt.yorku.ca/events.html. The events held in 2010-11 are below:

DATE	SPEAKER	TOPIC/TITLE
November 2010	Webcast and discussion	Don Tapscott's opening keynote address at the Quest Conference
November 2010	Enza Antenos-Conforti - Montclair State University	Education 140 – Twitter for Teaching & Learning
January 201	Suzanne de Castel - Simon Fraser University	Challenges and Opportunities in Virtual Worlds Research
May 2011	Ron Owston, Merv Mosher, Andrew Eckford, Susan Murtha - York University	Lecture Capture: Faculty Experiences at York and What the Research Says

5. Measures taken to Promote Equity

IRLT has a very diverse membership in terms of gender and field of specialization. We encourage all members of the community to join—the only requirement for membership is an interest in teaching and learning with technology and supporting IRLT's mandate. In addition, IRLT's Website complies with W3C standards and best practices, and is accessible for persons with disabilities.

6. Statement of Operations – see appendix

7. Budget for Current Year – see appendix

8. Student Activities/Accomplishments

As in previous years graduate students participated in all aspects of IRLT. They collaborated with faculty members and/or solely authored refereed numerous publications and conference papers. These are noted with an asterisk in Section 4 above.

9. Changes in Physical Space

No changes during 2010-11.

10. Contractual Obligations

No contractual obligations were made during 2010-11.