e, open & online: 
Negotiating different types of 
learning technologies at 
Melbourne

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The spectacular rise in prominence of Massive Open Online Courses, or MOOCs, has forced university educators and administrators to take a closer look online learning. But in the mild panic surrounding MOOCs it is worth reflecting on how they came to be such an attention-grabber, and whether they are in fact the "main game" when it comes to learning technologies. In this presentation I will consider factors that led to the emergence of MOOCs, the slower and more sustained rise of online learning, and where these trends fit within the University of Melbourne's eLearning Strategy.

Associate Professor Kennedy is based in the Centre for the Study of Higher Education and is Head of Learning Environments. His current work involves leading the University’s strategy in technology-enhanced learning and teaching, supporting staff in the use of educational technologies, and undertaking research in the area of learning and technology. He has a background in psychology and has spent the last 15 years conducting and overseeing research and development in educational technology in higher education. His research interests include staff and students’ use of technology, immersive simulation for surgical education and training, learning analytics, and computer-based interactivity and engagement. He has published widely in these areas and is the co-editor the Australasian Journal of Educational Technology.

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Melbourne School of Population and Global Health
Level 5, 207 Bouverie Street, Carlton

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