

Day 1: Monday 3 December		Description
11.30 – 11.55 Room 1	Language Lift: improving students' language skills through interactive online content Meg Wyatt, Monash University, Australia	As an institution with over 90% international students, it is critical for Monash College to find innovative ways to build the language skills of their students. The Program Development and Innovation (PDI) team identified that both students and teachers would benefit from a series of engaging, online self-access resources that would allow students to practice their language skills while simultaneously learning the content of their discipline. While there are lots of materials which explain English grammar to ESL students, there are fewer resources which allow them to practice their language skills through content that is directly related to their studies. It was clear that students needed self-access materials that were engaging, interactive, provided opportunities for feedback and scaffolded towards both the knowledge and language outcomes of their units. Consequently, the PDI team successfully applied for funding and created a series of interactive online resources for English, Economics and Science student. The 'Language Lift Activities' have been embedded into the LMS of relevant units as well as provided on a self-access site for all students at Monash College and Monash University. This session will explore the scope of the project, key pedagogical and design decisions and conclusions drawn from feedback and learning analytics gathered in trials and through current student usage data.
11.30 – 11.55 Room 2	Tapestry: A Tool for Building Interactive, Remixable, Reusable, and Extensible Educational Modules Steven Barnes, University of British Columbia, Canada	The presentation will take the form of a brief introduction by the presenter, Dr. Steven J. Barnes, followed by the presentation of an actual tapestry: a set of multiple video 'threads' that are intertwined (as described in the abstract in more detail). That is, our team will create a tapestry that the presenter will, with input from the audience, navigate through. The tapestry will consist of three interconnected video threads. The first video thread will consist of an overview of the Tapestry Project. The second video thread will provide an overview of the current features of the Tapestry Tool. The final video thread will cover future directions for the Tapestry Project. This unique presentation format will allow for the audience to: (1) interact with the Tapestry Tool (by directing the actions of the presenter); and (2) engage with an informative tapestry that provides a survey of the various aspects and goals of the Tapestry Project and the Tapestry Tool.
11.30 – 11.55 Room 3	Wide-scale implementation of H5P in Estonian high schools Mart Laanpere, Tallinn University Estonia	As our DigiOppeVaramu project was really large-scale and multi-faceted, we'd like to bring to the H5PCon three of our team members and present three different contributions: a full research paper (based on original empirical research on piloting H5P in 30 schools), work in progress presentation (the current one, about the project implementation and H5P content creation issues on a massive scale), plus tech demo that would focus on new H5P templates and other original technical solutions created by our developers' team. I hope you'll find space in the agenda for all three. Research paper will be presented by me, the work in progress presentation by me and head of our tech team (Priit Tammets) and the tech demo by our lead developer Sander Aido.

12.00 – 12.25 Room 1	Inspiring and Upskilling Academic Staff to Build, Edit and use H5P Interactive Learning Objects Jessi Dillon, Victoria University, Australia	Victoria University implemented the Block Mode of teaching in 2017 and redesigned approximately 160 units of study for First Year study 2018. Interactivity and engagement were among principles at the forefront of the design process, accompanied by an awareness of sustainability for the future. For these reasons, H5P was one of the preferred online learning tools used. In order to promote the use of H5P, and distribute the skill of building and using the tool to as many staff as possible, it was imperative that academic teaching staff were upskilled and supported. This began by presenting an engaging showcase of example H5Ps to get staff excited about the tool. There is a bank of showcase objects in the training and support team that is used in workshops.
12.00 – 12.55 Room 2	Innovative subject specific H5P templates in DigiOppeVaramu project (math, music, chemistry, history) Priit Tammets Tallinn University, Estonia	We will demo our DigiOppeVara project and developed new templates and original solutions based on several pedagogical principles. Demo will focus on the possibilities of the teachers and also learners.
12.00 – 12.25 Room 3	Interaction and engagement made easy: Developing web based interactive case studies for pathophysiology course using H5P Mark Payne, Endeavour College of Natural Health, Australia	Web based interactive case studies are formed for second year students at Endeavour college using H5P. The students in previous years had studied with traditional form of tutorial activities and case presentation where students felt less engaged and lacked instant feedback while undertaking activities on their own for revision purpose or in online medium. This project is undertaken with the aim of improving students experience and engagement within this critical course unit. Students who studied pathophysiology with traditional form activities and with interactive web-based interactive activities will be surveyed to identify any statistical improvement in their learning experience and engagement. This project is aimed to guide the use of H5P platform institute wide for all other courses at Endeavour college of Natural health. The challenges faced and limitations identified while developing the interactive contents for pathophysiology will guide the strategies for institute wide use and implementation of H5P contents. This project will also guide all novice academic developers in interactive content development.
12.30 – 12.55 Room 1	Applying H5P to Conflict and Peace Studies: A Scoping Study Gavin Mount, University of New South Wales, Australia	This is a collaborative scoping study. We intend to simply demonstrate how different types of media footage might be used to explore the visual politics of war and peace. These videos will range from panning shots across written text to interviews (with interactive content), to drone's eye view footage. We will also examine new media formats such as crowd sourced event data mapping and vodcasts.
12.30 – 12.55 Room 3	Using the H5P tool to develop reusable learning objects for Block Model delivery: Librarians' experience Sarika Singh, Victoria University, Australia	This presentation will outline various H5P learning objects created by Librarians that are reusable and shared with all VU staff. This includes interactive videos (APA, Harvard, Oxford, IEEE referencing), online Library course presentations for various units, drag and drop activity, hotspot images, and quizzes which were used as part of the Flipped classroom or fully online sessions. In addition, we will share some best practice with the audience as to how we went about planning and designing the learning objects, based on the principles of Richard Mayer's Cognitive Theory of Multimedia Learning. Finally, we will outline the data

		collected through VU Collaborate and feedback received from teaching staff about the H5P objects and future plans.
2.00 – 2.55 Room 1	H5P and Moodle - the secrets of a great marriage Stuart Mealor HRDNZ (Moodle Partner), New Zealand	This presentation explores the reality of using H5P with Moodle, based on our own and our clients experiences, and shares the benefits and considerations of integrating H5P and Moodle. Topics covered will include: Moodle plugin setup, Embed or activity? Integration level - e.g. Gradebook and Completion tracking. The H5P and Moodle App (mobile) experience. Moodle users feedback - what clients would like to change with H5P for a more closely integrated solution. Which and why? The main focus of this session will compare and contrast the H5P activities with the core capabilities of Moodle, to understand when it's best to use H5P, when it's best to use Moodle, and when it's best to use a combination. Ultimately teachers and learners want the most flexible and easy-to-use environment. H5P provides teachers with a 'SCORM like' level of sophistication for interactive content, without the learning curve most SCORM creation software requires. So, whilst Moodle concentrates on the wider functionality of a modern Learning Management System, providing a core set of activities, the field is open for other applications to extend the content and interactive aspects. Could H5P become the leading solution for content creation when married to Moodle? Can one plugin potentially do it all? Let's have a look and discuss!
2.00 – 2.55 Room 2	The synergies and impact of the use of H5P in OER in Norway Ole Fossg�rd and Jan Frode Linds�, Norwegian Digital Learning Arena, Norway	
2.00 – 2.55 Room 3	The Canvas and H5P connection: Engaging NEAS academic managers online (45mins) Darren Brookes, NEAS, Australia	In this session, the presenter will demonstrate a recent NEAS project that has involved NEAS Subject Matter Experts (SMEs) and support staff in the creation of an online suite of courses hosted within the Canvas Learning Management System (LMS). These online courses have been developed using resources from the face to face NEAS Quality Learning Series (QLS). The courses are designed to engage existing academic managers and teachers aspiring to a management role.
3.00 – 3.25 Room 1	Gradable Videos for Proficient French Leigh Canny, Monash University, Australia	The Challenge Teachers in the School of LLCL: French Proficient 2 unit face the challenge of: Requiring students to prepare for class by completing grammar exercises. Requiring students to prepare for class by watching video grammar lessons. The Solution H5P exercises that integrate with Moodle gradebook Make gradable videos. IE: To build H5P interactive video which grades students according to how much (%) of the video they have watched.

3.00 – 3.25 Room 2	Interactive Video Moves Online Education Forward Antoinette Oesterlein, freelance curriculum specialist, United States of America	Interactive videos alone are not enough to make online classrooms engaging. Instructional designers must master the concept of writing curriculum that can support the inclusion of a highly engaging, interactive component in a class. Because these are technical tools, there is the delicate balance of not scaring online learners away with the use of too much technology. However, if a course is polished and clean with minimalist design and very clearly stated learning objectives, clear statement of the practical application for the course deliverables, which ensures that students understand how the duties of the course will prepare them for their future careers, then the use of an interactive video is the extra push that takes students from simply attending class, to engaging with the material to form connections and step further into mastery of a subject. Dedicated educators are elevating their craft to work in conjunction with online video, and students win from this. The industry also moves forward.
3.00 – 3.25 Room 3	Enhancing Cyber Security Training with H5P Adam Welle, Carnegie Mellon University, United States of America	The Software Engineering Institute at Carnegie Mellon University is enhancing cyber training with the integration of H5P. Interactive H5P activities are integrated into existing cyber security training courses that include recorded lectures and dynamic lab exercises. H5P is providing an engaging and more effective training experience for learners. New techniques are being developed for integration of H5P interactive content with exercises that take part inside of dynamic cyber training labs. Additionally, the Software Engineering Institute is developing a new open source learning platform that will leverage H5P to enable users to easily and efficiently create rich and effective training content for their organizations. The challenges unique to effective cyber security training, the successes of H5P integration, and a roadmap for integration with the open source training platform will be discussed.
4.00 – 4.25 Room 1	UNICEF Denmark loves H5P Rikke Falkenberg Kofoed, Leg med IT, Denmark	UNICEF Denmark is using H5P when creating their open educational resources (OER) for kids in schools in Denmark. The OER is made for teaching kids and young people about The UNs Convention on the Right of the Child which sets out the civil, political, economic, social, health and cultural rights of children. UNICEF also creates OER to teach kids about The Sustainable development goals (SDGs) The SDGs cover social and economic development issues that are set by the United Nations and are transforming our world from 2015-2030. Using interactive content from H5P makes it possible for UNICEF to do so in a creative and playful way.
4.00 – 4.25 Room 2	Using interactive H5P-videos (1) to reduce students' errors and (2) provide audio-visual feedback in digital exercises Evelyn Schirmer, Ruhr West University of Applied Sciences, Germany	Feedback is one of the most promising factors to promote learning at its best. Not enough attention has been paid to the integration of audiovisual feedback. Therefore the presented project intends to realize this feedback through interactive H5P-videos within digital exercises based on STACK. The theoretical basis is Hattie's feedback model, which provides feedback at the task, process, and self-regulatory level. STACK is an open source system to realize and integrate interactive, automated and randomized exercises for mathematics within the learning management system Moodle. In the presentation it will be shown, how interactive videos and digital exercises can be intertwined to offer learners an automated and time- and location-independent feedback of high quality on their submitted answers.
4.00 – 4.25 Room 3	Mathematical expressions within H5P	The purpose of this presentation is to demonstrate that H5P is not limited to the confines of Roman Script nor requires a plugin to specific platforms.

	Odette Murdoch University of Auckland, New Zealand	With the incorporation of graphics created in Adobe Illustrator, by using H5P with mathematical and scientific symbols, in addition to non-Roman script languages. Essentially opening up the possibilities of using H5P in a broader range of subject areas, without having to acquire a high level of technical knowledge.
4.30 – 4.55 Room 2	Pimp my slides: Design Considerations when creating H5P: Online Interactive Activities Sonia Wilkie, Victoria University, Australia	This presentation will cover design principles to ensure that H5P learning activities are engaging, easy for students to read, and overall user friendly. We will draw on proven design principles, as well as considering how to reduce cognitive load. Examples will be provided throughout the presentation demonstrating the design elements and the affect they have on perception and learning.
4.30 – 4.55 Room 3	OB3 and H5P - challenges and opportunities of integrating learning tools Rodney Tamblyn, OcreanBrowser LTD, New Zealand	This session will report on an in-progress project between OceanBrowser Ltd and H5P.com, exploring the integrated use of OB3 and H5P.com by customers in Higher Education. OB3 and H5P.com are complementary products: OB3 provides media-rich document authoring and support for collaborative study activities, while H5P enables users to create, share and reuse interactive html content. The challenges and opportunities, which will be touched on in the session, align with those of the NGDLE, which envisages a future ecosystem of interconnected and flexible learning applications. We are particularly interested in lowering barriers to use, for example through simplifying content authoring workflows.

Day 2: Tuesday 4 December		Description
11.30 – 11.55 Room 1	H5P Use Case and Integration Experience Paul Hellwege, Monash College, Australia	The session will present how a learning resource was developed using H5P resources to make the content to create an environment that is enjoyable, engaging and interactive experience for our students. During this session we will also discuss the steps we took to evaluate and implement H5P into our Moodle instance including the challenges and how we have overcome them.
11.30 – 12.25 Room 2	Nudging Higher Education in the right direction: The story of H5P at Deakin University Ian Story, Deakin University Australia Co-authors: Liza Marsh, Simon Lismann, Séverine Lamon, Ashlee Hendy, Olivia Knowles	Higher education is under pressure to meet ever-changing stakeholder expectations and rapid technological innovation, while still ensuring that students learn effectively. This presentation will tell the story of how H5P was introduced to a very successful ‘digital’ university, how its use was fostered and what the impact has been on both students and staff from both a formal study and informal data collection.
12.00 – 12.55 Room 1	Click Happy: Positive Impact of Learning with Interactive Video Matthew Jorgensen, Saint Stephen's College, Australia	In my session I intend to show the implementation and use of H5P in a K - 12 setting. The focus will be on our research (soon to be published by H5P), staff training and support, student and teacher feedback and evidence of improved academic results. The main function shown will be the interactive video, and I will talk about using D2L Brightspace and LTI with the H5P.com SaaS.
12.30 – 12.55 Room 2	Fostering a Community of Inquiry (CoI) through Problem-Based Learning (PBL) in H5P Michael Ratcliffe, Victoria University Australia	Victoria University (VU) Online has launched a new MBA that engages students in self-determined, interdependent, problem-based learning, using real-world contexts and situations to motivate engagement. The visual presentation will illustrate, with evidence, an MBA unit that supports collaborative and peer-to-peer learning approaches to create a visibly present Community of Inquiry (CoI). Driven by the idea of creating ‘presence’, the unit’s CoI model emphasises how learning design within HP5 can successfully foster three observable types of interaction: social interactions; cognitive interactions; and teaching interactions. The presentation will explicitly address learning design within HP5 that creates a visibly present Community of Inquiry (CoI) through Problem-Based Learning (PBL).
12.30 – 12.55 Room 1	Data Dance: Dance Education Online Megan Beckwith, Distance Education Centre Victoria, Australia	Online dance education may appear to be an oxymoron or a malapropism. Dance pedagogy is embodied by nature and deeply embedded in live studio practice. Traditionally to learn dance, the dancer needed to be physically present. However, through the increasing power and democratization of online technology new ways of delivering dance educational content has emerged. This paper argues that through online platforms such as H5P and Moodle that dance education content can be delivered in relative, engaging and informative ways to dance students who are arguably driven by embodied and live experiences.

11.30 – 12.55 Room 3	H5P Conference drop-in workshop	The H5P Core Team hosts a two day workshop where community members may drop in and for instance develop or translate content types with help from core team members. It will also be possible to create content or just hang out. More info on h5p.org/workshop-18
2.00 – 3.00 Room 1	Memory Game using both audio and visual input Rikke Kofoed Leg med IT, Denmark	Let us show you how we are using the new improved memory game with the kids and let's talk about how it can be used in the future. With the possibilities h5p is giving us the varieties of playful learning is unlimited. Kids are the content creators not only the consumers of content made for them. We see a increase of creativity and a variety of displays in class. See also how UNICEF is using the memory game when creating their open educational resources (OER) for kids in schools in Denmark. The OER is made for teaching kids and young people about The UNs Convention on the Right of the Child which sets out the civil, political, economic, social, health and cultural rights of children. UNICEF also creates OER to teach kids about The Sustainable development goals (SDGs) The SDGs cover social and economic development issues that are set by the United Nations and are transforming our world from 2015-2030.
2.00 – 3.00 Room 2	Simple Questions for Smarter Students: Re-Envisioning Higher-Order Thinking with H5P Tools Autumn Hayes, Texas State University, United States of America	This workshop will provide tips for designing high-impact, measurable tasks and explore the best content types to use for various higher-level thinking skills. Participants will test out and evaluate samples before working in groups to brainstorm, design, and share content-specific activities that they can use in their classrooms right away. Get ready to engage students beyond memorization, all in a fun, nonthreatening way!
3.05 – 3.30 Room 1	Acceptance and implementation patterns of H5P-based digital learning resources in Estonian high schools Mart Laanpere Tallinn University, Estonia	The Estonian national strategy for education 2014-2020 sets ambitious goals to implement a Digital Turn towards 1:1 computing in all levels and forms of education, part of this action plan is switch from printed textbooks to digital learning resources that can be used in Bring Your Own Device settings. This presentation summarises a large-scale H5P implementation project in Estonia and related research that was carried out in April-June this year by the presenter and colleagues in Estonia.
3.05 – 3.30 Room 2	Training faculty about using H5P in the NGDLE Dries Vanacker and Frederic Raes, Artevelde University of Applied Sciences, Belgium	This presentation, we will present how we implemented the a Next Generation Digital Learning Environment or NGDLE, and how our faculty are trained to gain expertise in a range of tools with different functionalities, without losing the strength of the cohesion and the concept of the NGDLE. With this presentation we hope to inspire the audience with good practices on training faculty in using an edtech eco-system that highly relies on H5P and its integration in the Canvas LMS. In order to find international benchmarking partners we are also looking forward to receiving feedback and insights in how other higher ed institutions strive towards a better integration of technologies in education.
2.00 – 3.30 Room 3	H5P Conference drop-in workshop	The H5P Core Team hosts a two day workshop where community members may drop in and for instance develop or translate content types with help from core team members. It will also be possible to create content or just hang out. More info on h5p.org/workshop-18

Day 3: Wednesday 5 December		Description
11.30 – 11.55 Room 1	H5P? What's that? - inspiring, sharing and reusability Tania McDonald, Victoria University and Lilian Austin, e-Learning Consultant Australia	During a major project to blend all units at Victoria University, it was recognised that there was an overlap in terms of content, concepts, philosophies and theories across multiple units and courses. Working with academics to reimagine their delivery, educational designers promoted H5P as one way of adding interactivity, whilst allowing reusability and collaboration through the sharing of interactions. With this in mind a library of resources was created that were then made available, initially in taught units in education and arts, and eventually across the university. The resources were developed using the H5P tool and were transferred into relevant learning spaces as required. Examples of the topics covered by the modules created include: the theory around Lesson Planning, Maslow's Hierarchy, supporting resources for online tools such as the ePortfolio, and resources to help students complete assessment tasks such as developing a literature review. This library of resources ensured a consistent approach to topics and proved efficient in terms of saving time for academics having to develop their own resources. In this paper, we will discuss how this improved efficiencies in the development phase of the process and how we developed the resources and shared them.
11.30 – 11.55 Room 2	Interactive & 360 video in simulation education Thomas Claeys, Artevelde University of Applied Sciences Belgium	The midwifery program at Artevelde University of Applied Sciences piloted the use of H5P technology, video recording and VR in skills and simulation training. The effect of the use of these tools, VR and multiple-camera-perspective, on students and teachers were measured by qualitative methods. This presentation we want to disseminate the results of an innovation track at the midwifery program. We want to present different interactive methodologies using video to better train students with simulation training. Moreover we want to gain insight in other highered institutions that are using H5P interactive video in skills training.
12.00 – 12.25 Room 1	Diagnosing and remedying pre-service teacher misconceptions in geometry through the use of an adaptive eLearning tool (H5P) Neil Fernandes and Tania McDonald, Victoria University, Australia	This study investigated the usefulness of an adaptive eLearning tool (H5P) in diagnosing and remedying pre-service teachers' misconceptions in basic geometrical concepts. In this study H5P has been used to create unique sequential branches of content specific to a learner's misunderstanding in basic geometrical concepts. Student responses to diagnostic questions on a pre-test informs the specific selection of content individual students are exposed to. Data on student performance can be used to inform educators where students are encountering difficulties and, as a result, where new content needs to be developed. Our approach suggests that H5P can be used as an adaptive eLearning tool to diagnose and remedy misconceptions in geometry, and extended to other STEM related
12.00 – 12.25 Room 2	Scaffolding assessment completion through the support of H5P learning interactives	Outline of presentation • Outline of retention strategies to provide learners with scaffolded learning, well designed assessments, timely and affirming feedback and active learning opportunities • Showcase of H5P learning interactives created to scaffold to the completion of a 1500-word essay in a retention pilot

	Ges Ng, Navitas, Australia	• Strategies in creating active learning opportunities with H5P learning interactives • Strategies in designing sequenced H5P learning tasks with the aim to offer guidance on concepts, metacognition processes and procedures to support student self-regulation skills and unfamiliarity with online learning • Strategies to encourage learner participation and self-directed learning • Outline of challenges we have faced in creating and executing the H5P learning interactives and our lessons learnt, which may help participants in their own program implementations • Early findings of the H5P learning interactives in the retention pilot • Perspectives of both an academic and learning designer
12.30 – 12.55 Room 1	Developing Task Design in Computer-based L2 listening Fahad Ahmed Otaif, University of Melbourne, Australia	In the current paper, I summarize my journey as a PhD researcher who spent months in search for a 'perfect software/ platform' to develop and study task design in computer-based listening when digital video is the mode of presentation. However, after using several programs and developing different learning tasks, I came to the conclusion that the H5P is one the best few choices available for language teachers to utilize. Nevertheless, there are few areas of possible improvement. In this presentation, I share my thoughts on some of the previous task designs, which I developed during my work as a university lecturer, and compare them to the available choices I found in H5P. I also suggest future areas of improvement for the H5P developers that I am sure may make H5P the first software to be chosen by language, learners teachers and programs.
12.30 – 12.55 Room 2	H5P in a K - 12 Context at Saint Stephen's College Matthew Jorgensen, Saint Stephen's College, Australia	This session will show the implementation and use of H5P in a K - 12 setting. The focus will be on our research (soon to be published by H5P), staff training and support, student and teacher feedback and evidence of improved academic results. The main function shown will be the interactive video, and I will talk about using D2L Brightspace and LTI with the H5P.com SaaS.
2.00 – 2.55 Room 1	Working with H5P in Moodle Christine Nicholas, Victorian TAFE Association, Australia	This workshop can be a hands on workshop or observation only. It will appeal to those using the Moodle LMS. This workshop will give participants an opportunity to develop content side by side with the presenters as they explore the different H5P interactive content types. This is where we would encourage participants to log into their Moodle sites and follow what we are doing. We could have a number of generic login for those that do not have the H5P plugin on their Moodle so they could experience this first hand. This would depend on the numbers planned for the workshop.
2.00 – 2.25 Room 2	Our journey with H5P: the story of a library and its eLearning adventures Amy Han, Monash University, Australia	Overview of current use of H5P in the Library (turning plain text into an interactive learning experience) including examples: - Research & Learning Online project (monash.edu/rlo) - Library guides - Moodle Books and Lessons

		How H5P content is managed in the Library (best practice suggestions): - A locally managed WordPress instance - A set of shared accounts - Use WordPress for content creator permission controls - Guidelines and conventions - Training H5P workarounds and improvements including examples: - Commissioned work for providing better feedback
2.30 – 2.55 Room 2	Retaining Students and Designing for Success with H5P Jonathan Hvaal, International College of Management Sydney, Australia	As part of the Student Success Pilots Project, sessional academics at ICMS were supported in piloting the Success Levers through the planning and implementation of a set of targeted interventions that aimed to reduce failure rates in their courses. This working paper will highlight the importance of H5P as the perfect tool to build these interventions. The affordances of interactive H5P content including documentation tool, hotspots, multi-choice quiz, and interactive video were leveraged so that students could be given more opportunity to succeed through practices such as receiving clear guidance in assessment completion, seeing illustrated samples of work aligned to standards-based assessment rubrics, interacting with quizzes and activities that scaffolded learning and feedback as well as watching worked examples of common questions to aid in preparation for a final exam.
3.00 – 3.25 Room 1	STEM-World mixed reality & Project MINTernational innovative – using H5P-videos to support problem-based learning and a combined Jan Erik Kunze, Ruhr West University of Applied Sciences, Germany	We address how to embed interactive H5P-videos into a mixed reality gaming environment. The problems, for example to produce a conception of a construction of a lighting ball, which do not exhibits an unbalance while rotating, are explained by aid of interactive H5P-videos. Targeted questions are used to check if the students understood the content of the video. Another ambition is to help refugees and international STEM-students learn the technical language. H5P make the learning process of todays learners more dynamic in many ways.
3.00 – 3.25 Room 2	Encouraging Adoption of H5P by Sessional Academic Staff Graeme Salter, King's Own Institute, Australia	Educational innovations are often under-utilised by academic staff regardless of the potential benefits associated with the innovation. This is more pronounced when the majority of staff are sessional. Unless they are early adopters, most staff will not automatically seek to learn about new educational technologies and methods. Simply installing new technology is not sufficient for it to be successfully used. Training is required for effective use. However, even before this stage the staff have to make the decision to personally make use of the innovation. Promotion of educational change is a vital component for successful adoption. There is a significant body of knowledge concerned with the diffusion or adoption of innovations which can provide a theoretical foundation.

		This presentation will look at the promotion campaigns used at King's Own Institute to raise awareness of the benefits of using H5P. These campaigns include an interactive newsletter, emails, flyers, 'meet and greet' nights, online modules and more.
2.00 – 3.25 Room 3	H5P Conference drop-in workshop	The H5P Core Team hosts a two day workshop where community members may drop in and for instance develop or translate content types with help from core team members. It will also be possible to create content or just hang out. More info on h5p.org/workshop-18