

Conference Programme

Monday 9th May

10.00 – 12.00	Dalton Suite	Doctoral Consortium
11.00 – 12.30	Bowland Foyer	Registration
11.45 – 12.45	Lunch – Foodworks Restaurant	
12.45 – 14.00	Bowland Suite	Welcome: Nicola Owen, Chief Administrative Officer & Secretary, Lancaster University & NLC2016 Committee
		Opening Plenary: Caroline Haythornthwaite
14.00 – 14.30	Refreshments	
14.30 - 16.30	Parallel Session 1	
Symposium 1	Bowland 1	<p>Designs for learning with the Semantic Web <i>Symposium Organisers Dr Fran Tracy¹, Jesper Jensen²</i> ¹<i>School of Education, Liverpool John Moores University</i> ²<i>Department of Design and Communication, University of Southern Denmark</i></p> <p>Problematising Participatory Research for Developing Semantic Web Technologies <u>Frances Tracy</u> <i>School of Education, Liverpool John Moores University, UK</i></p> <p>Challenges and possibilities for Design Based Research with semantic web technology <u>Jesper Jensen, Nina Bonderup Dohn</u> <i>Department of Design and Communication, University of Southern Denmark</i></p> <p>Semantic Web Learning Technology Design: Addressing Pedagogical Challenges and Precarious Futures <u>Patrick Carmichael</u> <i>Faculty of Education and Sport, University of Bedfordshire, UK</i></p>
01	Bowland 2	<p>Where have all the students gone? They are all on Facebook Now <u>Dennis Landgrebe Thomsen</u>, Mia Thyrré Sørensen, Thomas Ryberg <i>e-learning lab, Department of Communication and Psychology, Aalborg University, Aalborg, Denmark</i></p>
02		<p>Designing for Dialogue and Digitality in Higher and Continuing Education Elsebeth Korsgaard Sorensen¹, <u>Thomas Kjærgaard</u>^{1,2} ¹<i>Aalborg University, Aalborg, Denmark</i>, ²<i>University College North, Aalborg, Denmark</i></p>
03		<p>Reclaiming distributed cognition in networked learning: An inter-subjective, socio-material perspective <u>Gale Parchoma</u> <i>University of Saskatchewan, Saskatoon, Saskatchewan, Canada</i></p>
04		<p>Manifesto Redux: making a teaching philosophy from networked learning research Jen Ross, <u>Sian Bayne</u> <i>The University of Edinburgh, Edinburgh, UK</i></p>
05(sp)		<p>Is technology enhanced learning an interdisciplinary activity? Eileen Scanlon, Josie Taylor <i>Open University, Milton Keynes, UK</i></p>
Workshop 1	Dalton Suite	<p>Designs for Networked Learning: Using Personal Learning Networks to Build Intercultural Competence <u>Ann Hill Duin</u> <i>University of Minnesota, USA</i></p>

06	Training Room 2	<p>Why 'one size fits all' concept and policies of inclusive education is insufficient to achieve 'true' inclusivity in a national context. Insight from a tablet based disaster preparedness training programme administered in Bangladesh.</p> <p><u>Syed Ali Tarek</u> Liverpool John Moores University, Liverpool, UK</p>
07		<p>OOPS! Or, Designing an Intercultural Online Participatory Seminar in the Spirit of Highlander Folk School</p> <p><u>Ilene Dawn Alexander</u>¹, Alexander Fink² ¹University of Minnesota - Twin Cities, Minneapolis, Minnesota, USA, ²University of Minnesota - Twin Cities, St. Paul, Minnesota, USA</p>
08		<p>Resisting the Final Word: Challenging stale media and policy representations of students' performative technological encounters in university education</p> <p>Sarah Hayes¹, <u>Petar Jandric</u>² ¹Aston University, Birmingham, UK, ²University of Applied Sciences, Zagreb, Croatia</p>
09		<p>Gross National Happiness in the Context of Networked Learning</p> <p><u>Pär-Ola Zander</u>¹, Choeda Choeda², Tandin Penjor², Kinley Kinley² ¹Aalborg University, Aalborg, Denmark, ²Royal University of Bhutan, Samtse, Bhutan</p>
10(sp)		<p>A global blueprint for enhancing opportunities for people with disabilities to access and succeed in higher education</p> <p>Katherine Wimpenny, Lynn Clouder, <u>Gemma Tombs</u> Coventry University, Coventry, UK</p>
16.30 – 17.15	Bowland Foyer	Networking Session & Doctoral Consortium Poster Session
19.15	Bowland Foyer	Springer Drinks Reception
20.00	Dalton Suite	Dinner

Note: Although all papers are listed for Symposia sessions – we are unable to guarantee the symposium will run in this order – the format and order will be made by the Symposium Convenor.

(sp) – Short Paper

Tuesday 10th May

09.00 – 10.45	Parallel Session 2	
Symposium 2	Bowland 1	<p>Challenges to social justice and collective wellbeing in a globalised education system</p> <p>Symposium Organisers: Helen Beetham, <i>Independent</i>, Laura Czerniewicz, <i>University of Capetown</i> Chris Jones, <i>Liverpool John Moores University</i> Victor Lally, Madeleine Sclater, <i>University of Glasgow</i> Carlo Perrotta, <i>University of Leeds</i></p> <p>The Social Life of Data Clusters: The Potential of Sociomaterial Analysis in the Critical Study of Educational Technology <u>Carlo Perrotta</u> <i>School of Education, University of Leeds</i></p> <p>Inequality as Higher Education Goes Online <u>Laura Czerniewicz</u> <i>University of Capetown</i></p> <p>Employability and the digital future of work <u>Helen Beetham</u>, <i>Independent</i></p> <p>Critical TEL: the importance of theory and theorisation Madeleine Sclater¹, <u>Victor Lally</u>² ¹<i>Glasgow School of Art, UK</i>, ²<i>University of Glasgow, UK</i></p>
11	Bowland 2	<p>Online conversations around digital artefacts: the studio approach to learning in STEM subjects <u>Elaine Thomas</u>, Leonor Barroca, Helen Donelan, Helen Jefferis, Karen Kear, Jon Rosewell <i>The Open University, Milton Keynes, UK</i></p>
12		<p>In praise of community: the case for consensus seeking within online networks <u>Michael Hammond</u> <i>University of Warwick, Coventry, UK</i></p>
13		<p>Networked learning and problem and project based learning – how they complement each other <u>Lone Dirckinck-Holmfeld</u> <i>Department of Communication and Psychology, Aalborg University, Aalborg, Denmark</i></p>
14		<p>Problem and Project Based Learning in Hybrid Spaces: Nomads and Artisans <u>Thomas Ryberg</u>¹, Jacob Davidsen¹, Vivien Hodgson^{2,1} ¹<i>Aalborg University, Aalborg, Denmark</i>, ²<i>Lancaster University, Lancaster, UK</i></p>

Workshop 2	Dalton Suite	Facilitating the Professional Growth of Teachers in Networked Learning Communities (NLC) <u>Sao-Ee GOH</u> , Irene Tan <i>Academy of Singapore Teachers</i>
15	Training Room 2	Designing networked learning with 4Ts <u>Francesca Pozzi</u> , Andrea Ceregini, Donatella Persico <i>Istituto Tecnologie Didattiche - CNR, Genoa, Italy</i>
16		Activity centred analysis and design in the evolution of learning networks <u>Peter Goodyear</u> , Lucila Carvalho <i>University of Sydney, Sydney, Australia</i>
17		Social presence and impression management: Understanding networked learners' cultivation of learning networks <u>Benjamin Kehrwald</u> ¹ , Murat Öztok ² ¹ <i>Charles Sturt University, Australia, Australia</i> , ² <i>Lancaster University, UK</i>
18		Unraveling networked learning initiatives: an analytic framework <u>Ellen Rusman</u> , Fleur Prinsen, Marjan Vermeulen <i>Welten Institute, Open Universiteit, Heerlen, The Netherlands</i>

Tuesday 10th May

10.45 – 11.15	Refreshments	
11.15 – 12.45	Parallel Session 3	
19	Bowland 1	<p>Affording Opportunities to Learn in Homework Online <u>Nina Bonderup Dohn</u>¹, Kirsten Lund³, Pernille Holm Lindhardt², Hanne Skipper Jensen¹ ¹University of Southern Denmark, Kolding, Denmark, ²The State and University Library in Denmark, Aarhus, Denmark, ³Natural History Museum Aarhus, Aarhus, Denmark</p>
20		<p>A paradigm shift rhetoric and theory-practice gap in online higher education: A case study of an open university <u>Kyungmee Lee</u> Lancaster University, Lancaster, Lancashire, UK</p>
21(sp)		<p>'Hospitality at a distance': supervisory practices and student experiences of supervision in online Masters dissertations <u>Philippa Sheail</u>, Jen Ross The University of Edinburgh, Edinburgh, UK</p>
22(sp)		<p>Socialization and Social Capital in Online Doctoral Programs <u>Clare Brett</u>¹, Kyungmee Lee², Murat Öztok² ¹OISE/University of Toronto, Toronto, ON, Canada, ²Lancaster University, Lancaster, Lancashire, UK</p>
23(sp)		<p>Designing for online homework guidance <u>Jens Jørgen Hansen</u>¹, Kirstin Remvig² ¹University of Southern Denmark, Kolding, Denmark, ²University of Southern Denmark, Odense, Denmark</p>
24(sp)		<p>Triggering dialogic activities across networks <u>Christine Sinclair</u>, Hamish Macleod The University of Edinburgh, Edinburgh, UK</p>
25	Bowland 2	<p>Visualising structure and agency in a MOOC using the Footprints of Emergence framework <u>Jenny Mackness</u>^{1,2}, Jutta Pauschenwein^{2,1} ¹Independent, Lancaster, UK, ²FH Joanneum, Graz, Austria</p>
26		<p>MOOCs, openness and changing educator practices: an Activity Theory case study <u>Laura Czerniewicz</u>, Michael Glover, Andrew Deacon, Sukaina Walji University of Cape Town, Cape Town, South Africa</p>
27(sp)		<p>Effectiveness of Guests in Large Enrolment Online Courses as an Instructional Strategy <u>Jane Costello</u>, Linda Rohr Memorial University of Newfoundland, St. John's, NL, Canada</p>
28(sp)		<p>Third Spaces of Learning in Open Courses: Findings from an Interpretive Case Study <u>Suzan Koseoglu</u> University of Minnesota, Minneapolis, Minnesota, USA</p>
29(sp)		<p>Troubling the Blurred Boundaries of Online Professionalism <u>Sara MacLean</u> University of Stirling, Stirling, UK</p>
30(sp)		<p>Trace ethnography: working with data from digital assessment <u>Cormac O'Keeffe</u> YES 'N' YOU, Paris, FR</p>

31	Dalton Suite	CmyView: Walking together apart <u>Lucila Carvalho</u> ¹ , Cristina Garduño Freeman ² ¹ The University of Sydney, Sydney, Australia, ² Deakin University, Melbourne, Australia
32		Tools for entertainment or learning? Exploring students' and tutors' domestication of mobile devices <u>Magdalena Bober</u> ¹ , Deirdre Hynes ¹ , Anshul Lau ² ¹ Manchester Metropolitan University, Manchester, UK, ² The Leys School, Cambridge, UK
33(sp)		Breaking the boundaries of space and time: A review of applications of bring-your-own-device in higher education <u>Marcus Sundgren</u> , Jimmy Jaldemark Mid Sweden University, Härnösand, Sweden
34(sp)		Non-commissioned Officers' learning through Work in the Finnish Army <u>Otto Pekkarinen</u> Finnish National Defence University, Helsinki, Finland
35(sp)		Teachers defining mobile learning: Conceptualisations emerging in a development project <u>Jimmy Jaldemark</u> , Lena Randevåg Mid Sweden University, Härnösand, Sweden
36(sp)		When we have never been human, what is to be done? Exploring posthumanism within the context of networked learning <u>Ailsa Haxell</u> Auckland University of Technology, Auckland, New Zealand
11.15 – 12.30		Parallel Session 3
37	Training Room 2	Effective team formation in networked learning settings <u>Howard Spoelstra</u> , Peter van Rosmalen Welten Institute, Open University of the Netherlands, Heerlen, The Netherlands
38		Image-sharing in Twitter-based professional conversations <u>Anna Wilson</u> University of Stirling, Stirling, UK
39		The making of mobilities in online work-learning practices <u>Terrie Lynn Thompson</u> University of Stirling, Stirling, UK
40		Dimensions of social learning in teacher education: an exemplary case study <u>Antoine van den Beemt</u> ¹ , Emmy Vrieling ² ¹ Eindhoven University of Technology, Eindhoven, The Netherlands, ² Open University The Netherlands, Heerlen, The Netherlands
12.30 – 13.45		Restaurant- Lunch

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(sp) – Short Paper

Tuesday 10th May

13.45 – 14.45	Bowland Suite	Second Plenary: Sian Bayne
14.45 – 15.15		Refreshments
15.15 – 17.00		Parallel Session 4
41	Bowland 1	<p>Why and How Do Members Provide Help For Others Within Online Communities? <u>Hafiz Hanif</u>^{1,2}, Michael Hammond¹ ¹<i>Centre for Education Studies, University of Warwick, West Midlands, UK,</i> ²<i>Faculty of Education and Human Development, Sultan Idris Education University (UPSI), Perak, Malaysia</i></p>
42		<p>Teaching Presence in MOOCs: Perspectives and Learning Design Strategies <u>Suzan Koseoglu</u>¹, Apostolos Koutropoulos² ¹<i>University of Minnesota, Minneapolis/Saint Paul, MN, USA,</i> ²<i>University of Massachusetts, Boston, Massachusetts, USA</i></p>
43		<p>Using Distributed Scrum for Supporting an Online Community - A Qualitative Descriptive Study of Students' Perceptions <u>Jörgen Söderback</u>, Stefan Hrastinski, Lena-Maria Öberg <i>Mid Sweden University, Östersund, Sweden</i></p>
44		<p>A practical action perspective and understanding on becoming a networked learning educator <u>Vivien Hodgson</u>, Emma Watton, Neil Ralph <i>Lancaster University Management School, Lancaster, UK</i></p>

45	Bowland 2	Academics' online connections: Characterising the structure of personal networks on academic social networking sites and Twitter <u>Katy Jordan</u> <i>The Open University, Milton Keynes, UK</i>
46		Academics' experiences of networked professional learning. Karin Tusting, <u>Sharon McCulloch</u> , Mary Hamilton <i>Lancaster University, Lancaster, UK</i>
47		The Interrelations of ICT and Professional Identity: Studying Group Formations in the Context of Higher Education <u>Line Helverskov Horn</u> <i>Aalborg University, Aalborg, Denmark</i>
48(sp)		Connecting Scholarship in the Open: A Scoping Review of Academic Researcher Personal Learning Support Structures <u>Jeffrey Keefer</u> <i>New York University, New York, NY, USA</i>
Workshop 3	Dalton Suite	EDECES MODEL: Learning Design For Technology Enhanced Learning <u>Chryssa Themelis</u> <i>Bolton University</i>
49	Training Room 2	Making new connections: interactive network graph to enhance sharing opportunities for TEL practice <u>Tunde Varga-Atkins</u> <i>University of Liverpool, Liverpool, UK</i>
50		The glow of unwork? Issues of portrayal in networked learning research <u>Maggi Savin-Baden</u> ¹ , Gemma Tombs ² ¹ <i>University of Worcester, Worcestershire, UK</i> , ² <i>Coventry University, West Midlands, UK</i>
51		Cyber Enigmas? Passive detection and Pedagogical agents: Can students spot the fake? <u>Maggi Savin-Baden</u> ¹ , Roy Bhakta ¹ , David Burden ² ¹ <i>University of Worcester, Worcester, UK</i> , ² <i>Daden Ltd, Birmingham, UK</i>
52		An investigation of technology mediation in interdisciplinary research within Higher Education <u>Erin Young</u> , Niall Winters <i>University of Oxford, Oxford, UK</i>
17.00 – 18.00	Training Room 2	Doctoral Consortium – Review & Reflection
19.30	Bowland Suite	Conference Dinner with Music from 'Round Midnight'

Wednesday 11th May

09.30 – 11.15	Parallel Session 5	
53	Bowland 1	<p>Qualitative differences in students' perceptions of others in a networked learning environment <u>Maria Cutajar</u> <i>University of Malta, Msida, Malta</i></p> <p>Experience and networked learning <u>Chris Jones</u> <i>Liverpool John Moores University, Liverpool, UK</i></p> <p>Teaching-led research? Exploring the digital agencies of software in qualitative research <u>Stephen Wright</u>, Ibrar Bhatt <i>Lancaster University, Lancaster, UK</i></p> <p>Discursive psychology as a methodology to explore how multiculturalism affects use of learning technologies <u>Claire Raistrick</u> <i>University of Warwick, Coventry, UK</i></p>
57	Bowland 2	<p>Networked learning: an opportunity to enhance the learning opportunities for students with high functioning autism or Asperger's Syndrome? <u>Jane Davis</u> <i>University of Strathclyde, Glasgow, UK</i></p> <p>The role of human actors in legitimising informal networked learning of academic digital practice. <u>Mike Johnson</u>^{1,2} ¹<i>Cardiff University, Cardiff, UK</i>, ²<i>Lancaster University, Lancaster, UK</i></p> <p>Assessment in clinical simulation: current practices, changing influences, and the potential role of networked learning in shaping the future <u>Andrew West</u>^{1,3}, Gale Parchoma² ¹<i>University of Manitoba, Winnipeg, Manitoba, Canada</i>, ²<i>University of Saskatchewan, Saskatoon, Saskatchewan, Canada</i>, ³<i>University of Calgary, Calgary, Alberta, Canada</i></p> <p>Rehabilitation of People with a Brain Injury Through the Lens of Networked Learning. Identity Formation in Distributed Virtual Environments <u>Ulla Konnerup</u>, Maria Dolores Castro, Ann Bygholm <i>Aalborg University, Aalborg, Denmark</i></p>
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Symposium 3	Dalton Suite	<p>Synergies, differences, and bridges between Networked Learning, Connected Learning, and Open Education (#NLbridge) Symposium Organisers Frances Bell, Itinerant Scholar, United Kingdom Catherine Cronin, National University of Ireland, Galway, Ireland Laura Gogia, Virginia Commonwealth University, USA</p> <p>(Dis)connective Practice in Heterotopic Spaces for Networked and Connected Learning <u>Frances Bell</u> <i>Itinerant Scholar</i></p> <p>Open, networked and connected learning: Bridging the formal/informal learning divide in higher education <u>Catherine Cronin</u> <i>Centre for Excellence in Learning and Teaching, National University of Ireland, Galway</i></p> <p>Collaborative Curiosity: Demonstrating relationships between open education, networked learning and connected learning <u>Laura Park Gogia, MD</u> <i>Academic Learning Transformation Lab, Virginia Commonwealth University</i></p>
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11.15 – 11.45	Refreshments	
11.45 – 13.00	Bowland Suite	<p>Final Plenary Session: Petar Jandric, Laura Czerniewicz, Mike Johnson, Steve Wright.</p> <p>The conference will be brought to a close with a panel discussion of key questions for the future of networked learning raised by conference participants. Please email <i>your</i> questions to NLC2016@lancaster.ac.uk by 5 p.m. on Tuesday 10 May. <i>It may not be possible to discuss all questions in the time available</i>, so the co-chairs and members of the local organising committee <i>will</i> select those we believe will generate an interesting and useful discussion.</p> <p>Close of Conference</p>