

## Conference Programme

Monday 9<sup>th</sup> 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	<b>Welcome:</b> Nicola Owen, Chief Administrative Officer & Secretary, Lancaster University & NLC2016 Committee
		<b>Opening Plenary:</b> Caroline Haythornthwaite
14.00 – 14.30	Refreshments	
14.30 - 16.30	Parallel Session 1	
Symposium 1	Bowland 1	<p><b>Designs for learning with the Semantic Web</b>  <i>Symposium Organisers Dr Fran Tracy<sup>1</sup>, Jesper Jensen<sup>2</sup></i>  <sup>1</sup><i>School of Education, Liverpool John Moores University</i>  <sup>2</sup><i>Department of Design and Communication, University of Southern Denmark</i></p> <p><b>Problematising Participatory Research for Developing Semantic Web Technologies</b>  <u>Frances Tracy</u>  <i>School of Education, Liverpool John Moores University, UK</i></p> <p><b>Challenges and possibilities for Design Based Research with semantic web technology</b>  <u>Jesper Jensen, Nina Bonderup Dohn</u>  <i>Department of Design and Communication, University of Southern Denmark</i></p> <p><b>Semantic Web Learning Technology Design: Addressing Pedagogical Challenges and Precarious Futures</b>  <u>Patrick Carmichael</u>  <i>Faculty of Education and Sport, University of Bedfordshire, UK</i></p>
01	Bowland 2	<p><b>Where have all the students gone? They are all on Facebook Now</b>  <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><b>Designing for Dialogue and Digitality in Higher and Continuing Education</b>  Elsebeth Korsgaard Sorensen<sup>1</sup>, <u>Thomas Kjærgaard</u><sup>1,2</sup>  <sup>1</sup><i>Aalborg University, Aalborg, Denmark</i>, <sup>2</sup><i>University College North, Aalborg, Denmark</i></p>
03		<p><b>Reclaiming distributed cognition in networked learning: An inter-subjective, socio-material perspective</b>  <u>Gale Parchoma</u>  <i>University of Saskatchewan, Saskatoon, Saskatchewan, Canada</i></p>
04		<p><b>Manifesto Redux: making a teaching philosophy from networked learning research</b>  Jen Ross, <u>Sian Bayne</u>  <i>The University of Edinburgh, Edinburgh, UK</i></p>
05(sp)		<p><b>Is technology enhanced learning an interdisciplinary activity?</b>  Eileen Scanlon, Josie Taylor  <i>Open University, Milton Keynes, UK</i></p>
Workshop 1	Dalton Suite	<p><b>Designs for Networked Learning: Using Personal Learning Networks to Build Intercultural Competence</b>  <u>Ann Hill Duin</u>  <i>University of Minnesota, USA</i></p>

06	Training Room 2	<p><b>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.</b></p> <p><u>Syed Ali Tarek</u> Liverpool John Moores University, Liverpool, UK</p>
07		<p><b>OOPS! Or, Designing an Intercultural Online Participatory Seminar in the Spirit of Highlander Folk School</b></p> <p><u>Ilene Dawn Alexander</u><sup>1</sup>, Alexander Fink<sup>2</sup> <sup>1</sup>University of Minnesota - Twin Cities, Minneapolis, Minnesota, USA, <sup>2</sup>University of Minnesota - Twin Cities, St. Paul, Minnesota, USA</p>
08		<p><b>Resisting the Final Word: Challenging stale media and policy representations of students' performative technological encounters in university education</b></p> <p>Sarah Hayes<sup>1</sup>, <u>Petar Jandric</u><sup>2</sup> <sup>1</sup>Aston University, Birmingham, UK, <sup>2</sup>University of Applied Sciences, Zagreb, Croatia</p>
09		<p><b>Gross National Happiness in the Context of Networked Learning</b></p> <p><u>Pär-Ola Zander</u><sup>1</sup>, Choeda Choeda<sup>2</sup>, Tandin Penjor<sup>2</sup>, Kinley Kinley<sup>2</sup> <sup>1</sup>Aalborg University, Aalborg, Denmark, <sup>2</sup>Royal University of Bhutan, Samtse, Bhutan</p>
10(sp)		<p><b>A global blueprint for enhancing opportunities for people with disabilities to access and succeed in higher education</b></p> <p>Katherine Wimpenny, Lynn Clouder, <u>Gemma Tombs</u> Coventry University, Coventry, UK</p>
16.30 – 17.15	Bowland Foyer	<b>Networking Session &amp; Doctoral Consortium Poster Session</b>
19.15	Bowland Foyer	<b>Springer Drinks Reception</b>
20.00	Dalton Suite	<b>Dinner</b>

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

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

## Tuesday 10th May

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

31	Dalton Suite	<b>CmyView: Walking together apart</b> <u>Lucila Carvalho</u> <sup>1</sup> , Cristina Garduño Freeman <sup>2</sup> <sup>1</sup> <i>The University of Sydney, Sydney, Australia,</i> <sup>2</sup> <i>Deakin University, Melbourne, Australia</i>
32		<b>Tools for entertainment or learning? Exploring students' and tutors' domestication of mobile devices</b> <u>Magdalena Bober</u> <sup>1</sup> , Deirdre Hynes <sup>1</sup> , Anshul Lau <sup>2</sup> <sup>1</sup> <i>Manchester Metropolitan University, Manchester, UK,</i> <sup>2</sup> <i>The Leys School, Cambridge, UK</i>
33(sp)		<b>Breaking the boundaries of space and time: A review of applications of bring-your-own-device in higher education</b> <u>Marcus Sundgren</u> , Jimmy Jaldemark <i>Mid Sweden University, Härnösand, Sweden</i>
34(sp)		<b>Non-commissioned Officers' learning through Work in the Finnish Army</b> <u>Otto Pekkarinen</u> <i>Finnish National Defence University, Helsinki, Finland</i>
35(sp)		<b>Teachers defining mobile learning: Conceptualisations emerging in a development project</b> <u>Jimmy Jaldemark</u> , Lena Randevåg <i>Mid Sweden University, Härnösand, Sweden</i>
36(sp)		<b>When we have never been human, what is to be done? Exploring posthumanism within the context of networked learning</b> <u>Ailsa Haxell</u> <i>Auckland University of Technology, Auckland, New Zealand</i>
11.15 – 12.55		<b>Parallel Session 3</b>
37	Training Room 2	<b>Effective team formation in networked learning settings</b> <u>Howard Spoelstra</u> , Peter van Rosmalen <i>Welten Institute, Open University of the Netherlands, Heerlen, The Netherlands</i>
38		<b>Image-sharing in Twitter-based professional conversations</b> <u>Anna Wilson</u> <i>University of Stirling, Stirling, UK</i>
39		<b>The making of mobilities in online work-learning practices</b> <u>Terrie Lynn Thompson</u> <i>University of Stirling, Stirling, UK</i>
40		<b>Dimensions of social learning in teacher education: an exemplary case study</b> <u>Antoine van den Beemt</u> <sup>1</sup> , Emmy Vrieling <sup>2</sup> <sup>1</sup> <i>Eindhoven University of Technology, Eindhoven, The Netherlands,</i> <sup>2</sup> <i>Open University The Netherlands, Heerlen, The Netherlands</i>
12.45 – 13.45		<b>Restaurant- Lunch</b>

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

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



Wednesday 11<sup>th</sup> May

09.30 – 11.15	Parallel Session 5	
53	Bowland 1	<p><b>Qualitative differences in students' perceptions of others in a networked learning environment</b>  <u>Maria Cutajar</u>  <i>University of Malta, Msida, Malta</i></p> <p><b>Experience and networked learning</b>  <u>Chris Jones</u>  <i>Liverpool John Moores University, Liverpool, UK</i></p> <p><b>Teaching-led research? Exploring the digital agencies of software in qualitative research</b>  <u>Stephen Wright</u>, Ibrar Bhatt  <i>Lancaster University, Lancaster, UK</i></p> <p><b>Discursive psychology as a methodology to explore how multiculturalism affects use of learning technologies</b>  <u>Claire Raistrick</u>  <i>University of Warwick, Coventry, UK</i></p>
57	Bowland 2	<p><b>Networked learning: an opportunity to enhance the learning opportunities for students with high functioning autism or Asperger's Syndrome?</b>  <u>Jane Davis</u>  <i>University of Strathclyde, Glasgow, UK</i></p> <p><b>The role of human actors in legitimising informal networked learning of academic digital practice.</b>  <u>Mike Johnson</u><sup>1,2</sup>  <sup>1</sup><i>Cardiff University, Cardiff, UK</i>, <sup>2</sup><i>Lancaster University, Lancaster, UK</i></p> <p><b>Assessment in clinical simulation: current practices, changing influences, and the potential role of networked learning in shaping the future</b>  <u>Andrew West</u><sup>1,3</sup>, Gale Parchoma<sup>2</sup>  <sup>1</sup><i>University of Manitoba, Winnipeg, Manitoba, Canada</i>, <sup>2</sup><i>University of Saskatchewan, Saskatoon, Saskatchewan, Canada</i>, <sup>3</sup><i>University of Calgary, Calgary, Alberta, Canada</i></p> <p><b>Rehabilitation of People with a Brain Injury Through the Lens of Networked Learning. Identity Formation in Distributed Virtual Environments</b>  <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><b>Synergies, differences, and bridges between Networked Learning, Connected Learning, and Open Education (#NLbridge)</b>  Symposium Organisers  Frances Bell, Itinerant Scholar, United Kingdom  Catherine Cronin, National University of Ireland, Galway, Ireland  Laura Gogia, Virginia Commonwealth University, USA</p> <p><b>(Dis)connective Practice in Heterotopic Spaces for Networked and Connected Learning</b>  <u>Frances Bell</u>  <i>Itinerant Scholar</i></p> <p><b>Open, networked and connected learning: Bridging the formal/informal learning divide in higher education</b>  <u>Catherine Cronin</u>  <i>Centre for Excellence in Learning and Teaching, National University of Ireland, Galway</i></p> <p><b>Collaborative Curiosity: Demonstrating relationships between open education, networked learning and connected learning</b>  <u>Laura Park Gogia, MD</u>  <i>Academic Learning Transformation Lab, Virginia Commonwealth University</i></p>
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11.15 – 11.45	<b>Refreshments</b>	
11.45 – 13.00	Bowland Suite	<p><b>Final Plenary Session: Petar Jandric, Laura Czerniewicz, Mike Johnson, Steve Wright.</b></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 <a href="mailto:NLC2016@lancaster.ac.uk">NLC2016@lancaster.ac.uk</a> 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><b>Close of Conference</b></p>