

# Proceedings of the Eighth International Conference on Networked Learning 2012

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***Proceedings for the  
Eighth International Conference on  
Networked Learning 2012***

*2/3/4 April, 2012*

***Joint Organisers:***

***Lancaster University (UK), Open University (NL), Aalborg University (DK),  
Open University (UK)***

***Venue:*** Maastricht School of Management

***Editors:***

Vivien Hodgson, Chris Jones, Maarten de Laat, David McConnell,  
Thomas Ryberg & Peter Sloep

*A research based conference on networked learning in higher education and lifelong  
learning*

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## **Welcome from the Networked Learning Conference series Co-Chairs**

A warm welcome to the 8th International Networked Learning Conference!

The Networked Learning conference series began 14 years ago. Even though we are pleased that other conferences put networked learning on their roster, the Networked Learning conference is the oldest and most prominent event on this topic. It is the only conference that covers networked learning in its full meaning, from its pedagogical underpinnings and applications in formal higher education, to its significance for lifelong learning and professional development.

After a very successful conference in Aalborg, Denmark in 2010 this year's conference has moved to the old and beautiful city of Maastricht in The Netherlands. It is hosted by our colleagues from the Open University of The Netherlands: Peter Sloep, Maarten de Laat, Wim Didderen, Mieke Haemers and various other people at the OUNL who have all worked hard to make the this year's conference as successful as its predecessors.

Following on from the novel and successful series of hosted online hot seats, we have run a similar series prior to this year's conference to warm you up to current issue and themes of the conference. To it, again, various people in the networked learning field have wholeheartedly contributed. We would in particular like to thank Maarten de Laat once more for all his work in organising the hot seats, supported by Jeffrey Keefer and Steve Wright. We hope you found the hot seats as stimulating and valuable as we did.

We hope you will enjoy the 2012 conference, which will be the last for us as Co-chairs. We have thoroughly enjoyed our 12 years as co-chairs of the conference series. We believe the conference is now firmly established as a leading international research conference in the field. We have therefore decided to step down as co-chairs and hand over the role of co-chairs to Thomas Ryberg from Aalborg University and Maarten de Laat from the Open University of the Netherlands, both of whom we are sure are well known to many of you. It has been a privilege to be co-chairs of the conference, which attracts so many interesting and stimulating participants year on year. It has been a great and rewarding experience and we feel we are leaving the conference in very safe hands with Maarten and Thomas as co-chairs.

Many people have been involved in making the Networked Learning Conference the success it is today, but in particular we would like to mention Alice Jesmont who has worked so diligently as the conference administrator, and Chris Jones who has for many years made a significant contribution as a member of the Steering Committee. Both will continue to support the new co-chairs and the next Networked Learning 2014 conference, as indeed we will. We sincerely thank them and everyone else who has contributed to running the conference.

Vivien Hodgson and David McConnell, Founding Co-chairs of the Networked Learning Conference Series

## **Welcome from the organisers at the Open University in The Netherlands**

We are very happy to welcome you to the Open University in the Netherlands (OUNL) and to the city of Maastricht as the venue chosen for the 8th International Networked Learning Conference in April 2012.

With its brief to provide higher, open and distance education, the OUNL has had a keen interest in networked forms of learning ever since the Internet became available to the public. In 2004, this resulted in the establishment of a research programme on Learning Networks, later on in research efforts specifically dedicated to networked learning for teacher training and now culminating in the hosting of the 8th issue of the Networked Learning Conference.

The OUNL is a fairly young university, established in 1983. It has earned itself a solid footing in the academic world, nationally and internationally. Year after year Dutch students publicly praise the quality of its educational approach, earning the OUNL high rankings in national comparisons. Its two expertise centres Ruud de Moor Centrum and Centre for Learning Sciences and Technologies (CELSTEC), the staff of which contributed to the organisation of the present conference, have an international reputation and both carry out research on networked learning.

When the Internet became available to the public at large, the OUNL immediately saw its potential for a more intense engagement with its students. Up to then, students had to physically go to study centres to meet their tutors and peers. Not only was this time consuming and inefficient, students only had access to a selected group of their peers, those who took the trouble to travel. The OUNL's first web presence dates back to 1995 and was called StudyNet. It offered students unprecedented opportunities to access content and interact with each other and tutors, even though in those early days not everyone had the equipment (computer, modem) nor technical abilities to do so. To date, when computers are abundant and free Internet access is about to become a human right, a new social network infrastructure has been launched, OpenU. It embraces the principles of Open Educational Resources and networked learning. More specifically, it tries to make the benefits of social media available for education without its downsides of privacy loss and unsolicited advertisements.

However, the OUNL casts its net wider than higher education only. Acknowledging the need to establish a knowledge society, which demands innovative if not radically new conceptions of education, the OUNL actively researches the value of forms of networked learning for lifelong education and professional development. Ours is the age of networking. Networked learning reflects a small yet powerful movement in a society that ever more explores the realm of the virtual and, in doing so, increasingly investigates, values and utilises the power of networks for how we socialise, learn and work. In that sense, our conference sits at the cutting edge of societal innovation.

We hope this conference will be a meeting place for people from around the world, for theorists and practitioners, for seasoned researchers and brave students, for the mere denizens of a networked society and its policy makers. For only in the meeting of divergent minds, the creativity flourishes that may advance the state of the art of networked learning.

We wish you a pleasant and rewarding conference!

Peter B. Sloep & Maarten de Laat

## Acknowledgements

### Conference Team

**Co Chairs:** Vivien Hodgson, David McConnell

**Local Organising Committee:** Maarten de Laat, Wim Didden, Peter Sloep  
**Programme Committee:** Chris Jones & Thomas Ryberg

**Committee Administrator:** Alice Jesmont

**Local Administrator:** Mieke Haemers

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Maria	Zenios	Lancaster University



## Invited Speakers

### ***Professor Tara Fenwick***



Tara Fenwick is Professor of Professional Education at the School of Education, University of Stirling in Scotland. Her current research and teaching focus on professionals' work, with particular interest in professionals' knowledge sources and strategies in complexity, and the changing nature of professional responsibility. She is the Director of ProPEL, an international network for research in Professional Practice, Education and Learning based at the University of Stirling. Her most recent books include *Actor-Network Theory in Education* (Routledge 2010) with Richard Edwards, *Knowledge Mobilization and Educational Research: Politics, Languages and Responsibilities* (Routledge 2011) with Lesley Farrell, *Emerging Approaches in Educational Research: Tracing the Socio-Material* (Routledge 2011) with Richard Edwards and Peter Sawchuk, and *Educating the Global Workforce* (Routledge 2007) with Lesley Farrell.

### ***Professor Judi Marshall***



Judi Marshall is Professor of Leadership and Learning at Lancaster University Management School, which she joined in 2008. Judi currently works on a range of leadership for sustainability activities, including the Lancaster MA of that title and a Higher Education Innovation Funded project to develop a networked learning Leadership for Sustainability Learning Network. The MA is developing work undertaken at the University of Bath where she was co-initiator and Director of Studies for the MSc in Responsibility and Business Practice, an innovative action research-based programme addressing sustainability and social justice issues and business, launched in 1997. Her interests include inquiry as life practice, action research, women in management, systemic change, the gendering of corporate responsibility and 'responsible' careers. She always seeks to integrate inquiry, research, practice and life.

## **Considering Sustainability in Networked Learning: A dialogue with perspectives of action research and sociomateriality**

**Tara Fenwick and Judi Marshall chaired by Vivien Hodgson**

In this joint presentation, Judi and Tara outline some questions about sustainability that we believe call us all to think about the broader purposes of our practices in promoting networked learning. We see environmental sustainability as 'the capacity for continuance into the long-term future' (Porritt, 2007, p. 33), and as thoroughly interwoven with issues of social justice. It is also complex and contested territory. Learning for sustainability is inordinately challenging, and fraught with tensions and contradictions. Networked learning processes potentially can contribute to developments around sustainability work and learning – and may also reflect these tensions.

In considering these issues, we each approach them from slightly different perspectives that both begin from a premise of 'more-than-human': Judi working with action research and systemic thinking, and Tara with a 'sociomaterial' approach. *Action research* is a term applied to multiple approaches which seek to combine high quality knowing and practice. It can be seen as: 1<sup>st</sup> person inquiry, as someone adopts an inquiring approach to their own assumptions and actions; 2<sup>nd</sup> person inquiry, as people come together to inquire into issues of mutual interest; and 3<sup>rd</sup> person inquiry, which seeks to stimulate engaged, sustained inquiry in a wider community such as an organization or town. These activities are always in relation to, and influenced by, systemic contexts and multiple processes of power. Typically action researchers seek reflexivity, dialogue, context-sensitivity and continual learning. In *sociomaterial perspectives*, 'humans' are not privileged a priori, and materials, nature, technologies etc. are not assumed to be inherently separate and distinct from human activity. Instead, social and material dynamics are considered to be fundamentally entangled in all instances of everyday activity. Bodies, places, knowledge and identities come into being in this entanglement: they don't pre-exist their connections. Sociomaterial analyses can trace, for example, how particular practices and knowledge become naturalised, how these assemblages are sustained over time and space, how they jostle with other assemblages, why some fail, what is excluded and what inequities are created.

In the presentation Tara and Judi each share our different perspectives and their implications for considering sustainability and learning for sustainability. Then through a dialogue facilitated by Vivien, we explore possibilities in applying these ideas to extend our understandings of networked learning.

**Dr Terry Anderson**

Terry is Professor and Canada Research Chair in Distance Education, Athabasca University his networking interests and research include publications on social networking in education application and an ongoing development of an ELGG based system at Athabasca University. He also works with Jon Dron and George Siemens in developing theoretical and connectivist approaches to networking that integrate formal education with lifelong and informal learning. Finally, Terry is the editor of the International Review of Research in Open and Distance Learning (free subscriptions at <http://www.irrodl.org>), the most widely read open access journal focussing on distance education and e-learning.

**Dr Jon Dron**

Jon Dron is an Associate Professor in the School of Computing and Information Systems and member of the Technology Enhanced Knowledge Research Institute (TEKRI) at Athabasca University, Canada, where he mainly works with Terry Anderson and George Siemens in the area of social learning technologies. He is also an Honorary Faculty Fellow in the Faculty of Education & Sport, University of Brighton, UK. Straddling the technology/education divide, his skills range from educational theory to programming. His research interests broadly centre around social aspects of learning technologies, with a particular emphasis on discovering, designing and employing methods and technologies to enable learners to help each other to learn. He is a National Teaching Fellow of the UK Higher Education Academy

**It's hardly easy to be softly hard: freedom and control in learning spaces****Terry Anderson and Jon Dron chaired by Peter Sloep**

Monolithic learning management systems are the mainstay of institutional technology-enhanced learning. While effectively meeting immediate teaching needs of many instructors, these hard technologies work so well because they constrain choices. This can make it difficult to adapt them to the unique and the personal learning needs, opportunities and constraints of individual teachers and learners. However, softer, more malleable, Web 2.0 alternatives create challenges of adaption, adoption, support and safety. In this session we examine education systems and pedagogies and discuss the need to modify these in response to group, network and set applications. We also provide data from the Elgg installation at Athabasca University and discuss the challenges and successes of building and maintaining a personalized boutique networking environment.

## Panel Members

### *Etienne Wenger*



Etienne Wenger-Trayner is a global thought leader in the field of communities of practice and social learning systems. He is the author and co-author of seminal books on communities of practice, including *Situated Learning*, where the term was coined, *Communities of Practice: learning, meaning, and identity*, where he lays out a theory of learning based on the concept, *Cultivating Communities of Practice*, addressed to practitioners in organizations who want to base their knowledge strategy on communities of practice, and *Digital Habitats* on technology for communities. Etienne helps organizations in all sectors apply these ideas through consulting, public speaking, teaching, and research. He is a visiting professor at the universities of Manchester and Aalborg and recently received an honorary doctorate from the University of Brighton.

### *Professor Peter Goodyear*



Peter Goodyear is a Professor of Education at the University of Sydney. Since 2004 has been co-director of the Centre for Research on Computer Supported Learning and Cognition (CoCo). He is an Australian Laureate Fellow and a Senior Fellow of the ALTC.

Before emigrating to Australia in 2003 Peter was Professor of Educational Research at Lancaster University in the UK. He was the founding director of Lancaster's Centre for Studies in Advanced Learning Technology. He has also held academic positions in Belfast, London and Birmingham.

His B.Sc. and D.Phil. degrees are from the University of Ulster. He is also a Fellow of the Chartered Institute of Personnel and Development (UK).

**NETWORKED LEARNING 2012 – Eighth INTERNATIONAL CONFERENCE  
Maastricht School of Management - 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> April, 2012**

**MONDAY 2nd April**

09.00 – 12.00		Doctoral Consortium
11.15 – 12.30	Reception	Refreshments & Registration
12.30 – 13.30	Business Lounge - Lunch	
13.30 – 15.30	Conference Hall	<b>Welcome</b> – Vivien Hodgson & David McConnell ( NL co-chairs) and Maarten de Laat & Peter Sloep (local organisers)
		<b>Opening Plenary:</b> Tara Fenwick & Judi Marshall chaired by Vivien Hodgson
15.30 – 16.00	Refreshments – Business Lounge	
16.00 – 17.45	<b>Parallel Session 1</b>	
<b>Symposium 1</b>	Room 207	<b>Web 2.0 and the Net Generation - A Critical Perspective</b> <b>Symposium Organiser</b> <i>Thomas Ryberg, Department of Communication and Psychology, e-Learning Lab, Aalborg University Copenhagen</i>
		<b>Tales from the Lands of Digital Natives - A Journey to Neverland</b> <i>Thomas Ryberg, Malene Charlotte Ryberg Larsen, Department of Communication and Psychology, e-Learning Lab, Aalborg University Copenhagen</i>
		<b>Changing the rules of the game - experiences with Web 2.0 learning in higher education</b> <i>Hanne Westh Nicolajsen, Department of Communication and Psychology, e-Learning Lab, Aalborg University Copenhagen</i>
		<b>Facilitating Adoption of Web Tools for Problem and Project Based Learning Activities</b> <i>Md. Saifuddin Khalid, Nikorn Rongbutstri, Lillian Buus, Department of Communication and Psychology, e-Learning Lab, Aalborg University Copenhagen</i>
<b>Symposium 2</b>	Conference Hall	<b>Understanding emerging knowledge spillovers in small-group learning settings, a social network perspective</b> <b>Symposium Organisers:</b> <i>Bart Rienties, University of Surrey, Koen Veermans, University of Turku</i>
		<b>Understanding emerging knowledge spillovers in team-group learning settings: Active team learning with limited friendships</b> <i>Nuria Hernandez Nanclares, Universidad de Oviedo, Oviedo, Spain</i> <i>Bart Rienties, University of Surrey, Guildford, United Kingdom</i> <i>Piet Van den Bossche, Universiteit Antwerpen, Belgium &amp; Maastricht University, the Netherlands</i>
		<b>Understanding emerging knowledge spillovers in small-group learning settings: The role of project-based learning, friendship and work-relations</b> <i>Bart Rienties, Peter Alcott, Tony Willis, University of Surrey, Guildford, United Kingdom, Katerina Bohle Carbonell, Maastricht University, Maastricht, the Netherlands</i>
		<b>Understanding emerging knowledge spillovers in small-group learning settings: informal learning in a Problem Based Learning system</b> <i>Juliette Hommes, Maastricht University, The Netherlands, Bart Rienties, University of Surrey, United Kingdom</i>

01	Room 125	<p><b>Selection and adoption of communication technology in a distributed network</b> <i>Mika Sihvonen, Joanna Kalalahti, University of Tampere, Tampere, Finland</i></p>
02		<p><b>What did the Romans ever do for us? 'Next generation' networks and hybrid learning resources</b> <i>Elaine Thomas, Steve Walker, The Open University, Milton Keynes, UK, Paul Richardson, JISC RSC Wales, University of Swansea, Swansea, UK</i></p>
03		<p><b>Social Tools for Networked Learning: Current and Future Research Directions</b> <i>Rory Sie, Adriana Berlanga, Peter Sloep, Kamakshi Rajagopal, Kees Pannekeet, Hendrik Drachslar, Soude Fazeli, Open Universiteit in the Netherlands, Heerlen, The Netherlands</i></p>
04		<p><b>Emerging Technologies and New Learning Ecologies: Learner's Perceptions of Learning in Open and Networked Environments</b> <i>Mohsen Saadatmand, Kristiina Kumpulainen, University of Helsinki, Helsinki, Finland</i></p>
05	Room 123	<p><b>Blended problem-based learning: designing collaboration opportunities for unguided group research through the use of Web 2.0 tools</b> <i>Richard Walker, University of York, York, N. Yorks, UK</i></p>
06		<p><b>Of Conflict in Virtual Learning Communities in the Context of a Democratic Pedagogy: A paradox or sophism?</b> <i>Hayriye Tugba Ozturk, Ankara University, Ankara, Turkey, Omer Simsek, Dicle University, Diyarbakir, Turkey</i></p>
07		<p><b>Evaluating a new approach to learning design</b> <i>Gráinne Conole, University of Leicester, Leicester, UK, Paul Muddin, Rebecca Galley, The Open University, Milton Keynes, UK</i></p>
08		<p><b>The role of feedback in the design of learning activities</b> <i>David Griffiths, Institute for Educational Cybernetics, University of Bolton, Lancashire, UK, Griff Richards, Michelle Harrison, Thompson Rivers University, Open Learning, British Columbia, Canada</i></p>
18.30	Statenzaal	Reception in the Statenzaal at the Gouvernement of the Province of Limburg sponsored by the Province of Limburg
20.00	NH Hotel, Restaurant	Dinner

*Note: Although all papers are listed for Symposium sessions – we can't guarantee the symposium will run in this order – the format and order will be made by the Symposium Convenor.*

### Doctoral Consortium

This year, following on from the successful preconference doctoral consortium at NLC 2010 in Aalborg, a doctoral consortium was part of this morning's programme. Doctoral students in all phases of their PhD projects were invited to submit a 500 word abstract of their research project. This was evaluated for fit with the conference topics and, if found suitable, admitted to the programme. Doctoral students presented their work to each other, to allow for discussion, but also to inform a mentor about it. This mentor commented on the student's research project and, throughout the conference they will introduce the students to experts present who are knowledgeable about the student's research topic. This way it is hoped that PhD candidates get more mileage out of the conference and that the general quality of networked learning research is improved. Mentors that have promised to contribute are: Terry Anderson, Gráinne Conole, Jon Dron, Peter Goodyear, Maarten de Laat, Judi Marshall, Martin Oliver, Peter Sloep, Riina Vuorikari. We would like to thank all mentors very much for their contribution to the doctoral consortium. Finally, we hope that the doctoral consortium proves to be a valuable addition to the conference

## TUESDAY 3rd April

09.00 – 10.45	Parallel Session 2	
Symposium 3	Room 207	<p><b>Transdisciplinary research in technology enhanced/networked learning practices</b></p> <p><b>Symposium Organiser:</b> Gale Parchoma, Lancaster University, UK</p> <p><b>Contested disciplinarity in international doctoral supervision</b> <i>Gale Parchoma, Lancaster University, Jeffrey M. Keefer, New York University</i></p> <p><b>Stage on the page: trying out the metaphor of Japanese Noh and Kabuki theatre as a way to explore text based activities in a Virtual Learning Environment</b> <i>Hilary Thomas, Lancaster University, Lancaster, UK</i></p> <p><b>Content and Language Integrated Learning: Shifting Boundaries and Terrain Mapping</b> <i>Maira Hunter, Ecole Nationale Supérieure d'Architecture Paris-Malaquais, Gale Parchoma, Lancaster University, Lancaster, UK</i></p>
09  10  11  12	Conference Hall	<p><b>Designing for Learning in Coupled Contexts</b> <i>Janne Gleerup, Simon Heilesen, Kevin Mogensen, Roskilde University, Roskilde, Denmark</i></p> <p><b>Measuring the Value of Online Communities and Networks of Practice for Business</b> <i>Joost Robben, Tulser, Maastricht, The Netherlands, Robin Yap, Phronetic International, Toronto, Canada</i></p> <p><b>Reconceptualising space in networked learning</b> <i>Susan. M. Smith, Lancaster University, Lancaster, Lancashire, UK</i></p> <p><b>Organizing Networked Learning</b> <i>Anne-Marie Poorthuis, Stichting Eigentijdse Verbindingen, Kortenhoef, The Netherlands</i></p>
13  14  15	Room 125	<p><b>Use of Visual Analysis to Investigate Networked Learning in Online Forums</b> <i>Rebecca Ferguson, The Open University, Milton Keynes, UK</i></p> <p><b>Analysing Collaborative Processes and Interaction Patterns in Online Discussions</b> <i>Canan Blake, Eileen Scanlon, The Open University, Milton Keynes, UK</i></p> <p><b>A proposed model of a visual interaction analysis graph for studying educational interactions and their impact on learning within a technology enhanced learning environment</b> <i>Arkendu Sen, Monash University Sunway Campus, Selangor, Malaysia, Don Passey, Lancaster University, Lancaster, UK</i></p>



## TUESDAY 3rd April

16	Room 123	<b>The spectacle and the placeholder: digital futures for reflective practices in higher education</b> <i>Jen Ross, University of Edinburgh, Edinburgh, UK</i>
17		<b>Aggregate, then Curate: Digital learning champions and informational resources</b> <i>Andrew Whitworth, University of Manchester, Manchester, UK, Fred Garnett, London Knowledge Lab, London, UK</i>
18		<b>Information Aggregation in Networked Learning: The Human Factor and Serendipity</b> <i>Rita Kop, National Research Council of Canada, Moncton, NB, Canada</i>
19		<b>Wise words and dread warnings: making sense of (virtual) groups</b> <i>Linda Perriton, University of York, York, UK, Michael Reynolds, Lancaster University, Lancaster, UK</i>
10.45 – 11.15	Refreshments – Business Lounge	
11.15 – 12.30	<b>Parallel Session 3</b>	
20	Room 207	<b>Promoting connections through Community Equity</b> <i>Mike Johnson, Cardiff University, Cardiff, UK</i>
21		<b>Learning through network interaction: the potential of ego-networks</b> <i>Asli Unlusoy, Mariette de Haan, Utrecht University, Utrecht, The Netherlands, Kevin Leander, Vanderbilt University, Nashville, USA</i>
22		<b>Social learning in Learning Networks through peer support: research findings and pitfalls</b> <i>Francis Brouns, Amy Hsiao, Open Universiteit, Heerlen, The Netherlands</i>
<b>Symposium 4</b>	Conference Hall	<b>Learning Networks for Professional Development: Current Research Approaches and Future Trends</b> <b>Symposium Organisers:</b> <i>Adriana J. Berlanga &amp; Riina Vuorikari</i> <i>Open University of The Netherlands</i> <b>Learning Analytics in a Teachers' Social Network</b> <i>Manh Cuong Pham, Yiwei Cao, Zinayida Petrushyna, Ralf Klamma</i> <i>Information Systems and Databases, RWTH Aachen University, Germany</i> <b>Supporting Teachers' Networked Learning Skills for More Online Engagement</b> <i>Kamakshi Rajagopal, Adriana J. Berlanga, Peter B. Sloep, Centre for Learning Sciences and Technologies, Open University of the Netherlands</i> <b>Teacher Collaboration in the Context of Networked Learning. Current eTwinning Practices and Future Perspectives</b> <i>Romina Cachia &amp; Yves Punie, Institute for Prospective Technological Studies (IPTS), European Union Joint Research Centre (JRC), Seville Spain</i>



<b>TUESDAY 3rd April</b>		
<b>23</b>	<b>Room 125</b>	<p><b>Participation and Alienation in Online Networked Learning: Social Affordances to find People and to build Social Capital</b>  <i>Karel Kreijns, Frederik Van Acker, Marjan Vermeulen, Hans van Buuren, Open Universiteit Nederland, Heerlen, The Netherlands</i></p>
<b>24</b>		<p><b>Online Learning Communities for Teachers' Continuous Professional Development: case study of an eTwinning Learning Event</b>  <i>Brian Holmes, University of Lancaster, Lancaster UK &amp; European Commission EACEA, Brussels, Belgium, Julie-Ann Sime, University of Lancaster, Lancaster, UK</i></p>
<b>25</b>		<p><b>Virtual Learning Professional Development: Moderators and Cognitive Presence</b>  <i>Shaunna Joannidou, University of Cyprus, Nicosia, Cyprus, University of Lancaster, UK, Julie-Ann Sime, University of Lancaster, UK</i></p>
<b>26</b>	<b>Room 123</b>	<p><b>E-pedagogical design of a UK work-based learning programme</b>  <i>Claire Raistrick, University of Warwick, Coventry, UK</i></p>
<b>27</b>		<p><b>Teachers' self and the lifelong learning transitions through networked learning experiences</b>  <i>Juliana Elisa Raffaghelli, University of Venice - Interuniversity Center for Educational Research and Advanced Training, Venice, Italy</i></p>
<b>28</b>		<p><b>Work-Based Networked Learning: a bottom-up approach to stimulate the professional development of teachers</b>  <i>Bieke Schreurs, Maarten De Laat, Open University of The Netherlands, Heerlen, The Netherlands</i></p>
12.30 – 13.30	Lunch – Business Lounge	

*Note: Although all papers are listed for Symposium sessions – we can't guarantee the symposium will run in this order – the format and order will be made by the Symposium Convenor.*

## TUESDAY 3rd April

13.30 – 14.45	Conference Hall	<b>Second Plenary:</b> Terry Anderson & Jon Dron chaired by Peter Sloep
14.45 – 15.30		<b>Poster Session</b>
<b>P1</b>	Business Lounge	<b>The Director's Story: iPads in the Directing Class</b> Jane Costello, Memorial University of Newfoundland, St. John's, NL, Canada & Lancaster University, Lancaster, UK
<b>P2</b>		<b>Developing a reflective practice in instructional design</b> Ioana Hartescu, SC SOFTWIN SRL, Bucharest, Romania & Lancaster University, Lancaster, UK
<b>P3</b>		<b>Communities of practice in the digital age. Managing communities with the use of social networking tools.</b> Violetta Pleshakova, European University of Viadrina, Frankfurt (Oder), Germany
<b>P4</b>		<b>Improving assessment practices - is there a place for online marking?</b> Claire Raistrick, University of Warwick, Coventry, UK
<b>P5</b>		<b>A networked learning-informed investigation of introducing blended simulation based medical education in a UK National Health Service context</b> Armineh Shahoumian, Gale Parchoma, Maria Zenios, Lancaster University, Lancaster, UK. Jackie Hanson, Mike Dickinson, Mark Pimblett, Lancashire Teaching Hospitals NHS Trust, Preston, UK
<b>P6</b>		<b>Appreciating networked learning: Value creation in practice</b> Daniel van Amersfoort, Femke Nijland, Maarten De Laat RdMC, Open University, Heerlen, The Netherlands
15.30 – 16.00	Business Lounge – Poster Session Cont & Refreshments	
16.00 – 17.45	<b>Parallel Session 4</b>	
<b>Symposium 5</b>	Room 207	<p><b>Variations in the Experience of Phenomenographic Research</b></p> <p><b>Symposium Organisers:</b> <i>Marguerite Koole, Athabasca University, Canada &amp; Lancaster University, UK Jane Costello, Memorial University, Canada &amp; Lancaster University, UK</i></p> <p><b>Phenomenography and elearning in art and design</b> <i>Nicos Souleles, Department of Multimedia and Graphic Arts, Faculty of Applied Arts and Communication, Cyprus University of Technolog</i></p> <p><b>A Social Media Networked Learning Ecology Perspective</b> <i>Justin Bonzo, Centre for Technology Enhanced Learning, Lancaster University</i></p> <p><b>Perceptions of guest lecturers' impact on online learning communities</b> <i>Jane Costello, Distance Education, Learning and Teaching Support, Memorial University of Newfoundland, Canada, Centre for Technology Enhanced Learning, Lancaster University</i></p> <p><b>A Social Constructionist Approach to Phenomenographic Analysis of Identity Positioning in Networked Learning</b> <i>Marguerite Koole, Centre for Distance Education, Athabasca University, Centre for Technology Enhanced Learning, Lancaster University</i></p>

29	Conference Hall	<b>Networked Curricula: Fostering transnational partnerships in open and distance education and blended learning</b> <i>George Ubachs, EADTU, Heerlen, The Netherlands</i>
30		<b>Professional development and innovative pedagogy in an online community through the lens of activity theory</b> <i>Brenda G Kaulback, Fielding Graduate University, Santa Barbara, California, USA &amp; Knowledge in the Public Interest, New York, NY, USA</i>
31		<b>The Collaborative Remix of Cyberculture on the Web Project: Advancing Learning Through Students' Engagement</b> <i>Eduardo Junqueira, Universidade Federal do Ceará, Fortaleza, Ceará, Brazil</i>
32		<b>Curriculum Framework Considerations for Introducing Networked Learning within a Career-Focused Higher Education Institution: A case study of the Polytechnic of Namibia.</b> <i>Georgina Avard, Polytechnic of Namibia, Windhoek, Namibia, Maria Zenios, Lancaster University, Lancaster, UK</i>
33	Room 125	<b>Variations in students' experience of networked learning in a post-compulsory pre-university context</b> <i>Maria Cutajar, Junior College, University of Malta, Msida, Malta, Maria Zenios, University of Lancaster, Lancaster, UK</i>
34		<b>A tacit-knowledge perspective on networked learning</b> <i>Nina Bonderup Dohn, Institute of Business Communication and Information Science, University of Southern Denmark, Kolding, Denmark</i>
35		<b>Teachers' experiences of using Learning Technology in Pakistan</b> <i>Uzair Shah, Vivien Hodgson, Lancaster University, Lancaster, UK, Kiran Trehan, University of Birmingham, Birmingham, UK</i>
36		<b>Exploring phenomenology for researching lived experience in Technology Enhanced Learning</b> <i>Hans Oberg, The Netbased Education Unit, University of Skovde, Skovde, Sweden, Alex Bell, School of Business, University of Wales, Trinity Saint David, Carmarthen, UK</i>
37	Room 123	<b>Supporting older adults in using technology for lifelong learning: the methodological and conceptual value of Wizard of Oz simulations</b> <i>Rebecca Eynon, Chris Davies, Wayne Holmes, University of Oxford, Oxford, UK</i>
38		<b>Issues in Internationalization of education: The case of a Danish Business School exporting a blended learning MBA program to developing countries.</b> <i>Sandra Safwat, Aalborg University, Aalborg, Denmark &amp; IBSS, Copenhagen, Denmark, Ann Bygholm, Kirsten Jaeger, Aalborg University, Aalborg, Denmark</i>
39		<b>Combining collaboration spaces: Identifying patterns of tool use for decision-making in a networked learning environment</b> <i>Kate Thompson, Nick Kelly, The University of Sydney, NSW, Australia</i>
18.30	Garden Bar – Ground Floor NH Hotel	Drinks Reception (Sponsored by Springer)
19.30	Coaches Leave	Dinner - Kasteel Vaeshartelt

WEDNESDAY 4<sup>th</sup> April

09.00 – 10.45		Parallel Session 5
<b>Symposium 6</b>	Room 207	<p><b>The place of technology in networked learning</b>  <b>Symposium Organiser:</b> <i>Chris Jones</i>  <i>The Institute of Educational Technology, The Open University, UK</i></p> <p><b>Learning with technology as coordinated sociomaterial practice: digital literacies as a site of praxiological study</b>  <i>Martin Oliver, London Knowledge Lab, Institute of Education, UK</i></p> <p><b>Towards an ontology of networked learning</b>  <i>Steve Walker, Dept. of Communication &amp; Systems. The Open University, UK, Linda Creanor, Learning Enhancement and Academic Development (GCU LEAD), Glasgow Caledonian University, UK</i></p> <p><b>Networked Learning and digital technology</b>  <i>Chris Jones, The Institute of Educational Technology, The Open University, UK</i></p>
<b>40</b>	Conference Hall	<p><b>Supervisors' utterances in online supervision of first-year students' dissertations</b>  <i>Jimmy Jaldemark, Gunnar Augustsson, Mid Sweden University, Harnosand, Sweden</i></p>
<b>41</b>		<p><b>Exploring social recommenders for teacher networks to address challenges of starting teachers</b>  <i>Soude Fazeli, Francis Brouns, Hendrik Drachsler, Peter Sloep, Open University of the Netherlands, Heerlen, The Netherlands</i></p>
<b>42</b>		<p><b>People in Personal Learning Networks: Analysing their Characteristics and Identifying Suitable Tools</b>  <i>Kamakshi Rajagopal, Steven Verjans, Peter Sloep, Open Universiteit, Heerlen, The Netherlands, Cristina Costa, University of Salford, Salford, UK</i></p>

43	Room 125	<b>Mobile Learning and Immutable Mobiles: using iPhones to support informal learning in craft breweries</b> <i>Steven Wright, Gale Parchoma, Lancaster University, Lancaster, UK</i>
44		<b>The objects of e-learning: Rethinking implementation, or not learning from the history of technology</b> <i>John Hannon, La Trobe University, Melbourne, Australia</i>
45		<b>The politics of the delete button: Interrupting online work-learning practices</b> <i>Terrie Lynn Thompson, Athabasca University, Edmonton, Alberta, Canada</i>
46		<b>Student author as actor network? Using ANT to explore digital literacies in higher education</b> <i>Lesley Gourlay, Institute of Education, University of London, London, UK</i>
47	Room 123	<b>Detecting mathematics learning online</b> <i>Joseph Corneli, Knowledge Media Institute, The Open University, Milton Keynes, UK, Marisa Ponti, Department of Applied ID, Chalmers-University of Gothenburg, Gothenburg, Sweden</i>
48		<b>Social Network Analysis as a method to study the structure of contacts within teams of a school for secondary education</b> <i>Celeste Meijs, Maarten de Laat, Open University of The Netherlands, Heerlen, The Netherlands</i>
49		<b>Informal networked learning; a network in the wild</b> <i>Ailsa Haxell, Deakin University, Melbourne, Victoria, Australia &amp; Auckland University of Technology, Auckland, New Zealand</i>
50		<b>ÉduCoP case study: the Community of Practice of learners in Educational Sciences at the University of Liège</b> <i>Brigitte Denis, Marie-Laure Bomgart, University of Liège, CRIFA, Liège, Belgium</i>
10.45 – 11.15	Refreshments – Business Lounge	
11.15 – 12.30	Conference Hall	<b>Panel Discussion:</b> Terry Anderson, John Dron, Peter Goodyear, Tara Fenwick, Judi Marshall, Etienne Wenger – chaired by David McConnell  <b>Close of Conference</b>

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Dickinson	Mike	Lancashire Teaching Hospitals NHS Trust	P5
Hanson	Jackie	Lancashire Teaching Hospitals NHS Trust	P5
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**Lancaster University** based in the North West of England, UK, has international recognition for the quality of its teaching and research. The University has a long history of research and teaching in the area of technology supported learning and has been a co-organiser of the Networked Learning conference since 2000. Both Educational Research and Management Learning and Leadership departments are seen as leading centres of international research and Networked Learning is a critical area of research for both Departments. The two departments were founding members of The Centre for the Study of Advance Learning Technology (CSALT) and each has offered networked learning post experience professional Masters Programmes since 1989.

The Department of Educational Research offers a structured, part-time Doctoral Programme in E-Research and Technology Enhanced Learning leading to a PhD. This innovative programme combines a limited number of face-to-face residential meetings with considerable 'online' learning and is available to anyone in the world wishing to develop their e-learning research and practice.

The Department of Management Learning and Leadership (DMLL) is part of the Lancaster University Management School, which is considered one of the top Management Schools in the UK. DMLL is the leading academic centre in Europe solely committed to the critique and improvement of learning process and approaches for managers, leaders and organisations.

DMLL offers a part time networked learning MA in Management Learning and Leadership (MAMLL) which incorporates both residential workshops and online work in a networked worked learning environment – details at

<http://www.lums.lancs.ac.uk/masters/mamll/>

In addition it supports a Leadership for Sustainability Learning Network (LSLN) for people who want to engage with other individuals, organizations and communities who care about, and are working for, a sustainable future; for further information see <http://www.lums.lancs.ac.uk/departments/dml/lsln/>

Further details of research and teaching in both departments can be found for Educational Research at: <http://www.lancs.ac.uk/fass/edres/> and Management Learning and Leadership at: <http://www.lums.lancs.ac.uk/departments/DML/>

**The Open University of the Netherlands** was established in 1983. Next to its faculties, the OUNL has two expertise centres, the Centre for Learning Sciences and Technologies (CELSTEC) and the Ruud de Moor Centrum.

The CELSTEC's core activities are research, innovation and education & training. It aims to improve learning at work, at school, at home and on the move, by combining state-of-the-art knowledge in the Learning Sciences with the innovative powers of new Information and communication technologies; this includes an involvement in education innovation projects of the OUNL's faculties. CELSTEC's research is organised in three programmes: Learning and Cognition, Learning Networks and Learning Media, focusing on cognitive aspects of learning, on learning in online social networks, and on the use of media for learning respectively. Research is funded by the OUNL, by national programmes and by the EU. CELSTEC furthermore provides a distance-taught master programme in Educational Sciences (in Dutch).

The Ruud de Moor Centrum focuses on the professional development of teachers. The centre carries out practice-based research in professional development of teachers and evaluates teacher-learning activities. Through research the centre stimulates professional development of teachers and contributes to the quality of teachers in the Netherlands. To connect theory to practice research is conducted in close collaboration with teachers and schools of primary, secondary and vocational education. The centre works on projects, submitted by school managers, directors and teachers, to tackle wicked problems and help to start innovation processes to stimulate the professional development of teachers. The centre works closely with different institutes in education and other departments within the OUNL. All research is focussed on 'informal learning at the teachers' workplace'.

**Aalborg University** has been one of the pioneers in the Danish context to work with networked learning from both a practice and research perspective.

A fairly young university, established in 1974, it was founded on the pedagogical concept of problem and project based learning (the Aalborg PBL model). This concept has been very important for teaching and learning, but also for research at Aalborg University, which focuses on real world problems, interdisciplinary approaches, projects, external collaboration and participatory design.

As early as the late 1980's the first experiments with networked learning supported by computer conferencing took place at AAU. The experiments were based on a PBL approach but extended beyond the physical classroom by integrating online communities and online collaboration environments. These early projects were further developed later into pedagogical models of networked learning for on-campus, as well as off-campus educational programs, supported by networked technologies and digital media. For example the Master in ICT and Learning <http://www.mil.aau.dk>, which is a Danish online masters' program for professionals run in a collaboration between four Danish Universities; or the international Master in Problem Based Learning in Engineering and Science <http://www.mpbl.aau.dk> run by the UNESCO chair in Problem Based Learning, Aalborg University. Along with the practical experimental approach the theoretical focus has been on networked learning, computer supported collaborative learning and participatory approaches to learning and design.

Particularly researchers from 'e-Learning Lab - center for user driven innovation, learning and design' <http://www.ell.aau.dk> within the Department of Communication and Psychology, have been actively participating in the Networked Learning Conference over the years; and were involved as local organisers for the Networked Learning Conference 2010 held in Aalborg."

**The Open University** has built an enviable reputation, since its creation in 1969 as a world leader in distance education, and has supported over 170,000 postgraduate students on taught masters and PhD programmes. The OU has awarded more than 90,000 postgraduate qualifications, including more than 43,000 masters degrees.

The Centre for Research in Education and Educational Technology (CREET) at the OU is one of the leading education research units in the UK. It is an internationally respected centre of excellence, pursuing innovative and rigorous research that influences policy and practice. It offers a variety of postgraduate opportunities including Masters level qualifications in:

Education

This professional qualification is the ideal masters degree if you're a teacher or work in the education advisory service, educational administration or an allied field.

Online and Distance Education

Experts designed this MA using information technology that reinvents open learning – putting you at the forefront of theory and practice in online and distance education.

CREET offers a standard PhD programme in education and educational technology and a preparatory Masters in Research, providing initial research training for PhD students.

CREET also offers a part-time qualification. The EdD is a doctoral qualification for professionals who already have a Masters degree and who want to develop as researching professionals.

Further information can be found at: [http://www3.open.ac.uk/study/research-degrees/education\\_and\\_educational\\_technology.htm](http://www3.open.ac.uk/study/research-degrees/education_and_educational_technology.htm)

## Springer New York Publish Important Book on Networked Learning

We are pleased to announce an edited book published by Springer, New York featuring selected papers from the Networked Learning Conference. This important relationship with Springer publishers ensures a wider audience for the Conference, indicating the high quality of papers presented at the Conference and the importance of the Conference in leading and shaping opinion in networked learning.

The book features selected papers from the 2010 Conference which was held in Aalborg, Denmark, titled "*Exploring the Theory, Pedagogy and Practice of Networked Learning*", edited by the Conference Co-Chairs, Lone Dirckinck-Holmfeld, Vivien Hodgson and David McConnell.

Fifteen papers from the 2010 Networked Learning Conference appear in the book, with two chapters by the editors. The book aims to show the present state of art in Networked Learning research and pedagogy, as well as providing a history of networked learning as it relates to the Networked Learning Conference, and a concluding chapter which focuses on the current trends in the theory, practice and pedagogy of networked learning. This is essential reading for researchers, teachers and students of networked learning, and anyone who has an interest in the role of learning, teaching and assessment in higher education supported by learning technologies.

Springer are sponsoring a reception and book launch on Tuesday April 4th, from 18.30pm in the Garden Bar at the NH Maastricht Hotel.

All Conference Delegates are invited and we expect several chapter authors to be present at the reception. Negotiations are underway with Springer about publishing a Networked Learning book series that will be associated with all future Networked Learning Conferences.

