

**Eleventh International Conference on Networked Learning (NLC2018)**  
**Hotel Dubrovnik, Zagreb, Croatia.**  
**14<sup>th</sup>/15<sup>th</sup>/16<sup>th</sup> May 2018**  
**CONFERENCE PROGRAMME**

<b>Monday 14<sup>th</sup> May, 2018</b>		
11.30 – 12.30	<b>Registration</b> – Ban Jelačić Reception Hall	
12.00 – 12.45	<b>Lunch</b> – Centrum Hall	
12.45 – 13.00	Ban Jelačić	Welcome & Opening of Conference
13.00 – 14.00		<b>Opening Plenary – Laura Czerniewicz – Rebundling Higher Education in an Age of Inequality.</b>
14.00 – 14.30	<b>Refreshments</b> - Ban Jelačić Reception Hall	
14.30 – 16.15	<b>Parallel Session 1</b>	
<b>01</b>	Ban Jelačić	<b>Toward theorizing spatial-cultural ‘othering’ in networked learning and teaching practices</b> <u>Dorothea Nelson</u> <sup>1</sup> and Gale Parchoma <sup>2</sup> <sup>1</sup> University of Calgary, Calgary, Canada. <sup>2</sup> University of Saskatchewan, Saskatoon, Canada.
<b>02</b>		<b>Laugh with us, not at us: parody and networked learning</b> <u>Christine Sinclair</u> University of Edinburgh, Edinburgh, United Kingdom.
<b>03</b>		<b>Knowledgeability and modes of identification in (dis)embodied boundary practice in networked learning</b> <u>Marianne Riis</u> <sup>1</sup> and <u>Lone Dirckinck-Holmfeld</u> <sup>2</sup> <sup>1</sup> Metropolitan University College, København N, Denmark. <sup>2</sup> Aalborg University, Aalborg, Denmark.
<b>04</b>		<b>21century learning skills revisited - a conceptual paper on leaving 'gaps' and going deep</b> <u>Thomas Kjærgaard</u> and Susanne Dau University College North, Aalborg SØ, Denmark.
<b>05</b>	Ban Zrinski	<b>Teachers' experiences using networked technologies for teaching</b> <u>Maria Cutajar</u> University of Malta, Msida, Malta.
<b>06</b>		<b>Domesticating Everyday Technologies for Teaching</b> <u>Wendy Freeman</u> Ryerson University, Toronto, Canada.
<b>07</b>		<b>Interactive Digital Learning in a University Lecture Room</b> <u>Mika Sihvonen</u> University of Tampere, Tampere, Finland.
<b>08</b>		<b>Understanding the variation in MBA students' experiences of using Learning Technology in Pakistan</b> <u>Ahmad Timsal</u> , <u>Vivien Hodgson</u> and Uzair Shah Lancaster University, Lancaster, United Kingdom.
<b>Symposium 1</b>	Ban Frankopan	<b>What will e-Teaching be like in a future networked university?</b> Symposium Organiser: <u>Michael Power</u> Faculty of Education, Université Laval, Quebec, Canada.
<b>Workshop 1</b>	Ban Mažuranić	<b>Designing, deploying, and studying internationally networked collaboration: The Trans-Atlantic and Pacific Project (TAPP) model</b> <u>Elisabet Arnó</u> <sup>1</sup> , <u>Ann Hill Duin</u> <sup>2</sup> , Bruce Maylath <sup>3</sup> , Birthe Moustén <sup>4</sup> , <u>Giuseppe Palumbo</u> <sup>5</sup> , Sonia Vandepitte <sup>6</sup> , <sup>1</sup> Polytechnic University of Catalonia, Spain, <sup>2</sup> University of Minnesota, USA, <sup>3</sup> North Dakota State University, USA, <sup>4</sup> Aalborg University/Aarhus University, Denmark, <sup>5</sup> University of Trieste, Italy, <sup>6</sup> Ghent University, Belgium.

<b>Monday 14th May, 2018</b>		
16.15 – 18.00		<b>Parallel Session 2</b>
<b>09</b>	Ban Jelačić	<p><b>The relationship between age, technology acceptance model and grades obtained in the training of professional emergency services</b>  David Lluch and <u>Begoña Gros</u>  <i>Universitat de Barcelona, Barcelona, Spain.</i></p>
<b>10</b>		<p><b>Understanding and Identifying Cognitive Load in Networked Learning</b>  <u>Benjamin Kehrwald</u><sup>1</sup> and Brendan Bentley<sup>2</sup>  <sup>1</sup><i>University of South Australia, Adelaide, Australia.</i> <sup>2</sup><i>The University of Adelaide, Adelaide, Australia.</i></p>
<b>11</b>		<p><b>Distributed learning and isolated testing: tensions in traditional assessment practices</b>  Tim Fawns and <u>Clara O'Shea</u>  <i>University of Edinburgh, Edinburgh, United Kingdom</i></p>
<b>12</b>		<p><b>Visualising the code: a study of student engagement with programming in a distance learning context</b>  <u>Elaine Thomas</u>, Soraya Kouadri Mostéfaoui and <u>Helen Jefferis</u>  <i>The Open University, Milton Keynes, United Kingdom.</i></p>
<b>13</b>	Ban Zrinski	<p><b>Designing for youth engagement across formal and informal learning networks</b>  <u>Patricia Thibaut</u><sup>1</sup> and Lucila Carvalho<sup>2</sup>  <sup>1</sup><i>Universidad Austral de Chile, Valdivia, Chile.</i> <sup>2</sup><i>Massey University, Auckland, New Zealand.</i></p>
<b>14</b>		<p><b>Learning in the wild: Predicting the formation of ties in 'Ask' subreddit communities using ERG models</b>  Marc Esteve Del Valle<sup>1</sup>, <u>Anatoliy Gruzd</u><sup>2</sup>, Caroline Haythornthwaite<sup>3</sup>, Priya Kumar<sup>2</sup>, Sarah Gilbert<sup>4</sup> and Drew Paulin<sup>5</sup>  <sup>1</sup><i>University of Groningen, Groningen, Netherlands.</i> <sup>2</sup><i>Ryerson University, Toronto, Canada.</i> <sup>3</sup><i>Syracuse University, Syracuse, USA.</i> <sup>4</sup><i>University of British Columbia, Vancouver, Canada.</i> <sup>5</sup><i>University of California, Berkeley, Berkeley, USA.</i></p>
<b>15</b>		<p><b>Students' digital learning environments</b>  Francesco Caviglia<sup>1</sup>, <u>Christian Dalsgaard</u><sup>1</sup>, Jacob Davidsen<sup>2</sup> and <u>Thomas Ryberg</u><sup>2</sup>  <sup>1</sup><i>Aarhus University, Aarhus, Denmark.</i> <sup>2</sup><i>Aalborg University, Aalborg, Denmark.</i></p>
<b>16</b>		<p><b>Networked learning in children's transition from day-care to school: Connections between contexts</b>  <u>Ane Bjerre Odgaard</u>  <i>University of Southern Denmark, Department of Design and Communication, Kolding, Denmark.</i></p>
<b>Workshop 2</b>	Ban Frankopan	<p><b>Are you readyee? Taking the “eek” out of participating in fully online communities: Exploring Readiness using the Fully Online Learning Community (FOLC) Model</b>  <u>Elizabeth Childs</u><sup>1</sup> and Roland van Oostveen<sup>2</sup>  <sup>1</sup><i>Royal Roads University, Victoria, Canada.</i> <sup>2</sup><i>University of Ontario, Ontario, Canada.</i></p>
<b>Workshop 3</b>	Ban Mažuranić	<p><b>Pathways to openness in NWL research: the case of Open Data</b>  <u>Juliana Elisa Raffaghelli</u>  <i>Open University of Catalonia, Spain.</i></p>
19.00		<b>Drinks Reception - Ban Jelačić Reception Hall</b>

<b>Tuesday 15th May, 2018</b>		
09.00 – 10.45		<b>Parallel Session 3</b>
17	Ban Jelačić	<p><b>Encounters with the mobilage (virtual or actual)?</b>  <u>Mike Johnson</u>  <i>Cardiff University, Cardiff, United Kingdom. Lancaster University, Lancaster, United Kingdom.</i></p>
18		<p><b>Amira's complexity and cosmopolitanism: the role of disposition in mobilities and mobile learning</b>  <u>Michael Gallagher</u>  <i>University of Edinburgh, Edinburgh, United Kingdom.</i></p>
19		<p><b>Making digital compost: place-responsive pedagogy at a distance</b>  <u>Sharon Boyd</u>  <i>University of Edinburgh, Edinburgh, United Kingdom.</i></p>
20		<p><b>Learning how kinds matter: A posthuman rethinking Ian Hacking's concepts of kinds, dynamic nominalism and the looping effect</b>  <u>Clara O'Shea</u>  <i>University of Edinburgh, Edinburgh, United Kingdom.</i></p>
21	Ban Zrinski	<p><b>A Flipped Classroom Model for Inquiry-Based Learning in Cyprus Primary Education Context</b>            Maria Loizou Raouna<sup>1</sup> and <u>Kyungmee Lee</u><sup>2</sup>  <sup>1</sup><i>Ministry of Education and Culture, Nicosia, Cyprus.</i> <sup>2</sup><i>Lancaster University, Lancaster, United Kingdom.</i></p>
22		<p><del><b>Blended Simulation Based Education: An exploration of a highly networked learning environment and conceptualisation of complex learning practices</b></del>  <u>Armineh Shahoumian</u><sup>1</sup>, <u>Murray Saunders</u><sup>1</sup>, <u>Gale Parchoma</u><sup>2</sup>, <u>Maria Zenios</u><sup>3</sup> and <u>Jacky Hanson</u><sup>4</sup>  <sup>1</sup><i>Lancaster University, Lancaster, United Kingdom.</i> <sup>2</sup><i>University of Saskatchewan, Saskatoon, Canada.</i> <sup>3</sup><i>University of Central Lancashire Cyprus, Larnaca, Cyprus.</i> <sup>4</sup><i>Lancashire Teaching Hospitals NHS Trust, Preston, United Kingdom.</i></p>
23		<p><b>The Unbundled University: Researching emerging models in an unequal landscape. Preliminary findings from fieldwork in South Africa</b>  <u>Bronwen Swinnerton</u><sup>1</sup>, <u>Mariya Ivancheva</u><sup>1</sup>, <u>Taryn Coop</u><sup>1</sup>, <u>Carlo Perrotta</u><sup>1</sup>, <u>Neil P Morris</u><sup>1</sup>, <u>Rebecca Swartz</u><sup>2</sup>, <u>Laura Czerniewicz</u><sup>2</sup>, <u>Alan Cliff</u><sup>2</sup> and <u>Sukaina Walji</u><sup>2</sup>  <sup>1</sup><i>University of Leeds, Leeds, United Kingdom.</i> <sup>2</sup><i>University of Cape Town, Cape Town, South Africa.</i></p>
24		<p><b>Scope of Virtual Reality (VR) Based Disaster Preparedness Training for the Less Literate and Illiterate People</b>  <u>Syed Tarek</u>  <i>Earth Aid, London, United Kingdom.</i></p>
<b>Workshop 4</b>	Ban Frankopan	<p><b>Online Peer Observation: Use of a Model to Un-tangle our Pragmatic Action from Reflective Practice</b>  <u>Nick Bowskill</u><sup>1</sup>, <u>Susan Brock</u><sup>2</sup>, <u>Maria Mavrommati</u><sup>3</sup>  <sup>1</sup><i>University of Derby, UK,</i> <sup>2</sup><i>Laureate International Universities, Amsterdam,</i> <sup>3</sup><i>Aristotle University, Greece</i></p>
<b>Workshop 5</b>	Ban Mažuranić	<p><b>Bridging the gap between Networked Learning and Learning Analytics</b>  <u>Daria Kilinska</u>, <u>Thomas Ryberg</u>  <i>Aalborg University, Aalborg, Denmark</i></p>
<b>10.45 – 11.15</b>	<b>Refreshments - Ban Jelačić Reception Hall</b>	

<b>Tuesday 15th May, 2018</b>		
11.15 – 12.45		<b>Parallel Session 4</b>
<b>25</b>	Ban Jelačić	<p><b>Surveillance, (dis)trust and teaching with plagiarism detection technology</b>  <u>Jen Ross</u> and Hamish Macleod  <i>University of Edinburgh, Edinburgh, United Kingdom.</i></p>
<b>26</b>		<p><b>Whose domain and whose ontology? Preserving human radical reflexivity over the efficiency of automatically generated feedback</b>            Amanda Beattie<sup>1</sup>, Sarah Hayes<sup>1</sup> and <u>Petar Jandric</u><sup>2</sup>  <sup>1</sup>Aston University, Birmingham, United Kingdom. <sup>2</sup>Zagreb University of Applied Sciences, Zagreb, Croatia.</p>
<b>27 S/P</b>		<p><b>Mapping AI and Education debates: revisiting acquisition and participation metaphors for learning</b>  <u>Rebecca Eynon</u> and Cory Salveson  <i>University of Oxford, Oxford, United Kingdom.</i></p>
<b>28 S/P</b>		<p><b>Makerspaces as complex sociomaterial assemblages: Is networking the key factor?</b>  <u>Marguerite Koole</u>, <u>Kerry Anderson</u> and <u>Jay Wilson</u>  <i>University of Saskatchewan, Saskatoon, Canada.</i></p>
<b>29 S/P</b>		<p><b>Project Pulse: co-designing the ‘smart’ campus with Internet of (teaching and learning) Things</b>  <u>Jeremy Knox</u>  <i>University of Edinburgh, Edinburgh, United Kingdom.</i></p>
<b>30</b>	Ban Zrinski	<p><b>Educators, copyright and Open Education Resources in Massive Open Online Courses</b>  <u>Laura Czerniewicz</u>, Andrew Deacon and Sukaina Walji  <i>University of Cape Town, Cape Town, South Africa.</i></p>
<b>31 - Paper</b>	Withdrawn	<p><b>Designing for invisible learners in MOOCs</b>  <u>Christian Dalsgaard</u><sup>1</sup>, Per Falkeborg<sup>2</sup> and Tom Gislev<sup>1</sup>  <sup>1</sup>Aarhus University, Aarhus, Denmark. <sup>2</sup>University College Absalon, Sorø, Denmark.</p>
<b>32 S/P</b>		<p><b>Communities of Practice: new modes of collaboration and networked learning?</b>  <u>Diane-Gabrielle Tremblay</u>  <i>Telug-University of Quebec, Montreal, Canada.</i></p>
<b>33 S/P</b>		<p><b>Balancing privacy and openness, using a lens of contextual integrity</b>  <u>Catherine Cronin</u>  <i>National University of Ireland, Galway, Galway, Ireland.</i></p>
<b>34 S/P</b>		<p><b>Impact of MOOC-based professional development courses on self-directed and critical learning</b>  <u>Shahrzad Ardavani</u>  <i>University of Aberdeen, Aberdeen, United Kingdom.</i></p>
<b>35 S/P</b>		<p><b>Socialization and Cognitive Apprenticeship in Online Doctoral Programs</b>  <u>Murat Oztok</u><sup>1</sup>, <u>Kyungmee Lee</u><sup>1</sup> and Clare Brett<sup>2</sup>  <sup>1</sup>Lancaster University, Lancaster, United Kingdom. <sup>2</sup>OISE/UT, Toronto, Canada.</p>

<b>Tuesday 15th May, 2018</b>		
11.15 – 12.45		<b>Parallel Session 4</b>
36	Ban Frankopan	<p><b>Mapping Patterns of Relations in an Online Graduate Course: A Sociomaterialist Perspective</b>  <u>Marlon Simmons</u><sup>1</sup>, Gale Parchoma<sup>2</sup> and <u>Marguerite Koole</u><sup>2</sup>  <sup>1</sup><i>University of Calgary, Werklund School of Education, Calgary, Canada.</i>  <sup>2</sup><i>University of Saskatchewan, College of Education, Saskatoon, Canada</i></p>
37		<p><b>Student Inquiry, Networks of Knowledge and Linked Data</b>  <u>Patrick Carmichael</u><sup>1</sup> and <u>Frances Tracy</u><sup>2</sup>  <sup>1</sup><i>University of Bedfordshire, Bedford, United Kingdom.</i> <sup>2</sup><i>Liverpool John Moores University, Liverpool, United Kingdom.</i></p>
38 S/P		<p><b>ThreadED: A Networked Learning Initiative</b>  <u>Alison Kearney</u>, <u>Mandia Mentis</u>, <u>Lucila Carvalho</u>, Maggie Hartnett and Bevan Erueti  <i>Massey University, Palmerston North, New Zealand.</i></p>
39 S/P		<p><b>Networked mentoring: a natural extension of self-directed learning</b>  Wendy Holley-Boen, <u>Mandia Mentis</u> and <u>Alison Kearney</u>  <i>Massey University, Auckland, New Zealand.</i></p>
40 S/P		<p><b>Networked Learning: Theorising a ‘Manager’ Capability</b>  <u>Shane McMordie</u>  <i>Lancaster University, Lancaster, United Kingdom.</i></p>
41 S/P		<p><b>From Not-working to Node-working: Designing a Professional Learning Network</b>  <u>Mandia Mentis</u><sup>1</sup>, <u>Alison Kearney</u><sup>2</sup> and Wendy Holley-Boen<sup>1</sup>  <sup>1</sup><i>Massey University, Auckland, New Zealand.</i> <sup>2</sup><i>Massey University, Palmerston North, New Zealand.</i></p>
42	Ban Mažuranić	<p><b>The teacher as designer? What is the role of ‘learning design’ in networked learning?</b>  <u>Ulla Konnerup</u>, <u>Thomas Ryberg</u> and <u>Mia Thyrré Sørensen</u>  <i>Aalborg University, Aalborg, Denmark.</i></p>
43		<p><b>Increasing Teacher Engagement in Learning Platforms through Future Workshops</b>  <u>Lone Dirckinck-Holmfeld</u>  <i>Department of Communication and Psychology, Aalborg University, Copenhagen, Denmark</i></p>
44 S/P		<p><b>Professional development as a collaborative endeavour of networked learning in higher educational settings: Dissemination of knowledge among teacher training professionals</b>  <u>Marcia Håkansson Lindqvist</u>, <u>Jimmy Jaldemark</u> and Peter Mozelius  <i>Mid Sweden University, Sundsvall, Sweden.</i></p>
45 S/P		<p><b>Transforming professional learning through personal learning networks</b>  <u>Kay Oddone</u>  <i>Queensland University of Technology, Brisbane, Australia.</i></p>
46 S/P		<p><b>Critical Learning in the on-line classroom: An action learning approach to instructor development</b>  Rasha Goumaa and <u>Amanda Hay</u>  <i>Nottingham Trent Business School, Nottingham, United Kingdom.</i></p>
47 S/P		<p><b>Teachers’ beliefs about professional development and the use of collaborative online tools in higher educational settings</b>  Peter Mozelius<sup>1</sup>, <u>Jimmy Jaldemark</u><sup>2</sup> and <u>Marcia Håkansson Lindqvist</u><sup>2</sup>  <sup>1</sup><i>Mid Sweden University, Östersund, Sweden.</i> <sup>2</sup><i>Mid Sweden University, Sundsvall, Sweden.</i></p>
12.45 – 13.45		<b>Lunch – Centrum Hall</b>

<b>Tuesday 15<sup>th</sup> May, 2018</b>		
13.45 – 14.45	Ban Jelačić	<b>Second Plenary – Juha Suoranta – Wikilearning and Postdigital Critical Pedagogy</b>
14.45 – 15.15	<b>Refreshments- Ban Jelačić Reception Hall</b>	
15.15 – 17.00		<b>Parallel Session 5</b>
48	Ban Jelačić	<b>Stewarding and power in networked learning</b> <u>Andrew Whitworth</u> <sup>1</sup> and Lee Webster <sup>2</sup> <i><sup>1</sup>University of Manchester, Manchester, United Kingdom. <sup>2</sup>Alliance Manchester Business School, Manchester, United Kingdom.</i>
49		<b>Online knowledge construction in networked learning communities</b> <u>Lai Har Judy Lee</u> <sup>1</sup> , <u>Rozi Binte Rahmat</u> <sup>2</sup> , Poh Heng Lim <sup>1</sup> , Li Lin <sup>1</sup> and Toh Hwee Tan <sup>3</sup> <i><sup>1</sup>Academy of Singapore Teachers, Ministry of Education, Singapore, Singapore. <sup>2</sup>Curriculum, Teaching and Learning, National Institute of Education, Singapore, Singapore. <sup>3</sup>Humanities Department, Singapore Sports School, Singapore, Singapore.</i>
50		<b>Everyone already has their community beyond the screen: Reconceptualising learning and expanding boundaries</b> <u>Kyungmee Lee</u> <i>Lancaster University, Lancaster, United Kingdom.</i>
51		<b>Promoting agency and identity building in dialogic learning communities online</b> <u>Elsebeth Korsgaard Sorensen</u> and Eva Irene Brooks <i>Aalborg University, 9220 Aalborg Oest, Denmark.</i>
52	Ban Zrinski	<b>A ‘Social Identity Approach’ as a Theory for the Design of Learning with Educational Technology: The Case of Clickers</b> <u>Nicholas Bowskill</u> <sup>1</sup> and Vic Lally <sup>2</sup> <i><sup>1</sup>University of Derby, Derby, United Kingdom. <sup>2</sup>University of Glasgow, Glasgow, United Kingdom.</i>
53		<b>Exploring the geographies of academic social network sites from a socio-technical perspective: an investigation of scientific literature in Spanish</b> <u>Juliana Elisa Raffaghelli</u> <sup>1</sup> and <u>Stefania Manca</u> <sup>2</sup> <i><sup>1</sup>Open University of Catalonia, Barcelona, Spain. <sup>2</sup>Institute of Educational Technology, National Research Council of Italy, Genova, Italy.</i>
54		<b>Dashboard literacy: understanding students’ response to learning analytic dashboards</b> <u>Liz Bennett</u> and Sue Folley <i>University of Huddersfield, Huddersfield, United Kingdom.</i>
55		<b>Social media analytics dashboard for academics and the decision-making process: A systematic literature review</b> <u>Line Lisberg Christensen</u> <sup>1</sup> and Md. Saifuddin Khalid Ph.D <sup>2</sup> <i><sup>1</sup>Department of Architecture, Aalborg University, Aalborg, Denmark. <sup>2</sup>Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark.</i>
<b>Workshop 6</b>	Ban Frankopan	<u>Workshop Withdrawn</u>
<b>Workshop 7</b>	Ban Mažuranić	<b>Leadership in Learning Networks: how can conveners use networked learning perspectives in convening people and learning networks?</b> <u>Sebo Boerma</u> <sup>1</sup> , <u>Marc Coenders</u> <sup>1</sup> , <u>Anna Veeneman-Aukema</u> <sup>2</sup> , <u>Simon Henk Luimstra</u> <sup>3</sup> <i><sup>1</sup>NHL Stenden University of Applied Sciences, Netherlands. <sup>2</sup>ROC Alfa-College, <sup>3</sup>Drenthe College/Gemeente Emmen.</i>
19.30	<b>Conference Dinner - Restaurant Stara Vura, Zagreb City Museum</b>	

<b>Wednesday 16th May, 2018</b>		
09.30 – 11.15		<b>Parallel Session 6</b>
56	Ban Jelačić	<b>Designing for Networked Learning in The Third Space</b> Gale Parchoma <sup>1</sup> , Dorothea Nelson <sup>2</sup> and Kristine Dreaver-Charles <sup>1</sup> <i><sup>1</sup>University of Saskatchewan, Saskatoon, Canada. <sup>2</sup>University of Calgary, Calgary, Canada.</i>
57		<b>Knowledge and learning in virtual communities of practice (VCoPs): theoretical underpinnings</b> <u>Maria Liashenko</u> <i>Minin University, Nizhny Novgorod, Russian Federation. Lancaster University, Lancaster, United Kingdom.</i>
58		<b>Analysing learning designs of 'learning through practice' as Networked Learning</b> <u>Jens Jørgen Hansen</u> and <u>Nina Bonderup Dohn</u> <i>University of Southern Denmark, Kolding, Denmark.</i>
59		<b>The Epistemic Practice of Networked Learning</b> <u>Vivien Hodgson</u> <sup>1</sup> and <u>David McConnell</u> <sup>2</sup> <i><sup>1</sup>Lancaster University Management School, Lancaster, United Kingdom. <sup>2</sup>Curtin University, Perth, Australia.</i>
<b>Symposium 2</b>	Ban Zrinski	<b>Networked learning &amp; the challenges for Higher Education: Linking today with the future</b> Symposium Organiser: <u>Martha Burkle</u> <sup>1</sup> <i>Centre for Learning &amp; Innovation, Assiniboine College, Canada.</i>
11.15 – 11.45		<b>Refreshments-</b> Ban Jelačić Reception Hall
11.45 – 13.00	Ban Jelačić	<b>"Interactive plenary and reflective group discussion"</b> <b>End of conference</b>

*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.*