

Networked Learning 2008

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

Proceedings of the Sixth International Conference on Networked Learning 2008

Joint Organisers:

***Lancaster University, Alexander Technological Educational Institute of
Thessaloniki and the University of Piraeus***

Venue: The Sani Beach Resort Hotel, Halkidiki, Greece

Editors:

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& Maria Zenios

Electronic versions of the proceedings may be ordered from:

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ISBN No: 978-1-86220-206-1

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Table of contents

Welcome	iv
Acknowledgements	vi
Conference Speakers	viii
Conference Timetable	xi
Research Papers	1
Symposia	443
Colloquium	836
Posters	838
Index of Presenting Authors	851
Lancaster University	862

Welcome from the UK Conference Chairs

We would very much like to welcome everyone to the 6th International Networked Learning Conference.

The Networked Learning conference series began 10 years ago and has become a major event for the dissemination and discussion of research in the area of technology enhanced and supported learning.

This year the conference moves for the first time from its previous venues at Lancaster and Sheffield Universities in the UK to Halkidiki, Greece. This is thanks to a request from our colleagues at the Technological Educational Institute of Thessaloniki and the University of Piraeus to host this years Networked Learning conference. They have worked extremely hard in preparing this wonderful venue for us. We are delighted to have the opportunity to hold the conference outside the UK and at such a lovely place as the Sani Resort.

We are very pleased to see both regular and new attendees at this year's conference, which, as usual, comprises many interesting symposia and papers. We are sure that the mix of excellent papers and wonderful venue will lead to lots of stimulating and valuable discussions throughout the conference.

David McConnell and Vivien Hodgson
Co-Chairs, Lancaster University

Welcome from the Greek Organising Institutions

Networked learning is an emerging research and development topic in education. Its research agenda includes issues such as how technologies, especially collaborative ones, can enhance learners' interactions and group work within virtual learning communities, as well as how it can facilitate sharing and distribution of resources, knowledge and expertise among learners and teachers.

The Networked Learning Conference is one of the major research-oriented conferences and provides an international forum for scientists and researchers to present the state of the art in the field. Additionally it brings together educational managers and learning technologists interested in the research and technological progress in this area.

This is the first time since its inception in 1998 that the conference is taking place in Greece. Halkidiki has been chosen to host the conference in May 2008. The Two Greek Educational Institutions - the University of Piraeus (UniPi) and the Alexander Technological Educational Institute (ATEI) of Thessaloniki - have collaborated with the University of Lancaster in the management and organisation of the conference.

Events like the Networked Learning Conference are very important for Greece, since they show quite vividly that there is a critical mass of academics and people from industry who have significant interest in the development of networked learning. Greece is well placed to address how innovative pedagogical and technological practices can change learning. Undertaking the responsibility to host and sponsor this conference by the UniPi and the ATEI of Thessaloniki is based on and reflects their belief that networked technologies can effectively support innovations in education and training, promote desirable change in enhancing the quality of teaching, increase opportunities for student learning and support lifelong learning for more people. Both institutions have shown great achievements in research and development in this area.

We strongly believe that the 6th International Networked Learning Conference 2008 will give new insights in this area and offer opportunities for new synergies between different research groups. A warm welcome to all participants!

Professor Dimitris K. Despotis
Vice Rector, University of Piraeus

Professor Pavlos Karakoltsidis
Vice President, ATEI of Thessaloniki

Acknowledgements

Conference Team

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We are appreciative of the support provided by SQLearn - SOLUTION QUALITY LEARNING Ltd., (<http://www.sqlearn.com>) and the e-business forum of GRNET Ltd. (<http://www.ebusinessforum.gr>)

We are also appreciative of the funding provided by the South-East European Research Center SEERC (<http://www.seerc.org>) to produce the Networked Learning 2008 proceedings.

Whilst every effort has been made to ensure the accuracy of the information in this publication, the organisers and/or publishers cannot accept any responsibility for errors or omissions.

Social Networking for Social Justice: Challenges and Possibilities

Charalambos Vrasidas

CARDET - University of Nicosia, pambos@cardet.org

Keynote 1: Abstract

In the recent years there has been an increased interest in social justice. Issues such as human rights, poverty eradication, freedom of speech, and equality are prevailing discourses among international organizations, scholars, governments, and activists. According to UN reports, we live longer than ever; yet, life expectancy statistics show major discrepancies around the globe. Poverty, famine, diseases, and climate change are causing irreparable harm across the developing world. Although discussions around the use of Information Communication Technologies (ICTs) for education and development reflect mixed sentiments among supporters and critics, I will argue that if critically and systemically approached, ICTs and networked learning environments can promote development and social justice.

I will discuss mobile technologies, Web 2.0 tools, online games, social networking software, and networked learning environments and examine how they have gradually been integrated into our daily lives. These technologies have multiple dimensions including seamless integration in everyday activity, space and time independency, and offer unlimited interaction opportunities to millions of people around the world. These dimensions can provide a model which allows access to education and social services for the marginalized, in a scale that was not available before.

I will present findings from a collective effort of several scholars and I will argue that a critical view of technology is required if we are to leverage the affordances of networked technologies for promoting education, development, and social justice. Our research suggests that all stakeholders engaged in shaping the multiple ways in which ICTs can support development, should be involved in the planning, implementation, and evaluation of programs. The “information society” rhetoric focuses on wide scale implementation of ICTs without questioning fundamental assumptions which might be exclusionary and unjust for the disadvantaged.

Meaningful access and use of ICTs and networked learning is embedded within complex sociopolitical, cultural, and economic contexts. The problems faced by developing countries (e.g. poverty, famine, war, health issues) are multidimensional; and as such they need to be addressed systemically and systematically. Regardless of physical access, the ICTs environment can be “exclusionary” to large groups of people. I will attempt to unpack the assumptions embedded in the ICT rhetoric and propose alternative ways of articulating the relationship between ICT and development. Examples and case studies of the use of a variety of ICTs will be presented from around the world. Issues to be discussed include the use of networked learning environments, mobile technologies, online games, social networking software, and blended pedagogical approaches, which collectively provide a means for conceiving the ways in which all these tools can be empowering and inclusionary for the underprivileged.

From design to evaluation of scripted networked collaborative learning environments

Yannis Dimitriadis

*Director of the GSIC/EMIC group, School of Telecommunications Engineering,
University of Valladolid, Spain*

Keynote 2: Abstract

This plenary talk focuses on an integrated view of design and evaluation of CSCL (Computer Supported Collaborative Learning) tools, which can be used in authentic case studies.

During the last two decades a considerable effort has been dedicated in analyzing the potential and effectiveness of the approach of active and participatory methods of learning, especially in the context of higher education and the process of acquisition of high-level competencies. Evidence from numerous research projects has shown that these approaches can be effective, although more authentic case studies have to be conducted.

Collaborative learning considers that learning and knowledge acquisition can be considerably enhanced through social interactions in small or large groups. Moreover, scripting as a legacy approach from the instructional design tradition can increase the chances of effective learning, as compared to free collaboration. Finally, computer support for scripted collaborative learning environments has shown to provide new functionalities, such as shared representations, distance access and communication, or even hybrid used of computational and physical artefacts.

This talk considers that the complete lifecycle of a scripted CSCL environment in an authentic study has to be considered. Fragmentation of the roles and responsibilities of the different actors (instructional designers, technology and service providers and educational practitioners) does not allow for a multi-disciplinary holistic view of such a complex domain.

Thus, an integrated vision of scripted CSCL environments is provided that takes into account the existing literature, standards, as well as the specific artefacts or research results of the GSIC/EMIC group (<http://gsic.tel.uva.es/index.php?lang=en>). This vision advocates for a service-oriented approach and a special emphasis on the needs of the practitioners who are the final responsible for taking all these approaches to the real educational life. On the one hand, tools such as Collage, allow for a design process based on patterns for collaborative learning flows, i.e. good practices that have shown their validity in many cases. Additionally, enactment architectures such as Gridcole enable the interpretation of learning designs compliant to standards and produced by authoring tools, such as Collage. Ontology-based tools, such as Ontoolsearch provide the opportunity to educators for a selection of the most adequate services/tools offered internally or externally to one institution, and therefore a flexible tailorable learning system. Finally, interaction analysis aware architectures permit the collection of indicators for mirroring or scaffolding of the learning and assessment activities. This vision is complemented by data extracted from a series of authentic case studies.

Evolving a Vision for Technology-Enhanced Learning (TEL)

Diana Laurillard

London Knowledge Lab, Institute of Education.

Keynote 3: Abstract

Researchers do not normally trouble themselves with ‘vision statements’. A vision for a field of research is more likely to be an evanescent and emergent property of its intellectual clashes, than something that can be represented as a joint communiqué. There was some debate within the Kaleidoscope Network over the wisdom of developing an agreed statement on where we believe TEL research is heading. There is too wide a range of ambitions, too many uncertainties about the intellectual foundations of the field, too little agreement about the most fruitful pathways to pursue.

Against that reluctance stood the sense that, nonetheless, there is something shared by the researchers in this field. Technology enhanced learning is expanding throughout the developed economies, and global education will extend this to the developing economies as well. Researchers believe that innovation in a system will be more effective if it is informed by a scientific approach to understanding that system. If educational leaders and policy-makers are to envisage a future role for technology in education, then the research community should have something coherent to offer that helps to shape that vision.

The Kaleidoscope Network therefore embarked on the difficult process of agreeing a vision for TEL research. It was a highly collaborative and iterative process, conducted through face-to-face meetings, an online collaborative document development environment, and through a day-long Symposium with different groups of stakeholders, from: school educators, higher education, lifelong learning, and industry. The resulting publication is now in its second edition and is our first expression of the ambitions of the research and the issues it raises.

For researchers, sharing a common understanding of similarities and differences is an ongoing process. Kaleidoscope researchers reached the point where the vision statement was likely to be stable at a general level but with the expectation that it would evolve further. The second edition, for example, embraced also the foresight activities of the ProLearn Network of Excellence (in Technology Enhanced Professional Learning). Although the statement aims for stability in its broad outlines, it will evolve to further versions by elaborating the detail that contributes to the realization of the broader vision. The presentation will summarise the emerging research issues relevant to Networked Learning, illustrated with findings from some of the Kaleidoscope projects, in terms of:

Designing tools for learners

e.g. pedagogic and collaborative support for developing high level cognitive skills such as analysing, generalising, modelling

Designing tools for teachers

e.g. enabling teachers to orchestrate the discussion and collaboration scripts of their learners, at different levels of granularity

Technology enhanced learning design principles

e.g. designing adaptive systems that can take account of the social and cultural embedding of learners

Conceptualisations

e.g. the affordances of digital technologies for a wider range of educational possibilities in epistemology and equity.

The presentation will draw on some of the ideas developed at NLC 2006, particularly Goodyear’s analysis of conceptions of learning through discussion, as one of the analytical tools for understanding the role of Networked Learning within a vision for technology enhanced learning as a whole.

Conference Programme

MONDAY 5TH May		
09.00 – 09.30	Aristotle 1	Opening Session
09.30 – 10.30	Aristotle 1	Keynote 1: Charalampos Vrassidas (Plenary)
10.30 – 11.00	Refreshments – Ground Floor Conference Reception	
11.00 – 12.45	Parallel Session 1	
Symposium:1	Alexandros	<p>So what REALLY happens in networked learning? Symposium Organiser: Andrew Sackville. Edge Hill University</p> <p>Searching for the ideal networked learning community: Aligning design, delivery and research Andrew Sackville. Edge Hill University</p> <p>Why Did It Work For Us? Reflections on a successful networked learning community The Networked Community in Module CPD461, Edge Hill University</p> <p>Working Together: Perceptions of the Role of the Tutor in a Postgraduate Online Learning Programme Cathy Sherratt, Edge Hill University</p>
Symposium:2	Aristotle 1	<p>Making the Transition to Ubiquitous Learning. Symposium Organiser: Caroline Haythornthwaite, University of Illinois at Urbana-Champaign</p> <p>Ubiquitous Learning: An Agenda for Educational Transformation Bill Cope, University of Illinois at Urbana-Champaign, Mary Kalantzis, University of Illinois at Urbana-Champaign.</p> <p>Ubiquitous learning, ubiquitous computing, and lived experience Bertram C. Bruce, University of Illinois at Urbana-Champaign.</p> <p>OurComixGrid: Designing a Multimodal New Media Learning Environment Damian Duffy, University of Illinois at Urbana-Champaign, Allison N. Clark, University of Illinois at Urbana-Champaign,</p> <p>Ubiquitous Transformations Caroline Haythornthwaite, University of Illinois at Urbana-Champaign.</p>
Symposium:3	Aristotle 2	<p>Where is the Learning in Networked Learning? Symposium Organiser: Vivien Hodgson</p> <p>Where is the learning in networked knowledge construction? Maria Zenios Lancaster University, Peter Goodyear, University of Sydney.</p> <p>Networked Learning - a social practice perspective Chris Jones, The Open University.</p> <p>The Metaphor of Patchworking as a Viable Concept in Developing Networked Learning? Thomas Ryberg, Aalborg University.</p> <p>Bridging Networked Learning between the Knowledge Economy and Higher Education: A Philosophical Approach Gale Parchoma, Lancaster University, Mary Dykes, University of Saskatchewan.</p> <p>The Tyranny of Participation and Collaboration in Networked Learning Debra Ferreday and Vivien Hodgson, Lancaster University.</p>

11.00 – 12.45		MONDAY 5 TH May
Papers – 01	Pela Room	Networked Libraries Promoting Lifelong Learning Victoria Myroni, Andreas Pombortsis, Aristotle University,
02		Virtual Libraries as Virtual Learning Spaces: the experiences of the LASSIE project. Jane Secker, London School of Economics and Political Science. Gwyneth Price, Institute of Education, University of London
03		Online courses on open source software usage by an academic library C. Papazoglou, V. Dagdilelis, K. Margaritis, A. Fragkou University of Macedonia
04		Networked Blended Learning: Creation of Best Practices for Continuous Improvement Athanasios I. Margaritis, Kerstin V. Siakas, Fotini Dimopoulou, Amalia E. Pontikidou, Alexander Technological Educational Institution of Thessaloniki.
Papers – 05	Alexandros Reception	Can ICT build a solid bridge to a more “engaged” and collaborative practice in doctoral study? Paradoxes, constraints and opportunities Rossana Espinoza-Ramos, Michael Hammond, University of Warwick
06		Virtual ethnography methodology for researching networked learning Chantal Charnet, Clair-Antoine Veyrier, Université de Montpellier 3
07		Collaborative Conceptual Change during Networked Management Learning Kewal Dhariwal, Athabasca University & Lancaster University.
08		Professional Doctorates and Emerging Online Pedagogies Sheena Banks, University of Sheffield, Gordon Joyes, University of Nottingham, Jerry Wellington, University of Sheffield.
12.45 – 14.15		Lunch - Poseidon Restaurant

14.15 – 16.00		Parallel Session 2
Symposium:4	Alexandros	Networked Learning and Interculturality: Perspectives on Working in Intercultural Contexts Symposium Organiser: David McConnell, Lancaster University Reflective Practices in Collaborative Intercultural e-Tutor Teams: A UK-Sino Case Study Nicholas Bowskill, David McConnell, Lancaster University, Sheena Banks, University of Sheffield. A Feeling or a Practice? Achieving Interculturality In an eLearning Course Sheena Banks, University of Sheffield, UK, David McConnell, Nick Bowskill, Lancaster University. Examining Conceptions of E-Learning in an Intercultural, Sino-UK, Context David McConnell, Nicholas Bowskill, Lancaster University; Sheena Banks, Sheffield University. Perspectives on the International student experience: a review Michael Reynolds, Lancaster University Engaging with International Students: An Account of practice In On-line Assessment Kiran Trehan, Lancaster University. Challenges for Chinese Learners in Sino-UK Intercultural Online Interactions--Case Study of an eChina~UK Project Course Zhenhong Zhang, Ronghuai Huang, Beijing Normal University.

14.15 – 16.00		MONDAY 5 TH May
Papers – 09	Aristotle 1	Patterns of students' use of networked learning technologies Maarten de Laat, University of Exeter, Gráinne Conole, The Open University.
10		Supporting and Enhancing Undergraduate Learning with m-learning tools: an exploration and analysis of the potential of Mobile Phones and SMS Geraldine Jones, Gabriele Edwards, Alan Reid, University of Bath.
11		Assessing the Quality of Synchronous Network Learning Activities using Machine Learning Techniques Georgios Kahrmanis, Eleni Mikroyannidi, Nikolaos Avouris, University of Patras.
12		A learning design methodology to foster and support creativity in design Gráinne Conole, Andrew Brasher, Simon Cross, Martin Weller, Stewart Nixon, Paul Clark, The Open University.
Papers – 13	Aristotle 2	Task Allocation In Team Projects: Findings from an Experimental Online System to Support Students Janice Whatley, University of Salford.
14		Exploring the User's View on Design Patterns for Technology-Enhanced Learning Michael Dertnl, Renate Motschnig-Pitrik, University of Vienna.
15		Similarity based and knowledge creating metaphors – a didactic framework for informing design Anne Gerdes, University of Southern Denmark,
16		Investigating Supported or Unsupported Individual and Group Work in Open Forums in an Open Educational Resources Repository Tina Wilson, The Open University.
Papers – 17	Pela Room	Learners' Experiences with Learner Support in Networked Learning Communities Benjamin Kehrwald, Massey University.
18		Expanding the concept of Networked Learning Mike Johnson, Cardiff University.
19		The role of the developer in institutional change: Tales from the edge Sabine Little, University of Sheffield.
20		Reconsidering the role of online tutors in asynchronous online discussions Panos Vlachopoulos, Napier University.
Papers – 21	Alexandros Reception	Approaches to Net Based Learning, Experiences with Social Constructivist Pedagogy in a Global Setting Bodil Ask, University of Agder, Harald Haugen, TISIP & Stord/Haugesund University College, Norway.
22		A Collaborative Approach for the Development of Networked Learning Environments Using the ADDURI Framework Nikolaos Valkanos, Alexander Technological Educational Institution of Thessaloniki
23		Students make a plan: ICT access and social and academic uses in higher education Laura Czerniewicz, Cheryl Brown, Samantha Lee Pan, Alfred Moyo University of Cape Town.
16.00 – 16.30	Refreshments – Ground Floor Conference Reception	

MONDAY 5TH May		
16.30 – 17.45	Parallel Session 3	
Symposium:4 Cont..	Alexandros	Symposium 4 Continued.....
Papers – 24	Aristotle 1	ArchWeb Forum: An Archaeology Oriented Web Environment K. Kechagias, D. Politis, Informatics Dept., Aristotle Univ of Thessaloniki
25		The Data Flow Problem in Learning Design: A Case Study Luis Palomino-Ramírez, Miguel L. Bote-Lorenzo, Juan I. Asensio-Pérez, Yannis A. Dimitriadis, University of Valladolid.
26		Luis de la Fuente-Valentín, University Carlos III of Madrid. Modelling and Applying Learning Strategies in a Networked Higher Educational Context Maria Skiadelli, National Technical University of Athens, Cleo Sgouropoulou, Technological Educational Institute of Athens, Yanis Maistros, National Technical University of Athens.
27		Decisions on Networked Learning based on Fuzzy Cognitive Maps Athanasios Tsadiras, Demosthenes Stamatis, T.E.I Thessaloniki.
Papers – 28	Aristotle 2	Blogging for beginners? Using blogs and eportfolios in Teacher Education Julie Hughes, Emma Purnell, University of Wolverhampton.
29		Using a Mediated Environments Reference Model to evaluate learners’ experiences of Second Life Mark Childs, University of Warwick.
30		A World I Don’t Inhabit: Disquiet and Identity In Second Life and Facebook Stuart Boon, Christine Sinclair, University of Strathclyde.
31		Fluid Centrality of Social-Technical Relations in a Networked Environment Judith Guevarra Enriquez, University of Nottingham.
Papers – 32	Pela Room	Researching tutors’ perceptions of effective online pedagogy: The Learning Activity Analysis Tool Gordon Joyes, University of Nottingham.
33		“Before You Know Where You Are, You Have a Sequence” - Designing for Inquiry-based Learning with the Learning Activity Management System (LAMS) Philippa Levy, Sabine Little, University of Sheffield, Oloajo Aiyegbayo, University of Leicester.
34		Activity Theory as a theoretical framework for the study of blended learning: a case study Ilias Karasavvidis, University of Thessaly.
35		Adaptivity and adaptation: which complementarities in a learning personalization process? D. Verpoorten, L. Petit, J.-L. Castaigne, D. Leclercq, University of Liège.

MONDAY 5TH May		
Papers – 36	Alexandros Reception	Facilitate the Facilitator: Awareness Tools to Support the Moderator to Facilitate Online Discussions for Networked Learning Maarten de Laat, Mike Chamrada, Rupert Wegerif, University of Exeter.
37		Content Analysis as a Means of Quality Assurance as Exemplified in a Course on Organisational Development Sonja Kabicher, Renate Motschnig-Pitrik, University of Vienna.
38		Rating the quality of collaboration during networked problem solving activities Eleni Voyiatzaki, University of Patras, Anne Meier, University of Freiburg, Georgios Kahrmanis, University of Patras, Nikol Rummel, University of Freiburg, Hans Spada, University of Freiburg, Nikolaos Avouris, University of Patras.
39		Helping Educators Analyse Interactions within Networked Learning Communities: A Framework and the AnalyticsTool System Ourania Petropoulou, Symeon Retalis, Konstantinos Siassiakos University of Piraeus, Stamos Karamouzis, Regis University, Theodoros Kargidis, Technological Institute of Thessaloniki.
19.00 – 20.00	Alexandros	Poster Session
20.30	Dinner – Poseidon Restaurant	

TUESDAY 6TH May		
08.45 – 10.30	Parallel Session 4	
Symposium:5	Alexandros	Embedding Networked Learning in Greek Higher Education Institutions: Policy and Practice Symposium Organisers: Demosthenes Stamatis and Theodoros Kargidis, Institute of Thessaloniki.
		Exploiting Distance Learning Methods and Multimedia-enhanced instructional content to support IT Curricula in Greek Technological Educational Institutes P. Belsis, C. Sgouropoulou, K. Sfikas, G. Pantziou, C. Skourlas, J. Varnas, Technological Educational Institute of Athens, T. Alevizos, V. Tsoukalas, Technological Educational Institute of Kavala.
		Asynchronous learning service evaluation: a case study at TEI of Crete Kostas Vassilakis, Nikos Psaroudakis and Michail Kalogiannakis Technological Educational Institute (TEI) of Crete
		An Assessment of ICT-based Education for Mechanical Engineering in TEI Patras, Greece Georgios Kabouridis, TEI Patras.

08.45 – 10.30	TUESDAY 6TH May	
Symposium:6	Aristotle 1	<p>When CoPs and researchers collaborate to invent life long learning practices: PALETTE project stories Symposium Organisers: Bernadette Charlier, University of Fribourg, Lilliane Esnault, EM LYON.</p> <p>Participatory design in PALETTE project: Building a collective methodological approach Bernadette Charlier, Amaury Daele, University of Fribourg, Lilliane Esnault, EM LYON, France Henri, Université du Québec à Montréal, Murray Saunders, University of Lancaster,</p> <p>Design in use – the case of two CoPs: ePreP and Did@cTIC Nathalie VAN DE WIELE, ePrep (France), Annick Rossier, Bernadette Charlier, University of Fribourg.</p> <p>Bridging the Gap between Technical and Pedagogical Project-Partners' Perspectives on the Modelling of Communities of Practice Adil El Ghali, Alain Giboin, INRIA Méditerranée – Sophia Antipolis, Christine Vanoirbeek, EPFL – Lausanne.</p> <p>Participatory Design for Awareness Features: Enhancing Interaction in Communities of Practice Sandy El Helou, Ecole Polytechnique Fédérale de Lausanne, Manolis Tzagarakis, Research Academic Computer Technology Institute, Denis Gillet, Ecole Polytechnique Fédérale de Lausanne, Nikos Karacapilidis, University of Patras and Research Academic Computer Technology Institute, Chiu Man Yu Ecole Polytechnique Fédérale de Lausanne.</p>
Papers – 40 41 42 43	Aristotle 2	<p>Online Learning Groups Development: A Grounded International Comparison Lucilla Crosta, David McConnell, University of Lancaster</p> <p>Virtual Groups in Learning Environments: Collaboration, Cooperation or (Self) Centred Individualism? Sally Ann Bradley, David McConnell, Lancaster University.</p> <p>Reciprocity, generativity and transformation in communications using multiple digital tools Sue Timmis, Marie Joubert Gibbs, Anne Manuel, Sally Barnes University of Bristol.</p> <p>The role of context as an antecedent for divisiveness in online MBA groups Janice M. Picard, Lancaster University.</p>
Papers – 44 45 46 47	Pela Room	<p>Students' Experiences of Tutor Support in an Online MBA Programme Philip Watland, Athabasca University.</p> <p>Exploring Patterns of Student Learning Technology Use in their Relationship to Self-Regulation and Perceptions of Learning Community Ruslan Ramanau, Rhona Sharpe, Greg Benfield, Oxford Brookes Univ.</p> <p>Networked Learning in a Flexible Fully Internet-based International Masters' Course - Possibilities and Limitations Lotty Larson, Lund University, Lotta Antman, Blekinge Institute of Technology, Petter Pilesjö, Lund University.</p> <p>Conceptions of Teaching and Learning using Virtual Learning Environments: Preliminary Findings From a Phenomenographic Inquiry Petros Lamerias, Iraklis Paraskakis, South East European Research Centre, Research Centre of the University of Sheffield and CITY Liberal Studies, Philippa Levy, University of Sheffield.</p>

08.45 – 10.30		TUESDAY 6TH May
Papers – 48	Alexandros Reception	Analyzing Networked Learning Texts Caroline Haythornthwaite, Anatoliy Gruzd, University of Illinois at Urbana-Champaign.
49		The implementation of a Web-based Learning Environment concerning teachers’ collaboration in the area of Fluids. Paraskevas. A., Psillos. D, University of Thessaloniki.
50		A Descriptive Model of Teacher Communities Ditte Lockhorst, Jakko van der Pol, Utrecht University, Wilfried Admiraal, University of Amsterdam.
51		Facilitating Communities of Practice in Teacher Professional Development Mayela Coto, Universidad Nacional, Costa Rica; Lone Dirckinck-Holmfeld, Aalborg University.
10.30 – 11.00		Refreshments – Ground Floor Conference Reception
11.00 – 12.00	Aristotle 1	Keynote 2: Yannis Dimitriadis (Plenary)

12.00 – 13.15		Parallel Session 5
Symposium:7	Alexandros	Learning Cultures in Online Education Symposium Organiser: Robin Goodfellow, The Open University. New Directions in Research into Learning Cultures in Online Education Robin Goodfellow, The Open University, Constructing ethnicity and identity in the online classroom: linguistic practices and ritual text acts Leah P. Macfadyen, The University of British Columbia. Cultural Ecologies in Online Learning Anne Hewling, The Open University.
Symposium:8	Aristotle 1	Flourish:the ecpd project Symposium Organisers: Sarah Chesney, James Howard, University of Cumbria. Flourish: the eCPD Project: Supporting the integration of eportfolios for continuing professional development. James Howard, Sarah Chesney, University of Cumbria. About PebblePad Shane Sutherland, Pebble Learning. E-Portfolios: A Student Perspective Kim McGowan, University of Cumbria.
Symposium:9	Aristotle 2	Methodologies for researching the learning in Networked Learning Symposium Organisers: Shirley Alexander, University of Technology, Sydney. Shirley Booth, Lund University & University of the Witwatersrand Researching networked learning generatively Lynette Schaverien, University of Technology, Sydney, Shirley Alexander, University of Technology, Sydney. Researching Learning in Networked Learning – Phenomenography and Variation theory as empirical and theoretical approaches. Shirley Booth, Lund University & University of the Witwatersrand. Ethnomethodology as an Approach to Researching Networked Learning Stephen Fox, Lancaster University.

12.00 – 13.15		TUESDAY 6TH May
Papers – 52	Pela Room	<p>An integrated multimedia e-learning model for vocational training Arne B. Mikalsen, Bjørn Klefstad, Svend Andreas Horgen, Thorleif Hjeltnes, The research foundation TISIP and Sør-Trøndelag University College.</p> <p>Understanding the role of technology within a Communities of Practice of small businesses Sue Peters, Lancaster University.</p> <p>New Collaborative and Cooperative Just-in-Time Training Methods at the Workplace John B. Stav, Roger Bergh, Sør-Trøndelag University College. Hariklia Tsalapatas, University of Thessaly.</p>
53		
54		
Colloquium: 1	Alexandros Reception	<p>Exploring the sustainability and economic viability of lifelong e-learning programmes Organisers: Symeon Retalis - University of Piraeus & S Goumas, SQLearn – SOLUTION QUALITY LEARNING.</p> <p>A comprehensive view of ROI from a U.S. perspective. M. Dumestre, Regis University, USA</p> <p>Quality assurance models for e-training programs T. Kargidis, P.Kefalas, D. Stamatis, Alexander Technological Educational Institute of Thessaloniki, Greece</p> <p>Developing sustainable e-learning courses – the Norwegian experience T. Hjeltnes, TISIP Foundation, Norway</p> <p>Measuring the viability of lifelong e-learning programs of the Greek Ministry of Education S. Retalis, K. Siasiakos, G. Korres, University of Piraeus, Greece</p>
13.15 – 14.30	Lunch – Poseidon Restaurant	

14.30 – 16.15		Parallel Session 6
Symposium: 10	Alexandros	<p>Breaching the Garden Walls? Social media, institutions, infrastructures and design for learning Symposium Organiser: Chris Jones, The Open University.</p> <p>Knowledge 2.0 – tensions and challenges for education Nina Bonderup Dohn, University of Southern Denmark.</p> <p>Challenges and Potentials for Institutional and Technological Infrastructures in Adopting Social Media Thomas Ryberg, Aalborg University.</p> <p>Infrastructures, institutions and networked learning Chris Jones, The Open University.</p> <p>Social technologies in higher education: Authorship, subjectivity and temporality Ray Land, University of Strathclyde, Siân Bayne, University of Edinburgh</p>
Symposium: 11	Aristotle 1	<p>Learners' Experience of e-Learning: Research from the UK Symposium Organiser: Helen Beetham, Independent Consultant.</p> <p>'How it was for me' First steps on our Learners' Journeys through HE A.L.Jefferies, R.S. Hyde, P.R Bullen, University of Hertfordshire.</p> <p>Expectations and Reality: Exploring the use of learning technologies across the disciplines Judy Hardy, Denise Haywood, Simon Bates, Jessie Paterson, Susan Rhind, Hamish Macleod, Jeff Haywood, The University of Edinburgh,</p> <p>Learners' experiences of blended learning environments in a practice context Mary Thorpe, Gráinne Conole, Rob Edmunds, The Open University.</p> <p>Students blending learning user preferences: Matching student choices to institutional provision Mark Childs, Rossana Espinoza-Ramos, University of Warwick.</p>

14.30 – 16.15		TUESDAY 6TH May
Symposium:12	Aristotle 2	<p>Information Society Studies in Practice – a Networked Learning Case Study Symposium Organiser: Robert Pinter, Budapest University of Technology and Economics.</p> <p>Information Society Studies in Practice – a Networked Learning Case Study Robert Pinter, Budapest University of Technology and Economics.</p> <p>Information Society Studies in Practice – a Networked Learning Case Study: student needs and feedback in the NETIS project Chris Sadler, Middlesex University, Tarmo Kalvet, Praxis Center for Policy Studies.</p> <p>Information Society Studies in Practice – a Networked Learning Case Study: Experiences of Teachers in NETIS project István Bessenyei, University of West Hungary, Veronika Stoffa János Selye University.</p> <p>A Distributed Multicultural Network for Teaching Information Society: Cultural Diversity Aspects Kerstin V. Siakas, Alexander Technological Educational Institution of Thessaloniki.</p>
Symposium:13	Pela Room	<p>Democratising Online Education through Innovative Methods and Tools: the case of Living Labs Symposium Organiser: Charalampos Karagiannidis University of Thessaly, Adamantios Koumpis, ALTEC Information and Communication Services.</p> <p>Employing the Living Labs methodology to support experiential improvement of processes and practices in special education Charalampos Karagiannidis, Sofia Efraimidou, University of Thessaly, Adamantios Koumpis, Francesco Molinari, ALTEC, Research Programmes Division.</p> <p>The Role of Participatory Evaluation in democratising Education Processes in the Public Administration Francesco Molinari, ALTEC Information and Communication Systems</p> <p>Net-wiring the Learning Environments to address Emerging Organisational Needs: virtual learning organisations and ventures Nicolao Protogeris, University of Macedonia.</p>
16.15 – 16.45	Refreshments – Ground Floor Conference Reception	
16.45 – 18.00	Aristotle 1	Keynote 3: Diane Laurillard (Plenary). Close of conference
20.30	Conference Gala Dinner - Poseidon Restaurant	

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 decided by the Symposium Convenor.

Index of Presenting Authors

(Symposium Convenor/s *)

Symposium No	Surname	First Name	Institution
05	Alevizos	Theodoros	Technological Educational Institute of Kavala
09	Alexander*	Shirley	University of Technology, Sydney
04	Banks	Sheena	University of Sheffield
11	Bates	Simon	The University of Edinburgh
10	Bayne	Siân	University of Edinburgh
11	Beetham*	Helen	Independent Consultant
05	Belsis	Petros	Technological Educational Institute of Athens
12	Bessenyei	István	University of West Hungary
10	Bonderup Dohn	Nina	University of Southern Denmark
09	Booth*	Shirley	Lund University & & University of the Witwatersrand
04	Bowskill	Nick	Lancaster University
02	Bruce	Bertram C.	University of Illinois at Urbana Champaign
11	Bullen	P R	University of Hertfordshire
06	Charlier	Bernadette	University of Fribourg
08	Chesney*	Sarah	University of Cumbria
11	Childs	Mark	University of Warwick
02	Clark	Allison N.	University of Illinois at Urbana Champaign
01	Cochrane	Jill	Edge Hill University
11	Conole	Gráinne	The Open University
02	Cope	Bill	University of Illinois at Urbana Champaign
06	Daele	Amaury	University of Fribourg
02	Duffy	Damian	University of Illinois at Urbana Champaign

Symposium No	Surname	First Name	Institution
Coloquium	Dumestre	Marcel	Regis University
03	Dykes	Mary	University of Saskatchewan
11	Edmunds	Rob	The Open University
09	Efraimidou	Sofia	University of Thessaly
06	El Ghali	Adil	INRIA Méditerranée
06	El Helou	Sandy	Ecole Polytechnique Fédérale de Lausanne
06	Esnault*	Lilliane	EM LYON
11	Espinoza-Ramos	Rossana	University of Warwick
01	Etherington	Clare	Edge Hill University
03	Ferreday	Debra	Lancaster University
09	Fox	Stephen	Lancaster University
06	Giboin	Alain	INRIA Méditerranée
06	Gillet	Denis	Ecole Polytechnique Fédérale de Lausanne
07	Goodfellow*	Robin	The Open University
03	Goodyear	Peter	University of Sydney
Colloquium	Goumas	S	SQLearn – Solution Quality Learning
01	Groves	Karen	Edge Hill University
11	Hardy	Judy	The University of Edinburgh
02	Haythornthwaite*	Caroline	University of Illinois at Urbana-Champaign
11	Haywood	Denise	The University of Edinburgh
11	Haywood	Jeff	The University of Edinburgh
06	Henri	France	Université du Québec à Montréal
07	Hewling	Anne	The Open University
Colloquium	Hjeltnes	Thorleif	TISIP Foundation, Norway
03	Hodgson*	Vivien	Lancaster University
08	Howard*	James	University of Cumbria
04	Huang	Ronghuai	Beijing Normal University
11	Hyde	R S	University of Hertfordshire
11	Jefferies	A L	University of Hertfordshire

Symposium No	Surname	First Name	Institution
03/10	Jones	Chris	The Open University
05	Kabouridis	Georgios	TEI Patras
02	Kalantzis	Mary	University of Illinois at Urbana Champaign
05	Kalogiannakis	Michail	Technological Educational Institute (TEI) of Crete
12	Kalvet	Tarmo	Praxis Center for Policy Studies
06	Karacapilidis	Nikos	University of Patras and Research Academic Computer Technology Institute
09	Karagiannidis*	Charalampos	University of Thessaly
05 Colloquium	Kargidis*	Theodoros	Alexander Technological Educational Institute of Thessaloniki
Colloquium	Kefalas	Petros	Alexander Technological Educational Institute of Thessaloniki
Colloquium	Korres	G	University of Piraeus
09	Koumpis*	Adamantios	ALTEC Information and Communication Services
10	Land	Ray	University of Strathclyde
07	Macfadyen	Leah P.	The University of British Columbia
11	Macleod	Hamish	The University of Edinburgh
04	McConnell*	David	Lancaster University
08	McGowan	Kim	University of Cumbria
09	Molinari	Francesco	ALTEC Information and Communication Services
01	Moss	Bridget	Edge Hill University
05	Pantziou	Grammati	Technological Educational Institute of Athens

Symposium No	Surname	First Name	Institution
03	Parchoma	Gale	Lancaster University
11	Paterson	Jessie	The University of Edinburgh
12	Pinter*	Robert	Budapest University of Technology and Economics
09	Protogeros	Nicolaos	University of Macedonia
05	Psaroudakis	Nikos	Technological Educational Institute (TEI) of Crete
Colloquium	Retalis*	Symeon	University of Piraeus
04	Reynolds	Michael	Lancaster University
11	Rhind	Susan	The University of Edinburgh
06	Rossier	Annick	University of Fribourg
03/10	Ryberg	Thomas	Aalborg University
01	Sackville*	Andrew	Edge Hill University
12	Sadler	Chris	Middlesex University
06	Saunders	Murray	University of Lancaster
09	Schaverien	Lynette	University of Technology, Sydney
05	Sfikas	Kostas	Technological Educational Institute of Athens
05	Sgouropoulou	Cleo	Technological Educational Institute of Athens
01	Sherratt	Cathy	Edge Hill University
12	Siakas	Kerstin V.	Alexander Technological Educational Institution of Thessaloniki
Colloquium	Siasiakos	Konstantinos	University of Piraeus
05	Skourlas	Christos	Technological Educational Institute of Athens
05 Colloquium	Stamatis*	Demosthenes	Alexander Technological Educational Institute of Thessaloniki
12	Stoffa	Veronika	János Selye University
08	Sutherland	Shane	Pebble Learning

Symposium No	Surname	First Name	Institution
11	Thorpe	Mary	The Open University
04	Trehan	Kiran	Lancaster University
05	Tsoukalas	V	Technological Educational Institute of Kavala
06	Tzagarakis	Manolis	Research Academic Computer Technology Institute
06	VAN DE WIELE	Nathalie	ePrep (France)
06	Vanoirbeek	Christine	EPFL – Lausanne
05	Varnas	J	Technological Educational Institute of Athens
05	Vassilakis	Kostas	Technological Educational Institute (TEI) of Crete
06	Yu	Chiu Man	Ecole Polytechnique Fédérale de Lausanne
03	Zenios	Maria	Lancaster University
04	Zhang	Zhenhong	Beijing Normal University

Papers

Paper No	Surname	First Name	Institution
50	Admiraal	Wilfried	University of Amsterdam
33	Aiyegbayo	Oloajo	University of Leicester
46	Antman	Lotta	Blekinge Institute of Technology
25	Asensio-Pérez	Juan I.	University of Valladolid
21	Ask	Bodil	University of Agder
11/38	Avouris	Nikolaos	University of Patras
08	Banks	Sheena	University of Sheffield
42	Barnes	Sally	University of Bristol
45	Benfield	Greg	Oxford Brookes University
54	Bergh	Roger	Sor-Trondelag University College
30	Boon	Stuart	University of Strathclyde
25	Bote-Lorenzo	Miguel L	University of Valladolid
41	Bradley	Sally	Lancaster University
12	Brasher	Andrew	The Open University
23	Brown	Cheryl	University of Cape Town
35	Castaigne	J.L	University of Liège
36	Chamrada	Mike	University of Exeter
06	Charnet	Chantal	Université de Montpellier 3
29	Childs	Mark	University of Warwick
12	Clark	Paul	The Open University
12/09	Conole	Gráinne	The Open University
51	Coto	Mayela	Universidad Nacional, Costa Rica
12	Cross	Simon	The Open University
40	Crosta	Lucilla	Lancaster University
23	Czerniewicz	Laura	University of Cape Town
03	Dagdilelis	Vassilios	University of Macedonia
25	de la Fuente-Valentín	Luis	University Carlos III of Madrid
09/36	De Laat	Maarten	University of Exeter

Paper No	Surname	First Name	Institution
14	Derntl	Michael	University of Vienna
07	Dhariwal	Kewal Singh	Athabasca University & Lancaster University
25	Dimitriadis	Yannis A.	University of Valladolid
04	Dimopoulou	Fotini	Alexander Technological Educational Institute of Thessaloniki
51	Dirckinck-Holmfeld	Lone	Aalborg University
10	Edwards	Gabriele	University of Bath
05	Espinoza-Ramos	Rossana	University of Warwick
03	Fragkou	A	University of Macedonia
15	Gerdes	Anne	University of Southern Denmark
42	Gibbs	Marie Joubert	University of Bristol
48	Gruzd	Anatoliy	University of Illinois at Urbana-Champaign
31	Guevarra Enriquez	Judith	University of Nottingham
05	Hammond	Michael	University of Warwick
21	Haugen	Harald	TISIP & Stord/Haugesund University College, Norway,
48	Haythornthwaite	Caroline	University of Illinois at Urbana-Champaign
52	Hjeltnes	Thorleif	The research foundation TISIP and Sør Trøndelag University College
52	Horgen	Svend Andreas	The research foundation TISIP and Sør Trøndelag University College
28	Hughes	Julie	University of Wolverhampton
18	Johnson	Mike	Cardiff University
10	Jones	Geraldine	University of Bath
32/08	Joyes	Gordon	University of Nottingham
37	Kabicher	Sonja	University of Vienna
11/38	Kahrimanis	Georgios	University of Patras
39	Karamouzis	Stamos	Regis University
34	Karasavvidis	Ilias	University of Thessaly

Paper No	Surname	First Name	Institution
39	Kargidis	Theodoros	Technological Institute of Thessaloniki
24	Kechagias	Kostas	Aristotele University of Thessaloniki
17	Kehrwald	Benjamin	Massey University
52	Klefstad	Bjørn	The research foundation TISIP and Sør Trøndelag University College
47	Lameras	Petros	South East European Research Centre, Research Centre of the University of Sheffield and CITY Liberal Studies
46	Larson	Lotty	Lund University
35	Leclercq	D	University of Liège
23	Lee Pan	Samantha	University of Cape Town
33/47	Levy	Philippa	University of Sheffield
19/33	Little	Sabine	University of Sheffield
50	Lockhorst	Ditte	Utrecht University
26	Maistros	Yanis	National Technical University of Athens
42	Manuel	Anne	University of Bristol
04	Margaris	Athanasios	Alexander Technological Educational Institute of Thessaloniki
03	Margaritis	Kostas	University of Macedonia
40/41	McConnell	David	Lancaster University
38	Meier	Anne	University of Freiburg
52	Mikalsen	Arne	The research foundation TISIP and Sør Trøndelag University College
11	Mikroyannidi	Eleni	University of Patras
14/37	Motschnig-Pitrik	Renate	University of Vienna
23	Moyo	Alfred	University of Cape Town
01	Myroni	Victoria	Aristotle University
12	Nixon	Stewart	The Open University
25	Palomino-Ramirez	Luis	University of Valladolid
03	Papazoglou	Chrisoula	University of Macedonia

Paper No	Surname	First Name	Institution
47	Paraskakis	Iraklis	South East European Research Centre, Research Centre of the University of Sheffield and CITY Liberal Studies
49	Paraskevas	Apostolos	University of Thessaloniki
53	Peters	Sue	Lancaster University
35	Petit	L	University of Liège
39	Petropoulou	O	University of Piraeus
43	Picard	Janice	Lancaster University
46	Pilesjö	Petter	Lund University
24	Politis	Dionysios	Aristotele University of Thessaloniki
01	Pombortsis	Andreas	Aristotle University
04	Pontikidou	Amalia E	Alexander Technological Educational Institute of Thessaloniki
02	Price	Gwyneth	Institute of Education, University of London
49	Psillos.	Dimitris	University of Thessaloniki
28	Purnell	Emma	University of Wolverhampton
45	Ramanau	Ramanau	Oxford Brookes University
10	Reid	Alan	University of Bath
39	Retalis	Symeon	University of Piraeus
38	Rummel	Nikol	University of Freiburg
02	Secker	Jane	London School of Economics & Political Science
26	Sgouropoulou	Cleo	Technological Educational Institute of Athens
45	Sharpe	Rhona	Oxford Brookes University
04	Siakas	Kerstin V.	Alexander Technological Educational Institute of Thessaloniki
39	Siassiakos	Konstantinos	University of Piraeus
30	Sinclair	Christine	University of Strathclyde
26	Skiadelli	Maria	National Technical University of Athens

Paper No	Surname	First Name	Institution
38	Spada	Hans	University of Freiburg
27	Stamatis	Demosthenes	Alexander Technological Educational Institute (ATEI) of Thessaloniki
54	Stav	John B	Sor-Trondelag University College
42	Timmis	Sue	University of Bristol
27	Tsadiras	Athanasios	Alexander Technological Educational Institute (ATEI) of Thessaloniki
54	Tsalapatras	Hariklia	University of Thessaly
50	van der Pol	Jakko	Utrecht University
22	Valkanos	Nikolaos	Alexander Technological Educational Institute (ATEI) of Thessaloniki
35	Verpoorten	Dominique	University of Liège
06	Veyrier	Clair-Antoine	Université de Montpellier 3
20	Vlachopoulos	Panos	Napier University
38	Voyiatzaki	Eleni	University of Patras
44	Watland	Philip	Athabasca University
36	Wegerif	Rupert	University of Exeter
12	Weller	Martin	The Open University
08	Wellington	Jerry	University of Sheffield
13	Whatley	Jance	University of Salford
16	Wilson	Tina	The Open University

Posters

Poster No	Surname	First Name	Institution
01	Alberts	P	Brunel University
06*	Anastasiadis	Cimon	Technological Educational Institution of Athens
04/05	Avouris	Nikolaos	University of Patras
01	Brown	R.	London South Bank University
01	Carmichael	P	University of Cambridge
01	Conole	G	The Open University
02	Dunn	Randy	Liberty University
01	George	H	London South Bank University
04	Hadzilacos	Thanasis	Hellenic Open University
03	Maia	Carmem	University of London
06*	Marinos	I	Technological Educational Institution of Athens
04	Papadakis	Spyros	Hellenic Open University
01	Papaefthimiou	M C	University of Reading
04	Paparrizos	Konstantinos	University of Macedonia
05	Polyzos	Paris	University of Patras
04	Rossiou	Eleni	University of Macedonia
06*	Stavrakas	Ilias	Technological Educational Institution of Athens
06*	Triantis	Demos	Technological Educational Institution of Athens
04/05	Voyiatzaki	Eleni	University of Patras

(This Poster is part of Symposium number 05)

The Department of Educational Research at Lancaster University is one of the UK's leading centres for educational research. The Department received a Grade 5 in the 2001, 1996 and 1992 Research Assessment Exercises (RAE), denoting national and international levels of excellence. We are a relatively small department, with a strong interest in policy and practice. We have been particularly successful in obtaining external funding for research, and have a very strong research culture which acts as a foundation for our teaching. We work closely with policy makers and practitioners, and this has fundamental implications for our shared sense of interconnections between practitioner, policy and scientific agendas - something that shapes and is shaped by our regular internal development meetings and our responses to new opportunities for collaborative research.

The Centre for the Study of Advanced Learning Technology (CSALT) in the Department of Educational Research is a leading academic research group in the field of technology enhanced learning (TEL) applied to adult education and training. The Centre carries out basic and applied research with an emphasis on the development of theory that can be used in real settings. Its members are also closely involved in the education and professional development of workers in the e-learning industry, and in consultancy. The Centre runs a global, online Doctoral Programme in E-Research and Technology Enhanced Learning. For more information, please visit our website at:

<http://www.csalt.lancs.ac.uk/csalt/>

The Department of Management Learning and Leadership (DMLL) is part of the Lancaster University Management School (LUMS) which has topped the UK research rankings for nearly two decades and has a 6 star RAE rating. DMLL is the leading academic centre in Europe solely committed to the critique and improvement of learning processes for leaders, managers and organisations.

Learning and 'knowledge acquisition' are increasingly recognised as crucial for management and leadership both in terms of development and in the reflective understanding necessary for such development. The department undertakes research and teaching in Management Learning and in Leadership. For many years one of its research interests has been in the use of technology to support developmental and open approaches to learning. It takes a critical perspective on both theory and practice, but with a commitment to improving practice in terms of social, economic and environmental criteria.

The department was one of the founding members of the University Centre for the Study of Advanced Learning Technology (CSALT) group of researchers at Lancaster and has participated in many collaborative research projects on information technology supported open learning (ITOL) and Networked Learning.

DMLL offers a part-time networked learning MA in Management Learning and Leadership which has benefited from the support of technology for close on 20 years.

For further details on DMLL please visit our website at

<http://www.lums.lancs.ac.uk/departments/DML/>