NETWORKED LEARNING 2014 – Ninth INTERNATIONAL CONFERENCE
John McIntyre Conference Centre, Edinburgh – 7th, 8th, 9th April, 2014.

MONDAY 7th April

09.30 – 12.30	**Moray House** **School of Education**	Doctoral Symposium
12.00 – 13.30	**Reception**	Registration
12.30 – 13.30	JMCC Restaurant - Lunch	
13.30 – 15.30	**Prestonfield**	**Welcome to NLC2014:** Maarten de Laat & Thomas Ryberg(NLC Co-Chairs) **Welcome to Edinburgh:** Sian Bayne (Local Host)
		Opening Plenary: Neil Selwyn chaired by Chris Jones
15.30 – 16.00	Centro - Refreshments	
16.00 – 17.15	**Parallel Session 1**	

Symposium 1	**Prestonfield**	**Perspectives on identity within networked learning** <u>Symposium Organiser:</u> Jane Davis *Centre for Technology Enhanced Learning, Lancaster University* **Dimensions of identity and the student experience of networked learning** <u>Jane Davis</u> *Centre for Technology Enhanced Learning, Lancaster University* **Networked Learning and Identity development in open online spaces** <u>Catherine Cronin</u> *National University of Ireland, Galway* **Curate me! Exploring online identity through social curation in networked learning** <u>Joyce Seitzinger</u> *Academic Tribe*
01	**Holyrood**	**A practice-grounded approach to 'engagement' and 'motivation' in networked learning** <u>Nina Bonderup Dohn</u> *Department of Design and Communication, University of Southern Denmark, Kolding, Denmark*
02		**Nurturing information landscapes: networks, information literacy and the need for a critical Phenomenography** <u>Andrew Whitworth</u> *University of Manchester, Manchester, UK*
03		**Why it's not all about the learner: a sociomaterial account of students' digital literacy practices** <u>Lesley Gourlay</u>, Martin Oliver *Institute of Education, London, UK*
04	**Salisbury**	**Mobile Learning Generated from Field Activity: Pedagogy of Simultaneity to Support Learning in the Open** <u>Michael Sean Gallagher</u>[1], Pekka Ihanainen[2] [1]*Hankuk University of Foreign Studies, Seoul, Republic of Korea,* [2]*HAAGA-HELIA School of Vocational Teacher Education, Helsinki, Finland.*

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05		**Laptops and learning spaces: online, offline and in between** Cheryl Brown, <u>Nicola Pallitt</u> *University of Cape Town, Cape Town, South Africa*
06		**"Laptops are better." Medical students' perceptions of laptops versus tablets and smartphones to support their learning** <u>Fiona Curtis</u>, Sue Cranmer *Lancaster University, Lancaster, UK*
1900		Drinks reception in the Playfair Library, sponsored by the University of Edinburgh and Springer Verlag.

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

09.00 – 10.45		**Parallel Session 2**

Symposium 2	**Prestonfield**	**Actor-Network Theory Double-Symposium(Part 1)**
		
		 <u>Symposium Organiser:</u> Steve Wright
		 Educational Research, Lancaster University
		
		 Networked Learning and Identity development in open online spaces
		
		 Material Organisation *(10 minutes)* Distribution of Phenylthiourea (PTC), Sodium Benzoate and Thiourea testing strips, Socrative PRS and webinar setup and introducing live data displays.
		 Introductory "fishbowl" interviews *(10 minutes)* – how do we, the symposium contributors and participants, understand ANT-traditions and relationships between papers at this stage?
		 3 Short Papers / Pecha Kuchas *(20 minutes)*
		    SP1: <u>A doctoral researcher community on Twitter: An actor-network explication of #PhDchat</u> - Jeffrey Keefer (in room) *(presented through using #phdchat & #nlc2014 to re-assemble those communities)*
		    SP2: <u>Blended Simulation Based Medical Education: A Durable Network for Learning?</u> **-** Armineh Shahoumian, Gale Parchoma (in room), Jacky Hanson
		    SP3: <u>The uncodings of ANT: Mobilities of digital data</u> - Terrie Lynn-Thompson (in room)
		    Quick Q&A *engagement with live data from these sessions*
		 Paper 1: <u>Looking for black cats and lessons from Charlie: exploring the potential of public click pedagogy</u> *(15 minutes)* - Chris Bigum, Leonie Rowan (remote), Mary Hamilton, Ailsa Haxell (in room) - *inviting the audience to extend the dialogue of the paper and show what they do as they tackle ideas in symposium*
		 Paper 2: <u>Assembling University learning technologies for an open world: connecting institutional and social networks.</u> *(10 minutes)* - John Hannon, Matthew Riddle, Thomas Ryberg (in room) - *inviting audience members to engage in tracing and mapping networks*
		 Paper 3 <u>Xploring txtuality & txtually transmitd dis-Ez</u> *(10 minutes)* - Ailsa Haxell (in room) - *a performance of texting language*
		 Discussion and Digital Engagement *(30 minutes) – multi-modal exploration of the issues raised in session one*

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07	**Holyrood**	**'Its's almost like talking to a person': Student disclosure to pedagogical agents in sensitive settings** Gemma Tombs, Roy Bhakta, Maggi Savin-Baden *Coventry University, Coventry, UK*
08		**"Would you ever say that to me in class?": Exploring the implications of disinhibition for relationality in online teaching and learning** Ellen Rose *University of New Brunswick, Fredericton, NB, Canada*
09		**Promoting a Community of Practice Online: How Important is Social Presence?** Maggie Carson *The University of Edinburgh, Edinburgh, UK*
10		**A Critical Discourse Analysis: Reconceptualising Online Distance Learning through a Foucauldian lens** Kyungmee Lee, Clare Brett *OISE/University of Toronto, Toronto, Canada*
11	**Salisbury**	**Analysing the structuring of knowledge in learning networks** Lucila Carvalho, Peter Goodyear *University of Sydney, Sydney, NSW, Australia*
12		**An fMRI study exploring cognitive processing during computer-based discovery learning** Barney Dalgarno[1], Gregor Kennedy[2], Sue Bennett[3] *[1]Charles Sturt University, Wagga Wagga, NSW, Australia, [2]University of Melbourne, Melbourne, Vic, Australia, [3]University of Wollongong, Wollongong, NSW, Australia*
13		**Networked learning and design based research for welfare innovation through further education** Rina Oestergaard[1,2], Elsebeth Korsgaard Sorensen[1] *[1]Aalborg University, Aalborg, Denmark, [2]University College Syd, Esbjerg, Denmark*
14		**Longitudinal methods to analyse networked learning** Rory Sie, Maarten De Laat *Open University of The Netherlands, Heerlen, The Netherlands*

15	**Duddingston**	**"Remember to hand out medals": Value and peer rating in an online open study group** Marisa Ponti[1,2] *[1]University of Gothenburg, Gothenburg, Sweden, [2]University of Oslo, Oslo, Norway*
16		**Investigating the social configuration of a community to understand how networked learning activities take place: The OERu case study** Bieke Schreurs[1], Antoine Van den Beemt[1], Fleur Prinsen[1], Maarten De Laat[1], Gabi Witthause[2], Grainne Conole[2] *[1]Open Universiteit Nederland, Heerlen, The Netherlands, [2]University of Leicester, Leicester, UK*
17		**Design and the functioning of a productive learning network** Ana Pinto, *The University of Sydney, Sydney, NSW, Australia*
18		**Embodied learning on the network: Experiences from the field** Benjamin Kehrwald *University of South Australia*
10.45 – 11.15		Centro – Refreshments

11.15 – 12.30	Parallel Session 3	
Symposium 2 Continued	**Prestonfield**	**Actor-Network Theory Double-Symposium(Part 2)** Symposium Organiser: Steve Wright *Educational Research, Lancaster University* **Material Organisation** *(10 minutes)* Distribution of beer tasting samples, questions and methods of interaction **Introducing session 2** *(5 minute*s) Introducing the remaining three longer papers: **Paper 4** The Power of Theory: An Actor-Network Critique of Aha! Moments and Doctoral Learner Empowerment *(10 minutes)* – Jeffrey Keefer (in room) – *presentation* **Paper 5** Performing Blended Learning as a Product and a Service *(10 Minutes)* - Cormac O'Keefe and Gale Parchoma (in room) – *engaging with network visualisations* **Paper 6** Testing Tasting: methods assemblages in an online exam *(10 minutes)* - Steve Wright (in room) - *introducing historic contingencies of tasting and judging practices considering audience engagement via PRS* **Engaging with Live Data** (10 minutes) - All participants (in room and remote) - *looking at the network visualisations and live data from twitter and tasting in room and engaging with it.* **Hot Seat Discussion** (20 minutes) - All participants - *fishbowl format discussion to enable engagement and break down the presenter/audience dichotomy.*
19	**Holyrood**	**Quality, that complex issue: collaborative design for quality networked learning in higher education.** Juliana E. Raffaghelli, Patrizia M.M. Ghislandi *University of Trento, Rovereto, Trento, Italy*
20		**Costs, rewards and social reciprocity: teachers' motivations for networked learning** Antoine Van den Beemt[1], Evelien Ketelaar[2], Isabelle Diepstraten[1], Maarten De Laat[1] *[1]Open University, Heerlen, The Netherlands, [2]Eindhoven University of Technology, Eindhoven, The Netherlands*
21		**Self-evaluative practices to enhance e-pedagogy** Claire Raistrick *University of Warwick, Coventry, UK*

22	**Salisbury**	**Students' use of Facebook for peer-to-peer learning** Christian Dalsgaard *Aarhus University, Aarhus, Denmark*
23		**Servant Leadership as an enhancer of intrinsic motivation in MOOCs** Mary Bolger *The Open Universiteit, Nederland, The Netherlands*
24		**Design for networked learning: framing relations between participants' activities and the physical setting** Peter Goodyear[1], Lucila Carvalho[1], Nina Dohn[2] *[1]University of Sydney, Sydney, NSW, Australia, [2]University of Southern Denmark, Kolding, Denmark*
25		**Analysing online discussions in educational and work-based settings** Canan Blake, Eileen Scalon *The Open University, Milton Keynes, UK*
26	**Duddingston**	**The Good, the Bad and the Lazy teacher. A grounded theory approach to higher education learning situations in Vietnam** Sandra Fahmy[1] *[1]Aalborg University, Aalborg, Denmark, [2]International Business School of Scandinavia, Copenhagen, Denmark*
27		**Crossing Professional Thresholds with Networked Learning? An Analysis of Student E-Portfolios Using the Threshold Concept Perspective** Patricia Arnold[1], Swapna Kumar[2] *[1]Munich University of Applied Sciences, Munich, Germany, [2]School of Teaching and Learning, University of Florida, Florida, USA*
28		**Damaged and refractive teaching and learning practices in international developing university contexts.** Uzair Shah, Vivien Hodgson *Lancaster University, Lancaster, UK*
12.30 – 13.30	JMCC Restaurant- Lunch	

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TUESDAY 8th April

13.30 – 14.30	Prestonfield	**Second Plenary:** Steve Fuller, chaired by Sian Bayne
14.30 – 15.30		**Parallel Session 4 – Short Papers**
29	**Prestonfield**	**Phenomenography for researching aspects of networked learning: beyond the match of underlying values and beliefs** Maria Cutajar *Junior College, University of Malta, Msida, Malta*
30		**Methods for mapping operational proximity in professional learning networks** Andrew Whitworth[1], Maria-Carme Torras i Calvo[2], Bodil Moss[2], Nazareth Amlesom Kifle[2], Terje Blåsternes[3] *[1]University of Manchester, Manchester, UK, [2]Høgeskolen i Bergen, Bergen, Norway, [3]Universitetet i Stavanger, Stavanger, Norway*
31		**Building a relationship between international doctoral students and their thesis supervisors through an online community of practice: Findings from a Systematic Literature Review.** Lucilla Crosta, Morag Gray *University of Liverpool, Liverpool, UK*
32		**Networked Scaffolding: Seeking Support in workplace learning contexts** Patricia Santos[1], John Cook[1], Tamsin Treasure-Jones[2], Micky Kerr[2], Joanna Colley[3] *[1]University of the West of England, Bristol, UK, [2]Leeds Institute of Medical Education, Leeds, UK, [3]Tribal Labs, Cambridge, UK*
33		**Small Projects as Winners of the Organizational Learning Network** Mika Sihvonen, Miikka Sipilä *University of Tampere, Tampere, Finland*
34	*Holyrood*	**How do we know who we are when we're online? Reputation, identity, and influence in scholarly networks.** Bonnie Stewart *University of Prince Edward Island, Charlottetown, Prince Edward Island, Canada*
35		**What's wrong with 'technology enhanced learning'?** Sian Bayne *University of Edinburgh, Edinburgh, UK*
36		**Snapshots from the Lived World of Massive Open Online Courses (MOOCs): A phenomenological study of learning large** Catherine Adams, Yin Yin, Luis Francisco Vargas Madriz, C. Scott Mullen *University of Alberta, Edmonton, Alberta, Canada*

37		**Professional Learning through Massive Open Online Courses** Colin Milligan[1], Allison Littlejohn[1], Obiageli Ukadike[2] *[1]Caledonian Academy, Glasgow Caledonian University, Glasgow, Scotland, UK, [2]Harvard Medical School, Harvard University, Cambridge, MA, USA*
38	**Salisbury**	**Synchronous or asynchronous - That is the question: are online classrooms the answer?** Jacqui Basquill *Edge Hill University, Ormskirk, UK*
39		**Designing for mobile participation in blended higher educational settings** Jimmy Jaldemark, Ola J. Lindberg *Mid Sweden University, Härnösand, Sweden*
40		**Learning and peer feedback in shared online spaces** Elaine Thomas, John Rosewell, Karen Kear, Helen Donelan *The Open University, Milton Keynes, UK*
41		**A social network analysis of learning in corporate training context: Analyzing Sosyal 2.0 as a space for networked learning** Didem Tufan, Soner Yildirim, Banu Günel *METU, Ankara, Turkey*
42		**Taming social media in higher education classrooms** Wendy Freeman *Ryerson University, Toronto, Ontario, Canada*
15.30 – 16.00	Centro Refreshments	
16.00 – 17.45	**Parallel Session 5**	
Symposium 3	**Prestonfield**	**Building Co-design Strategies in Higher Education Using Technology-Enhanced Learning Scenarios** Symposium Organisers: Begoña Gros[1] & Iolanda Garcia[2] *[1]Department of Theory and History of Education, University of Barcelona,Spain, [2]eLearn Center, Universitat Oberta de Catalunya, Spain* **Analysing and supporting the process of co-design of inquiry-based and technology-enhanced learning scenarios in higher education** Iolanda García *Universitat Oberta de Catalunya, Spain* **The 7Cs of Learning Design - a new approach to rethinking design practice** Gráinne Conole *University of Leicester, UK* **Learning Design Family Tree to Back Reuse and Cooperation** Jonathan Chacon and Davinia Hernández-Leo *Universitat Pompeu Fabra, Spain*

		Assessing the value of design narratives, patterns and scenarios in scaffolding co-design processes in the domain of technology enhanced learning Steven Warburton[1], Yisay Mor[2] *[1]University of Surrey, UK, [2]Independent Consultant*
43	**Holyrood**	**Actor Network, Ontic Structural Realism and the Ontological Status of Actants** Corrado Matta *Stockholm University, Stockholm, Sweden*
44		**Material entanglement in a primary school learning network** Pippa Yeoman, Lucila Carvalho *The University of Sydney, NSW, Australia*
45		**Examining hybrid digital/material resources in networked learning: a critical realist approach** Steve Walker, Sarah Davies *The Open University, Milton Keynes, UK*
46		**Lost in transition? Making sense of space:time configurations across workplace and educational boundaries** Sue Timmis, Jane Williams *University of Bristol, Bristol, UK*
47	**Salisbury**	**Research methods are made by questioning: the postdisciplinary challenge of networked learning** Petar Jandrić *Polytechnic of Zagreb, Zagreb, Croatia*
48		**Interviewing the Digital Materialities of Posthuman Inquiry: Decoding the encoding of research practices** Catherine Adams[1], Terrie Lynn Thompson[2] *[1]University of Alberta, Edmonton, Alberta, Canada, [2]University of Stirling, Stirling, UK*
49		**A framework for analysing research types and practices** Laura Czerniewicz[1], Catherine Kell[2] *[1]University of Cape Town, Cape Town, South Africa, [2]University of Western Cape, Cape Town, South Africa*
50		**Following hushtag (#)MOOC: mobility of online courses on twitter** Judith Enriquez-Gibson *Liverpool John Moores University, Liverpool, UK*
19.30		Conference Dinner – South Hall

		WEDNESDAY 9th April
09.00 – 10.45		**Parallel Session 6**
Symposium 4	**Prestonfield**	**The Spaces of Networked Learning** Symposium Organiser: Siân Bayne *School of Education, The University of Edinburgh* **Spatial theory in networked learning** (pecha kucha) Richard Edwards *University of Stirling* **The global institution, the homely, and the overwhelming: (per)forming three MOOC spaces** (pecha kucha) Jeremy Knox *University of Edinburgh* **Mobile work-learning: spatial re-orderings and digital fluencies** (pecha kucha) Terrie Lynn Thompson *University of Stirling* **Policy networks, database pedagogies, and the new spaces of algorithmic governance in education** (full paper) Ben Williamson *University of Stirling* **Disrupting the illusion of sameness: the importance of making place visible in online learning** (full paper) Philippa Sheail & Jen Ross *University of Edinburgh*
51	**Holyrood**	**Learning from a deceptively spacious policy discourse** Sarah Hayes *Aston University, Birmingham, UK*
52		**Becoming jelly: A call for gelatinous pedagogy within higher education** Rikke Toft Nørgård, Søren Bengtsen *Aarhus University, Aarhus, Denmark*
53		**The digitation of knowledge produces hybrids: politics and identities in MOOCs** Carlo Perrotta *Anglia Ruskin University, Chelmsford, UK*
54		**The politics of networked learning in an age of austerity** Chris Jones *Liverpool John Moores, Liverpool, UK*
10.45 – 11.15		Centro – Refreshments
11.15 – 12.30	**Prestonfield**	**Panel Discussion:** Maarten de Laat, Steve Fuller, Vivien Hodgson, David McConnell, chaired by Christine Sinclair **Close of Conference**