

NETWORKED LEARNING 2018 – ELEVENTH INTERNATIONAL CONFERENCE
Hotel Dubrovnik, Zagreb, Croatia.
14th/15th/16th May 2018
CONFERENCE PROGRAMME

MONDAY 14th May, 2018		
11.30 – 12.30		Registration
12.00 – 12.45		Lunch
12.45 – 14.00	Ban Jelačić	Welcome & Opening Plenary
14.00 – 14.30		Refreshments
14.30 – 16.15		Parallel Session 1
01	Ban Jelačić	<p>Toward theorizing spatial-cultural ‘othering’ in networked learning and teaching practices <u>Dorothea Nelson</u>¹ and Gale Parchoma² ¹University of Calgary, Calgary, Canada. ²University of Saskatchewan, Saskatoon, Canada.</p>
02		<p>Laugh with us, not at us: parody and networked learning <u>Christine Sinclair</u> University of Edinburgh, Edinburgh, United Kingdom.</p>
03		<p>Knowledgeability and modes of identification in (dis)embodied boundary practice in networked learning. <u>Marianne Riis</u>¹ and <u>Lone Dirckinck-Holmfeld</u>² ¹Metropolitan University College, København N, Denmark. ²Aalborg University, Aalborg, Denmark.</p>
04		<p>21century learning skills revisited - a conceptual paper on leaving 'gaps' and going deep. <u>Thomas Kjærgaard</u> and Susanne Dau University College North, Aalborg SØ, Denmark.</p>
05	Ban Zrinski	<p>Teachers' experiences using networked technologies for teaching <u>Maria Cutajar</u> University of Malta, Msida, Malta.</p>
06		<p>Domesticating Everyday Technologies for Teaching <u>Wendy Freeman</u> Ryerson University, Toronto, Canada.</p>
07		<p>Interactive Digital Learning in a University Lecture Room <u>Mika Sihvonen</u> University of Tampere, Tampere, Finland.</p>
08		<p>Understanding the variation in MBA students' experiences of using Learning Technology in Pakistan <u>Ahmad Timsal</u>, <u>Vivien Hodgson</u> and Uzair Shah Lancaster University, Lancaster, United Kingdom.</p>
S1	Ban Frankopan	<p>What will e-Teaching be like in a future networked university? Symposium Organiser: Professor Michael Power Faculty of Education, Université Laval, Quebec, Canada.</p>
W/S-1	Ban Mažuranić	<p>Designing, deploying, and studying internationally networked collaboration: The Trans-Atlantic and Pacific Project (TAPP) model <u>Elisabet Arnó</u>¹, <u>Ann Hill Duin</u>², <u>Bruce Maylath</u>³, <u>Birthe Moustén</u>⁴, <u>Giuseppe Palumbo</u>⁵, <u>Sonia Vandepitte</u>⁶, ¹Polytechnic University of Catalonia, Spain, ²University of Minnesota, USA, ³North Dakota State University, USA, ⁴Aalborg University/Aarhus University, Denmark, ⁵University of Trieste, Italy, ⁶Ghent University, Belgium.</p>
16.15 – 18.00		Parallel Session 2

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

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 15th May, 2018

09.00 – 10.45		
Parallel Session 3		
17	Ban Jelačić	Encounters with the mobilage (virtual or actual)? <u>Mike Johnson</u> <i>Cardiff University, Cardiff, United Kingdom. Lancaster University, Lancaster, United Kingdom.</i>
18		Amira's complexity and cosmopolitanism: the role of disposition in mobilities and mobile learning <u>Michael Gallagher</u> <i>University of Edinburgh, Edinburgh, United Kingdom.</i>
19		Making digital compost: place-responsive pedagogy at a distance <u>Sharon Boyd</u> <i>University of Edinburgh, Edinburgh, United Kingdom.</i>
20		Learning how kinds matter: A posthuman rethinking Ian Hacking's concepts of kinds, dynamic nominalism and the looping effect <u>Clara O'Shea</u> <i>The University of Edinburgh, Edinburgh, United Kingdom.</i>
21	Ban Zrinski	A Flipped Classroom Model for Inquiry-Based Learning in Cyprus Primary Education Context Maria Loizou Raouna ¹ and <u>Kyungmee Lee</u> ² <i>¹Ministry of Education and Culture, Nicosia, Cyprus. ²Lancaster University, Lancaster, United Kingdom.</i>
22		Blended Simulation Based Education: An exploration of a highly networked learning environment and conceptualisation of complex learning practices <u>Arminch Shahoumian</u> ¹ , <u>Murray Saunders</u> ¹ , <u>Gale Parchoma</u> ² , <u>Maria Zenios</u> ³ and <u>Jacky Hanson</u> ⁴ <i>¹Lancaster University, Lancaster, United Kingdom. ²University of Saskatchewan, Saskatoon, Canada. ³University of Central Lancashire Cyprus, Larnaca, Cyprus. ⁴Lancashire Teaching Hospitals NHS Trust, Preston, United Kingdom.</i>
23		The Unbundled University: Researching emerging models in an unequal landscape. Preliminary findings from fieldwork in South Africa <u>Bronwen Swinnerton</u> ¹ , <u>Mariya Ivancheva</u> ¹ , <u>Taryn Coop</u> ¹ , <u>Carlo Perrotta</u> ¹ , <u>Neil P Morris</u> ¹ , <u>Rebecca Swartz</u> ² , <u>Laura Czerniewicz</u> ² , <u>Alan Cliff</u> ² and <u>Sukaina Walji</u> ² <i>¹University of Leeds, Leeds, United Kingdom. ²University of Cape Town, Cape Town, South Africa.</i>
24		Scope of Virtual Reality (VR) Based Disaster Preparedness Training for the Less Literate and Illiterate People <u>Syed Tarek</u> <i>Earth Aid, London, United Kingdom.</i>
WS4	Ban Frankopan	Online Peer Observation: Research and Practice <u>Nick Bowskill</u> ¹ , <u>Susan Brock</u> ² , <u>Maria Mavrommati</u> ² <i>¹University of Derby, UK, ²Laureate International Universities, Amsterdam, ³Aristotle University, Greece</i>
WS5	Ban Mažuranić	Bridging the gap between Networked Learning and Learning Analytics <u>Daria Kilinska</u> & <u>Thomas Ryberg</u>
10.45 – 11.15	Refreshments	

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

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

13.45 – 14.45	Ban Jelačić	Second Plenary
14.45 – 15.15	Refreshments	
15.15 – 17.00	Parallel Session 5	
48	Ban Jelačić	Stewarding and power in networked learning <u>Andrew Whitworth</u> ¹ and Lee Webster ² ¹ University of Manchester, Manchester, United Kingdom. ² Alliance Manchester Business School, Manchester, United Kingdom.
49		Online knowledge construction in networked learning communities <u>Lai Har Judy Lee</u> ¹ , <u>Rozi Binte Rahmat</u> ² , Poh Heng Lim ¹ , Li Lin ¹ and Toh Hwee Tan ³ ¹ Academy of Singapore Teachers, Ministry of Education, Singapore, Singapore. ² Curriculum, Teaching and Learning, National Institute of Education, Singapore, Singapore. ³ Humanities Department, Singapore Sports School, Singapore, Singapore.
50		Everyone already has their community beyond the screen: Reconceptualising learning and expanding boundaries <u>Kyungmee Lee</u> Lancaster University, Lancaster, United Kingdom.
51		Promoting agency and identity building in dialogic learning communities online <u>Elsebeth Korsgaard Sorensen</u> and Eva Irene Brooks Aalborg University, 9220 Aalborg Oest, Denmark.
52	Ba Zrinski	A ‘Social Identity Approach’ as a Theory for the Design of Learning with Educational Technology: The Case of Clickers <u>Nicholas Bowskill</u> ¹ and Vic Lally ² ¹ University of Derby, Derby, United Kingdom. ² University of Glasgow, Glasgow, United Kingdom.
53		Exploring the geographies of academic social network sites from a socio-technical perspective: an investigation of scientific literature in Spanish <u>Juliana Elisa Raffaghelli</u> ¹ and <u>Stefania Manca</u> ² ¹ Open University of Catalonia, Ramón y Cajal Programme, Barcelona, Spain. ² Institute of Educational Technology, National Research Council of Italy, Genova, Italy.
54		Dashboard literacy: understanding students’ response to learning analytic dashboards <u>Liz Bennett</u> and Sue Folley University of Huddersfield, Huddersfield, United Kingdom.
55		Social media analytics dashboard for academics and the decision-making process: A systematic literature review <u>Line Lisberg Christensen</u> ¹ and <u>Md. Saifuddin Khalid Ph.D</u> ² ¹ Department of Architecture, design and planning, Aalborg University, Aalborg, Denmark. ² Department of Sports Science and Clinical Biomechanics, University of Southern Denmark, Odense, Denmark.
W/S6	Ban Frankopan	Popular education and online learning <u>Peter Shukie</u> Blackburn College
W/S7	Ban Mažuranić	Leadership in Learning Networks: how can conveners use networked learning perspectives in convening people and learning networks? <u>Sebo Sebo Boerma & Marc Coenders</u> NHL Stenden University of Applied Sciences, Netherlands.
19.30	Conference Dinner	

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

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