

Networked Learning 2010

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

Handbook and Abstracts for the Seventh International Conference on Networked Learning 2010

Joint Organisers:

***Aalborg University (Denmark), Glasgow Caledonian University (UK),
Lancaster University (UK)***

Venue: Hotel Hvide Hus, Aalborg-Denmark

Editors:

Lone Dirckinck-Holmfeld, Vivien Hodgson, Chris Jones,
Maarten de Laat, David McConnell & Thomas Ryberg

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Welcome from the UK Conference Chairs

We are very pleased to welcome you to the 7th International Networked Learning Conference.

The Networked Learning conference series began 12 years ago and has become a major event for the dissemination and discussion of research in the area of technology enhanced and supported learning.

After a very successful conference in Halkidiki, Greece in 2008 the conference this year moves to Denmark and is hosted by our colleagues at Aalborg University. Lone Dirckinck-Holmfeld and Thomas Ryberg and their colleagues at Aalborg have all worked extremely hard in preparing this year's conference

In addition to the conference itself there has been an extremely exciting series of hosted online hot seats leading up to the conference. We hope you have found the hot seats both stimulating and valuable. A special "thank you" goes to Maarten de Laat of the Dutch OU for a tremendous job in organising this new addition to the conference

We hope everyone will enjoy the 2010 conference which, as usual, comprises many interesting symposia and papers. We are sure that the pre-conference hot seats, being in Aalborg and the high quality research papers will lead to lots of stimulating and valuable discussions throughout the conference.

Vivien Hodgson and David McConnell
Lancaster University and Glasgow Caledonian University

Welcome from the organisers at Aalborg University

We are very happy to welcome you to Aalborg University and to Aalborg City as the venue for the 7th International Networked Learning Conference in May 2010.

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

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

Already in the late 1980's the first experiments with networked learning supported by computer conferencing took place at AAU. The experiments were based on a PBL approach but extended beyond the physical classroom by integrating online communities and online collaboration environments. These early projects were further developed later into pedagogical models of networked learning for on-campus, as well as off-campus educational programs, supported by networked technologies and digital media. Along with the practical experimental approach the theoretical focus has been on networked learning, computer supported collaborative learning and participatory approaches to learning and design.

The rise of the network society, as a consequence of simultaneous shifts in technology, economy and social organisations, makes the networked learning conference a central, timely and much needed event to bring forward research on the social, cultural and technological changes, and the new conditions for learning in the networked society.

The conference is gathering researchers, practitioners, students, and policy makers from around 14 countries. We are sure that bringing all our expert knowledge together will provide a unique platform to bring forward and advance the research on networked learning.

On behalf of the Networked Learning Conference committee, we would like to thank our sponsors for the conference:

The Research Council of Communication and Culture in Denmark;
The Obel Family Foundation;
IT Vest Collaboration;
Fronter;
The Danish Board of Innovation
The Faculty of Humanities, Aalborg University, and
Aalborg Municipality

We are pleased to see you all here in Aalborg.

Warm regards

Dean, Professor Lone Dirckinck-Holmfeld & Associate Professor, Thomas Ryberg

Acknowledgements

Conference Team

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<http://en.fi.dk/>

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Keynote Speakers

Opening session with Etienne Wenger and Yrjö Engeström: an open dialogue of keynotes' theoretical perspectives and how these contribute to our understandings of networked learning.

Yrjö Engeström



Yrjö Engeström is professor of Adult Education and Director of the Center for Activity Theory and Developmental Work Research at University of Helsinki. Also he is Professor of Communication at University of California, San Diego, where he served as Director of the Laboratory of Comparative Human Cognition from 1990 to 1995. In addition, he is Honorary Professor in the School of Education at University of Birmingham, UK. Yrjö Engeström works within the framework of cultural-historical activity theory, and he is well known for his theory of expansive learning.

Etienne Wenger



Etienne Wenger is a thought leader and consultant in the field of learning systems. He is the author and co-author of seminal books on communities of practice, including *Situated Learning*, where the term was coined, *Communities of Practice: learning, meaning, and identity*, where he lays out a theory of learning based on the concept, and *Cultivating Communities of Practice*, addressed to practitioners in organizations who want to base their knowledge strategy on communities of practice.

NETWORKED LEARNING 2010 – Seventh INTERNATIONAL CONFERENCE

Hvide Hus Hotel

3rd & 4th May, 2010

CONFERENCE PROGRAMME

MONDAY 3rd MAY		
08.30 – 09.00	Conference Registration –Foyer 1 st Floor	
09.00 – 09.30	Det Ny Kilden	Welcome & Opening Session
09.30 – 10.15	Det Ny Kilden	Opening session with Etienne Wenger and Yrjö Engström: an open dialogue of keynotes' theoretical perspectives and how these contribute to our understandings of networked learning. Chaired by Chris Jones and Lone Dirckinck-Holmfeld with input and contributions from conference participants.
10.15 – 10.45	Refreshments –Upper Foyer 1½. Floor	
10.45 – 11.30	Det Ny Kilden	Opening session with Etienne Wenger and Yrjö Engström contd.
11.30 – 12.45	Parallel Session 1	
Papers 01	Vintersalen	Anonymity in online discussion forums - does it promote connections? <i>Mike Johnson, Cardiff University, United Kingdom</i>
02		The challenge of supporting networked personal inquiry learning across contexts <i>Eileen Scanlon, Lucinda Kerawalla, Mark Gaved, Ann Jones, Trevor Collins, Paul Mulholland, Canan Blake, Karen Littleton, Marilena Petrou, Open University, United Kingdom</i>
03		A class-room with a "view" Net-based strategies to promote intercultural education <i>Juliana Elisa Raffaghelli, Cristina Richieri, University of Venice, Italy</i>
Papers 04	Efterårssalen	Using Ad Hoc Transient Communities to Strengthen Social Capital: Design Considerations <i>Sibren Fetter, Adriana Berlanga, Peter Sloep, Open University the Netherlands, Netherlands</i>
05		Democratic Rationalisation on the Network: Social Presence and Human Agency in Networked Learning <i>Benjamin Kehrwald, Massey University, New Zealand</i>
06		Identifying Mediators of Socio-Technical Capital in a Networked Learning Environment <i>Daniel Suthers, Kar-Hai Chu, University of Hawaii, United States</i>
Papers 07	Birkesalen	Social network dynamics in international students' learning <i>Nashrawan Taha, Andrew Cox, The University of Sheffield, United Kingdom</i>
08		Social Networks and Learning Networks: Using social network perspectives to understand social learning <i>Caroline Haythornthwaite¹, Maarten de Laat², ¹University of Illinois, United States, ²Open University of the Netherlands, Netherlands</i>

09		<p>Challenging the Traditional Theorisation on Group Development: An International Online Perspective Lucilla Crosta¹, David McConnell², ¹<i>Lancaster University, United Kingdom</i>, ²<i>Glasgow Caledonian University, United Kingdom</i></p>
Papers 10	Bøgesalen	<p>The Ideals and Reality of Participating in a MOOC Jenny Mackness¹, Sui Fai John Mak², Roy Williams³, ¹<i>Independent Consultant, Cumbria, United Kingdom</i>, ²<i>St George College, TAFE NSW-Sydney Institute, Australia</i>, ³<i>University of Portsmouth, United Kingdom</i></p>
11		<p>Teaching with wikis and blogs: Potentials and pitfalls Nina Bonderup Dohn, <i>University of Southern Denmark, Denmark</i></p>
12		<p>Teaching As Assisting Others' Performance Habibah Ab Jalil, <i>Universiti Putra, Malaysia</i>, Angela McFarlane, <i>University of Bristol, United Kingdom</i>, Maarten de Laat, <i>University of Utrecht, Netherlands</i></p>
12.45 – 13.45	Lunch – Forårssalen/Sommersalen – 1 st Floor	
13.45 – 15.30	Parallel Session 2	
Papers 13	Det Ny Kilden	<p>Magical expertise: An analysis of Finland's national magician network Olli Rissanen¹, Tuire Palonen², Kai Hakkarainen³, ¹<i>University of Eastern Finland</i>, ²<i>University of Turku, Finland</i>, ³<i>University of Helsinki, Finland</i></p>
14		<p>Getting to know you, getting to know all about you: how does text-based communication affect the way we relate? Hilary Thomas, <i>Lancaster University, United Kingdom</i></p>
15		<p>Using Participatory Evaluation to Support Collaboration in an Interdisciplinary Context Gill Clough, Gráinne Conole, Eileen Scanlon, <i>The Open University, United Kingdom</i></p>
16		<p>Community-centred Networks and Networking among Companies, Educational and Cultural Institutions and Research Ulla Konnerup, Lone Dirckinck-Holmfeld, <i>Aalborg University, Denmark</i></p>
Symposium 01	Vintersalen	<p>The Space Occupied by Networked Learning in the Higher Education Curriculum: Revisiting the Networked Learning Manifesto Symposium Organisers: Vivien Hodgson, <i>Lancaster University</i>, Liz Beaty, <i>University of Cumbria</i>, Glynis Cousin, <i>University of Wolverhampton, United Kingdom</i></p> <p>Revisiting the E-Quality in Networked Learning Manifesto Liz Beaty, <i>University of Cumbria</i>, Glynis Cousin, <i>University of Wolverhampton</i>, Vivien Hodgson, <i>Lancaster University, United Kingdom</i></p> <p>Learning, Teaching and Assessment in Networked Learning Vivien Hodgson, Michael Reynolds, <i>Lancaster University, United Kingdom</i></p> <p>Re-Conceptualising the Boundaries of Networked Learning: The shifting relationship between learners and teachers Liz Beaty, James Howard, <i>University of Cumbria, United Kingdom</i></p> <p>Student Led Networked Learning Design Paul Brett, Glynis Cousin, <i>University of Wolverhampton, United Kingdom</i></p>

Symposium 02	Efterårssalen	<p>Exploring sociotechnical theories of learning technology <i>Symposium Organisers: Linda Creanor & Steve Walker</i> <i>Glasgow Caledonian University, The Open University, United Kingdom</i></p> <p>Interpreting Complexity: a case for the sociotechnical interaction framework as an analytical lens for learning technology research <i>Linda Creanor & Steve Walker</i> <i>Glasgow Caledonian University, The Open University, United Kingdom</i></p> <p>Network theories for technology-enabled learning and social change: Connectivism and Actor Network theory <i>Frances Bell, Salford Business School, United Kingdom</i></p> <p>The social construction of educational technology through the use of proprietary software <i>Chris Bissell, The Open University, United Kingdom</i></p> <p>Social presence in online learning communities <i>Karen Kear, The Open University, United Kingdom</i></p>
Papers 17 18 19 20	Birkesalen	<p>Networks as platforms for expansive development – examples from a school development programme <i>Silke Geithner¹, Klaus-Peter Schulz², ¹Dresden University of Technology, Dresden, Germany, ²Chemnitz University of Technology, Germany</i></p> <p>Coalition Formation in Networked Innovation: Directions for Future Research <i>Rory Sie, Marlies Bitter-Rijpkema, Peter Sloep, Open University of the Netherlands</i></p> <p>A model for leveraging social learning technologies in corporate environments <i>Robin Yap¹, Joost Robben^{2,1}, ¹Phronetic International, Canada, ²Stoas Learning, Netherlands</i></p> <p>Finding the appropriate network for learning <i>Tom Nyvang¹, Ann Bygholm¹, ¹Aalborg University, Aalborg, Denmark</i></p>
Papers 21 22 23 24	Bøgesalen	<p>Teacher Use of ICT: Challenges and Opportunities <i>Charalambos Vrasidas¹, Christiana Aravi¹, Irineos Pattis¹, Petros Panaou¹, Maria Antonaki¹, Christiana Aravi¹, Lucy Avraamidou¹, Katerina Theodoridou¹, Michalinos Zembylas², ¹CARDET - University of Nicosia, Cyprus, ²CARDET - Open University of Cyprus,</i></p> <p>Examining the affordance of a software tool to support students in team project work <i>Janice Whatley, University of Salford, Manchester, United Kingdom</i></p> <p>One more tool – or exploring the practice of introducing new technologies in dispersed communities. <i>Patricia Arnold¹, John Smith², Beverly Trayner³, ¹University of Applied Sciences Munich, Germany, ²Learning Alliances, Portland, United States, ³Independent, Grass Valley, CA, United States</i></p> <p>Cops' creation and evolution sustained by ICT tools and services <i>Brigitte Denis, Perrine Fontaine, Université de Liège, Belgium</i></p>

15.30 – 16.30	Refreshments & Poster Session – Foyer 1 st Floor	
16.30 – 17.45		Parallel Session 3
Papers 25	Vintersalen	Collective Brokering Practice: A constellation of practices perspective Fei-Ching Chen ¹ , Thomas Wang ² , Hsiu-Mei Chang ¹ , ¹ <i>National Central University, Taiwan</i> , ² <i>Fu-Jen Catholic University, Taipei, Taiwan</i>
26		Online group work patterns: how to promote a successful collaboration? Luis Tinoca ^{1,2} , Isolina Oliveira ^{1,2} , Alda Pereira ^{1,3} , ¹ <i>Universidade Aberta, Portugal</i> , ² <i>Centro de Investigação em Educação, Portugal</i> , ³ <i>Laboratório de Educação a Distancia, Portugal</i>
27		Life Behind The Screen: Taking the Academic Online Stuart Boon, Christine Sinclair, <i>University of Strathclyde, Glasgow, Scotland</i>
Papers 28	Efterårssalen	Learning Networks for Lifelong Learning: An Exploratory Survey on Distance Learners' preferences Adriana J. Berlanga, Ellen Rusman, Jannes Eshuis, Henry Hermans, Peter Sloep, <i>Open University of The Netherlands</i>
29		Learning in Networks for Sustainable Development Angelique Lansu ¹ , Jo Boon ¹ , Peter Sloep ² , Rietje van Dam-Mieras ^{1,3} , ¹ <i>Open Universiteit, Netherlands</i> , ² <i>Universiteit Leiden, Netherlands</i>
30		A Personal Perspective on the Structure of Post-graduate Work-based Learning Programme at an English University Claire Raistrick, <i>University of Warwick, United Kingdom</i>
Papers 31	Birkesalen	Giving shareable form to collective thought using a Shared Thinking approach Nicholas Bowskill, <i>University of Glasgow, United Kingdom</i>
32		Just what is being reflected in online reflection?: new literacies for new media practices Jen Ross, <i>University of Edinburgh, United Kingdom</i>
33		Dialogue design - transformation of identity and local practice: An open-ended story on net-worked learning Helle Wentzer ¹ , Lone Dirckinck-Holmfeld ¹ , Mayela Coto ^{1,2} , ¹ <i>Aalborg University, Denmark</i> , ² <i>Universidad Nacional, Costa Rica</i>
Papers 34	Bøgesalen	Building understanding of the philosophy of science through immediate and mediated resources Maarit Arvaja, <i>University of Jyväskylä, Finland</i>
35		Emerging Research Topics in Social Learning Ralf Klamma, <i>RWTH Aachen University, Germany</i>
36		Design for Learning in a Social Network Karin Levinsen ¹ , Janni Nielsen ² , ¹ <i>The Danish School of Education, Aarhus University, Denmark</i> , ² <i>Copenhagen Business School, Denmark</i>
19.00	Cocktail Reception – Hosted by The City of Aalborg – The Utzon Centre	

TUESDAY 4TH MAY		
08.45 – 10.30	Parallel Session 4	
Symposium 03	Vintersalen	<p>Networked learning, the Net Generation and Digital Natives Symposium Organiser: Chris Jones, <i>The Open University, United Kingdom</i></p> <p>Diversity in interactive media use among Dutch youth Antoine van den Beemt, Fontys, <i>University of Applied Sciences, The Netherlands</i> Sanne Akkerman, P. Robert-Jan Simons, <i>Utrecht University, The Netherlands</i></p> <p>Learning and Living Technologies: A Longitudinal Study of First-Year Students' Expectations and Experiences in the Use of ICT Ruslan Ramanau, Anesa Hosein, Chris Jones, <i>The Open University, United Kingdom</i></p> <p>Learning nests and local habitations: Locations for networked learning Chris Jones and Graham Healing, <i>The Open University, United Kingdom</i></p> <p>Digital natives: Everyday life versus academic study Linda Corrin, Sue Bennett, Lori Lockyer, <i>University of Wollongong, Australia</i></p> <p>Supporting the "Digital Natives": what is the role of schools? Rebecca Eynon, <i>University of Oxford, United Kingdom</i></p> <p>Born into the Digital Age in the South of Africa: the reconfiguration of the "digital citizen" Laura Czerniewicz, Cheryl Brown, <i>University of Cape Town, South Africa</i></p>
Papers 37	Efterårssalen	<p>Blogs and Forums as Communication and Learning Tools in a MOOC Sui Fai John Mak¹, Roy Williams², Jenny Mackness³, ¹<i>St George College, TAFE NSW-Sydney Institute, Australia</i>, ²<i>University of Portsmouth, United Kingdom</i>, ³<i>Independent Consultant, Cumbria, United Kingdom</i></p>
38		<p>Microblogging as a Tool for Networked Learning in Production Networks Stefan Hauptmann^{1,2}, Lutz Gerlach^{1,2}, ¹<i>cm d - corporate mind development, Germany</i>, ²<i>Chemnitz University of Technology, Germany</i></p>
39		<p>The creative power of online collaborative environment: Using Knowledge Forum as an example Yu-Hui Chang, Huang-Yao Hong, <i>National Chengchi University, Taiwan</i></p>
40		<p>Knowledge creation in networked learning: combined tools and affordances Maria Zenios, Brian Holmes, <i>Lancaster University, United Kingdom</i></p>

Papers 41	Birkesalen	Autoethnographer Communities of Practice Jeffrey Keefer ¹ , ¹ New York University, United States, ² Lancaster University, United Kingdom
42		Reading screens: a critical visual analysis Sian Bayne, Zoe Williamson, Jen Ross, <i>University of Edinburgh, , United Kingdom</i>
43		The Web of Identity: Selfhood and Belonging in Online Learning Networks Marguerite Koole, <i>Athabasca University, Canada</i>
44		Who's taming who? Tensions between people and technologies in cyberspace communities Terrie Lynn Thompson, <i>University of Alberta, Canada</i>
Papers 45	Bøgesalen	Supporting the learning and networking experiences of doctoral students Christopher Thomson, Barbara Allan, <i>The University of Hull, United Kingdom</i>
46		Networked Learning ten years on: the rise of the Virtual Graduate School Barbara Allan ¹ , Chris Thomson ¹ , Sheena Banks ² , ¹ University of Hull, United Kingdom, ² University of Sheffield, United Kingdom
47		An Empirical Study: The Implementation of a Virtual Learning Environment and ePortfolio Thomas Connolly ¹ , Carole Gould ¹ , Tom Hainey ¹ , Brian Boyle ² , Stuart Waugh ² , ¹ University of the West of Scotland, United Kingdom, ² EKGTA Ltd, Glasgow, United Kingdom
48		Exploring health science learner experiences of formative and summative feedback in a networked environment through ePortfolios Susi Peacock, Sue Murray, Alison Scott, <i>Queen Margaret University, United Kingdom</i>
10.30 – 11.00	Refreshments – Foyer 1 st Floor	
11.00 – 12.45	Parallel Session 5	
Symposium 03 Continued	Vintersalen	Networked learning, the Net Generation and Digital Natives Symposium Organiser: Chris Jones, <i>The Open University, UK</i> Continued.....

Symposium 04	Efterårssalen	<p>Innovative approaches to professional development Symposium Organiser: Janet Macdonald, <i>Open University in Scotland</i></p> <p>Exploring the context for professional development in a large distance university Barbara Poniatowska, <i>The Open University, United Kingdom</i></p> <p>Practitioner research as experiential learning?:The case of COLMSCT Laura Hills, Steve Swithenby, <i>The Open University, United Kingdom</i></p> <p>Learning about new tools: a Case study of Digilab and Digiquests Keren Mills, Non Scantlebury, Jo Parker, <i>The Open University, United Kingdom</i></p> <p>Learning from peers. Online professional development for university staff Janet Macdonald and Anne Campbell, <i>Open University in Scotland</i></p>
Symposium 05	Birkesalen	<p>International Tutor Perspectives on Undergraduate Networked Learning Environments Symposium Organiser: Gale Parchoma, <i>Lancaster University, United Kingdom</i></p> <p>Undergraduate experiences of coping with networked learning: Difficulties now, possibilities for the future Alex Bell, <i>Trinity University College, Wales</i></p> <p>Maria Zenios, Gale Parchoma, <i>Lancaster University, United Kingdom</i></p> <p>The Paradox of Social Media and Higher Education Institutions Justin Bonzo, <i>University of British Columbia, Canada</i></p> <p>Gale Parchoma, <i>Lancaster University, United Kingdom</i></p> <p>Teachers' Views on Assessment in Higher Education Hans Oberg, <i>University of Skovde</i></p> <p>Maria Zenios, Gale Parchoma, <i>Lancaster University, United Kingdom</i></p> <p>Athenian Democracy & Networked Learning Communities Chrysoula Themelis, <i>Hellenic-American University</i></p> <p>Gale Parchoma, Michael Reynolds, <i>Lancaster University</i></p>
Symposium 06	Bøgesalen	<p>Design for problem and project based learning in a networked society Symposium Organiser: Lone Dirckinck-Holmfeld, <i>Aalborg University</i></p> <p>Design of a Networked Learning Master Environment for Professionals – using the approach of problem based learning to establish a community of practice Lone Dirckinck-Holmfeld, <i>Aalborg University</i></p> <p>Problem-oriented project studies – the role of the teacher as supervising/facilitating the study group in its learning processes Oluf Danielsen, Jørgen Lerche Nielsen, <i>Roskilde Universitet, Denmark</i></p> <p>Democratic Collaborative Dialogue and Negotiation of Meaning in Digital Teaching and Learning Environments: Reflections Elsebeth Korsgaard Sorensen, <i>Aarhus University, Denmark</i></p> <p>A theoretical Design for Learning Model addressing the Networked Society Janni Nielsen, <i>Copenhagen Business School, Denmark</i>, Karin Levinsen, Birgitte Holm Sørensen, <i>Aarhus University, Denmark</i></p>
12.45 – 14.00	Lunch – Forårssalen/Sommersalen – 1 st Floor	

14.00 – 15.45	Parallel Session 6	
Symposium 07	Vintersalen	<p>Current challenges in learning design and pedagogical patterns research Symposium Organiser: Gráinne Conole, <i>The Open University, United Kingdom</i></p> <p>An Overview of Design Representations Gráinne Conole, <i>The Open University, United Kingdom</i></p> <p>Designing Collaborative Learning Sessions that Promote Creative Problem Solving Using Design Patterns Symeon Retalis, Mary Katsamani, Petros Georgiakakis, Georgia Lazakidou, Ourania Petropoulou, University of Piraeus, Greece. Theodoros Kargidis, <i>Technological Institute of Thessaloniki, Greece</i></p> <p>Recurrent routines in the classroom madness: pushing patterns past the design phase Luis Pablo Prieto, Sara Villagr�-Sobrino, Yannis Dimitriadis, Iv�n M. Jorr�n-Abell�n, Alejandra Mart�nez-Mon�s, Roc�o Anguita-Mart�nez, <i>University of Valladolid, Spain</i></p> <p>Ritual performances and collective intelligence: theoretical frameworks for analysing emerging activity patterns in Cloudworks Panagiota Alevizou, Gr�inne Conole, Juliette Culver and Rebecca Galley, <i>The Open University, United Kingdom</i></p>
Symposium 08	Efter�rssalen	<p>Web 2.0 and Problem Based Learning in Enterprise Architecture Training – Developing a Learning Methodology Symposium Organiser: Thomas Ryberg, <i>Aalborg University, Denmark</i></p> <p>Contributing to a Learning Methodology for Web 2.0 Learning – Identifying Central Tensions in Educational Use of web 2.0 Technologies Louise N�rgaard Glud, Lillian Buus, Thomas Ryberg, Marianne Georgsen, Jacob Davidsen, <i>Aalborg University, Denmark</i></p> <p>Identifying Differences in Understandings of PBL, Theory and Interactional Interdependencies Thomas Ryberg, Louise N�rgaard Glud, Lillian Buus, Marianne Georgsen, <i>Aalborg University, Denmark</i></p> <p>Developing a Design Methodology for Web 2.0 Mediated Learning Lillian Buus, Marianne Georgsen, Thomas Ryberg, Louise N�rgaard Glud, Jacob Davidsen, <i>Aalborg University, Denmark</i></p>
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52		Where does the learning take place? Learning spaces and the situated curriculum within networked learning Sue Peters, <i>Lancaster University, United Kingdom</i>
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54		Reconstructed Grounded Theory: Beyond Comparison? Sally Bradley, <i>Lancaster University, United Kingdom</i>
55		Individual versus collaborative learning in digital environments: the effects on the comprehension of scientific texts in first year university students Elvis Mazzoni ^{1,2} , Pietro Gaffuri ¹ , Michele Gasperi ¹ , ¹ <i>ALMA MATER STUDIORUM - University of Bologna, Cesena (FC), Italy</i> , ² <i>University of Neuchâtel, Switzerland</i>
56		Collaboration, Negotiation, and Reflection: meaning-making established through grounded theory Shaunna Joannidou ¹ , Maria Zenios ² , Michael Reynolds ² , ¹ <i>University of Cyprus</i> ² <i>University of Lancaster, Lancaster, United Kingdom</i>
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07	6	Katsamani	Mary	University of Piraeus
02	2	Kear	Karen	Open University
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Lancaster University based in the North West of England, UK, has international recognition for the quality of its teaching and research. The University has a long history of research and teaching in the area of technology supported learning and has been a co-organiser of the Networked Learning conference since 2000. Both Educational Research and Management Learning and Leadership departments are seen as leading centres of international research and Networked Learning is a critical area of research for both Departments. The two departments were founding members of The Centre for the Study of Advance Learning Technology (CSALT) and each has offered networked learning post experience professional Masters Programmes since 1989.

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

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DMLL offers a part time networked learning MA in Management Learning and Leadership (MAMLL) as well as a part time MA in Leadership for Sustainability (L4S) which incorporates a number of online workshops as well as a networked worked learning approach.

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