

Tuesday 12 April

17.00-20.30	Registration (MMU)
19.00-20.00	A conversation with the BBC's George Auckland

Wednesday 13 April

08.00	Registration
09.20	Welcome
09.30	Keynote: [K1] Trajectories through learning experiences S. Benford, <i>University of Nottingham, UK</i>
10.30-11.00	Coffee break

	Lecture Theatre 1	Lecture Theatre 5	Lecture Theatre 6	Lecture Theatre 7	Workshop Room: 235
		Session 1 Chair: Brendan Tangney	Session 2 Chair: Ann Jones	Session 3 Chair: Cristina Costa	
11.00	<p>Symposium1: Social Justice and ICTs in Low Income Countries Chair: R. Sutherland, <i>University of Bristol, UK</i> Discussant: L. Grant, <i>Futurelab, UK</i></p> <p>[SYM1.1]Developing a capability approach to examining issues of social justice and ICTs: Educational challenges and opportunities in Rwanda R. Sutherland*¹, J. Rubigaza², ¹University of Bristol, UK, ²Kigali Institute of Education, Rwanda</p>	<p>[O1.1]The future of hands-on learning technologies: Motivation and learning in context S. Martin*¹, D. Stanton Fraser¹, M. Fraser², D. Woodgate¹, D. Crellin³, ¹University of Bath, UK, ²University of Bristol, UK, ³ScienceScope, UK</p>	<p>[O2.1]Mobile learning: Two case studies of supporting inquiry learning in informal and semiformal settings A.C. Jones*, E. Scanlon, G. Clough, <i>Open University, UK</i></p>	<p>[O3.1]Exploring co-regulation in a computer supported collaborative learning environment: A developmental perspective E.E. Olakanmi*, C. Blake, E. Scanlon, A. Jones, <i>Open University, UK</i></p>	<p>[WS1]How not to create effective educational games N. Whitton*¹, M. Ulicsak², ¹Manchester Metropolitan University, UK, ²Futurelab, UK</p>
11.25	<p>[SYM1.2]Perspectives of ICT in enhancing learner centred pedagogy in Rwandan schools A.Uworwabayeho, <i>Kigali Institute of Education, Rwanda</i></p> <p>[SYM1.3]Using ICT to address the limited resources for teaching science within Chilean disadvantaged schools. Gerardo Moenne, <i>Universidad de la Frontera, Chile</i></p> <p>[SYM1.4]Reducing the digital divide – An important challenge for future research in technology-enhanced learning C. Plesch*, C. Kändler, D. Dziol, A. Deiglmayr, S. Kübler, H. Spada, <i>University of Freiburg, Germany</i></p>	<p>[O1.2]Emerging practice: The liveblog as a tool for learning R.M. Ferguson*¹, A. Hosein^{1,2}, D.J. Clow¹, G.M. Clough¹, ¹Open University, UK, ²Liverpool Hope University, UK</p>	<p>[O2.2]A comparison of face-to-face problem-based learning (PBL) and asynchronous online PBL tutorial groups in a public health masters programme at Maastricht University N. de Jong*¹, S.J. O'Connor¹, F.E.S. Tan², D.M.L. Versteegen³, ¹Department of Health Care and Nursing Science, Maastricht University, The Netherlands, ²Department of Methodology and Statistics, Maastricht University, The Netherlands, ³Department of Educational Development and Educational Research, Maastricht University, The Netherlands</p>	<p>[O3.2]Visionary pedagogical model to enhance learning of practical skills in a large cohort through collaborative learning and peer teaching demonstration educational technology system A. Sen*, L. Selvaratnam, <i>Monash University, Sunway Campus, Malaysia</i></p>	

11.50		[O1.3]SLurtles: Objects-To-Think-With in a virtual world C. Girvan*, B. Tangney, T. Savage, <i>Trinity College Dublin, Ireland</i>	[O2.3]The effects of peer review and reproducibility on learning: A randomized experiment based on the xycoon stock exchange P. Wessa ¹ , I. E. Holliday* ² , ¹ <i>Leuven Institute for Research on Information Systems, Belgium,</i> ² <i>Aston University, UK</i>	[O3.3]Interaction between learners in an interactive learning environment J. Davidsen*, M. Georgsen, <i>Aalborg University, Denmark</i>	
12.15		[O1.4]Technology in context: Summary findings from the capital project A. Manches*, M. Sharples, C. Crook, <i>University of Nottingham, UK</i>	[O2.4] Interaction design of augmented education environments -Augmented and mixed reality for performance and training support of aviation / automotive technicians R. Behringer* ¹ , J. Christian ⁴ , H. Krieger ³ , D. Moore ¹ , A. Holzinger ² , ¹ <i>Leeds Metropolitan University, UK,</i> ² <i>Medical University Graz, Austria,</i> ³ <i>ipcenter.at GmbH, Austria,</i> ⁴ <i>BRP- Rotax GmbH & Co. KG, Austria</i>	[O3.4]Computer-assisted collaborative learning in large 1st year classes through interdisciplinary scenario-inquiry tasks: IS-IT chemistry? G.A. Lawrie*, K.E. Matthews, M. Taylor, P. Adams, L.R. Gahan, <i>University of Queensland, Australia</i>	
12.40-13.30	Lunch				
		<i>Session 4 Chair: Avril Loveless</i>	<i>Session 5 Chair: Cathy Lewin</i>	<i>Session 6 Chair: Dai Griffiths</i>	
13.30		[O4.1]Information and communication technology training and leadership in teacher education S. Keengwe, <i>University of North Dakota, USA</i>	[O5.1]The future of game-based learning: Overcoming the challenges N. Whitton* ¹ , P. Hollins ¹ , ¹ <i>Manchester Metropolitan University, UK,</i> ² <i>University of Bolton, UK</i>	[O6.1]The 'Confucianization' of educational technologies in South Korea K. Yoon, <i>University of British Columbia, Canada</i>	[WS2]Can open education projects help to develop a resilient higher education? R. Hall* ¹ , J. Winn ² , ¹ <i>De Montfort University, UK,</i> ² <i>University of Lincoln, UK</i>
13.55		[O4.2]Using video of lessons for teacher professional development: Reflections on the adoption of a system M.J. Pearson, <i>Steljes, UK</i>	[O5.2]The impact of console games in the classroom S.J. Cranmer* ¹ , C. Howells ^{1,2} , J. Groff ^{1,2} , ¹ <i>Futurelab, UK,</i> ² <i>Creative Contexts, UK</i>	[O6.2]University lecturers' perceptions of the technology they use C. J. Shelton, <i>University of Chichester, UK</i>	
14.20		[O4.3]The more the merrier? Shaping a community of inquiry through pre-service online discussions A. Martinez-Arbelaz* ^{1,2} , J.M. Correa-Gorospe ¹ , L.P. Cuenca-Gutierrez ¹ , ¹ <i>University Studies Abroad Consortium, Spain,</i> ² <i>University of the Basque Country, Spain</i>	[O5.3]Dialogue paper; bridging contexts; preparing the institution for emerging technologies F. Garnett* ¹ , N. Ecclesfield ² , T. Cochrane ³ , ¹ <i>London Knowledge Lab, UK,</i> ² <i>Becta, UK,</i> ³ <i>Unitec, New Zealand</i>	[O6.3]Animating the technological transformation of the University: Agent-based modelling and the 'University Flight Simulator' M.W. Johnson, <i>University of Bolton, UK</i>	

14. 45-15.15	Coffee break				
		<i>Session 7</i> <i>Chair: Ola Erstad</i>	<i>Session 8</i> <i>Chair: Richard Millwood</i>	<i>Session 9</i> <i>Chair: Charles Crook</i>	
15.15	Symposium2: Digital Technologies in the Early Years, from Home to School Chair: A. Manches, <i>Institute of Education, UK</i> Discussant: R. Sutherland, <i>University of Bristol, UK</i> [SYM2.1]Young children, families and technology: Examining learning in the home L. Plowman, <i>University of Stirling, UK</i>	[O7.1]First year university students and new technologies: A complex picture with no evidence of a net generation of digital natives C. Jones* ¹ , A. Hosein ^{2,1} , R. Ramanau ¹ , ¹ <i>Open University, UK, ²Liverpool Hope University, UK</i>	[O8.1]Motivational aspects of teaching and learning in a three dimensional virtual world: An empirical study T. Barker, <i>University of Hertfordshire, UK</i>	[O9.1]Oscar: A personalised online conversational intelligent tutoring system A. Latham*, K. Crockett, D. McLean, B. Edmonds, <i>Manchester Metropolitan University, UK</i>	[WS3]Walking in their shoes: A practical workshop to demonstrate Inquiry Based Learning techniques M. Griffiths* ¹ , M. Kutar ¹ , J. Wood ² , ¹ <i>University of Salford, UK, ²University of Manchester, UK</i>
15.40	[SYM2.2]Young children, family life and interactions around interactive digital technologies S. Eagle, <i>University of Bristol, UK</i> [SYM2.3]Building digital connections between young children’s home and school learning L. Grant, <i>Futurelab, UK</i>	[O7.2]Knowledge as cultural capital in an technological intergenerational program at school T. Gamliel, <i>Bar-Ilan University, Israel</i>	[O8.2]‘Can emotion expand minds online?’ The problems of online positive mood induction for cognitive flexibility A.G. Smith* ^{1,2} , J.A. Sime ¹ , ¹ <i>Blackpool & The Fylde College, UK, ²Lancaster University, UK</i>	[O9.2]Tipping the balance through trust in a digital peer: An intelligent tool to support lecturers’ engagement with technology-enhanced learning E. F. Masterman, J.M. Wild*, <i>University of Oxford, UK</i>	
16.05	[SYM2.4]Emerging technologies to build on children’s pre-school understanding and experiences A. Manches*, S. Price, <i>Institute of Education, UK</i>	[O7.3]Supporting older adults to learn using the Internet: The role of a digital learning companion R. Eynon*, C. Davies, <i>University of Oxford, UK</i>	[O8.3]5 habits to be a successful learner in online learning environments B. Samruayruen*, J. Enriquez, <i>University of North Texas, USA</i>	[O9.3]Constant companions: Instant messaging conversations as supportive study structures amongst undergraduate peers S.E. Timmis, <i>University of Bristol, UK</i>	
16.30		[O7.4] A novel & affordable interactive floor for educational applications U. Boisen, A. J. Hansen, L. Knudsen*, S. L. Pedersen, D. Overholt, <i>Aalborg University, Denmark</i>	[O8.4]A pragmatic model for team-based technology enhanced learning C. Conneely*, J. Lawlor, B. Tangney, <i>University of Dublin, Trinity College, Ireland</i>	[O9.4]Designing ubiquitous support for self-initiated foreign language inquiry learning: A mobile personal language learning environment J. Underwood*, R. Luckin, N. Winters, <i>London Knowledge Lab, UK</i>	
17.00-18.00	Keynote Debate: Toward social justice in education technology Speakers: Keri Facer, Neil Selwyn, Charles Crook				
18.00-20.00	Drinks Reception & Poster Session & Museum of Educational Software & Telematic Dance Performance (19.00)				

Thursday 14 April

09.00	Keynote: [K2] Return to Sin City? Living and learning with digital technology <i>J. Underwood, Nottingham Trent University, UK</i>				
10.00-10.30	Coffee break				
	Lecture Theatre 1	Lecture Theatre 5	Lecture Theatre 6	Lecture Theatre 7	Workshop Room: 235
		<i>Session 10</i> <i>Chair: Carey Jewitt</i>	<i>Session 11</i> <i>Chair: Christine Greenhow</i>	<i>Session 12</i> <i>Chair: Ann Jones</i>	
10.30	Symposium 3: Creating and Critiquing Teacher Education Futures Chair: P. Aubusson, <i>University of Technology Sydney, NSW, Australia</i> Discussant: C. Jewitt, <i>Institute of Education, UK</i> [SYM3.1]Future teacher education <i>S. Selander, University of Stockholm, Sweden</i>	[O10.1]Direct assessment of digital competences: Information processing and communication in primary education <i>K. Aesaert*¹, J. van Braak¹, J. Tondeur^{1,2}, ¹Ghent University, Belgium, ²Research Foundation Flanders, Belgium</i>	[O11.1]Using theory to review and to plan mobile learning deployment <i>J. Cook¹, T. Treasure-Jones¹, N. Pachler¹, C. Preston*², ¹London Metropolitan University, UK, ²MirandaNet, UK</i>	[O12.1]Contextualisation, collaboration, constructivism and smartphones for teaching mathematics <i>B. Tangney, Trinity College Dublin, Ireland</i>	Invited Workshop - Patrick Carmichael ENSEMBLE/MIT Data party Day Demo (30 places max)
10.55	[SYM3.2]Is there still a place for subject knowledge and the subject expert in a networked, ubiquitous connected world? <i>K. Burden*, P. Hopkins, University of Hull, UK</i> [SYM3.3]Scenarios for teacher education futures <i>P. Aubusson, S. Schuck*, University of Technology Sydney, NSW, Australia</i>	[O10.2]Developing information literacy skills and competencies for science communication <i>R. M. Holliman*, E. Scanlon, Open University, UK</i>	[O11.2]Topological, semiotic and rhetorical scapes: A framework for analysing mobile learning experiences <i>R. Sandford, Futurelab, UK</i>	[O12.2]A digital mathematics intervention for English language learners in U.S. high schools: An analysis using sen's capabilities approach <i>B. Freeman^{1,2}, ¹Fielding Graduate University, USA, ²Digital Directions International, USA</i>	
11.20	[SYM3.4]Creating a vision for 21st century teacher and school leader education <i>I.W. Gibson, Macquarie University, Australia</i> [SYM3.5]Translational research and online learning communities: Moving the dominant paradigm for teacher education research from the 19th to the 21st century <i>N.B. Jumani¹, M. Leask*², ¹International Islamic University, Pakistan, ²University of Bedfordshire, UK</i>	[O10.3]Developing digital literacies in the context of creative practice <i>A.C. Groppel-Wegener, Staffordshire University, UK</i>	[O11.3]Creating interactive pedagogical spaces using portable technologies in the Zambian classroom <i>S. Hennessy*, B. Hassler, University of Cambridge, UK</i>	[O12.3]Solving the algebraic problem: Pedagogical and technical design of a system supporting exploratory learning of mathematics generalisation <i>R. Noss*, A. Poulouvassilis, C. Hoyles, E. Geraniou, M. Mavrikis, S. Gutierrez-Santos, London Knowledge Lab, UK</i>	
11.45		[O10.4]Learning journeys: Exploring approaches to learner digital literacy acquisition <i>C. Bradley¹, L. Greaves², D. Holley*³, ¹London Metropolitan University, UK, ²Thames Valley University, UK, ³Anglia Ruskin University, UK</i>	[O11.4]Do locative context aware technologies support mobile virtual learning environments <i>L. Crane*, P. Benachour, P. Coulton, Lancaster University, UK</i>	[O12.4]How video acts as a retrospective tool in mathematics problem solving. <i>I.P. Tung, McGill University, Canada</i>	

12.10-13.50	Open Space Session / Mirandamod Workshop (60 places max) at Council chamber (Ormond Building)				
12.10-14.10	The CAL/Mirandanet Open Space Session (80 places max) & Posters & Lunch				
		<i>Session 13</i> <i>Chair: Sara Hennesy</i>	<i>Session 14</i> <i>Chair: Clive McGoun</i>	<i>Session 15</i> <i>Chair: Dai Griffiths</i>	
14.10	Symposium4 : Learning Analytics Chair: R.M. Ferguson, <i>Open University, UK</i> Discussant: G. Conole, <i>Open University, UK</i> [SYM4.1]Learning analytics symposium R. M. Ferguson*, A.J. Hirst, D. M. Whitelock, A. De Liddo, S. J. Buckingham Shum, G. C. Conole, <i>Open University, UK</i>	[O13.1]Discussing teaching videocases online: Perspectives of preservice and inservice EFL teachers M.H. Liu, <i>Tunghai University, Taiwan</i>	[O14.1]Different kinds of risk: The conflict between parental anxieties about the internet and the development of informal learning practices in young people C.W. Davies*, R. Eynon, <i>University of Oxford, UK</i>	[O15.1]The more things change the more they remain the same: New curriculum, pedagogies and learning with ICT? N.J. Yelland, <i>Hong Kong Institute of Education, Hong Kong</i>	
14.35	[SYM4.2]Analysing tutor feedback for e-assessment systems D.M. Whitelock, <i>Open University, UK</i> [SYM4.3]Visual analytics around the edges A.J. Hirst, <i>Open University, UK</i> [SYM4.4]Learning analytics to identify exploratory dialogue within synchronous text chat	[O13.2]The ICT CPD landscape as 'discursive terrain' N. Pachler ¹ , C. Preston* ² , J. Cuthell ² , A. Allen ² , ¹ <i>University of London, UK,</i> ² <i>Mirandanet, UK</i>	[O14.2]Online anonymous economy debate bulletin board as a site for adult informal learning D. J. Kang*, S. Choi, S. Lee, J. Park, <i>Seoul National University, South Korea</i>	[O15.2]School-based ICT policy planning : Case study research in Flemish primary schools R. Vanderlinde* ¹ , J. van Braak ¹ , S. Dexter ² , ¹ <i>Ghent University, Belgium,</i> ² <i>University of Virginia, USA</i>	
15.00	[SYM4.5]Towards discourse-centric learning analytics A. De Liddo*, S. J. Buckingham Shum, <i>Open University, UK</i>	[O13.3]Tools for professional learning: Remotely multi-authored digital concept maps C. Preston*, J. Cuthell, N. Pachler, A. Allen, A. Jimoyiannis, <i>MirandaNet Fellowship, UK</i>	[O14.3]What are they doing? How our students are informally using their mobile phones for learning C. Bradley ¹ , D. Holley* ² , ¹ <i>London Metropolitan University, UK,</i> ² <i>Anglia Ruskin University, UK</i>	[O15.3]Paths across a lawn: Problems with the 'grand' educational innovation A. Whitworth, <i>University of Manchester, UK</i>	
15.25		[O13.4]Beyond bewilderment: Critical research approaches to the depth, scope and reach of creative educators A.M. Loveless, <i>University of Brighton, UK</i>	[O14.4]Cultivating children as a community of Mandarin learners out of school Y. Yang* ¹ , C. Crook ² , C. O'Malley ² , ¹ <i>University of Exeter, UK,</i> ² <i>University of Nottingham, UK</i>	[O15.4]Learning futures of the future school: Creating knowledge building spaces to promote 21st century learning skills H.J. So ¹ , J. Tay* ² , E. Tan ¹ , ¹ <i>Nanyang Technological University, Singapore,</i> ² <i>School of Science and Technology, Singapore</i>	

15.50-16.15	Coffee				
		<i>Session 16</i> <i>Chair: Christine Greenhow</i>	<i>Session 17</i> <i>Chair: Nicola Whitton</i>	<i>Session 18</i> <i>Chair: Nicola Yelland</i>	
16.15	<p>Symposium 5: How and why do student teachers use ICT? Chair: M. Hammond, <i>University of Warwick, UK</i> Discussant: S. Kennewell, <i>Swansea Metropolitan University, UK</i> [SYM5.1] Student teachers and their use of ICT M. Hammond, <i>University of Warwick, UK</i></p>	<p>[O16.1] Social bookmarking in the classroom N.N. Taha^{*1}, A. Cox¹, J. Wood², ¹<i>University of Sheffield, UK</i>, ²<i>University of Manchester, UK</i></p>	<p>[O17.1] Remote access to practical work for online learners A. M. Toole*, P. Charlton, <i>Swansea Metropolitan University, UK</i></p>	<p>[O18.1] The use of, and attitudes towards, online multimodal technologies for curriculum learning by sixth-form students with dyslexia O. Barden^{*1,2}, ¹<i>University of Sheffield, UK</i>, ²<i>Manchester Metropolitan University, UK</i></p>	
16.40	<p>[SYM5.2] Student teachers learning to use learning platforms: A challenge for ITE partnerships S. Younie, <i>De Montford University, UK</i></p> <p>[SYM5.3] The role of Weblogs in supporting student teachers' reflections during professional placement J. Ingram, P. Johnston-Wilder*, <i>University of Warwick, UK</i></p>	<p>[O16.2] Studying 2.0: Study habits, places and tools of university students J.G. Enriquez, <i>University of North Texas, USA</i></p>	<p>[O17.2] Learning the basics of microscopy with virtual slides and wikis D.M.L. Verstegen*, J. Cleutjens, <i>Maastricht University, The Netherlands</i></p>	<p>[O18.2] Towards the effective use of educational program animations: The role of engagement and textual explanations J. Urquiza-Fuentes*, J.A. Velázquez-Iturbide, <i>Universidad Rey Juan Carloos, Spain</i></p>	
17.05-17.30	<p>[SYM5.4] Cascading the use of Web 2.0 technology in secondary schools in the United Kingdom: Identifying the barriers beyond teacher training H. Boulton¹, A. Hramiak^{*2}, ¹<i>Nottingham Trent University, UK</i>, ²<i>Sheffield Hallam University, UK</i></p>	<p>[O16.3] The digital native in context: Tensions associated with importing Web 2.0 practices into the school setting C. Crook, <i>University of Nottingham, UK</i></p>	<p>[O17.3] Using strategies for analysing skills transfer and immersion between traditional and TEL J.P. San Diego*, A. Banerjee, L. Hyland, T.A. Green, J. Hindmarsh, M.J. Cox, <i>King's College London, UK</i></p>	<p>[O18.3] A scaffold for the novice to enhance perception of artworks when engaging in art criticism M. Reeves, I. Arnedillo-Sánchez*, <i>Trinity College Dublin, Ireland</i></p>	
19.30	Conference dinner (optional) at Museum of Science and Industry				
21.30	Conference – recommended post-dinner bars				

Friday 15 April

	Lecture Theatre 1	Lecture Theatre 5	Lecture Theatre 6	Lecture Theatre 7	Workshop Room: 235
	Session 19 Chair: Cathy Lewin	Session 20 Chair: Cristina Costa	Session 21 Chair: Jonathan Savage		
09:00	[O19.1]Researching haptics in HE technology enhance learning: A dental education case study J.P. San Diego* ¹ , M.J. Cox ¹ , A. Barrow ² , B. Quinn ¹ , M. Woolford ¹ , T. Newton ¹ , ¹ King's College London, UK, ² University of Reading, UK	[O20.1]Enabling reuse - Theoretical approach to identifying and operationalising the reusable unit of teaching practice D. Ljubojevic*, D. Laurillard, <i>Institute of Education, UK</i>	[O21.1]TPCK integration in teacher education: A case study in educational institutions for the future J. Tondeur* ^{1,2} , J. van Braak ¹ , J. Voogt ³ , P. Fisser ³ , ¹ Ghent University, Belgium, ² Research Foundation Flanders, Belgium, ³ Twente University, The Netherlands		[WS4]Open for learning workshop S. Stapleton*, A. Johnson, A. Beggan, <i>University of Nottingham, UK</i>
09.25	[O19.2]Generating adaptive collaborative learning activities for multitouch tabletops E. Martin ¹ , P.A. Haya* ² , D. Roldán ¹ , M. García-Herranz ² , ¹ Universidad Rey Juan Carlos, Spain, ² Universidad Autónoma de Madrid, Spain	[O20.2]Scaffolding information problem solving in web-based collaborative inquiry learning A. Raes*, T. Schellens, B. De Wever, <i>Ghent University, Belgium</i>	[O21.2]School science teachers' perceptions of and experiences with online and blended learning opportunities in continuing professional development programmes J. Wishart*, S. Eagle, <i>University of Bristol, UK</i>		
09.50	[O19.3]Examining the learning benefits of linking physical objects and digital information A. Manches*, M. Sharples, <i>University of Nottingham, UK</i>	[O20.3]Teaching innovation and technology. An analysis of a learning design support environment R. Pujadas* ¹ , C. Roder ² , E.A. Whitley ¹ , P. Charlton ³ , ¹ London School of Economics and Political Sciences, UK, ² Royal Veterinary College, UK, ³ University of London, UK	[O21.3]Teachers' use of technology for 'innovative' pedagogies, practices and learning outcomes: An international comparison C. Perrotta* ¹ , J. Potter ¹ , K. Wetherby ² , C. Montacute ³ , ¹ University of London, UK, ² Microsoft, UK, ³ Specialist Schools and Academy Trust, UK		
10.15-10.45	Coffee break				

	<i>Session 22</i> <i>Chair: Helen Manchester</i>	<i>Session 23</i> <i>Chair: Keri Facer</i>	<i>Session 24</i> <i>Chair: Brendan Tangney</i>	<i>Session 25</i> <i>Chair: Jonathan Savage</i>	
10.45	[O22.1]Re-writing community and literacies among U.S. teens in online social networks <i>C.M. Greenhow, University of Maryland, USA</i>	[O23.1]Raising students' awareness about intra-school violence by making them authors of their own digital comics <i>M. Vassilikopoulou², M. Boloudakis¹, M. Mpelogianni³, P. Georgiakakis¹, I. Altanis², S. Retalis*²,¹ItIsArt Ltd, Greece, ²University of Piraeus, Greece, ³Varvakio Experimental Gymnasium, Greece</i>	[O24.1]Triumphs and frustrations of self-motivated language learners using mobile devices <i>A. Kukulska-Hulme*, B. De Los Arcos, Open University, UK</i>	[O25.1]Traversing barriers in understanding research methods and processes through networked learning <i>M. Zenios, Lancaster University, UK</i>	[WS5]A national archive of educational computing <i>R. Millwood, University of Bolton, UK</i>
11.10	[O22.2]New literacies, narratives of identity and facework on Facebook <i>J.A. Davies, University of Sheffield, UK</i>	[O23.2]Building capacities with capacities: Industrial inertia in a serious game <i>J. Lindman*, T. Heikura, B.U. Cowley, Aalto University, Finland</i>	[O24.2]UMSIC: Addressing social inclusion through mobile music-making software <i>L. McKnight*, J.C. Read, B. Cassidy, University of Central Lancashire, UK</i>	[O25.2]Online teaching and learning: What's it all about? An emerging matrix model for pedagogical variation fit for the 21st century <i>M.S. Rogers, University of Glamorgan, UK</i>	
11.35	[O22.3]Informal learning within formal contexts; cultural identities, social networking and classroom activities <i>O. Erstad, University of Oslo, Norway</i>	[O23.3]An integrated approach to teaching sustainability literacy and digital literacies in an HE context <i>S.A. Brown, University of Manchester, UK</i>	[O24.3]Effectiveness of mobile learning across various settings <i>C. Blake*, E. Scanlon, A. Adams, Open University, UK</i>	[O25.3]Exploring new pedagogies and classroom practices as a means to capacity building within ICT-based teaching and learning <i>M. Georgsen*, J. Davidsen, Aalborg University, Denmark</i>	
12.00-13.00	Lunch				

	<i>Session 26</i> <i>Chair: Richard Hall</i>	<i>Session 27</i> <i>Chair: Jackie Marsh</i>	<i>Session 28</i> <i>Chair: Nicola Whitton</i>	<i>Session 29</i> <i>Chair: Clive McGoun</i>	
13.00	[O26.1]Community resource centers and information access points T. Weikel*, E. Pakkala, H. Mutebi, M. O'Sullivan, <i>UNICEF, Uganda</i>	[O27.1]Encounters in Wiki Space: When two heads are better than one - and when they are not S. Schrire, <i>Kibbutzim College of Education, Technology, and Arts, Israel</i>	[O28.1]Teacher, researcher, designer: The participatory design of TEL for emergent contexts R. Luckin ^{1,2} , C. Jewitt ^{1,2} , W. Clark ^{*1,2} , ¹ <i>Institute of Education, UK,</i> ² <i>London Knowledge Lab, UK</i>	[O29.1]Study on ESP courseware integration into instruction in the technological context S.C. Tsai ¹ , W.T. Kung ^{*2} , T.W. Kung ³ , ¹ <i>National Kaohsiung University of Applied Sciences, Taiwan,</i> ² <i>Wenzao Ursuline College of Languages, Taiwan,</i> ³ <i>Shu-Te University, Taiwan</i>	[WS6]Workshop; exploring how to design ambient learning environments using the emergent learning model F. Garnett ^{*1} , D. Whitworth ² , ¹ <i>London Knowledge Lab, UK,</i> ² <i>Manchester University, UK</i>
13.25	[O26.2]Analyzing OpenCourseWare usage by means of social tagging J. Minguillón*, J. Conesa, <i>Universitat Oberta de Catalunya, Spain</i>	[O27.2]Using social technologies to support interdisciplinary collaboration: The experience of the xDelia project G. Clough*, G.C. Conole, E. Scanlon, <i>Open University, UK</i>	[O28.2]Participatory practices: Lessons learnt from two initiatives using digital technologies to build knowledge M. Joubert*, J. Wishart, <i>University of Bristol, UK</i>	[O29.2]Ultraversity - the impact of online work-focused learning on the lives of students three years after graduation R. Millwood*, S. Powell, <i>University of Bolton, UK</i>	
13.50	[O26.3]Key issues in developing sustainable OER ecosystems in higher education L. Yuan, S. Powell*, <i>University of Bolton, UK</i>	[O27.3]Why won't they create a wiki? Exploring students' non-engagement with Web 2.0 technologies in a Higher Education course D. Holley*, M. Oliver, <i>Anglia Ruskin University, UK,</i> ² <i>Institute of Education, UK</i>	[O28.3]Grappling with semantics technologies in participatory design: Multiplicity and ambivalence U. Patel ^{*1} , F. Tracy ² , ¹ <i>City University London, UK,</i> ² <i>Liverpool Jounh Moores University, UK</i>	[O29.3]Improving Moodle-based eLearning through visual analysis, a case study. D.A. Gomez Aguilar, M.A. Conde Gonzalez, F.J. Garcia Peñalvo*, R. Theron, <i>Universidad de Salamanca, Spain</i>	
14.15	Closing Keynote [K3]On-line youth reshaping the Off-line learning of urban public schools J. Mahiri, <i>University of California at Berkeley, USA</i>				
15.15	Future Research Agendas, Building Networks and Awards Ceremony				
15.30	End of conference				

