

ORAL PROGRAMME

CAL 2009 Conference Programme

Sunday 22 March				
5-7.00pm	Registration (Hilton Metropole Brighton)			
Monday 23 March				
08.00	Registration			
Meeting room: Regency (all plenary sessions will be in the Regency room)				
09.00	Keynote 1: Beyond current horizons: Eight socio-technical trends for the future D. Cliff, <i>University of Bristol, UK</i>			
10.00	Coffee break			
Please note: Individual presentations within a symposium may run to their own agreed order and timeframe				
Meeting room	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
10.30	Symposium 1: Educational, technological and social futures : Challenges and findings from the UK 'beyond current horizons' programme Chair: K. Facer, <i>ESRI, Manchester Metropolitan University, UK</i> S1.1-Ways of talking about the future: methodological approaches towards balancing the technological and the social R. Sandford S1.2-Technology, knowledge, creativity and communication: Possible futures for education C. Jewitt S1.3-Engaging with technological and social futures for education D. Sutch S1.4-Responses to the BCH programme R. Saljo	[O1]Museum scouts: Exploring how schools, museums and interactive technologies can work together to support learning. J.M. Wishart*, P. Triggs <i>University of Bristol, UK</i>	[O5]Technology and creativity at the Brighton creativity centre R Morris*, S. Kilgallon, .P Martin, A. Rogers; <i>University of Brighton, UK</i>	Symposium 2: Design of learning objects for wider adoption: A combined CETL symposium Chair: S. Swithenby, <i>The Open University, UK</i> S2.1-Communities of practice: A collaborative approach to LO production D. Leeder S2.2-Highly adaptable learning objects T. Boyle S2.3-Openness and accessibility for learning objects in the physical sciences R. Lambourne S2.4-Pedagogical contextualisation with extensible learning objects W. Tait
10.50		[O2]Racing academy: A large scale implementation and evaluation of a racing car simulation game in further and higher education. R. Joiner* ¹ , J. Iacovides ² , M. Owen ³ , C. Gavin ⁴ , S. Clibbey ⁴ , J. Darling ¹ , B. Drew ¹ , A. Diament ⁵ , J. Duddley ⁶ , S. Miller ⁶ ; ¹ <i>University of Bath, UK</i> , ² <i>The Open University, UK</i> , ³ <i>Medrus, UK</i> , ⁴ <i>Lateral Visions, UK</i> , ⁵ <i>Penwith College, UK</i> , ⁶ <i>Barnfield College, UK</i> .	[O6]Rethinking educational digital tools as means for fostering student creativity M. Ott, F. Pozzi* <i>Istituto Tecnologie Didattiche - CNR, Italy</i>	
11.10		[O3]Deploying dialogue games to engage students in collaborative thinking: An evaluation and case study E. Baur ¹ , A. Ravenscroft* ¹ , M. Sagar ¹ , S. Schofield ² ; ¹ <i>Learning Technology Research Institute (LTRI), London Metropolitan University, UK</i> , ² <i>Faculty of Computing, London Metropolitan University, UK</i>	[O7]Information and communications technology (ICT) in the music classroom: How theories of multimodality can illuminate classroom practice N. M. Breeze* ^{1,2} ; ¹ <i>University of Worcester, UK</i> , ² <i>University of Bristol, UK</i>	
11.30	[O4]Collaborative learning in game-based mobile learning environments L. Gjedde <i>Aarhus University, Denmark</i>	[O8]Creative digital spaces for transformative learning: Bridging the gap between formal and informal learning M. Hutchings <i>Bournemouth University, UK</i>	[O97] Using personal response systems to increase engagement in the teaching of engineering mathematics at university J. Goodband <i>Coventry University, UK</i>	
12.10	Lunch			

<i>Meeting room</i>	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
13.15	Symposium 3: Outside in, inside out? Digital media as cultural resources for learning Chair: J. Cook, <i>London Metropolitan University, UK</i>	[O9]ICT policy planning in primary schools: A developmental research approach R. Vanderlinde*, J. van Braak, J. Tondeur; <i>Ghent University, Belgium</i>	[O13]Towards a naturalistic conceptualisation of technology integration in classroom practice: The example of school mathematics K.B.H. Ruthven <i>University of Cambridge, UK</i>	Symposium 4: Personalising learning: The role of technology Chair: P. Banyard, <i>Nottingham Trent University, UK</i>
13.35	S3.1-Curricular assimilation of expertise with mobile phone into the school: A case study of students' lifestyle habitus and mobile use in the context of media convergence B. Bachmair	[O10]ICT in Japanese classroom culture and style Y.N Nonaka* ^{1,2} , T.H Horita ² , T.I Ishizuka ^{2,3} , J.T Takahashi ^{2,4} , E.A Aoki ⁵ , T.Y Yamada ⁶ ; ¹ <i>Yokohama National University</i> , ² <i>National Institute of Multimedia Education</i> ³ <i>Shizuoka University</i> ⁴ <i>Toyama University</i> ⁵ <i>Uchida Yoko Co.</i> , ⁶ <i>Uchida Yoko Education Research Institute - Japan</i>	[O14]Interactivity in the classroom and its impact on learning G Beauchamp* ¹ , S Kennewell ² ; ¹ <i>University of Wales Institute Cardiff, UK</i> , ² <i>Swansea Metropolitan University, UK</i>	S4.1-Evidence into policy: Reflections D. Levine S4.2-Delivering personalised learning through technology: The teachers' Perspective J. Davies, M. Holah
13.55	S3.2-Appropriation of mobile phones for learning J. Cook S3.3-Smartphones: A social semiotic view and implications for their use in formal education N. Pachler	[O11]A toolkit for authoring distributed mobile games for schools L. Pemberton*, R. Griffiths <i>University of Brighton, UK</i>	[O15]Responding, recording, reflecting: An electronic book approach to responsive planning in the nursery M. F. Cunningham, F. H. Kent, D. Grogan, D. D. Muir* <i>University of Strathclyde in Glasgow, UK</i>	S4.3-Personalising learning through technology: The gaps between expectation and delivery P. Banyard
14.15		[O12]Discovering the relationship between the classroom micro-context and the emotional experiences of learners in the classroom M Balaam* ¹ , R Luckin ² , J Good ¹ ; ¹ <i>University of Sussex, UK</i> , ² <i>London Knowledge Lab, UK</i>	[O16]Teachers and technology: Professional development for transforming practice in schools C. Daly <i>University of London, UK</i>	
14.35 – 15.45	Poster viewing and refreshments			
<i>Meeting room</i>	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
15.45-17.15	Symposium 5: Learning in digital worlds: The state of the nation policy debate Chair: R. Luckin, <i>London Knowledge Lab, UK</i>	[O17]Teachers' perceptions regarding a new ICT curriculum: Innovation attributes from innovation diffusion theory R. Vanderlinde*, J. van Braak; <i>Ghent University, Belgium</i>	[O21]What does an archive do? Reflections on digital collaborations between the world of film archives and the world of education F. Gray, E. Sheppard, A. Loveless*; <i>Brighton University, UK</i>	Symposium 6: Semantic technologies for the enhancement of learning in higher education Chair: P. Carmichael, <i>University of Cambridge, UK</i>

16.05	<p>S5.1-Evidence or inspiration? Building systemic capacity for harnessing technology K. Facer</p> <p>S5.2-ICT in education: State of the nation V. Pittard</p> <p>S5.3-Devices and desires A. MacFarlane</p>	<p>[O18]Pedagogical designs to capture the symbiotic nature of professional knowledge and learning about e-learning in initial teacher education in the UK: Student teachers as phenomenographers of their own e-learning experiences? K. Turvey <i>University of Brighton, UK</i></p>	<p>[O22]Play, learning and technology in the everyday lives of young children at home L. Plowman*, C. Stephen, J. McPake, O. Stevenson <i>University of Stirling, UK</i></p>	<p>S6.1-Case studies in plant epidemiology - using visualisation tools to promote theory building R. MacKinnon</p> <p>S6.2-A timeline of plant evolution - supporting learning about complex relationships N. Peart</p> <p>S6.3-Essex in the english civil war - a context-rich semantic document base J. Watson</p>
16.25	<p>S5.4-Understanding teachers' needs in the use of e-learning D. Laurillard</p>	<p>[O19]Unexamined assumptions: How useful is the online basic skills test in ICT for student teachers in England and Wales? T. Haydn*, R. Barton <i>University of East Anglia, UK</i></p>	<p>[O23]An intelligent exploratory environment for mathematical generalisation E. Geraniou, S. Gutierrez-Santos, C. Hoyles, M. Mavrikis, R. Noss*, N. Winters, et al; <i>London Knowledge Lab, UK</i></p>	<p>S6.4-Maths for engineers - combining federated search and expert recommendations in a learning support resource M. Davies-Wykes</p>
16.45		<p>[O20]Listen to the evidence: Student teachers' perceptions of using an e-portfolio in a one year initial teacher education course P. Cowan <i>Queen's University Belfast, UK</i></p>	<p>[O24]T-Learning Prospects in Higher Education M. López-Nores*, J.J. Pazos-Arias, Y. Blanco-Fernández, J. García-Duque, R.P. Díaz-Redondo, A Fernández-Vilas <i>University of Vigo, Spain</i></p>	
18.30-20.00	Reception at Brighton Museum			

Tuesday 24 March				
09.00	Keynote 2 Learning in digital worlds: What are we playing at? J. Taylor, <i>The Open University, UK</i>			
10.00	Coffee break			
	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
10.30	Symposium 7: New rules for engagement: Communities of practice, professional development and technology Chair: C. Preston, <i>Mirandamet, UK</i>	[O25]Encouraging creativity in computing students with a toolkit approach to mobile application building L. Pemberton*, A. Hulshof Joly; <i>University of Brighton, UK</i>	[O29]A conceptual framework for purposeful activity with ICT: Making tacit understanding explicit T. Denning ¹ , T. Fisher ² , C. Higgins ³ , A. Loveless* ⁴ ; ¹ <i>Keele University, UK</i> , ² <i>Nottingham University, UK</i> , ³ <i>Oxford Brookes University, UK</i> , ⁴ <i>Brighton University, UK</i>	[O33]Learning design as an approach to making a difference to practice G.C. Conole*, .J Culver, .S Cross, A. Brasher, P. Williams, P. Clark, et al <i>The Open University, UK</i>
10.50	S7.1-Knowledge management for the education sector - 21st century ways of working M. Leask S7.2-Braided Learning: Emerging opportunities to influence professional policy and practice C. Preston	[O26]Designing a mobile learning experience for veterinary students N. Winters* ¹ , Y. Mor ¹ , N. Lackovic ² ; ¹ <i>London Knowledge Lab, University of London, UK</i> , ² <i>Institute of Education, UK</i>	[O30]Researching the impact of learning in digital worlds: Strengths and weaknesses of past and present research methods: Priorities for the future M.J Cox* ^{1,2} . ¹ <i>King's College London, UK</i> , ² <i>University of Melbourne, Australia</i>	[O34]Layered learning design T. Boyle <i>London Metropolitan University, UK</i>
11.10	S7.3-Engendering change: Knowledge management, technology and communities of practice C. Preston	[O27]Collaborative contextual learning through mobiquests I. Arnedillo-Sánchez*, T. O'Sullivan; <i>Trinity College Dublin, Ireland</i>	[O31]Providing a theoretical framework for exploring ways of taking e-learning research into practice in Higher Education C. Hadjithoma-Garstka <i>University of London, UK</i>	[O35]Design for learning: Educational sense in digital contexts H.A. Beetham <i>University of Bristol (JISC), UK</i>
11.30	S. Younie S7.4-Regional collaboration in home open campus L. Vainio S7.5-Integrating appropriate digital technologies into the processes of knowledge creation taking place in communities of practice B. Mannova	[O28]Blind learners mobile school orientation & mobility skills J. Sanchez*, M. Elias <i>University of Chile, Chile</i>	[O32]CO-EDUCATE - Curriculum design for the 21st Century S.J . Powell*, M.W. Johnson, R. Millwood; <i>University of Bolton, UK</i>	[O36]Pedagogic theory and pedagogic planning in digital worlds L. Masterman*, M. Manton <i>University of Oxford, UK</i>
12.00	Lunch			

	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
13.15	<p>[O37]Inter-Life: Interoperability and transition V. Lally^{*1}, E. Magill², J. Magill¹, M. Sclater⁴, M. Pomerantz³, B. Canavan¹, et al ¹University of Glasgow, UK, ²University of Stirling, UK, ³University of Sheffield, UK, ⁴University of Edgehill, UK</p>	<p>[O41]Equitability and Dominance in Online Forums: An Ecological Approach J.P. Rosewell; <i>The Open University, UK</i></p>	<p>[O45]'There was a lot of learning going on.' Using an e-portfolio to support learning activities in a professional course for new HE lecturers S. Chesney*, C. Marcangelo <i>University of Cumbria, UK</i></p>	<p>Symposium 8: The challenges of the design pattern paradigm for the development of learning environments and experiences</p> <p>Chair: Y. Mor, <i>London Knowledge Lab, UK</i></p> <p>S8.1-Cognitive learning efficiency through the use of design patterns in teaching G. Kolfschoten</p> <p>S8.2-Identifying design patterns in international collaborative learning - two contrasting case studies N. Schadewitz</p> <p>S8.3-Planet: Bringing learning design knowledge to the forefront S. Warburton</p> <p>S8.4-Do you believe in patterns? C. Kohls</p> <p>S8.5-Different perspectives for the pattern scout from descriptive pattern mining to design-based research T.Schümmer</p>
13.35	<p>[O38]Enhancing the future of humanity: Affective issues in learning with technology B.L. Cooper <i>Leeds Metropolitan University, UK</i></p>	<p>[O42]Analysis of student interaction in an international networked collaborative learning environment for K-12 learners C.C. Chou^{*1}, C.S. Lin², M. van't Hooft³, Y.M. Lin⁴ ¹University of St. Thomas, USA, ²National University of Tainan, Taiwan, ³Kent State University, USA, ⁴National Chung Cheng University, Taiwan</p>	<p>[O46]The Net Generation entering university: The experiences of first year students C.R. Jones*, R Ramanau <i>Open University, UK</i></p>	
13.55	<p>[O39]Modelling cultures in digital worlds: analysing students' boundary-crossing practices with a wiki as an indicator of semiotic value W. Clark^{1,2}; ¹London Knowledge Lab, UK, ²Institute of Education, UK</p>	<p>[O43]Influence of task nature on learners self-regulation in online activities G. Dettori, D. Persico*, M Delfino; <i>National Research Council, Italy</i></p>	<p>[O47]Aligning pedagogy and technology within an institutional infrastructure: Developing a virtual graduate school S. Banks*, P. Panella <i>University of Sheffield, UK</i></p>	
14.15	<p>[O40]Children's digital story telling -"boundary objects" uniting educational practice and mass media A. Klerfelt, <i>Department of Education, Sweden</i></p>	<p>[O44]The formation and nature of voluntary blended community in post graduate education - a grounded theory study T. Savage*, B. Tangney, <i>Trinity College, Dublin University, Ireland</i></p>	<p>[O48]A study of the relationship between institutional policy, organisational culture and elearning use in four South African universities C. Brown, L. Czerniewicz* <i>University of Cape Town, South Africa</i></p>	
14.45	Poster viewing and refreshments			

	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
15.45	[O49]PREVIEW: Problem-based learning in virtual worlds D. Burden* ¹ , E. Conradi ² , M. Savin-Baden ³ , et al; ¹ Daden Ltd, UK, ² St George's University of London, UK, ³ University of Coventry, UK	[O53]Student engagement and blended learning: Portraits of risk D. Holley* ¹ , M. Oliver ² ¹ London Metropolitan University, UK, ² Institute of Education, UK	[O57]Second life and blended learning: designing the learner experience C.S. Hutchison; Kingston University, UK	Symposium 9: Deep learning and ICT - Where's the connection? Uncovering evidence of the mediating role of digital tools in transformative learning experiences in 14 to 19 education
16.05	[O50]Quality in the writing process: exploring blog micro-content from discipline specific perspectives T. Hourigan*, L. Murray; University of Limerick, Ireland	[O54]Students' use of pod-casts – approaches and reflections H. Mathiasen University of Aarhus, Denmark	[O58]Learning behaviours of school students in virtual learning worlds C.-S. Lin* ¹ , Y.-M. Lin ² , M. van't Hooft ³ , C.C. Chou ⁴ , Y.-R. Chen ¹ , M.-S. Kuo ¹ ; ¹ National University of Tainan, Taiwan, ² National Chung Cheng University, Taiwan, ³ Kent State University, USA, ⁴ University of St. Thomas, USA	Chair: S. Timmis, University of Bristol, UK S9.1-Evidence informed policy-case studies G. Sharp S9.2-An Interdisciplinary Review of Concepts Relating to 14-19 Deep Learning with technology- enabled practices I. Abbott S9.3-Deep and wide: A holistic study of learning with ICT amongst 14 to 19 year olds in and out of the classroom S. Barnes S9.4-Implementing deep learning in practice A. Townsend
16.25	[O51]Mediating media studies – stimulating critical awareness in a virtual environment D.K. Herold*; Hong Kong Polytechnic University, Hong Kong	[O55]Quality enhancement for e-learning courses: The role of student feedback M. Jara*, H. Mellar Institute of Education, University of London, UK	[O59]Identification and analysis of pedagogy in action within multi-user virtual environments C. Girvan*, A. FitzGibbon, T. Savage; University of Dublin, Trinity College, Ireland	
16.45	[O52]Analysing argumentation: A case study in postgraduate science communities C.T. Blake, E. Scanlon*; The Open University, UK	[O56]Access to university success for dyslexic students: Mobiles, old computers, and free software I.D. Socol Michigan State University, USA	[O60]Exploring creative thinking in online graphically mediated synchronous dialogues R. Wegerif* ¹ , N. Mansour ¹ , M. Chamrada ¹ , M. Williams ¹ , M. de Laat ² ; ¹ University of Exeter, UK, ² University of Utrecht, Netherlands	
17.05		[O98] On-line teaching: What's it all about? M.S. Rogers, University of Glamorgan, UK	[O99] Language development through corrective feedback in on-line intercultural exchanges M. Vinagre* ¹ , B. Muñoz ² , ¹ Nebrija University, Spain, ² Fachhochschule Oldenburg, Germany	
17.25	End of day 2			
19.00	Conference dinner (optional) at Hilton Hotel			

Wednesday 25 March				
09.00	Keynote 3 Technology, mediation and access to the social memory R.Saljo, <i>University of Gothenburg, Sweden</i>			
	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
10.00	Symposium 10: Supporting learners in creating their own virtual worlds Chair: K. Howland, <i>University of Sussex, UK</i>	[O61]Designing statistical learning environments with educational compendium technology P. Wessa <i>K.U.Leuven, Belgium</i>	[O65]Getting our heads out of the clouds: Using tag clouds to reflect on the emphasis of materials presented in powerpoint slides D.T. Gordon*, D.M. Lawless <i>Dublin Institute of Technology, Ireland</i>	[O69]Learning and thinking on the web: Issues and implications from a decade of digital argumentation A. Ravenscroft <i>London Metropolitan University, UK</i>
10.20	S10.1-Principles for supporting learners as virtual world builders J. Robertson S10.2-Computational thinking and interactive story creation in virtual worlds J. Good	[O62]Places and practices for language learning through social media L. Kuure <i>University of Oulu, Finland</i>	[O66]Using tablet technologies in marking paperless assessment H.A Cunningham-Atkins, W.A Fisher* <i>The Open University, UK</i>	[O70]Scoping a vision of formative e-assessment: Challenges from the literature N. Pachler*, H. Mellar, Y. Mor, C. Daly, D. Wiliam; <i>University of London, UK</i>
10.40	S10.3-Supporting students in developing their own content in second life L. Thackray	[O63]Technological mediation of personal inquiry in UK GCSE geography: Opportunities and challenges L. Kerawalla*, .E Scanlon, A. Twiner, M. Gaved, .A Jones, K. Littleton, et al <i>Open University, UK</i>	[O67]Capturing semantics in enterprise systems education S. Polovina*, I. Lauanders, S. Andrews; <i>Sheffield Hallam University, UK</i>	[O71]Sustainability requirements for online science communities and resources H. Smith* ¹ , J. Underwood ² , G. Fitzpatrick ¹ , K. Walker ² , J. Good ¹ , R. Luckin ² , et al; ¹ <i>University of Sussex, UK</i> , ² <i>London Knowledge Lab, UK</i> , ³ <i>University of Nottingham, UK</i>
11.10	S10.4-Designing tools to support learning and motivation in virtual world creation K. Howland	[O64]Evaluation frameworks: Developing a new approach to exploring learning in science E. Scanlon <i>The Open University, UK</i>	[O68]Context sensitive mobile learning: Adding relevant information on the move to objects and activities to augment understanding C. Smith*, J. Cook, C. Bradley; <i>London Metropolitan University, UK</i>	[O72]Supporting the eLearning authoring workflow: The LOGOS knowledge-on-demand for ubiquitous learning project R.N. Griffiths*, L. Pemberton, A. Watterson; <i>University of Brighton, UK</i>
11.30	Coffee break			
	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
12.00	Symposium 11: Shareable technologies, tangibles or mobile devices: Which is best for collaborative learning? Chair: Y. Rogers, <i>The Open University, UK</i>	[O73]The impact of course duration on the development of a community of inquiry Z. Akyol* ¹ , N. Vaughan ² , D. R. Garrison ³ ; ¹ <i>Middle East Technical University, Turkey</i> , ² <i>Mount Royal College, Canada</i> , ³ <i>University of Calgary, Canada</i>	[O77]Improving methods and procedures for reuse and exchange of open educational resources P. McAndrew* ¹ , T. Wilson ¹ , S. Darley ² , S. Malone ² , D. O'Hare ² ¹ <i>The Open University, UK</i> , ² <i>The University of Derby, UK</i>	[O81]Technology to support parental engagement: Lessons learned and future directions C. Lewin* ¹ , R. Luckin ¹ ; ¹ <i>Manchester Metropolitan University, UK</i> , ² <i>London Knowledge Lab, UK</i>

12.20	<p>S11.1-Working together in OurSpace: How do children collaboratively plan using tabletop digital representations? P. Marshall</p> <p>S11.2-Designing tangibles for learning: How do tangibles help children understand difficult science S. Price</p> <p>S11.3-Collaborative learning in formal and informal settings: Handhelds, conferences and simulations E. Scanlon</p>	<p>[O74]Resourceful learning: Exploring the context of learners' digital worlds R. Luckin*, W. Clark <i>London Knowledge Lab, UK</i></p>	<p>[O78]Developing a framework for understanding and evaluating the impact of open educational resources L. Yuan <i>JISC CETIS, University of Bolton, UK</i></p>	<p>[O82]Bringing social networking into the learning process W.F. Pollard*¹, M. Johnson¹, M. Edwards², G. Hall², .P Whitfield³, R. Ward⁴ ¹<i>Bolton University, UK, </i>²<i>Coleg Harlech, UK, </i>³<i>The Manchester College, UK, </i>⁴<i>Huddersfield University, UK</i></p>
12.40		<p>[O75]The social nature of learning with technology at home L. Plowman*, .J McPake, C. Stephen; <i>University of Stirling, UK</i></p>	<p>[O79]Innovation in a computer outreach programme - The bridge to college J. Lawlor*, B. Tangney, C. Conneely <i>Trinity College, Dublin</i></p>	<p>[O83]"Get out of MySpace!" N. Jones, H. E. Blackey, K. Fitzgibbon, E. Chew* <i>University of Glamorgan, UK</i></p>
13.00		<p>[O76]Puente: Design for intergenerational learning places G. Toccafondi*¹, F. Decortis², M. Barajas³, L. Lentini², F. Frossard³; ¹<i>University of Siena, Italy, </i>²<i>University of Liege, Belgium, </i>³<i>University of Barcelona, Spain</i></p>	<p>[O80] Malaysian smart schools: A fruitful case study for analysis to synthesise lessons applicable to the egyptian context H. EL-Halawany*¹, E. Haweili¹; ¹<i>Assuit University, Egypt</i></p>	<p>[O84] Increasing engagement in learning using creative media technologies E. Norris*¹, A. Wilson¹; ¹<i>University of Strathclyde, UK</i></p>
13.30	Lunch			
	<i>Regency</i>	<i>Sandringham</i>	<i>Chartwell</i>	<i>Ambassador</i>
14.15	<p>Symposium 12: The potential of Web 2.0 technologies for future learning: contrasting perspectives of learners, teachers and managers</p>	<p>[O85]Investigating lesioned learning: Text based online collaboration from a neuroscience perspective K. Robinson*¹, P. Rudge²; ¹<i>The Open University, UK, </i>²<i>UCLH, UK</i></p>	<p>[O89]Digital natives: Who are they and what do they look like? R. Eynon*, E. Helsper <i>University of Oxford, UK</i></p>	<p>[O93]Using interactive whiteboards to orchestrate classroom dialogue S. Hennessy*, N. Mercer, P. Warwick; <i>University of Cambridge, UK</i></p>
14.35	<p>Chair: C. Crook, University of Nottingham, UK</p> <p>S12.1-Thinking with content A. McFarlane</p> <p>S12.2-Blurred visions and the teleology of Web 2.0: capturing and reconciling different conceptualisations of the purpose and potential of Web 2.0 as perceived by teachers and by RBC managers C. Harrison</p>	<p>[O86]Exploring the potential of brain state feedback in education M.H. Ulicsak <i>Futurelab, UK</i></p>	<p>[O90]The dark side of learning in digital worlds - 'technology never enhances learning!' E. Chew*, N. Jones, D.A. Turner; <i>University of Glamorgan, UK</i></p>	<p>[O94]Sustainable learning environments: Technology, learning communities and the ecology of resources A. Whitworth*¹, R. Luckin²; ¹<i>University of Manchester, UK, </i>²<i>London Knowledge Lab, UK</i></p>
14.55		<p>[O87]The effect of physical manipulation in problem solving: implications for tangible technologies A. Manches*, C. O'Malley <i>University of Nottingham, UK</i></p>	<p>[O91] Measures to assess students' spatial reasoning relating to using Technology Enhanced Learning (TEL) M.J. Cox*, J.P. San Diego, T. Newton, J. Hindmarsh, P. Reynolds, S. Dunne, et al; <i>King's College London, UK</i></p>	<p>[O95]INSTEP and vidlearn: Enhancing teacher education P. Adamczyk*¹, .B Marsh², N. Mitchell³; ¹<i>University of Sussex, UK, </i>²<i>University of Brighton, UK, </i>³<i>University of Nottingham, UK</i></p>

15.15	<p>S12.3-Teachers who innovate with social software C. Crook</p> <p>S12.4-Do Web 2.0 tools really open the door to learning: Practices, perceptions and profiles of 11-16 year olds learners C. Lewin</p>	<p>[O88]Computer-aided experiential learning T. Esendal*, S. Rogerson <i>De Montfort University, UK</i></p>	<p>[O92] Saint or sinner: Engineering creative disruptions with ambivalent technologies T.J. Hamilton¹, D.M. Brewster^{*1}; ¹<i>University of Sussex, UK</i></p>	<p>[O96]'Digital shoeboxes: Photosharing in a cross contextual literacy project' L.P. Roberts <i>Institute of Education, University of London, UK</i></p>
15.45	Plenary panel session			
16.30	Closing session and awards ceremony			
17.00	End of conference			

