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THEME	Curriculum design, development and evaluation	Web 2.0 and online collaboration	Students: Expectations, Experience, Evaluation	Curriculum design, development and evaluation	Study Skills/Graduate Skills	Education/Language Learning
ROOM	Auditorium	N101	N201	N205	N206	N208
10.30-10.45	<p><b>Introduction and Welcome</b> <a href="#">View Session</a></p> <p><b>Introduction</b> <b>Professor Peter Bullen</b> – Blended Learning Unit, University of Hertfordshire <b>Welcome</b> <b>Professor Eeva Leinonen</b> - Deputy Vice-Chancellor, University of Hertfordshire <b>Professor Randy Garrison</b> Exploring the Dynamics of a Blended Learning Environment</p>					
12-12.40	<p><b>Session 1</b> <a href="#">View Session</a></p> <p>Strategies for large scale blended learning initiatives: training, teaching and management <b>Mr Simon McIntyre</b> College of Fine Arts, The University of New South Wales</p>	<p><b>Session 2</b> <a href="#">View Session</a></p> <p>Engaging distance learning students in the curriculum through online group role-play <b>Ms Lindsay Jordan</b> University of Bath</p>	<p><b>Session 3</b> <a href="#">View Session</a></p> <p>Barriers to Student Engagement in Technology Enhanced Learning <b>Mr Steve Woodward</b> University of Glamorgan</p>	<p><b>Session 4</b> <a href="#">View Session</a></p> <p>"Practise what you preach": a social constructivist approach to blended learning <b>Ms Rita Headington</b> University of Greenwich</p>	<p><b>Session 5</b> <a href="#">View Session</a></p> <p>Can tag clouds help to reveal a hidden curriculum? <b>Dr John Davies</b> University of Sussex</p>	<p><b>Session 6</b></p>
12.40-13.20	<p><b>Session 7</b> <a href="#">View Session</a></p> <p>Curriculum design for learning in a control engineering department <b>Dr Anthony Rossiter</b> University of Sheffield</p>	<p><b>Session 8</b> <a href="#">View Session</a></p> <p>'Affinity spaces' for HE: Creating informal learning spaces in Facebook <b>Mr Tony McNeill</b> Kingston University</p>	<p><b>Session 9</b> <a href="#">View Session</a></p> <p>Lessons Learnt from Listening to the Learners' Voices in HE- how do students reflect on their use of technology for learning? <b>Miss Ruth Hyde</b> University of Hertfordshire</p>	<p><b>Session 10</b> <a href="#">View Session</a></p> <p>Putting theory into practice - enabling experiential learning through technology <b>Mrs Diane Proudlove</b> University of Hertfordshire</p>	<p><b>Session 11</b> Not recorded</p> <p>Engaging first year programming students in reflective practice by means of an online interactive learning object <b>Dr Ken Fisher</b> London Metropolitan University</p>	<p><b>Session 12</b> <a href="#">View Session</a></p> <p>Techology versus pedagogy: a discussion of multimedia practice and innovation in language learning <b>Dr David Barr</b> University of Ulster</p>
14.30-15.10	<p><b>Session13</b> <a href="#">View Session</a></p> <p>Pedagogy and VR/Immersive Environments in Curriculum' <b>Prof. Ian Cameron</b> University of Queensland</p>	<p><b>Session14</b> <a href="#">View Session</a></p> <p>How do students' beliefs impact on their use of technology for collaborative learning? <b>Mrs Heather Thornton</b> University of Hertfordshire</p>	<p><b>Session 15</b> <a href="#">View Session</a></p> <p>Student use of E-Learning Resources: the effect of discipline and level; and the association with performance and satisfaction. <b>Prof. Diana Kornbrot</b> University of Hertfordshire</p>	<p><b>Session 16</b> <a href="#">View Session</a></p> <p>Broadening the boundaries of design communication through e-portfolio tools <b>Ms Cherie Lebbon</b> Coventry University</p>	<p><b>Session 17</b> <a href="#">View Session</a></p> <p>From lecture theatre to hospital - a case study: developing and delivering a new curriculum in clinical medicine. <b>Dr Stephanie Eckoldt</b> University of Bristol</p>	<p><b>Session 18</b> <a href="#">View Session</a></p> <p>Blended learning: An effective, efficient and popular approach to language learning in HE <b>Dr Neil Hughes</b> University of Nottingham</p>
15.30-16.10	<p><b>Session19</b> <a href="#">View Session</a></p> <p><b>University of Calgary session</b> Inquiry and blended learning approached in the redesign of community health courses <b>Sylvia Loewen and Aliyah Mawji</b></p>	<p><b>Session 20</b> <a href="#">View Session</a></p> <p><b>Discussion session</b> How to teach and assess collaborative writing <b>Dr Marija Cubric</b> University of Hertfordshire</p>	<p><b>Session 21</b> <a href="#">View Session</a></p> <p>Enhancing the Engagement of Disabled Students with Disability Service Support Services: A Digital Story Approach <b>Dr James Jenkins</b> University of Hertfordshire</p>	<p><b>Session 22</b> <a href="#">View Session</a></p> <p><b>Sponsor's Presentation</b> Elluminate <b>Pauline Foley, Elluminate and Prof. Peter Bullen, University of Hertfordshire</b></p> 		
16.10-16.50	<p><b>Session 23</b> <a href="#">View Session</a></p> <p><b>University of Calgary session</b> Peer Mentoring in Project-Based Courses: Is It Really Worth It? <b>Cameron Welsh</b> Haskayne School of Business</p>	<p><b>Session 24</b></p> <p><b>Moved to Session 52</b></p>	<p><b>Session 25</b> <a href="#">View Session</a></p> <p>Blended learning: what works for you? The student voice: A case study comparing the experience of campus based and distance learning students <b>Mrs Penny Wiggins</b> University of Hertfordshire</p>	<p><b>Session 26</b> <a href="#">View Session</a></p> <p>Not 'more of the same': what blogging can teach us about Foundation Degree students' experiences of a blended curriculum <b>Ms Julie Hughes</b> University of Wolverhampton</p>		
16.50-17.30	<p><b>Session 27</b> <a href="#">View Session</a></p> <p><b>University of Calgary session</b> Blended Online Learning Design (BOLD): an international research initiative <b>Dr. Norm Vaughan, Mount Royal College</b> <b>Dr. Michael Power, Laval University</b></p>	<p><b>Session 28</b> <a href="#">View session</a></p> <p><b>Discussion session</b> Given the challenges of group work, increasing demand on student time and narrow subject experience, can 'Podcasts for the Studio', facilitate the widening of knowledge, experience and productive independent group learning? <b>Mrs Dennie Wilson</b> University of Wolverhampton</p>	<p><b>Session 29</b> <a href="#">View Session</a></p> <p>Student Satisfaction with Blended Learning Environments in Higher Education <b>Mr James Wilson</b> Writtle College</p>	<p><b>Session 30</b> <a href="#">View Session</a></p> <p>Using Learning Outcomes to enhance student participation in module design and staff awareness of blended learning <b>Prof. Brian Whalley</b> Queens University Belfast</p>		

Parallel Sessions Programme – Day 2

THEME	Web 2.0 and online collaboration	Curriculum design, development and evaluation	Web 2.0 and online collaboration	Mobile Technologies	Synchronous Technologies	On-line Distance Learning
ROOM	Auditorium	N101	N201	N205	N206	N208
08.50-10.30	<p><b>Keynote</b> <a href="#">View Session</a></p> <p><b>Dr Gregor Kennedy</b> The Seduction of the New Web 2 Cool with Coalface Realities <b>Mr Mark Russell</b> Assessment: The heart of blended learning?</p>					
11.20-12.00	<p><b>Session 31</b> <a href="#">View Session</a></p> <p>eReflect - Making Assessment Count <b>Dr Mark Kerrigan</b> University of Westminster</p>	<p><b>Session 32</b> <a href="#">View Session</a></p> <p>Blending Technology with Pedagogy <b>Mr Keith Beechener</b> The Open University</p>	<p><b>Session 33</b> <a href="#">View Session</a></p> <p>Learning to Share: A case study on student collaborative learning through open educational resources in the Language Box repository. <b>Mr Miguel Arrebola</b> University of Portsmouth</p>	<p><b>Session 34</b> <a href="#">View Session</a></p> <p>Mobile Blended Learning <b>Prof. Philip Barker</b> University of Teesside</p>	<p><b>Session 35</b> <a href="#">View Session</a></p> <p>Action Research into On-Line Support for Computer-Based Work: Examining Student-Tutor Interaction <b>Dr Abigail Kirk</b> The Open University</p>	<p><b>Session 36</b> <a href="#">View Session</a></p> <p>'It's not just the technology' – Framing the challenge of e-learning for staff and developers <b>Ms Ruth Pilkington</b> University of Central Lancashire</p>
12.00-13.00	<p><b>WORKSHOP SESSION</b></p> <p>Computer Lab M044</p> <p><b>Session 37</b> Not recorded</p> <p>Use of two and three-dimensional graphical animations in Powerpoint <b>Dr Philip Porter</b> University of Hertfordshire</p>	<p><b>WORKSHOP SESSION</b></p> <p>N101</p> <p><b>Session 38</b> <a href="#">View Session</a></p> <p>Effecting Change in Learning and Teaching Practice: sharing the CABLE experience <b>Irene Anderson</b> University of Hertfordshire</p> <p><b>Students: Expectations, Experience Evaluation</b></p>	<p><b>WORKSHOP SESSION</b></p> <p>N201</p> <p><b>Session 39</b> Not recorded</p> <p>Promoting collaboration through social Bookmarking <b>Dr Guy Seward</b> University of Hertfordshire</p>	<p><b>WORKSHOP SESSION</b></p> <p>N205</p> <p><b>Session 40</b> Not recorded</p> <p>How can video be used to enhance flexible learning? <b>Ms Joanna Teague</b> University of Hertfordshire</p>	<p><b>WORKSHOP</b></p> <p>Computer Lab</p> <p><b>Session 41</b> Not recorded</p> <p>Introducing Smirk 2.0 - an Open Source Lecture Capture Solution <b>Mr Steve Bennett</b> University of Hertfordshire</p>	<p><b>WORKSHOP</b></p> <p>N208</p> <p><b>Session 42</b> Not recorded</p> <p>"Blending the curriculum" through the integration of podcasting and the use of an electronic voting system – tutor and student perspectives. <b>Mr Alan Hilliard</b> University of Hertfordshire</p> <p><b>Health</b></p>
14.00-14.40	<p><b>Session 43</b> <a href="#">View Session</a></p> <p><b>Ethics</b> The 'Game' of Ethics: An Ethical Misadventure for Blended Delivery <b>Prof. Mark Brown</b> Massey University</p>	<p><b>Session 44</b> <a href="#">View Session</a></p> <p>Student participation in the process of introducing blended learning – An empirical case study from Freie Universität Berlin <b>Mrs Jeelka Reinhardt</b> Freie Universität Berlin</p>	<p><b>Session 45</b> <a href="#">View Session</a></p> <p>A case study of technology supported collaborative learning between students on work placements <b>Mr Scott Rickard</b> University of Hertfordshire</p>	<p><b>Session 46</b> <a href="#">View Session</a></p> <p>Video Learning Journals <b>Mr John Hayes</b> Sheffield Hallam University</p>	<p><b>Session 47</b> <a href="#">View Session</a></p> <p>Measuring the affordances of studying in a virtual world <b>Dr Trevor Barker</b> University of Hertfordshire</p>	<p><b>Session 48</b> <a href="#">View Session</a></p> <p>Students' experiences of facilitating online interprofessional learning <b>Dr Lynn Clouder</b> Coventry University</p>
14.40-15.20	<p><b>Session 49</b> <a href="#">View Session</a></p> <p>Student engagement and 'widening participation' in HE: successes and issues <b>Ms Susan Studdart</b> North Hertfordshire College</p>	<p><b>Session 50</b> <a href="#">View Session</a></p> <p>Learning Japanese using a Virtual Learning Environment and a blended learning approach: What do the students think? <b>Ms Nathalie Ticheler</b> London Metropolitan University</p>	<p><b>Session 51</b> <a href="#">View Session</a></p> <p>Supporting the induction of first year students through online social networking <b>Miss Kelly Wakefield</b> University of Chester</p>	<p><b>Session 52</b></p> <p><b>Discussion session</b> A qualitative study of blended learning in Malaysian tertiary institutions <b>Mr Victor Ong</b> HELP International College of Technology</p>	<p><b>Session 53</b></p>	<p><b>Session 54</b> <a href="#">View Session</a></p> <p>Exploring interdisciplinary student perspectives: developing communities of inquiry through blended learning <b>Mr Tarsem Singh Cooner</b> University of Birmingham</p>