ERT Conditions for Productive Learning in Networked Learning Environments: Leadership Report
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1 Introduction

1.1 About the deliverable

Deliverable

M28.1.4: M28.1.4: (T0+47) ERT 2007 Leadership Report
(Month 48) This milestone report provides a concluding account of the ERT activities in the period 2004 – 2008, and a special account for year 2007-2008.

(Month 48) This deliverable provides a permanent and public record of the research activities. The contract for the book has been signed and the deliverable is available in Draft form for review from November 2007 with the final first draft due in December 2007.

1.1.1 Statement on Sustainability

We are exploring ways of sustaining the work. Besides the informal ways of working using each others for committees, writing joint papers etc., we are in the process of setting up a formal framework building on multilateral MoUs between the labs. 9 labs have confirmed to sign the MoU. Further more, we work to integrate the ERT in the coming association on technology enhanced learning. Further more, we plan to continue growing in numbers of excellent european research groups dealing with networked learning (one new member in 2007) as well as plan to continuing the research in various constellations of ERT members.

1.1.2 Highlights

- integrating multiple European labs and disciplines (Human Centered Informatics, educational science, educational psychology, sociology) and disseminating their research within and outside the ERT (several joint
workshops/symposia in international conferences, paper writing and cross-cultural studies)

- *esteem factors and excellence in research*: During the four years of Kaleidoscope the ERT-members have contributed significant to the national and international research on networked learning (see appendix 3). Some of these publications have been produced direct in relation to the ERT work, while others have been produced in relations to projects in general. However, it’s not always so easy to identify in which context the publications have been produced. We bring the overview here, because it gives a view to the work the ERT-partners are doing and to their indirect and direct contributions to Kaleidoscope.

- *PhD student education*: series of joint workshops (funded by VDS and other means), lab visits and exchange of junior and senior researchers, and joint supervision of PhD students. The integration of ph.d. students into the activities. The Ph.D. students have really gained a lot from Kaleidoscope network: the international spirit of excellence in research, network of peers, network of seniors and a kind of “apprenticeship. For all ph.d.students, but especially the ones coming from overseas Kaleidoscope has been the window to European research.

- *advancement of the TEL field* with respect to networked learning and productive learning. Especially the focus on conceptualization of important issues and challenges within networked learning should be mentioned: technology as learning infrastructure, indirect design, space and place, pedagogical design, and the whole notion of networked learning. Further more the ERTs focus on meso-level analysis is a major contribution to CSCL. The joint work has been published in a number of reviewed conferences – and journals, for example the first number of the International Journal of Computer Supported Collaborative Learning, Klüver, and in the edited book: Dirckinck-Holmfeld, L., Jones, C., & Lindström, B. (Eds.). (forthcoming). Analysing networked learning.
practices in higher education and continuing professional development. Rotterdam, the Netherlands: Sense Publishers.

1.2 Delivery according to Milestones

M28.1.6: (T0+37 + 47) ERT steering committee meeting (Alpine RDV, Berlin)
M28.1.7: (T0+37, 39, 39, 47) Executive meeting (Alpine RDV, London, Malaga, Berlin)
M28.1.8: (T0+39 + 47) Review III & IV (Malaga, Berlin)

All meetings have been held as foreseen

M28.2.4: (T0+37) Open University is integrated as partner
The Open University has been fully integrated in the ERT as a partner, leading the CSCL workshop at the Rutgers CSCL conference in July 2007 and taking a full part in the editorial work for the book, and in the development and delivery of an ERT based VDS in Skagen Denmark, November 2007.

M28.2.6: (T0+47) MoUs are signed
The discussions of MoU will take place at the ERT-meeting at the Berlin Symposium, and signed immediately after.

M28.3.2: (T0+37) workshop on Networked Learning (Alpine RDV)
The workshop recruited successfully and achieved the aims the organizers set for it in particular re-energising contributors and ensuring that the momentum behind delivering the edited book was maintained and increased.

M28.3.3: (T0+40 + 45) participation in the Networked Learning Conference Seminar Series - Advanced Research Seminars on Networked Learning (Workshop I and Workshop II)
ERT participants took part in both workshops (Jones and Ryberg) and they are both involved in the delivery of ERT related papers in two symposia accepted for the NL Conference to be held in Thessalonika in Greece in May 2008.
**M28.3.4: (T0+43)** proposal: workshop in relation to the International Conference on CSCL 2007

The workshop proposal was successful and the workshop ran in July 2007 and recruited successfully. Attendance included participants from Japan and the USA, helping to take the work of the ERT to a world audience. Chris Jones organised and ran the workshop and ERT representatives attended Jones and Engeström.

**M28.3.5: (T0+47)** proposal: symposium in relation to KAL international Conference 2007.

The workshop proposal was accepted and will run on the 26th November 2007. Two international discussants have agreed to participate, one from Europe, Prof Vivien Hodgson (Lancaster University, UK) and Dr Tim Koschmann from the United States (Southern Illinois University, USA). Due to private circumstances, Tim Koschmann will participate through virtual means.


Symposium organized by Jones accepted for the Conference including three ERT members, Jones, Ryberg and Bonderop-Dohn.

Paper accepted for presentation including two ERT-members: Mayela Chotto Coto, Lone Dirckinck-Holmfeld

**M28.3.7: (T0+44)** contribution to the Special Issue on Networked Learning in Journal of Computer Assisted Learning (JCAL). Special section organised by Jones has been accepted and is forthcoming. Papers include contributions from ERT participants Jones, and Ryberg.

**M28.4.2: (T0+40)** implementation and use of vLAB
The vLAB has been adjusted to support special activities in relation to the ERT. The doctoral course on networked learning (e-learning 2.0) are using the vLAB. The use will be reported in the evaluation of the course.

1.2.1 Contributions to VDS, TeLearn

A proposal for a VDS workshop on Networked Learning was accepted. The workshop takes place in Skagen, Denmark 13 – 16 November 2007. The workshop recruited successfully with attendees from across Europe. (see a full evaluation report at http://www.ell.aau.dk/VDS-seminar-Skagen.494.0.html)

M28.4.3: (T0+43) contribution to TeL Open Archive

Numbers of contributions submitted into the TeL Open Archive on networked learning (target number: 20). 37 publications to TEL archive

We have reached the goal. Moreover, we have negotiated with Sense Publisher to upload the chapters from our book. Following contributions from members of the ERT is available at TeLearn (Follow the hyperlink to read more about the publications):

2007

The Kaleidoscope Scientific Vision for Research in Technology Enhanced Learning
By Lone Dirckinck-Holmfeld, Marise Ponti, Thomas Ryberg et. al

New and changing teacher roles in higher education in a digital age By Olga Dysthe, Stig Mjelstad et. al.

2006

Designing for Collaboration and Mutual Negotiation of Meaning. Boundary Objects in Networked Learning By Lone Dirckinck-Holmfeld

Networked Learning, a relational approach – weak and strong ties.
By Chris Jones et. al.

Comprehensive Object-Oriented Learning: The Learner's Perspective By Anita Fjuk et. al.
Affordances – a Merleau-Pontian Account By Nina Bonderup Dohn

Digital case methodology: A study of student teachers’ co-construction of professional knowledge By Trond Hauge

Portfolios and ICT as means of professional learning in teacher education By Trond Hauge

Networked Management Learning for Managers of Small and Medium Enterprises By Marisa Ponti

Implementation of ICT in Higher Education as Interacting Activity Systems By Tom Nyvang

Networked Identities: Understanding Different Types of Social Organisation and Movements Between Strong and Weak Ties in Networked Environments By Thomas Ryberg et. al.

Reuse of Digital Learning Resources in Collaborative Learning Environments By Ola Berge

2005

Report on theoretical framework on selected core issues on conditions for productive learning in network learning environments By Lone Dirckinck-Holmfeld, Marisa Ponti, Berner Lindstrøm and Brian Møller Svendsen

Læring i praksis - fremstruktureringen af et handlingsorienteret perspektiv By Nina Bonderup Dohn

2004

The conditions of learning in networks By Chris Jones

Academic Use of Digital Resources: Disciplinary Differences and the Issue of Progression

By Chris Jones et. al.

Designing to facilitate learning through networked technologies: factors influencing the implementation of digital resources in higher education By Chris Jones et. al.

Quantitative and Qualitative Research: Conflicting Paradigms or Perfect Partners? By Chris Jones
The Metaphor of Networks in Learning: Communities, Collaboration and Practice By Chris Jones et. al.
Theory and the practices of learning technology By Chris Jones
Rethinking virtual space as a place for socialisation: Theory and design implications By Marisa Ponti and Thomas Ryberg
Initial queries into the notion of Power Users of Technology By Thomas Ryberg

2003
Small company attitude towards ICT based solutions: some key-elements to improve it By Giovanni Fulantelli and Mario Allegra
Learning Object-Oriented Programming By Anita Fjuk, Ola Berge et. al.
Socio-cultural Perspectives on Object-oriented Learning By Anita Fjuk and Ola Berge
Categorisation in Knowledge building By Sten Ludvigsen et. al.
From ER to VR: Analysing interaction in a Collaborative Virtual Environment By Stig Mjelstad
Informations- og kommunikationsteknologi i gymnasiet - i et læringsperspektiv, By Thomas Ryberg

2002
Is There a Policy for Networked Learning? By Chris Jones
Understanding the task: How is agency distributed between tools, students and teachers in technology-rich learning environments? By Sten Ludvigsen et. al.
Roles of the Body in Learning By Nina Bonderup Dohn

2001
Networked Computers’ Incorporated Role in Collaborative Learning By Anita Fjuk et. al.
The Complexity of Distributed Collaborative Learning: Unit of Analysis By Anita Fjuk and Sten Ludvigsen
Collaboration and Problem Solving in Distributed Collaborative Learning By Sten Ludvigsen et. al.
2000
Knowledge in practice By Nina Bonderup Dohn

1999
Developing nursing expertise in simulation-based learning environments
By Berner Lindström et.al.

1997
Making Distance Education Collaborative through Internet By Ola Berge

M28.5.4: (T0+39) Editors work meeting in London
The meeting was held in Lancaster in September 2007. Moreover editors have been meeting regularly by Skype and e-mail.

M28.5.5: (T0+44) Draft of book
Included in this deliverable. The book is progressing on time with chapters delivered and reviewed and final copy being received at the time of this deliverable. Editorial sections also in draft and to be concluded in the next month according to a timetable agreed by the editorial group and the ERT Executive.

M28.5.6: (T0+47) Book completed and submitted to an international publisher
Full first complete and final draft of the book to be completed as agreed in December 2007.
2 Indicators of esteem and publications core ERT participants 2004 – 2008

<table>
<thead>
<tr>
<th>indicator</th>
<th>count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed international and national journal articles</td>
<td>45</td>
</tr>
<tr>
<td>Peer reviewed international conference papers, conference papers,</td>
<td>231</td>
</tr>
<tr>
<td>chapters in books, scientific reports</td>
<td></td>
</tr>
<tr>
<td>Invited talks</td>
<td>28</td>
</tr>
<tr>
<td>Finished Ph.D, assessment committees and external examiner</td>
<td>46</td>
</tr>
<tr>
<td>Invited experts &amp; steering</td>
<td>10</td>
</tr>
<tr>
<td>Editorial Boards for International Journals</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: Please see the Appendix for list of esteem and publications from core ERT participants. The numbers are a little different from the reported publications because some partners only sent in the numbers.
3 APPENDIX – list of esteem and publications core ERT participants

3.1 Peer reviewed international and national journal papers


Dirckinck-Holmfeld, L (forthcoming), 'Problem Based Learning in developing context - Innovating Problem Based Learning through ICT', The International Journal of Education and Development using Information and Communication Technology (IJEDICT).


Dysthe, O., Engelsen, K. S. & Lima, I.: Variations in higher education portfolio assessment. Discussion of quality issues based on a survey in Norway across institutions. Accepted for publication in Assessing Writing.


Jones, C. (forthcoming) Networked Learning: weak links and boundaries. *JCAL special section editorial*

Jones, C. Ferreday, D., and Hodgson, V. (forthcoming) Networked Learning a relational approach – weak and strong ties. *JCAL special section*


Lillejord, S. & Dysthe, O.: Productive Learning Practice - A Theoretical Discussion. Accepted for publication in *Journal of Education and Work*.


### 3.2 Conference papers


Asensio M, Hodgson VE and Saunders M, 2006, 'The presence of evaluation in the ELAC project', International Virtual Education Conference (San Jose, Costa Rica)


Dirckinck-Holmfeld, L & Segura, O 2006, 'Aprendizaje virtual: Retos para las universidades, el caso VISCA’, In *El uso de las Tecnologías de Comunicación e Información en la Educación Superior: Memoria de la 1ra Conferencia Internacional ELAC*, s. 83-.


Dysthe, O.: Portfolios as a pedagogical tool: the importance of learning theory. Presentation at the conference "Scaffolding learning - web 2.0 and e-portfolios", University of Southern Denmark, Odense May 7-8. 2007.

Dysthe, O. What do(n't) we know about productive feedback? Symposium at 4th Conference of the European Association for the Teaching of Academic Writing. 30.6-2.7, 2007 Ruhr- Universität Bochum, Germany.


Jones C, Ferreday DJ and Hodgson VE, 2006, 'Networked learning a relational approach - weak and strong ties', Networked Learning Conference (Lancaster)


Jones, C, Dirckinck-Holmfeld, L & Et al. 2004, CSCL The next ten years: a European perspective, Taiwan.


Pilkington, R. ESCALATE. “VLEs for Higher Education conference” Nottingham University


Sørensen, EK, Fibiger, B, Riis, M, Dirckinck-Holmfeld, L, Nielsen, J, Danielsen, O & Sørensen, BH 2006, 'Promoting Collaborative Quality in eLearning at a Global Arena', In Proceedings from the International Conference on e-Learning (ICEL2006),


Tickner S, Hodgson VE and Gustafson J, 2004, 'Identity construction and dialogue genres - how notions of dialogue may influence social presence in networked learning environments', Networked Learning Conference (Lancaster)


**Additional:**

30-31/3 2006 "Nordisk konferanse om handlingsboren kunnskap", arranged by Department of Psychology, University of Aarhus and Norsk Handverksutvikling (NHU). Lillehammer, Norge. Paper "Handlingsbåren viden som kropsligt inkorporeret situeret viden" ("Actionborne knowledge as bodily incorporated situated knowledge")

intervention i praksis 'viden i praksis'?" ("Does adequate intervention in practice require 'knowledge in practice'").

29-30/9 2005 "Handlingsbåren viden", arranged by Department of Psychology, University of Aarhus and NHU. Paper "Handlingsbåren viden som kropsligt inkorporeret situeret viden" ("Actionborne knowledge as bodily incorporated situated knowledge").


### 3.3 Contribution to handbooks


### 3.4 Books / Chapter in edited book


Dirckinck-Holmfeld, L 2004, 'Designing new learning environments for Power Users of Technology Rationale for research'.

Dirckinck-Holmfeld, L & 2004, Virtual Learning Environments and new ways of Learning, E-Learning Lab, Aalborg University, Aalborg.


3.5 Research project reports


Dirckinck-Holmfeld, L, Svendsen, BM & et al 2004, Theoretical framework on selected core issues on conditions for productive learning in networked learning environments, Aalborg, Aalborg University/Kaleidoscope (Kaleidoscope Deliverable; 24.3.1).


What are the important elements’, I Dirckinck-Holmfeld, L., Svendsen, B.M. et. al. (Eds.) (red.), Theoretical framework on selected core issues on conditions for productive learning in networked learning environments. Aalborg, Aalborg University/Kaleidoscope (Kaleidoscope Deliverable; 24.3.1.).


Interactive LogBook Evaluation, 2005-06, JISC Funded, Lead (Rachel Pilkington)

ECO-WIKI project, 2005-2006, Microsoft Funded, Lead (Rachel Pilkington)

E-Mark project, 2006-2007, HEFCE Funded, Lead (Rachel Pilkington)

MUSTEL (Technology-enhanced learning in museums), NoE Kaleidoscope, 2007

3.6 Presentations in seminars/workshops

Implications for E-Learning GLIDE workshop (international network, invited speaker) Birmingham University, UK. June 2006.

Presentation at Knowledge Lab London, ‘Technology and Change’ International Conference Workshop;

CSCL SIG Alpine Rendevous, Switzerland - International Kaleidoscope Conference Presentation.

3.7 Editorship


3.8 Research projects


2003 – 2006 A DfES/ Centre for Excellence in Leadership funded project on the theory and practice of networked management learning for educational leaders. Grant. (Vivien Hodgson)

2003 – 2006 Programme @lis: Alliance for the Information Society - an EU funded grant to the European Latin Americana Consortium (ELAC) project. (Vivien Hodgson)

Member of the research group Knowledge and values at Institute of Philosophy, Education and the Study of Religions, University of Southern Denmark (Nina Bonderup Dohn)
Member of the research group Actionborne knowledge. Other participants are from the Department of Psychology, University of Aarhus and NHU (Nina Bonderup Dohn)

Participant in the research project Reflection in practice, Research Unit for Multidimensional - Learning (RUML), Department of Philosophy, University of Aarhus (Nina Bonderup Dohn)

European Commission funded Leonardo Da Vinci Programme project, SLOOP: Sharing Learning (Giovanni Fulantelli)

Objects in an Open Perspective (2005-2007) (Giovanni Fulantelli)

Ansigt til Ansigt - fjernundervisning af afasiramte
Owner of license: Dirckinck-Holmfeld, L.

Asian University for Women
Project participants: Bygholm, A.; Dirckinck-Holmfeld, L.; Kanstrup, A. M.

CITA
Project leader: Dirckinck-Holmfeld, L.
Project participant: Larsen, M. C.
Start year: 2006 Expected end year: 2006

Facilitering af COMmunity-baseret Blended Læring i Europa (Comble)
Community of Integrated Blended Learning in Europe (Comble)
Project leader: Dirckinck-Holmfeld, L.
Project participant: Riis, M.
Start year: 2008 Expected end year: 2010

Den Digitale Bro/Digital Bridge
Project leader: Dirckinck-Holmfeld, L.
Project participants: Georgsen, M.; Nielsen, J., EUC Nord; Korgaard, B., HK Vendsyssel; Grønsund, M., NextNet; Pilskog, E., NextNet; Petersen, M., Industry Supply
Start year: 2006 Expected end year: 2007

Eksperimental Laboratorium for Produktionsudvikling (ELP-projektet)
Project participant: Buus, L.
Owner of license: Dirckinck-Holmfeld, L.
Start year: 2002 Expected end year: 2004

European and Latin American Consortium for IST Enhanced Continued Education in Environmental Management and Planning (ELAC)
Project participants: Remmen, A.; Zurita, L.; Semey, I. P.; Sorensen, E. K.; Ryberg, T.
Owner of license: Dirckinck-Holmfeld, L.
Start year: 2003 Expected end year: 2006

Flexnet-projektet - udvikling af fleksibel, netbaseret uddannelse
Start year: 2002 Expected end year: 2004

Forskernetværket, Læring og Interaktive Multimedier, som teori og metode
Project participants: Sorensen, E. K.; Bygholm, A.; Raudaskoski, P. L.
Owner of license: Dirckinck-Holmfeld, L.
Start year: 2000 Expected end year: 2002

IT-Indsatsen på AAU
Project participants: Nyvang, T.; Dirckinck-Holmfeld, L.; Bygholm, A.
Start year: 1998 Expected end year: 2003
IT-videndeling i AMU – fra teknik til pædagogik
Project participants: Dirckinck-Holmfeld, L.; Cassøe Christiansen, M.
Start year: 2004 Expected end year: 2005

Kaleidoscope
Start year: 2004 Expected end year: 2007

PlaceME: Place, Mediated Discourse and Embodied Interaction
Project leader: McIlvenny, P.
Project participants: Raudaskoski, P. L.; Horsbøl, A.; Lassen, I. M.; Kärkkäinen, E., Department of English, Oulu University; Kuure, L., Department of English, Oulu University; Saarenkunnas, M., Department of English, Oulu University; Jensen, O. B.; Trads, S. F.; Ryberg, T.; Dirckinck-Holmfeld, L.; Jeppesen, M. K.; Klausen, J. Z.; Thomsen, B. S. Piirainen-Marsh, A., Department of Languages, University of Jyväskylä; Haddington, P., Department of English, Oulu University; Thibault, P., Agder University College; Broth, M., Stockholm University; Tenjes, S., Tartu University; Lindström, B., IT University of Gothenburg; Ponti, M., IT University of Gothenburg
Start year: 2006 Expected end year: 2009

Power Users of Technology
Project participants: Ryberg, T.; Dirckinck-Holmfeld, L.
Start year: 2005

E-quality in E-learning research Laboratoire (EQUEL- projektet).
Project participants: Ryberg, T.; Sorensen, E. K.; Buus, L.
Owner of license: Dirckinck-Holmfeld, L.
Start year: 2002 Expected end year: 2004
Netværket IKT og Læring/The Network on ICT and Learning
Project leader: Dirckinck-Holmfeld, L.
Coordinator: Larsen, M. C.
Start year: 2006 Expected end year: 2008

Virtual Open-Access Network for Education and Training – Enhancing (VOANET)
Georgsen, M.
Start year: 2003 Expected end year: 2005

Virtuelle Læringsformer og Læringsmiljøer (ViLL)
Project participants: Sorensen, E. K.; Svendsen, B. M.; Georgsen, M.; Grønkjær, P.;
Start year: 2002 Expected end year: 2004

Workplace Learning
Project participants: Kanstrup, A. M.; Dirckinck-Holmfeld, L.; Stoltenberg, G.
Expected end year: 2004

3.9 Invitation as expert outside EC
Invited to present at and review the work of LRDC (Learning Research and Development Center) University of Pittsburg, USA

National Science Foundation (USA) (Victor Kaptelinin)

3.10 Conference organisation
Review for ICALT (international conference on advanced learning technologies) (Rachel Pilkington)
“Multimodality and Academic Writing Practices in the 21st Century”, University of Bergen, Norway, June 14th 2007 (Olga Dysthe)


ALOIS 2005-2008 (program committee) (Victor Kaptelinin)

DIS (Designing Interactive Systems) 2006 (program committee) (Victor Kaptelinin)

NordiCHI 2006 (program committee) (Victor Kaptelinin)

e-Society 2004, 2005 (program committee) (Victor Kaptelinin)

CSCL (Computer Support for Collaborative Learning) 2003 (program committee, paper session chair) (Victor Kaptelinin)

E-CSCW (European CSCW) 2003 (program committee) (Victor Kaptelinin)

CHI (Computer-Human Interaction) 2003 (panel organizer, panel chair) (Victor Kaptelinin)

Networked Learning Conference Organising Committee, 2004, 2006 and 2008 (Chris Jones)

3.11 Editorial Board

Journal of Computer Assisted Learning (Rachel Pilkington)

International Journal of Web Based Communities (Rachel Pilkington)

Management Learning (Vivien Hodgson)
International Journal of Web-based Learning and Teaching Technologies. (Vivien Hodgson)

JCAL (Journal for Computer Assisted Learning). (Vivien Hodgson)

The Journal of the Learning Sciences. (Victor Kaptelinin)

Mind, Culture, and Activity: An International Journal. (Victor Kaptelinin)

The International Journal of Web Engineering and Technology (IJWET). (Victor Kaptelinin)

Information Research, an International Electronic Journal. (Victor Kaptelinin)

3.12 Invited talks

General Teaching Council Conference invited presentation on developing e-learning strategy (Rachel Pilkington)

January 31st 2007: Learning Communities Thames Valley University (David McConnell)

January 18th, 2007: The E-Learning Community, University of Ulster, Northern Ireland (David McConnell)

July 13th 2006: Researching e-learning groups and communities. World Wide Universities Network ESRC Research Seminar on Researching Dialogue and Communities of Enquiry into eLearning in Higher Education University of Sheffield (David McConnell)

June 21st 2006: Overcoming problems of motivation in online distance learning courses through the use of collaborative groups and communities 2006 Fellows Conference:
Research-based teaching for flexible and distance learning. Centre for Distance Education, University of London. (David McConnell)

May 2006: Groups and Communities in E-Learning: Why are they important? China International Forum of Teacher Education, Zhejiang Normal University, China (David McConnell)

2oth June, 2005: Collaborative assessment in e-learning. Conference on E-Assessment: latest tools, techniques and practices Bristol University, Bristol (David McConnell)

Groups and communities in e-learning: why are they important? ITTE Conference, Dundee University, Dundee, 12-14th July 2005 (David McConnell)

March 21st-23rd 2005: Applying social constructionist principles to the design of e-learning material. Sino-UK e-Learning Workshop, Beijing Foreign Studies University, Beijing, China. (David McConnell)


December 2003: Networked E-Learning in Higher Education: South China Normal University, China. (David McConnell)

14/04/2005. Invited speaker CeTADL, Birmingham University, video streamed to Lund and Bergen Universities. (Chris Jones)

22/03/2005. Invited speaker e-LRC workshop at the Higher Education Academy, York. (Chris Jones)
22/02/2005 Invited speaker e-LRC-Manchester University. (Chris Jones)

3.13 Research Project Reports


Interactive LogBook Evaluation, 2005-06, JISC Funded, Lead (Rachel Pilkington)

ECO-WIKI project, 2005-2006, Microsoft Funded, Lead (Rachel Pilkington)

E-Mark project, 2006-2007, HEFCE Funded, Lead (Rachel Pilkington)

MUSTEL (Technology-enhanced learning in museums), NoE Kaleidoscope, 2007

3.14 Expert/ consultancy

e-drama project, 2003-07, PACCIT ESRC/EPSRC/DTI Funded, Consultant (Rachel Pilkington)

3.15 External Examination/Course Evaluation/ Doctoral Students

University of Nottingham, MA in ICT in Education and University of Leeds, MA. Examination of UK doctoral students since 1999. (Rachel Pilkington)

PhD: Anne Hewling Culture in the Online Classroom. Open University, 11th October 2006 (David McConnell)

PhD: Khalfan A. Al-Masuri A study of the factors effecting the introduction of web-based learning in Oman. Manchester University, 7th July 2005 (David McConnell)

PhD: Hilary Anne Cunnigham-Atkins - The Influence of Learning Style on the Effective use of Text-Based Computer Conferencing. Leeds Metropolitan University, January 2004 (David McConnell)

PhD: Chris Steeples: Networked Learning in Higher Education. Lancaster University, 2003 (David McConnell)


PhD supervision (awarded)

Teresa McConlogue (graduated): An investigation into the educational beliefs and knowledge of distance education online tutors. PhD (David McConnell)
Jianhua Zhao (graduated) Group knowledge building in a blended learning environment in Chinese higher education: Modelling, implementation and evaluation. (David McConnell)

C.F. Popovic (Mar 2007 - successful completion of doctoral thesis) Why do medical students fail?
Currently supervising independent research of 8 doctoral students and teaching research skills to an additional 20 doctoral students (Rachel Pilkington)

Supervisor for phd candidate Arne Vines 2003-2007 (Transform project) (Olga Dysthe)


2002 –2004 Mary Meldrum Information Systems and the Changing Nature of Academic Work (Joint supervision with Prof Peter Goodyear) PhD. (Chris Jones)

2002 – 2004 Linda Drew. The Experience of Teaching in Art, Design and Communication (Joint supervision with Prof Peter Goodyear) PhD. (Chris Jones)

International external examiner for 2 doctoral examinations. 1 Ph.D Aalborg University, Denmark and I 1 PhD for Sydney University, Australia. (Chris Jones)

External examiner MSc in Multimedia and E-learning, University of Huddersfield 2005 – date. (Chris Jones)
UK external examiner for 7 Doctoral examinations at Southampton University (PhD), Sheffield University (3 PhD), Bristol University (EdD), Lancaster University (PhD) and Nottingham University (PhD). (Chris Jones)

3.16 Miscellaneous

Named international collaborator (with Mike Spector and Pierre Dillenbourg) for an Australian Research Council research fellowship held from Jan 2008 – December 2009 by Peter Goodyear at Sydney University. (Chris Jones)

Awarded an ESRC grant for a project The Net Generation encounter e-learning at university. ESRC RES-062-23-0971 (Total value £359909), start date January 2008. (Chris Jones)

E-pedagogy experts group for Joint Information Systems Committee, 2004 – date. Also advice to JISC on pedagogy with regard to the JISC-DNER/ Information Environment. (Chris Jones)

2004 - 2006. I was co-director with Vivien Hodgson of a research project (Total budget over 30 months £218,384). The Networked Learning for Educational Leaders research project was funded by the Centre for Excellence in Leadership (CEL) [url http://www.centreforexcellence.org.uk/]. (Chris Jones)

2004 – 2005. I was a researcher on the evaluation of the Scottish Higher Education Funding Council (SHEFC) quality enhancement framework and led the workpackage surveying student representatives in the academic year 2004/5. (Chris Jones)

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Oplægsholder. International Conference: "The use of ITC in Higher Education -

Dirckinck-Holmfeld, Lone. Member of Kaleidoscope Core Group, Kaleidoscope Core Group (01. jan 2003). (Medlemskab af nationalt/internationalt udvalg, råd, nævn).
