

## ALT-C 2008 – List of papers

Paper ID	Theme	Title	Paper Type
0016	PEDAGOGY OR TECHNOLOGY	Sounded good, but was it? A review of the 'Sounds Good' project	Short paper
0020	PEDAGOGY OR TECHNOLOGY	Beyond podcasting: creative approaches to designing educational audio	Short paper
0022	PRIVATE OR PUBLIC	Medical students' EMP learning through interactive mobile services	Short paper
0024	FOR THE LEARNER OR BY THE LEARNER	Sounding Boards: asynchronous audio for learning	Poster
0025	GLOBAL OR LOCAL	Enhancing learner experience of managed learning environments through a dramatic expansion of the user type and the integration of social networking technologies	Short paper
0026	GLOBAL OR LOCAL	Digital divide as an issue for Information and Communication Technologies for Development (ICT4D)	Short paper
0027	GLOBAL OR LOCAL	Open Educational Resources as a vehicle for staff development	Poster
0028	GLOBAL OR LOCAL	Hakodate 2017: using futures scenarios for community and communication	Demonstration
0029	PRIVATE OR PUBLIC	Mind the gap...understanding the space between the institution and the learner	Workshop
0031	INSTITUTION OR INDIVIDUAL	Mission, purpose and intent: necessary foundations for effective course design	Poster
0033	INSTITUTION OR INDIVIDUAL	Strategies for adopting an evidence-based approach to embedding e-learning	Workshop
0035	PEDAGOGY OR TECHNOLOGY	Online reflections: effective learning revisited	Poster
0036	GLOBAL OR LOCAL	A multimedia instruction to enhance the social skills of the young learner with autism.	Poster
0037	FOR THE LEARNER OR BY THE LEARNER	Work-based e-learning: a systematic review of student experience of e-learning techniques	Poster
0039	ACCESS OR EXCLUSION	Gender differences in Internet self-efficacy: the digital divide continues	Short paper
0041	ACCESS OR EXCLUSION	Flexibility and access: implications of blended learning for higher education	Research Paper
0042	PEDAGOGY OR TECHNOLOGY	Wiki activities: five steps forward	Short paper
0043	PEDAGOGY OR TECHNOLOGY	Dragster drag and drop activities: pedagogical issues and Web 2.0 type applications	Demonstration
0045	ACCESS OR EXCLUSION	Learning opportunities: personalised, web-based information, advice and guidance	Demonstration
0047	ACCESS OR EXCLUSION	Podcasting: a digital divide in action?	Poster
0051	GLOBAL OR LOCAL	International lessons for the digital age	Research Paper
0052	ACCESS OR EXCLUSION	Nothing about me, without me: the use of participatory research methods to give voice to disabled learners experiences of e-learning	Short paper
0053	ACCESS OR EXCLUSION	Hear my voice: disabled e-learners' narratives of exclusion and inclusion	Short paper

<b>0055</b>	PRIVATE OR PUBLIC	Critical Success Factors for major e-learning initiatives	Poster
<b>0056</b>	FOR THE LEARNER OR BY THE LEARNER	From online to on-campus: using online technologies as a first step in the development of a face-to-face learning community	Short paper
<b>0058</b>	PEDAGOGY OR TECHNOLOGY	Sharing the benefits of Leicester University's Pathfinder project across HEIs: the CHEETAH project	Poster
<b>0059</b>	PEDAGOGY OR TECHNOLOGY	Immersive staff development	Demonstration
<b>0062</b>	OTHER ASPECTS OF THE DIGITAL DIVIDE	Essay exams on computer: fair or unfair?	Short paper
<b>0063</b>	ACCESS OR EXCLUSION	Mapping the digital divide in Britain: implications for education policy and practice	Short paper
<b>0064</b>	ACCESS OR EXCLUSION	'Learning Opportunities': personalised, web-based information, advice and guidance	Poster
<b>0065</b>	ACCESS OR EXCLUSION	Alternate reality games for inclusive induction	Short paper
<b>0066</b>	INSTITUTION OR INDIVIDUAL	e-Portfolios in the disciplines	Symposium
<b>0069</b>	ACCESS OR EXCLUSION	The use of Web 2.0 technologies for developing a Community of Practice for distributed tutors	Demonstration
<b>0070</b>	PEDAGOGY OR TECHNOLOGY	Invitational interfaces: fostering Communities of Practice in a New Zealand tertiary institute	Poster
<b>0071</b>	OPEN OR PROPRIETARY	Globalised learning: are institutions facing an educational tsunami?	Short paper
<b>0074</b>	INSTITUTION OR INDIVIDUAL	Are early adopters and institutional e-learning initiatives on opposite sides of a digital divide?	Symposium
<b>0075</b>	ACCESS OR EXCLUSION	Exploring the extension of learning technology systems for accessibility	Short paper
<b>0076</b>	FOR THE LEARNER OR BY THE LEARNER	ISPPS: Identity Supporting Personalised Progression Spaces (iCaboodle)	Poster
<b>0077</b>	INSTITUTION OR INDIVIDUAL	Digital divides: a challenge for staff development	Symposium
<b>0079</b>	INSTITUTION OR INDIVIDUAL	Digitally divided to digitally united: how do we get there?	Workshop
<b>0080</b>	PEDAGOGY OR TECHNOLOGY	Using an e-learning knowledgebase to bridge the knowledge gap in e-learning development	Demonstration
<b>0081</b>	PEDAGOGY OR TECHNOLOGY	The digital divide: is it the hyphen?	Short paper
<b>0082</b>	PEDAGOGY OR TECHNOLOGY	The digital divide:	
	is it the subject, the team or the individual?	Short paper	
<b>0083</b>	INSTITUTION OR INDIVIDUAL	Instead of merely tweaking content, try a 21st century makeover which shifts the emphasis from the tutor to learners	Workshop
<b>0084</b>	ACCESS OR EXCLUSION	Crossing the chasm, offering sceptics a helping hand across the digital divide	Workshop
<b>0085</b>	FOR THE LEARNER OR BY THE LEARNER	DEBUT (Digital Experience Building for University Teaching)	Short paper
<b>0086</b>	PEDAGOGY OR TECHNOLOGY	Maximising the potential of e-learning technologies in designing 'fit for purpose' student learning environments	Poster

<b>0087</b>	INSTITUTION OR INDIVIDUAL	Investigating the digital divide for higher education distance learners in prison	Short paper
<b>0092</b>	PEDAGOGY OR TECHNOLOGY	Giving voice to learners: using private blogs to develop self-reflection	Short paper
<b>0093</b>	OPEN OR PROPRIETARY	Pedagogy or technology: enabling collaborative e-learning development for non-technical educators	Poster
<b>0094</b>	PEDAGOGY OR TECHNOLOGY	Social learning by adults: stepping over the digital divide	Poster
<b>0097</b>	PEDAGOGY OR TECHNOLOGY	Demystifying the educational benefits of different gaming genres	Research Paper
<b>0099</b>	FOR THE LEARNER OR BY THE LEARNER	Meet or manage: the role of learner expectations in strategic development	Short paper
<b>0100</b>	OPEN OR PROPRIETARY	Vodbox: an inexpensive device to capture all projected output and deliver it as a vodcast.	Poster
<b>0101</b>	FOR THE LEARNER OR BY THE LEARNER	Student Experience of E-Learning (SEEL)	Short paper
<b>0102</b>	ACCESS OR EXCLUSION	SMS based collaborative learning	Short paper
<b>0103</b>	OPEN OR PROPRIETARY	Longitudinal survey of technology enhanced learning in UK higher education	Short paper
<b>0105</b>	INSTITUTION OR INDIVIDUAL	Version Identification Framework (VIF): how digital repositories can improve access to versions of research	Short paper
<b>0107</b>	PEDAGOGY OR TECHNOLOGY	ASSOCIate Online: embedding ICT skills and collaborative learning into the teacher training curriculum and Continuing Professional Development for the Lifelong Learning Sector	Workshop
<b>0110</b>	PEDAGOGY OR TECHNOLOGY	Finding our digital voices	Poster
<b>0111</b>	INSTITUTION OR INDIVIDUAL	Supporting work-based learners beyond the institution	Short paper
<b>0112</b>	PEDAGOGY OR TECHNOLOGY	Digital portfolios: student learning or student control?	Short paper
<b>0113</b>	ACCESS OR EXCLUSION	Online testing of higher order skills	Poster
<b>0114</b>	PEDAGOGY OR TECHNOLOGY	Pedagogy or technology: shifting perceptions of learning in immersive virtual worlds	Short paper
<b>0116</b>	INSTITUTION OR INDIVIDUAL	Learning to text and texting to learn: adopting and adapting to SMS	Poster
<b>0117</b>	GLOBAL OR LOCAL	Designing technology-enhanced learning environments to promote educational equality and social justice	Short paper
<b>0118</b>	INSTITUTION OR INDIVIDUAL	The Rocks From Space 'Space Safari': an example of an integrated online tool for formal and informal science education	Short paper
<b>0119</b>	PEDAGOGY OR TECHNOLOGY	Learner-centred social support: enhancing Online Distance Education for underserved rural high school students in the United States	Research Paper
<b>0120</b>	PEDAGOGY OR TECHNOLOGY	Student's and Tutor's Reflections and Insights into the Dissertation Experience (STRIDE)	Short paper
<b>0121</b>	PEDAGOGY OR TECHNOLOGY	'Student's and Tutor's Reflections and Insight's into the Dissertation Experience' (STRIDE)	Poster
<b>0123</b>	PEDAGOGY OR TECHNOLOGY	A new digital divide? Comparing learning across three types of technology-enhanced secondary school environments in	
Kerala State, India	Short paper		

0124	OPEN OR PROPRIETARY	Forcing feedback to the frontline with Open Comment: an open source formative assessment tool	Short paper
0125	GLOBAL OR LOCAL	E-portfolio thinking in teacher training: a small-scale study in K-12 in Turkey	Research Paper
0126	ACCESS OR EXCLUSION	Typing without a keyboard: breaking down barriers to learning by partnering Dragon Naturally Speaking with Moodle	Demonstration
0127	GLOBAL OR LOCAL	ICT skills and e-learning	Poster
0128	ACCESS OR EXCLUSION	Game-based tools for the self-modelling of learner inner-state: the case of InnerState	Short paper
0129	PEDAGOGY OR TECHNOLOGY	The AWESOME dissertation	Poster
0131	FOR THE LEARNER OR BY THE LEARNER	Using podcasts to enhance flexible teaching and learning	Demonstration
0138	FOR THE LEARNER OR BY THE LEARNER	Facilitating transitions from dependent to independent learning	Short paper
0139	PEDAGOGY OR TECHNOLOGY	The value of synchronous multi-media communication systems to remote learners	Short paper
0140	FOR THE LEARNER OR BY THE LEARNER	Developing community supported learning for a large diverse group of nursing students studying anatomy and physiology	Poster
0141	PEDAGOGY OR TECHNOLOGY	A poor man's interactive whiteboard: using Nintendo's Wii to deliver interactivity on the go	Demonstration
0145	PEDAGOGY OR TECHNOLOGY	Digital divide or digital choices? Exploring the experiences of older students using new technologies	Short paper
0146	PEDAGOGY OR TECHNOLOGY	Supporting online collaboration: implications of teacher and student concerns for instructional design	Workshop
0147	OPEN OR PROPRIETARY	Developing and adapting Generative Learning Objects	Demonstration
0148	PEDAGOGY OR TECHNOLOGY	How language and literacy may influence participation within an online community of adult learners enrolled in a higher education establishment	Short paper
0149	ACCESS OR EXCLUSION	How the web continues to fail people with disabilities	Research Paper
0150	ACCESS OR EXCLUSION	Mobile enabled disabled students	Short paper
0151	INSTITUTION OR INDIVIDUAL	The Bridge Support Framework for Online Learning Environments: towards managing the digital divide	Poster
0152	OTHER ASPECTS OF THE DIGITAL DIVIDE	Rethinking management strategies for the online learning environment	Short paper
0154	PEDAGOGY OR TECHNOLOGY	Getting started with podcasting: a demonstration	Demonstration
0155	PRIVATE OR PUBLIC	Can podcasting be used as an effective component of online learning?	Poster
0156	PEDAGOGY OR TECHNOLOGY	Is there still a gendered digital divide? Nattering on the net revisited	Symposium
0157	ACCESS OR EXCLUSION	Bridging the digital divide for distance learners: the use of evaluative research in a review of ICT access for students living in areas of high deprivation	Short paper
0159	FOR THE LEARNER OR BY THE LEARNER	From swords to hairstyles: bridging the divide between massively multiplayer game design and Second Life	Short paper
0161	PEDAGOGY OR TECHNOLOGY	Action research into online support for computer based work in mathematics	Poster
0162	FOR THE LEARNER OR BY THE LEARNER	Pimp your PDP: how SaPRA can engage your students in the process	Demonstration
0163	FOR THE LEARNER OR BY THE LEARNER	Pimp your PDP: how SaPRA can engage your students in the process	Poster

0164	FOR THE LEARNER OR BY THE LEARNER	Pyjama learning: learners' transitions	Short paper
0165	PEDAGOGY OR TECHNOLOGY	Teaching with wikis: addressing the digital divide	Research Paper
0166	PEDAGOGY OR TECHNOLOGY	Evaluating social networking tools to support professional and practice based learning	Short paper
0172	GLOBAL OR LOCAL	Web 2.0: the digital divide between Net Generation learners, institution and practice	Symposium
0173	INSTITUTION OR INDIVIDUAL	Tangible benefits of e-learning: does investment yield interest?	Symposium
0174	ACCESS OR EXCLUSION	New technologies: easy to use with help	Poster
0175	GLOBAL OR LOCAL	Bridging or widening the gap: experiences from students from low and middle income countries	Short paper
0177	ACCESS OR EXCLUSION	The Sheffield Family e-Learning Project. What effect did it have on the digital divide? Did the provision of access to technology enable those in disadvantaged circumstances to become part of the digital society?	Short paper
0178	GLOBAL OR LOCAL	Developing and disseminating best practice in e-learning through institutional partnering	Short paper
0179	GLOBAL OR LOCAL	Summative assessment to formative feedback using e-tivities	Poster
0180	FOR THE LEARNER OR BY THE LEARNER	Seeing what's invisible: exploring the further potential of the contributing student approach	Short paper
0181	ACCESS OR EXCLUSION	Diminishing the digital divide for children who have chronic diseases using Nefreduca	Poster
0182	OPEN OR PROPRIETARY	Use of MathTran in a third level physics electronic forum	Demonstration
0189	ACCESS OR EXCLUSION	A sustainable university-wide approach to embedding accessibility in e-learning practice and developments	Poster
0190	PEDAGOGY OR TECHNOLOGY	Wikis supporting authentic, collaborative activities: lessons in usability	Research Paper
0191	FOR THE LEARNER OR BY THE LEARNER	'Isn't it nice to have a lovely online space to engage in learning?'	Demonstration
0193	INSTITUTION OR INDIVIDUAL	My Word, My Scholar: why leave your learning behind?	Poster
0194	PRIVATE OR PUBLIC	OpenMoo: making resources accessible outside the VLE	Poster
0196	INSTITUTION OR INDIVIDUAL	Supporting the development of Communities of Practice: informal versus formal communities	Short paper
0197	ACCESS OR EXCLUSION	Beyond access: social experiences of disability online, in and around higher education	Short paper
0200	PEDAGOGY OR TECHNOLOGY	Fitting the skills development of learners to the diverse possibilities offered by e-learning: a framework for staff development and engagement	Workshop
0202	GLOBAL OR LOCAL	CMALT in Action: portfolio construction across institutional boundaries	Short paper
0203	PEDAGOGY OR TECHNOLOGY	Bridging the divide in language and approach between pedagogy and programming: the case of IMS Learning Design	Research Paper
0204	ACCESS OR EXCLUSION	On-demand examinations: how technology enablers are improving learner empowerment and inclusion for global education	Short paper
0205	FOR THE LEARNER OR BY THE LEARNER	Different learners, different behaviours: how do different learners engage in online discussion?	Short paper

<b>0206</b>	PRIVATE OR PUBLIC	Modernity, mobility and the digital divides	Research Paper
<b>0207</b>	PEDAGOGY OR TECHNOLOGY	Lecture and event capture system implementation: Newcastle University and CETL4HealthNE	Poster
<b>0208</b>	INSTITUTION OR INDIVIDUAL	Understanding skills: individual and institutional perspectives	Short paper
<b>0209</b>	OPEN OR PROPRIETARY	Get your free e-learning here: building an e-learning object by exploiting open source applications	Poster
<b>0210</b>	PEDAGOGY OR TECHNOLOGY	The importance of the purpose of interaction in asynchronous online discussions	Short paper
<b>0213</b>	FOR THE LEARNER OR BY THE LEARNER	Using wikis in group work to facilitate the production of student e-resources	Short paper
<b>0215</b>	OPEN OR PROPRIETARY	Repurposing resources as open content: studying the experiences of new providers	Short paper
<b>0217</b>	PEDAGOGY OR TECHNOLOGY	Social capital: re-framing the digital divide	Poster
<b>0218</b>	FOR THE LEARNER OR BY THE LEARNER	Multimedia wiki: a Web 2.0 approach to learning object content creation	Demonstration
<b>0219</b>	PEDAGOGY OR TECHNOLOGY	Web conferencing: bridging or extending the digital divide?	Short paper
<b>0220</b>	INSTITUTION OR INDIVIDUAL	Did the university MLE benefit exiting students' studies?	Poster
<b>0222</b>	OPEN OR PROPRIETARY	POCKET: Project on Open Content for Knowledge Exposition and Teaching	Poster
<b>0223</b>	FOR THE LEARNER OR BY THE LEARNER	Spanning the boundaries	Poster
<b>0224</b>	OPEN OR PROPRIETARY	Turning educational content into open content	Workshop
<b>0227</b>	OPEN OR PROPRIETARY	Security vulnerabilities in VLEs: protection against identity theft versus innovative education	Demonstration
<b>0228</b>	GLOBAL OR LOCAL	The Intute Repository Search Project: an iterative approach to developing a national search service to support scholarly communication, teaching and learning	Short paper
<b>0230</b>	FOR THE LEARNER OR BY THE LEARNER	The seven year itch: working on the relationship between Peninsula Medical School and their MLE	Short paper
<b>0231</b>	PEDAGOGY OR TECHNOLOGY	'Scene I.T.': Crime Scene Investigation at the University of Teesside	Poster
<b>0232</b>	OPEN OR PROPRIETARY	An interprofessional virtual workshop	Poster
<b>0234</b>	OTHER ASPECTS OF THE DIGITAL DIVIDE	Getting published in ALT-J	Workshop
<b>0236</b>	FOR THE LEARNER OR BY THE LEARNER	The educational value of student-generated podcasts	Research Paper
<b>0237</b>	GLOBAL OR LOCAL	Learning about the digital divide	Workshop
<b>0242</b>	OTHER ASPECTS OF THE DIGITAL DIVIDE	The Internal/ external divide: supporting the development of external distance learning tutors	Poster
<b>0243</b>	OTHER ASPECTS OF THE DIGITAL DIVIDE	Abolishing the divide between teaching and assessment: the ALPS experience	Demonstration
<b>0244</b>	PRIVATE OR PUBLIC	GRIID: Gcu research in Internet 3D	Poster
<b>0245</b>	INSTITUTION OR INDIVIDUAL	Pathfinder: a single, long and winding road or a multi-lane highway?	Symposium
<b>0246</b>	PEDAGOGY OR TECHNOLOGY	Virtual Forum Theater: collaborative playmaking to explore unjust situations	Short paper
<b>0247</b>	FOR THE LEARNER OR BY THE LEARNER	Allocated synchronous peer tutoring in distance education: an evaluation of a first software version	Short paper
<b>0248</b>	INSTITUTION OR INDIVIDUAL	The mobility of learning: using mobile learning to rethink the digital divide	Workshop

<b>0249</b>	INSTITUTION OR INDIVIDUAL	Hood 2.0: it's a Web 2.0 world out there	Workshop
<b>0252</b>	ACCESS OR EXCLUSION	Information Literacy: Using LollyPop to empower digital citizens and inter-dependent learners	Demonstration
<b>0253</b>	PEDAGOGY OR TECHNOLOGY	3-D Multi-User Virtual Environments for Socialisation of Distance Learners	Short paper
<b>0254</b>	INSTITUTION OR INDIVIDUAL	Crossing the divide: taking the university into the workplace	Short paper
<b>0255</b>	INSTITUTION OR INDIVIDUAL	Understanding the diversity of technology use and preference within the 'Net Generation'	Short paper
<b>0256</b>	GLOBAL OR LOCAL	Widening participation: addressing the social divide	Short paper
<b>0257</b>	GLOBAL OR LOCAL	For the learner by the learner? A study of the divisive and inclusive effects of an international online peer support network through Facebook	Short paper
<b>0258</b>	PEDAGOGY OR TECHNOLOGY	Bridging the divide between pedagogy and technology for online learning using learning designs	Short paper
<b>0259</b>	GLOBAL OR LOCAL	'We are the Web': Communities of Practice and embedding digital fluency	Short paper
<b>0260</b>	ACCESS OR EXCLUSION	An alternative reality for higher education? Lessons to be learned from online reality games	Short paper
<b>0261</b>	ACCESS OR EXCLUSION	The great history conundrum: an alternative reality for research skills teaching	Poster
<b>0263</b>	GLOBAL OR LOCAL	If you build it will they come? A model for sustainable online community networks for practitioners	Short paper
<b>0264</b>	INSTITUTION OR INDIVIDUAL	Can online communities and networks bridge digital divides?	Short paper
<b>0265</b>	FOR THE LEARNER OR BY THE LEARNER	Bridging learning and assessment: exploring the educational potential of online peer review	Short paper
<b>0266</b>	PEDAGOGY OR TECHNOLOGY	eStudy guides: so did the new blended approach to Life Sciences delivery at Peninsula Medical School reduce staff stress levels?	Short paper
<b>0267</b>	FOR THE LEARNER OR BY THE LEARNER	Attitudes towards the use of online listening resources for self-study purposes amongst university students of English in Japan	Short paper
<b>0269</b>	PEDAGOGY OR TECHNOLOGY	ALT culture: an investigation into the divisive tension between discourses within learning technology and the effect on individuals and communities	Short paper
<b>0270</b>	PEDAGOGY OR TECHNOLOGY	Ring-fencing 'e-moderation': a suggested framework for understanding moderation of online asynchronous discussions	Poster
<b>0273</b>	OPEN OR PROPRIETARY	Developing an online research community.	Poster
<b>0275</b>	FOR THE LEARNER OR BY THE LEARNER	Personalised without prejudice: innovative CPD using web conferencing tools and a multi-layered approach to learning	Short paper
<b>0276</b>	PRIVATE OR PUBLIC	The CAMEL moot: collaborating across digital divides	Symposium
<b>0277</b>	GLOBAL OR LOCAL	Designing complex adaptive learning ecologies	Poster
<b>0279</b>	OPEN OR PROPRIETARY	Leveraging consumer electronics to bridge the digital divide	Demonstration
<b>0280</b>	FOR THE LEARNER OR BY THE LEARNER	Putting plagiarism prevention before detection	Poster
<b>0281</b>	PEDAGOGY OR TECHNOLOGY	Why don't more students use speech recognition technology?	Poster
<b>0283</b>	INSTITUTION OR INDIVIDUAL	Embedding learning design in the ESOL department at Barnet College	Short paper
<b>0284</b>	INSTITUTION OR INDIVIDUAL	Shifting sands, shifting values: the challenge of embedding learning	Short paper

		technologies	
<b>0285</b>	PEDAGOGY OR TECHNOLOGY	The MSc Blended and Online Education programme: learner-centred, work-based, flexible and always on	Poster
<b>0286</b>	PEDAGOGY OR TECHNOLOGY	Testing the possibilities of e-inclusion in a divided society and education system: the experiences of four projects in South Yorkshire	Short paper
<b>0287</b>	PEDAGOGY OR TECHNOLOGY	Reflections on the introduction of read/ write web platforms to support work based learners and the implications for WBL teaching methods	Demonstration
<b>0288</b>	PRIVATE OR PUBLIC	Managing lifelong competence development: the TENCompetence system	Workshop
<b>0291</b>	PRIVATE OR PUBLIC	Taecanet Knowledge Network: raising standards through collaboration	Demonstration
<b>0295</b>	OPEN OR PROPRIETARY	Benchmarking post-benchmarking: how HEIs can leverage on programme results and resources to carry out benchmarking e-learning in future	Short paper
<b>0298</b>	PEDAGOGY OR TECHNOLOGY	What shall we do with Web 2.0? Does a digital divide between the intention of creators and the practice of users, promote creativity in learning and teaching?	Short paper
<b>0300</b>	INSTITUTION OR INDIVIDUAL	Lifelong competence development: a European network approach	Poster
<b>0302</b>	GLOBAL OR LOCAL	E-learning guidelines: global guidelines for a local context	Short paper
<b>0303</b>	PEDAGOGY OR TECHNOLOGY	Is 'connectivity' connecting? Engaging with those who do not appear to want to be engaged: common experiences of disadvantaged groups in Yorkshire and the Humber as they are connected to e-learning and technology	Short paper
<b>0307</b>	INSTITUTION OR INDIVIDUAL	Reflective practice and blogs: developing a new model for assessment	Short paper
<b>0308</b>	PEDAGOGY OR TECHNOLOGY	Learner modelling, creativity and social action: building online self-confidence on the SPLICE project	Short paper
<b>0311</b>	GLOBAL OR LOCAL	Digital division, digital fusion: a comparison of attitudes to e-learning in Egypt and Bahrain	Short paper
<b>0314</b>	ACCESS OR EXCLUSION	Values and identity in community IT centres	Short paper
<b>0316</b>	GLOBAL OR LOCAL	Can an online environment help to foster collaborative research networks among early career scientists from diverse cultural backgrounds?	Short paper
<b>0317</b>	FOR THE LEARNER OR BY THE LEARNER	Exploration of the student experience of e-learning: beginning to bridge the learning divide	Symposium
<b>0318</b>	FOR THE LEARNER OR BY THE LEARNER	Does design for learning have a future?	Poster
<b>0320</b>	OPEN OR PROPRIETARY	Opening access to all, opening up the API	Poster
<b>0321</b>	ACCESS OR EXCLUSION	Accessing virtual worlds via Virtual Learning Environments	Poster
<b>0322</b>	OPEN OR PROPRIETARY	Are Higher Education Institutions capable of putting the interests of learners above their own?	Symposium
<b>0323</b>	ACCESS OR EXCLUSION	What can we learn from a WoLF? Mobile learning lessons from a HE in FE project	Short paper
<b>0324</b>	OPEN OR PROPRIETARY	Participatory design in teacher education: digital libraries and the flexible language acquisition project	Short paper
<b>0325</b>	PRIVATE OR PUBLIC	Getting through to employers: an open services model	Poster
<b>0326</b>	PRIVATE OR PUBLIC	E-learning and me	Short paper

<b>0327</b>	INSTITUTION OR INDIVIDUAL	Design principles and learner empowerment in the exploration of the digital self	Short paper
<b>0328</b>	GLOBAL OR LOCAL	Embedding employability skill development within a technical framework: promoting and enabling a blended approach to employability-related service delivery that helps to bridge the pedagogical and technological divide	Short paper
<b>0329</b>	FOR THE LEARNER OR BY THE LEARNER	Schome: building a community of learners	Poster
<b>0331</b>	FOR THE LEARNER OR BY THE LEARNER	Strategies to encourage local ownership of online collaboration technologies in West Africa	Short paper
<b>0332</b>	INSTITUTION OR INDIVIDUAL	Exploring the use of e-learning technologies in industry training: a New Zealand experience	Poster
<b>0333</b>	PEDAGOGY OR TECHNOLOGY	Assessing learning for professional practice using an online web-based interactive tool	Short paper
<b>0335</b>	FOR THE LEARNER OR BY THE LEARNER	Formative Audio Feedback: is FAF a faff?	Short paper
<b>0336</b>	INSTITUTION OR INDIVIDUAL	Students make a plan: understanding student agency in constraining conditions	Research Paper
<b>0339</b>	PEDAGOGY OR TECHNOLOGY	Contextually-aware bluecasting for mobile devices	Demonstration
<b>0345</b>	GLOBAL OR LOCAL	Dimensions of the global digital divide: the case of the Namibia school link partnership	Poster
<b>0346</b>	PEDAGOGY OR TECHNOLOGY	Communication and resolution in distance education situations: changing roles to break down barriers	Short paper