**Elearning symposium 2016 ‘Humans and the machine’**

**DAY ONE**

09.30 – 10.15 – Registration, Tea and Coffee **Cafe Corridor & North Corridor**

10.15 – 10.30 Introduction to the day and Welcome – Professor Mike Kelly, Director of LLAS
**LTA - 1133**

10.30 – 11.35

Keynote 1: **Professor Sian Bayne, University of Edinburgh** **LTA - 1133**

*A manifesto for teaching online*

11.40 - 12.40 Parallel Sessions A

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| **WORKSHOP A****1143**Choices for Online Mentoring in MOOCs Manuel Leon and Steve White - University of Southampton | **A.1.1 LTC**Technology for a Reason: The Virtual Classes Experience at the University of ExeterJuan Garcia-Precedo – University of Exeter | **A.2.1** **1163**Teaching through the target language: How can technology support CLIL?Sascha Stollhans - University of Nottingham | **A.3.1** **1145**Integrating language learning and Facebook groupsCathy Molinaro – Cardiff University |
| **A.1.2** **LTC**On with the Old, If There Is No New: Technology in Learning Environments with Scarce ResourcesJelena Gledic – University of Belgrade | **A.2.2** **1163**Whose online course is it anyway? A study of student empowerment on an online courseJulie Watson – University of Southampton | **A.3.2** **1145**Online informal learning of English: exploring students technology preferencesRuth Trinder – Vienna University of Economics and Business |

12.45 – 14.00 LUNCH **Cafe**

14.00 – 15.00 Parallel Sessions B

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| **WORKSHOP B****2149**Using Pinterest to develop independent learning skillsJayne Whistance - Southampton Solent University | **B.1.1 LTC**Glasgow-Gaza Collaboration across BordersAnia Rolinska – University of Glasgow | **B.2.1 1163**Feedback on writing tasks using synchronous technology in the classroomConsuelo de Andres - University of Plymouth | **B.3.1 1145**Improving Spanish students formal writing skills through online exercises based on common grammatical errorsLorena Lopez – University of York |
| **B.1.2 LTC**Education in the hands of students: Towards posthumanist teaching and learningLaurence Georgin – University of Southampton | **B.2.2 1163**Learning from the learner: Refreshing the design of an online MA programmeAndrew Davey and Charlotte Everitt – University of Southampton | **B.3.2 1145**Using Discussion Boards in teaching advanced-level RussianOlga Helly – Regent’s University London  |

15.00 – 15.45 Poster session and Showcase **2129** , Photo Booth **Cafe** , Tea & Coffee **North** **Corridor**

***POSTER*** *sessions include:* **2129**Is Mobile Assisted Language Learning Really Useful? An Exploration of Learner Autonomy Development in a College English Course – *Haifa Albadry, Newcastle University*
Promoting Learner Engagement with L2 Targeted Vocabulary Via Microblogging *– Suhail Shafea, University of Southampton*

***SHOWCASE*** *presentations include:* **2129**Linguistic and cultural student exchange using email and Skype - Learning about student life abroad and Preparation for the Year Abroad - *Nelson Becerra-Gonzalez, University of Liverpool*

Virtual Classes <http://jmg223.wix.com/mls2001> *Juan Garcia Precedo, University of Exeter*

An online resource helping students make sense of academic writing in the context of assessment - *Anna Rolinska, University of Glasgow*

Creating a course in the Web 2.0 vocabulary and facts trainer ‘Memrise’ *- Sibylle Nalezinski, University College London*

Prepare for Pre-sessional: A pre-arrival online course that can be bolted onto an institutional Pre-sessional Course. Available for licence. – *Julie Watson, Andrew Davey, Charlotte Everitt, University of Southampton*

EAP Toolkit – a suite of study skills materials for international students. *Julie Watson, Andrew Davey, Charlotte Everitt, University of Southampton*

Pinterest for language learning - *Jayne Whistance, Southampton Solent University*

15.50 – 16.50 Parallel Sessions C

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| **WORKSHOP C****1143**Languages for All: Leveraging Technology to Make it HappenLeeAnn Stone -Rosetta Stone | **C.1.1 LTC**Preparing learners for a study abroad stay: Use of virtual role plays to enhance spoken requests.Nicola Halenko – University of Central Lancashire | **C.2.1 1163**Drag and drop, and EAP writing skillsJonathan Smith – University of Reading |
| **C.1.2 LTC**Insegna cosa impari: a peer-teaching & technology enhanced grammar project Teaching & learning Italian grammar for first year post-a level students at BristolAndrea Zhok and Marcella Oliviero – University of Bristol | **C.2.2 1163**Developing online resources to support students of EAP and BSLCathy Howard and Julia Ker – University of Surrey |

17.00 Drinks reception, sponsored by Rosetta Stone, and Photo Booth **Cafe**

19.00 Symposium dinner – **The Blue Room, Highfield Campus (Please arrive at 18.50) Building 38
Pre-dinner drinks information : The Arlott Bar, Staff Club, building 38 is open until 18.00 and The Bridge Bar, SUSU, building 42 is open until 22.30**

**DAY TWO**

9.15 - 9.45 Registration **Cafe Corridor**

9.45 – 10.00 Welcome and introduction to day 2 – Vicky Wright, Deputy Director of LLAS, Director University Language Strategy **LTA - 1133**

10.00 – 11.00 Keynote 2: **Teresa MacKinnon, University of Warwick LTA - 1133**

*‘We need to get out more!’ A traveller in digital technology reports back*

11.00 – 11.30 Tea and coffee **North Corridor**

11.30 – 12.30 Parallel Sessions D

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| **WORKSHOP D****1177**Students as Agents of Change: how to harness Student digital Literacies to enhance navigational Design in a VLE?Marion Sadoux – University of Nottingham | **D.1.1 LTC**MOOC 'Cultural Studies and Modern Languages: An Introduction'Gloria Visintini - University of Bristol | **D.2.1 1173**ImparApp: an Italian Language Learning GameBilly Brick, Tiziana Cervi-Wilson, Arnab Sylvester – Coventry University |
| **D.1.2 LTC**Integrating a MOOC into the MA in English Language Teaching at Coventry University: innovation in blended learning practiceMarina Orsini-Jones – Coventry University | **D.2.2 1173**From tutor to director: introducing pedagogies that interface between student engagement with online immersive technologies and oral production in the L2Julien Hamilton-Hart – Swansea University |

12.30 – 13.30 Lunch **Cafe**

13.30 – 15.00 Parallel Sessions E

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| **E.1.1 LTC**Italian OERs for dyslexic students: using, adapting and re-purposing OERs to widen participation in online language learningAnna Motzo – Open University | **E.2.1 1173**A redefinition of the teacher and student roles in Language MOOCs: The example of How to succeed in the English-B1 Level examElena Maria Martin Monje - UNED, Spain | **E.3.1 1177**An Exploration of Learners Interaction with the Tools in a Self-directed E-learning EnvironmentSerpil Meri – University of Southampton |
| **E.1.2 LTC**Impact of the online mode in a blended course on the development of language learner autonomy Sahar Alzahrani - University of Southampton | **E.2.2 1173**MOOC-topia or MOOC-lear disaster? Can a massive online course teach the skill of academic writing to an international audience and can peer review succeed in providing useful feedback?Elisabeth Wilding – University of Reading | **E.3.2 1177**Introducing a Custom VLE for Lexical RetentionRobert Coles – Regent’s University |
| **E.1.3 LTC**Leeds-York project: using Padlet for collaborative learning and peer review (CEFR B1-B2 Levels)Lorena Lopez, University of York and Ricardo Michue-Bendez, University of Leeds | **E.2.3 1173**A peek behind the scenes: stories from the creation of the MOOC ‘Understanding Language’Kate Borthwick - University of Southampton  | **E.3.3 1177**Students as drivers on the Highway of Lifelong Learning: Using a Process ePortfolio to foster Self-Regulated Learning at the undergraduate level in MexicoNatanael Delgado Alvarado – University of Southampton |

15.05 – 15.15 Change over time

15.15 – 16.00 Closing Plenary: Keynote 3 : **Scott Windeatt, Newcastle University LTA - 1133**

*What have the teachers ever done for us? CALL, teacher education courses, and the role of language teachers.*

16.00 Close