

Autonomy in a Connected World

Friday 11th December 2009 Open University, Milton Keynes

Time	Event	Presenter and title
09:00 – 09:30	On-the-day registration and Check-in	
09:40 – 09:50	Welcome and Introductions	Stella Hurd and Jo Mynard
09:50 – 10:20	Presentation 1	Elsbeth Broady <i>Autonomy and identity – seeing and moving comfort zones</i>
10:25 – 11:55	Presentation 2	Tim Lewis and Elodie Vialleton <i>Consciousness and control in learner autonomy and self-regulated learning</i>
11:00 – 11:20	Coffee break	
11:20 – 11:50	Presentation 3	Stella Hurd and Maria Fernandez-Toro <i>Affect in theory and practice: issues for learning and performance in independent language learning</i>
11:55 – 12:25	Presentation 4	Maria-Luisa Perez-Cavana <i>Autonomy and the European Language Portfolio (ELP): assessing individual learning styles</i>
12:30 – 13:30	Lunch	
13:30 – 14:00	Presentation 5	Ema Ushioda <i>Teacher-learner autonomy in a connected world: re-engaging alumni through an online community of practice</i>
14:05 – 14:35	Presentation 6	Linda Murphy, Regine Hampel, Ursula Stickler and Sarah Heiser <i>Learning through experience: developing distance teachers to support collaborative, autonomous language learning</i>
14:40 – 15:20	Extended tea break and poster presentations	See page 2 for names of poster presenters
15:20 – 15:50	Presentation 7	Bernd Rüschoff <i>Using Web 2.0 tools to actively engage language learners in output-oriented tasks</i>
15:55 – 16:25	Presentation 8	Mirjam Hauck and Andreas Müller-Hartmann <i>How can multimodal competence contribute to increased learner control in online language learning</i>
16:30 – 16:35	Closing remarks	Jo Mynard and Stella Hurd

Poster presentations

Elizabeth Anthony, University of Bristol, UK

Mediating language learning and learner independence: group interactions among English for Special Purposes (ESP) students in a problem-based learning (PBL) classroom.

Lucy Cooker, University of Nottingham, UK

Q-methodology for researching learner autonomy.

Maria Jordano, Universidad de Educación a Distancia, Madrid, Spain

Conducting an English for Tourism blog in a distance autonomous context.

Hideo Kojima, Hirosaki University, Japan,

Developing teacher-learner autonomy and professional identity: a case of initial EFL teachers' teaching practice in Japan.

Damio Siti Maftuhah, School of Education, University of Nottingham, UK

Adopting Q-methodology to investigate TESL student teachers conceptualisation of autonomous language learning.

Chahrazed Mirza, The Open University, UK

Impact of multimodal online interactions generated in audio-graphic conferencing systems on knowledge construction process.

Esmaeil Momtaz, University of Aberdeen, UK

An empirical study of the relative effectiveness of collaborative and private reading in EFL teaching in Iran.

Kinaz Murshid, University of Bristol, UK

Learner autonomy as agency among Syrian EFL university students.

Muge Satar, The Open University, UK

Social presence in online video communication in a foreign language.

Liang Wang, The Open University, UK

A tale between two cities: constructing learner autonomy in an internet-mediated intercultural language learning context.

Yi-Chun (Sherri) Wei, Warwick University, UK

Creating a space for reflection.