

# Session Codes & Themes

## Shifts in Learning Culture – The Research-Based Evidence

- Assessment and Evaluation Approaches (AEA)
- New and Existing Learning Cultures (CUL)
- New Pedagogical Approaches to Learning (NPA)

## Contents, Tools & Practices

- Intelligent Content and Semantics/Content Authoring and Creation (CON)
- Open Educational Resources/Open Source Technologies and Content (OPE)
- Technology Tools for Skills (TTS)

## New Learning Environments

- Future Classroom Technologies (FUT)
- Social Media and Social Networking (MED)
- Mobile Learning – Learning Everywhere (MOB)
- Virtual Reality in a Real World (VIR)

## New Practices Driving New Policies and Processes

- New Educational Policies and Practices (POL)
- Teacher Training/Train the Trainer (TTT)

## Learning Transforming Society

- Ethical Considerations in Education (ETH)
- The Here and Now of Language Learning (LAN)
- Educational Social Inclusion and Innovation (SOC)

- Business EDUCA (BUS)
- Learning Café (CAF)
- Demonstration and Best Practice Showcase (DEM)
- Innovation Track (INN)
- Knowledge Exchange Session (KES)
- OEB Labs (LAB)
- OEB LEARNSHOP (SHP)
- Various Sessions (VAR)

Thursday, December 1, 2011

Plenary A

Opening Plenary

Potsdam I/III

09:15 - 11:00

**Neelie Kroes,**

Vice President of the European Commission and European Digital Agenda Commissioner,

**Peter Nowak,**

Technology Commentator, formerly of CBC and National Post, and author of 'Sex, Bombs & Burgers', Canada  
*Food Technology and the Rise of Entrepreneurial Education*

**John Bohannon,**

Journalist and visiting researcher at Harvard University, USA  
*Without Google and Wikipedia, I Am Stupid*

**Jeff Borden,**

Senior Director of Teaching and Learning, Pearson, USA  
*Useful Ed Tech: What Educators Want and What Education Needs*

Coffee Break 11:00 - 11:45

BUS01	FUT02	MED03	LAB04	VIR05	OPE06	TTS07	VAR08	VAR09	NPA10	LAN11	CON12	VAR13	INN14	POL15
Business EDUCA: The Opening Conversation: Preparing for the Future	What Do You Expect of a Classroom of the Future?	Twitter and Blogging: Is This Education?	Video: A Star of E-Learning?	The Best Kept Secrets of Game-Based Learning	Open for Learning	Learning New Skills Through Technology	Question Time	Meet the Keynotes	Web 2.0 Tools in Education: User Competencies of Student and Educator	Online Collaboration to Enhance Language Learning and Mobility	Digitally Intelligent Content: Providing Relevance and Accessibility	How to Transform Digital Learning in the Arab World	What's New in Learning Technologies?	Changing Learning Cultures
Potsdam I	Potsdam III	Charlottenburg III	Schinkel I/II	Tegel	Tiergarten	Charlottenburg II	Köpenick I	Charlottenburg I	Lincke	Schöneberg	Schinkel III	Köpenick II/III	Davos	Chur
12:00 - 13:30	12:00 - 13:30	12:00 - 13:30	12:00 - 13:30	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15
What will learning and development look like in the future and how do we prepare for success in these new worlds? This session combines perspectives from business and learning leaders with examples of future scenarios that delegates can build on throughout the conference.	Old fashioned teaching rooms and methods are not the most appropriate way of addressing new generation students. Experienced speakers will demonstrate breakthrough examples of how techniques are changing by showing how to teach using Second Life, cartoons, videogames and what a podroom looks like.	Social media have proved to be some of the most popular forms of communication but how can they be used for teaching and learning? This session will draw on a pedagogical background and give concrete examples to show the challenges of using Twitter and blogging in education.	Are you interested in using video in education? Join an interactive ONLINE EDUCA LAB which gives insight into overall concepts of the use of video in the classroom and the development of social video. Explore current online video tools, including extended features of YouTube. Free support material will be provided.	Come to this session to learn about effective learning games and virtual environments that help to improve motivation in education and collaborative learning, while exploring inspiring projects and ideas.	Open education is a growing movement, drawing heavily on the successful model of open source software – but is it likely to be as successful? How can the ‘not invented here’ challenge to open educational resources, so dominant within academia, be addressed and what do learners think of it?	The diversity of learning contexts, in which technology can play a crucial and rewarding role, seems to increase daily. This session examines three technology-supported learning experiences, each focusing on the teaching process involved, to develop quite different skills and competencies within teachers and learners across an age range.	OEB will host its very own live radio debate. With a colourful panel of experts responding to your topical, polemic or simply whimsical questions about technology and learning, there will be plenty of chances to fight back. The audience and panellists will be kept under control by our ruthless chairman, Graham Attwell.	During this session, you will have an opportunity to meet the opening plenary session's keynote speakers and to discuss some of the issues raised.	The maturity of Web 2.0 tools and e-learning in general has led to their widespread use in education. However, do learning facilitators have the necessary skills to use these effectively in their teaching? What are best practice recommendations and how do teacher skills compare with those of the student? This session explores these questions.	Does learning languages with digital publishing tools and sharing online content enhance collaboration and mobility? Does it manage to increase multicultural understanding of different behaviours and practices too? Hear from trainers and teachers, basing their experiences on student feed-back in vocational training, and join a crucial discussion.	The media industry is forging ahead in the development of compelling content, drawing on a fast-changing range of digital content tools. In addition, user created content is increasingly significant. The following presentations explore some of the ways in which this flood of content can be made relevant and accessible.	In the countries of the Arab world, there has been a great deal of investment in innovative e-learning. Nevertheless, we know today that it is not enough just to be committed to the investment of millions in the modern ICT sector but, that e-learning must also be pedagogically credible as well as adaptable to changing cultures and contexts. Join us for a discussion on this topic.	Are you curious to know more about the latest developments and research in educational learning technologies? This session will highlight some technological tools, which are beginning to appear in educational practice today. Expect presentations about eye tracking, the use of robotics as an educational tool and other innovative developments in technologies being used for learning.	The tension between supporting established educational systems and the new ways of learning is becoming more acute as technology continues to evolve at a pace. This session looks at ways in which, across Europe, the culture of educational systems is being altered.

<p><b>Norman Kamikow,</b> MediaTec Publishing, Inc., USA <i>The Learning Organisation of the Future: Lessons from the Elite</i></p> <p><b>Willem Manders,</b> Shell, The Netherlands &amp; <b>Hans de Zwart,</b> Shell, The Netherlands <i>Using Scenarios to Prepare Together for the Future of Corporate Learning</i></p>	<p><b>Pasi Vilpas,</b> The Sotunki Distance Learning Centre, Finland <i>Teaching Genetics in Second Life with a Large Scale 3D-Model of DNA</i></p> <p><b>Tjeerd Royaards,</b> Cartoon Movement, The Netherlands <i>Cartoons from Around the World as a Learning Tool</i></p> <p><b>Stephanie Glick,</b> Consultant Learning Technologies, Learning Spaces, USA <i>Pod Rooms: Faculty-Friendly Classroom Technology</i></p> <p><b>Bram van der Kruk,</b> Het Amsterdams Lyceum, The Netherlands <i>Achievement Unlocked! What Reward Systems in Videogames Can Teach Us About Learning</i></p>	<p><b>Helen Keegan,</b> University of Salford, UK <i>Blogs, Twitter and Openness: Serendipity and Opportunity vs. the Tyranny of Authenticity</i></p> <p><b>Sharon Stoerger,</b> University of Wisconsin – Milwaukee, USA <i>This Is What Learning Looks Like: Using Analytic Tools to Visualise Classroom Twitter Conversations</i></p> <p><b>Kjell Atle Halvorsen,</b> Norwegian University of Science and Technology, Norway <i>Interactive Learning by Blogging</i></p>	<p>Join Armin Hottmann and take part in real hands-on training of different types of video tools and applications in a room with 20 available laptops, which can be shared by two or three participants. You are invited to sign-up for this LAB session beforehand on a first-come first-served basis.</p>	<p><b>Ben Betts,</b> International Digital Laboratory, University of Warwick, UK <i>Creating Epic Engagement with Game-Based Learning</i></p> <p><b>Petri Lounaskorpi,</b> University of Jyväskylä, Finland <i>Involving Teachers in Games and Virtual Learning Environments</i></p> <p><b>Simon Egenfeldt-Nielsen,</b> Serious Games Interactive, Denmark <i>Important Lessons from the Last 10 Years with Game-Based Learning</i></p>	<p><b>Hester Jelgerhuis,</b> SURFfoundation, The Netherlands <i>Open Educational Resources from a Students Perspective: What's Hot and What's Not?</i></p> <p><b>Robert Cummings,</b> University of Mississippi, USA <i>The Center for Open Learning and Teaching: Moving OER from Stockpile to Classroom</i></p> <p><b>Elias Aarnio,</b> Innopark Programmes, Finland <i>Learner Centered ICT for Schools? Dream School Procurement Model is Proven to Work</i></p>	<p><b>Tim Rylands,</b> So Into It Ltd., UK <i>ICT to Inspire: Raising Levels of Creativity in Children of All Ages and Abilities</i></p> <p><b>Olivier Heidmann,</b> Centre for Research and Technology Thessaly, Greece <i>Teaching Programming Towards the Development of Early Analytical Structural and Critical Minds</i></p> <p><b>Brian Holmes,</b> Lancaster University, UK <i>Improving Teachers' Professional Development in an eTwinning Online Learning Community</i></p>	<p><b>Gráinne Conole,</b> Leicester University, UK</p> <p><b>Raymond Efferink,</b> RayCom BV, The Netherlands</p> <p><b>Yishay Mor,</b> The Open University, UK</p> <p><b>Shafika Isaacs,</b> ICT4D Professional, South Africa</p>	<p>Join ONLINE EDUCA BERLIN keynote speakers <b>Peter Nowak, John Bohannon and Jeff Borden</b> to discuss their presentations.</p>	<p><b>David Röhler,</b> PROJEKTkompetenz.eu GmbH, Austria <i>Large-Scale European Evaluation of Web2.0 in Education</i></p> <p><b>Jens Drummer,</b> Sächsisches Bildungsinstitut, Germany <i>Generation Web 2.0 @ School: How Pupils Create Online Learning Communities</i></p> <p><b>Bob Barrett,</b> American Public University, USA <i>Virtual Mentoring and Coaching: Using Web 2.0 Tools to Connect, Dialogue and Reflect</i></p> <p><b>Jorge Peláez,</b> APROCODI (Association for Promotion of Digital &amp; Internet Content), Spain <i>Myelvin, a Multilingual Online Community for Practising Languages</i></p>	<p><b>Uta Maly,</b> Speexx, Germany <i>New Technologies in Online Language Training</i></p> <p><b>Ciarán Dawson,</b> University College Cork, Ireland <i>Using Google Docs to Enhance Online Collaboration Amongst Advanced Language Learners</i></p> <p><b>Duane Sider,</b> Rosetta Stone, USA <i>Multilingualism as a Success Agent for Education and Commerce in a Globalising World</i></p> <p><b>Jorge Peláez,</b> APROCODI (Association for Promotion of Digital &amp; Internet Content), Spain <i>Myelvin, a Multilingual Online Community for Practising Languages</i></p>	<p><b>Jim Ellis,</b> The Open University, UK <i>Using Catalytic Content to Support the E-Learning Process</i></p> <p><b>Rintse van der Werf,</b> Edia – Education Technology, The Netherlands <i>Adaptive Technologies for Language Learning: Content Analysis and Learner Modelling</i></p> <p><b>Jacob Molenaar,</b> Jacob Molenaar Advies en Projectleiding, The Netherlands <i>Curriculum Browsing: Using the Semantic Web as a New Way of Presenting Educational Information</i></p>	<p><b>Ahmed M. El-Sobky,</b> IT Consultant, Egypt <i>Egyptian E-Learning Efforts and Challenges</i></p> <p><b>Abdullah Almegren,</b> NCeL – National Center for E-Learning &amp; Distance Learning, Saudi Arabia <i>Striving for Quality Lifelong Learning Organisations: In the Mission of Transforming Saudi Society</i></p> <p><b>Mohammed Al-abrawi,</b> Ministry of Education, Oman <i>Oman Educational Portal</i></p> <p><b>Klaus Bader-Labarre,</b> Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany <i>A Human Capacity Development (HCD) Regional Approach for E-Learning in Vocational Education</i></p>	<p><b>Leona Ungerer,</b> University of South Africa, South Africa <i>Like More? An Eye-Tracking Investigation of Students' Engagement with a Home Page</i></p> <p><b>Peter Reuter,</b> Tobii Technology GmbH, Germany <i>Eye-Tracking and E-Learning: A Dream Team</i></p> <p><b>Dorit Assaf,</b> Dorit Assaf, Artificial Intelligence Laboratory, University of Zurich, Switzerland <i>EmbedIT - an Open Technology Kit for Education</i></p>	<p><b>Caspar Noetzi,</b> Zurich University of Teacher Education, Switzerland <i>A Culture Change: Learning Objects to Support Self-Directed Learning in Teacher Education</i></p> <p><b>Agnieszka Gadomska,</b> Warsaw School of Social Sciences and Humanities (SWPS) / WSiP, Poland <i>Transforming the Polish Middle School Learners and Teachers: The E-Academy of the Future Project</i></p> <p><b>Anu Pruikkonen,</b> Kemi-Tornio University of Applied Sciences, Finland <i>At Its Best: Optimal Integration of Support in E-Learning Effort</i></p>
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Lunch 13:00 - 14:30

VAR16	NPA17	CON18	LAB19	BUS20	NPA21	FUT22	BUS23	TTT24	BUS25	POL26	SOC27	CAF28	OPE29	AEA30
Demonstration and Best Practice Showcases (14:30 - 17:30)	PeerSounds: Social Sounds for Peer Education	New Learning: New Content	Moodlelogics	Changing Demographics in the Workplace	Education 3.0	Classroom Collaboration of the Future	Building Performance at the Heart of the Workplace	Helping Learning Professionals Get IT	Demonstrating Value Back at Work	Empowering Educators for Creative Learning: A European View	Intercultural Learning: Towards Conflict Resolution and Peace Building	What Works? ICT Integration in Developing Countries	Open Learning: Reusable Learning?	Transforming Assessment Techniques Through Technology
Potsdam III	Köpenick I	Charlottenburg III	Schinkel I/II	Tegel	Charlottenburg II	Potsdam I	Charlottenburg I	Schinkel III	Schöneberg	Tiergarten	Lincke	Köpenick II/III	Davos	Chur
14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:15 - 15:45	14:15 - 15:45	14:15 - 15:45	14:15 - 15:45	14:15 - 15:45	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00
Demonstration and Best Practice Showcase Sessions offer delegates the opportunity to learn from best practice in action. The flexible format allows participants to explore innovative tools and practices.	This session aims to introduce attendees to how digital technology applications have changed music education, creation and production. Participants will benefit from the presentation/demonstration of new software for music production and new tools for collaborative creation of music products by using remote services applied in school music education.	The possible channels for providing learning content increases as fast as technology evolves. The advent of user-generated content adds a further dimension to the mix. This session explores elements of both aspects, as well as drawing from experiences across the educational range.	Bridging the gap between theory and practical in a tool-mediated learning environment is a difficult process, especially when the tools themselves seem impossible to master. In this LAB session, the basics of Moodle will be discussed and then applied theoretically to show how to create a collaborative learning environment.	As people work later into their lives, the cross section of demographics in the workplace is changing and, with this, come new challenges in management and learning provision. Join this Learning Café style session and identify practical ideas which will help you address changing workplace demographics.	The era of Web 3.0 promises great opportunities for personalisation in our lives and in education. However, is education ready to embrace the opportunities? Students will demand that it does. Educators must separate the technologies that really add value from those that don't. Join us as we discuss educational practices and theories from past to present and beyond. We will show you practical examples of resources that are meeting the strategic and pedagogic needs of education today.	Traditional classroom lectures and activities are evolving into a new collaborative way of teaching and learning. This session will offer exciting information about how institutions are using new learning environments that include collaborative approaches and technologies adapted to the new era of digital teaching and learning.	How can we harness technology to help us deliver results where it counts the most, at the heart of the workplace? This session discusses a range of approaches to enhance learner productivity and performance directly.	Bringing professionals up-to-speed on the ways in which learners' preferred technologies can be used to improve the learning experience has always been a challenge. This session looks at three approaches which will provide a basis for further discussion.	For Learning and Development professionals to engage staff and secure budgets, it is becoming essential for them to demonstrate the impact of learning in their organisations. Join this Learning Café style session as part of the Business EDUCA and identify practical ideas which will help you demonstrate the value of your learning.	Following the recently identified priority of digital literacy for all, as part of the education contribution to the European 2020 Strategy, this workshop will focus on one of the main barriers in Europe for effective implementation of ICT use for education and professional development of the educators.	How can ICT and e-learning support better intercultural understanding, enhance multiculturalism and drive civic responsibility? Learning from diverse case studies, participants will have the opportunity to get involved in this important debate.	Does ICT integration in teacher training work in developing countries? In this interactive Learning Café session, 4 facilitators working in 3 continents will discuss their experiences, comparing them with those of the teachers. They will ask what approaches work, bottom-up or top down? Basic skills first or the TPACK approach? Join us to interact and learn.	The success of Wikipedia is evidence of both the demand for open access to knowledge and to the integrity of user-generated content. However, to what extent can open educational resources be 'designed', especially when the contexts of re-use are often outside the control of OER originators?	Technology has transformed the way in which learners can reflect and be assessed. Presenters in this session examine various techniques now in practice through the use of technological tools, from online self-diagnostics and collaborative assessment, to innovative ways of overcoming the challenges of traditional language assessment.

For more information and an overview of all Demonstration and Best Practice Showcases see the DEM schedule.	<p>Panelists will include:</p> <p><b>Andrea Pozzi</b>, MidiWare srl, Italy <i>Industry and Education: Music Production Software to Support Tomorrow's Education</i></p> <p><b>Jörn Handschke</b>, MAGIX AG, Germany <i>Music Creation in the Digital Age with MAGIX Music Maker</i></p>	<p><b>Björn Fisseler</b>, TU Dortmund, Germany <i>Creating Universal Accessible E-Learning Content for Vocational Training</i></p> <p><b>Ann Marcus-Quinn</b>, University of Limerick, Ireland <i>Design, Development and Evaluation of Collaboratively Developed Reusable Learning Objects for the Post-Primary Classroom</i></p> <p><b>Christian Kohls</b>, SMART Technologies GmbH, Germany <i>Best Practice for the Design of Interactive Whiteboard Content</i></p>	Join Mark de Boer and take part in real hands-on training of different types of tools and applications in a room with 20 available laptops, which can be shared by two or three participants. You are invited to sign-up for this LAB session beforehand on a first-come first-served basis.	Join <b>Karen Velasco</b> in a Business EDUCA Learning Café to discuss her topic <i>Managing Talent Across a Multi-Generational Workforce: The Needs of Generation Y and Z</i> and other issues relating to changing demographics in the workplace.	<b>Scott Anderberg</b> , Pearson, USA  <b>Garnet Berry</b> , Pearson, UK	<b>Eunhee Jung</b> , IVECA International Virtual Schooling, USA <i>Tradition Makes Innovative Learning Work: Pedagogy in Intercultural Virtual Exchange of Classroom Activities (IVECA)</i>  <b>Yosi Ben-Dov</b> , Time To Know, Inc., USA <i>Digital Teaching Platforms: Supporting Teachers in One-to-One Classrooms</i>  <b>Thomas Jepsen</b> , Blackboard Collaborate, UK <i>ROI of Collaboration: Doing More with Less with Next Generation Teaching and Learning Technologies</i>  <b>Radu Jugureanu</b> , SIVECO Romania SA, Romania <i>Project-Based E-Learning on Multi-Touch Systems</i>	<b>Patrick Blum</b> , inside Business Group, Germany <i>Performance Support Through Embedded Micro Learning Sessions</i>  <b>Lance Dublin</b> , Dublin Consulting, USA <i>Getting to Results Faster: Lessons from Leaders Applying New Blended Learning</i>  <b>Boyd Glover</b> , Dixons Retail, UK <i>Can Learning Be Fun? Fusing Formal and Informal Learning to Build Performance in the Work Place</i>	<b>Maria Tatarinova</b> , Moscow State University of Economics, Statistics and Informatics (MESI), Russia <i>E-Learning Professionals for the Emerging Russian Market: An Innovative Experience of Changing Culture</i>  <b>Martin Mandausch</b> , Karlsruhe Institute of Technology (KIT) – Fernstudienzentrum (Center for Open and Distance Learning), Germany <i>Factors of Success in Technical Didactics for Blended Learning Arrangements</i>  <b>Matthew James</b> , International Baccalaureate, The Netherlands <i>Content with Your Content? How Learners and Social Media Can Drive Your Content Development</i>	Join <b>Bert De Coutere</b> in a Business EDUCA Learning Café to discuss his topic <i>Learning Doesn't HAVE Value, It GETS Value</i> and other issues relating to the value of learning.	<b>Lieve Van den Brande</b> , European Commission, Belgium <i>EU Policy for ICT in Education: A New Initiative on Creative Classrooms / Creative Learning Environments</i>  <b>Pierre Dillenbourg</b> , Swiss Federal Institute of Technology Lausanne, Switzerland <i>Orchestrating Technologies: Empowering Teachers in Creative Classrooms</i>  <b>Maria Luisa Nigrelli</b> , CNR – ISTE – Advanced Learning Technology (ALT), Italy <i>Teaching to Teach with Technology</i>  <b>Mario Barajas</b> , University of Barcelona, Spain <i>ProActive: Fostering Teacher's Creativity Through Game-Based Learning</i>  <b>Will Ellis</b> , European Schoolnet, Belgium <i>The Role of the Teachers/Trainers in the Future Classroom</i>	<b>Tamar Lominadze</b> , Georgian Technical University, Georgia <i>E-Learning for Building Peace in Caucasus</i>  <b>Peter Baumgärtner</b> , Online Academy, Friedrich-Naumann-Foundation for Freedom, Germany <i>Case Study: The 2009 International Online Conference: Conflict and Cleavages in Pakistan</i>  <b>Valindawo Dwayi</b> , Walter Sisulu University, South Africa <i>A Critical Humanist Perspective to the Integration of Education Technology in Learning and Teaching</i>	<b>Maaiké Smulders</b> , VVOB Kenya, Kenya  <b>David Dionys</b> , VVOB Cambodia, Cambodia  <b>Leonie Meijerink</b> , VVOB Zambia, Zambia	<b>Alejandro Armellini</b> , University of Leicester, UK <i>Designing for Openness</i>  <b>Gordon Tarzwell</b> , Thompson Rivers University, Canada <i>Reusable Learning for What Purpose? Recognising Learning Achieved Through Open Educational Resources</i>  <b>Bernd Remmele</b> , WHL Graduate School of Business and Education Lah, Germany <i>Open Educational Resources and 'Open' Degrees</i>	<b>Dietmar Kennepohl</b> , Athabasca University, Canada <i>Predicting Success: Using an Online Self-Diagnostic Test for Introductory General Chemistry at an Open University</i>  <b>Martina A. Doolan</b> , University of Hertfordshire, UK <i>Using a Blend-In Assessment Design for Learning: The Role of the Tutor</i>  <b>Gavin Cooney</b> , Learnosity, Ireland <i>Effective Multi-Platform Spoken Learning and Assessment</i>
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Coffee Break 16:00 - 16:30

Thursday, December 1, 2011 - Knowledge Exchange Sessions

KES01	KES02	KES03	KES04	KES05	KES06	KES07	KES08
Cooperation and Content Sharing Between Training and Documentation	Lifelong Learning: First Bachelor Course in Blended Learning in the Netherlands	Reforming Foreign Languages, Cultures and Literature in a Blended Learning Environment		Dynamic Courses: Individual Learning Paths and Online Collaborative Exercises in Moodle 2.0	Jambmobile: Use of Mobile Phones as Intervention for Preparing Students for University Matriculation	Moodle & Joomla: A Social Engine Open Source Integration Platform: The CEDDET Experience	Showcase of E-Learning Best Practices Within the United Nations
Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg
16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30
Can better cooperation and sharing between training and documentation teams improve the user/reader/learner experience and reduce organisational costs? In this session, we will examine the traditional separation between training and documentation teams, and discuss the benefits of, and opportunities for, increasing cooperation and content sharing between them.	In September 2011 we started an innovative Bachelor programme for IT-professionals in the framework of lifelong learning. The educational design consists of blended learning, modular courses and open educational resources. Direct usability for professional practice is a priority. We present the design and report on the first results.	This session will show the development of blended learning in an LMS Moodle system of a higher education institution in Serbia. How do we change teaching methods and impose a new digital culture among teachers and students? Can we sustain an interactive system instead of 'e-boring'? This session will summarise some critical considerations associated with digital learning in our region.	UNICEF Uganda has a new initiative, providing rural communities with access to information through computer kiosks, which have Ugandan content, covering life skills, health and education materials to cater for the different needs of different audiences. The newest additions are video lessons for year 4 of primary education.	New versions of Virtual Learning Environments (VLE's), such as Moodle 2.0, promise didactic applications like individual learning paths and online collaborative exercises. This session highlights how to build didactic applications from the basic components of these environments, both for Moodle users and a wider audience.	This Knowledge Exchange Session will showcase a project in which the mobile phone (a fast growing medium in Africa) was used to deploy e-learning materials for improving the academic performance of youths seeking admission into higher education institutions in Nigeria. Students taking part were distributed over a wide geographical area and managed effectively.	Fundación CEDDET uses an open source platform that combines Moodle (LMS), Joomla (CMS) and Social Engine (Networks) in an integrated environment to perform its main activities. We will share our experience on the implementation/ use of the platform from a user perspective with technical highlights and plenty of useful tips.	This interactive knowledge sharing session, initiated by different UNeLearn members, will be moderated by Tom Wambeke (ITC-ILO). Examples from various United Nations agencies on how e-learning has been used for capacity building and staff development will be showcased.

Thursday, December 1, 2011 - Demonstration and Best Practice Sessions

DEM01	DEM02	DEM03	DEM04	DEM05	DEM06	DEM07	DEM08	DEM09	DEM10	DEM11	DEM12	DEM13	DEM14	DEM15
New E-Learning Approach to Exploit the Potential of Enterprise Cultural Heritage Management	Online Courses to Foster User-Generated Open Educational Resources	Cross-Countries Assessments	A Semantic Dictionary	Smartphones Turn Immediate Feedback on Tests and Exams into a New Creative Learning Tool	MIRACLE and the Science Hub	The Importance of Continued Professional Development for Practitioners in a Digital World	Historiana: Your Portal to the Past	Presentation of an Ontology Based Selection and Training System	Automatically Adaptive WordDive Language Courses	The Why and How of Adaptive E-Learning	Stoas Moodle Integrated Learning Environment (SMILE)	The Media Portal: Gateway to the Collective OER of Blekinge Institute of Technology	New Technologies for Language and Learning Disabilities	My Knowledge at Work: a Break, a Lightbulb
Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III
14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30
Dr Aleksej Heinze is a senior lecturer at Salford Business School, University of Salford, UK. Aleksej is leading a European team on the development of Enterprise Cultural Heritage (ECH). The team researches learning material and environments for the application of ECH, helping small businesses to compete and innovate.	Open Educational Resources (OER) produced by communities of teachers represent an important opportunity for the education world. Since 2005, we have designed e-learning courses for teachers on the collaborative production of OERs. The demonstration will illustrate the methodological strategies adopted during 3 EU-funded projects, and will show how technical issues are not a barrier to the development of OERs.	This session will demonstrate an inventive online system for instant knowledge assessment which collects tasks, builds exams, compares results and has a multilingual user interface. As the same system can be used worldwide, cross-country assessments can be made for tracking the highs and lows in the educational process.	This dictionary tool provides any definition, description, biography, image or translation you need to help you understand what you are reading. The context-sensitive definition server can manage and prioritise different content sources such as dictionaries, bilingual dictionaries, encyclopaedias and visual dictionaries, in different platforms.	This demonstration highlights how the delivery of instant test and exam results via smartphones can improve student motivation and performance. This is achieved using an innovative evaluation process where learning outcomes are measured on the move and used to improve skills and results by giving participants a second chance.	SciHub connects experiences in science centres to conceptual science learning in classrooms. Collective learning activities, curricula themes and students progress are made available on multiple devices, such as tablets, webpages, and interactive surfaces. Teachers and students can shape and follow activities that take place across hybrid spaces, contexts and time.	The itslearning CPD course guides practitioners through an engaging, structured process to learn the basic, through to the advanced, tools of the virtual environment using a range of Web 2.0 and multi-media tools, with participation in differentiated activities and tasks, resulting in self and peer reflection. The course aims to strengthen practitioners' digital awareness, skills and confidence.	Historiana is an education programme involving over 30 countries, which was initiated to develop a website on Europe's history and heritage education. It offers users the opportunity to compare locations and periods, various individual experiences, and the consequences of historical developments, articulated in material and immaterial legacies of Europe.	This demonstration provides insights into a novel, ontology-based, adaptive assessment system (OntoHR), which is capable of selecting applicants for specific job roles. On the basis of this assessment, the system performs a competence gap analysis and offers personalised learning content for the users.	Targeting CEFR levels A2-C1, ages 15-80 years, this award-winning tool adapts automatically to the individual. It does not repeat unnecessarily and focuses on areas where practice is required, also supporting the teacher's work by focusing on vocabulary, pronunciation and spelling.	Adaptive learning is great for the learner, as it creates individual learning paths and saves time. However, it used to be complicated for the developer. In this demonstration session, we will show you how easy it is to create an adaptive course and that it is easy to set up an adaptive learning environment.	Once a Moodle platform takes on more users and more courses, the learning management processes involved are more complex and the storage requirements grow. This demonstration session will show delegates the flexible Moodle Integrated Learning Framework which provides a comprehensive set of add-ons, connected to a Moodle core.	The development of the Media Portal at the Blekinge Institute of Technology (BTH) has simplified and enhanced the accessibility of the Open Educational Resources (OER) produced at the Institute. The Media Portal has also contributed to an increased use of OER in teaching. During this demonstration session, we will present and discuss the Media Portal and the uses it has had.	We are working with people involved with learning disability therapies for children and we are developing digital tools for them with several aims: providing analytical tools, extending the use of devices with natural user interfaces when possible, allowing personal customisation and providing a way of exchanging digital materials between families.	We aim to accommodate informal workplace learning with the introduction of an open learning resource platform for the spot and just in time learning, combined with simple and intuitive authoring. Our methodology aimed to be supportive of the process and not intrusive.

VAR31	VIR32	BUS33	LAB34	BUS35	ETH36	FUT37	CUL38	BUS39	VAR40	CUL41	TTS42	SHP43	CON44	TTS45
Demonstration and Best Practice Showcases (14:30 - 17:30)	The Link Between Real and Virtual Worlds	Assessment to Drive Performance	The E-Trick: Innovative Approaches to Language Learning at a University Setting	Preparing for the Future of Learning at Work	Plagiarism: Curse or Opportunity?	Lecture Capture: Providing Flexibility and Pedagogical Value	Learning Cultures: An International Panorama	The Influence of Social Media on Learning Culture and Community	KES Sessions	Creative Learning Environments: Promoting Creative Thinking and Inspiring Learners	When Users Become Choosers: Self-Regulated Learning	Models of Cultural and Cognitive Development	Challenges and Opportunities in E-Publishing	Diverse Skills: Diverse Solutions
Potsdam III	Potsdam I	Charlottenburg II	Schinkel I/II	Tegel	Köpenick I	Schinkel III	Lincke	Charlottenburg III	Schöneberg	Tiergarten	Charlottenburg I	Köpenick II/III	Davos	Chur
16:15 - 17:30	16:15 - 17:30	16:15 - 17:30	16:15 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30
Demonstration and Best Practice Showcase Sessions offer delegates the opportunity to learn from best practice in action. The flexible format allows participants to explore innovative tools and practices.	Is it possible to bridge the "real world" and the "virtual world"? Simulated and immersive learning environments offer experiential learning that relates to everyday situations, allowing teachers and students to acquire practical knowledge and skills.	Assessment, both formative and summative, has been traditionally used to identify learning needs and outcomes in the workplace. However, presenters in this session demonstrate how more flexible and innovative assessment formats can also be used to drive individual and business performance.	Gain hands-on experience of using low threshold applications such as Skype and Adobe Connect for learning languages, as well as observing a coaching session between an English teacher in Berlin and her students in Finland. In doing so, learn the secrets to our success and how easy it is to launch a project like this.	Contributors will share a wide range of perspectives in short 5 minute 'ignite-style' presentations. Come and join in, debate, argue and have fun at the end of day one!	Plagiarism is often cited as a reason for not using ICT in teaching. However, software nowadays can track and monitor student work and teachers can use it to acquire accurate referencing skills and develop the sense of original work. Come to this session and discover ways in which ICT can assist your teaching practice in the quest to detect and prevent plagiarism.	Today's world demands that flexible participation in education and training is imperative and technology can help provide for this. However, pedagogical factors need to be considered to ensure standards of learning are maintained. Join presenters in this session, as they explore lecture capture as a way of providing flexible access to education that also enhances the teaching process.	iCDE is the global member organisation for ODL and has formal consultative relations with UNESCO. Members representing Canada, the Middle East, Brazil, Russia and China will discuss theoretical discourse, technology implementation, and factors supporting and hindering developments in their context. A panel discussion will be held and the audience will be invited to ask questions.	It is increasingly recognised that social media tools have the potential to provide real value in building successful learning cultures in organisations, through the sense of community and collaboration which they inspire. Join presenters in this session, as they demonstrate the transformational potential social media tools have on learning cultures at work.	Signing up for one of these sessions is a chance to exchange knowledge with your fellow conference participants about projects, interests and ideas.	Creative learning is any learning which requires understanding, invention, making new connections or seeing things in a different perspective. Presenters in this session include concrete experiences and good practices showing evidence about the ways to organise, design and use creative learning environments.	Although students and teachers increasingly find their educational resources in the Cloud, educational institutions play a core role by offering all these in the context of a structured form. Self-regulated learning and personal learning environments are closely linked to ensure an effective and efficient way of learning.	Do learning professionals limit themselves to the output of training needs analyses when creating learning strategies? Accepted organisational norms play a key part in defining how people learn in companies. Debbie Lawley will take the audience through cultural models and challenge the accepted way of creating learning strategies.	The impact of technology has been felt across all aspects of educational content design and provision and this is certainly true in the case of e-Publishing. In this session, speakers explore how technology has altered e-Publishing for good, the challenges and opportunities new developments in technological trends can present and the potential for holistic course design.	Once outside the formal learning context of school or higher education, the diversity of skills and competencies needed, and the time scales within which they have to be acquired, increases significantly. In this session, three quite different approaches to skill acquisition in three very different contexts are explored.

For more information and an overview of all Demonstration and Best Practice Showcases see the DEM schedule.	<p><b>Cristina Stefanelli</b>, Consorzio FOR.COM. – Formazione per la Comunicazione, Italy <i>Added Value of Teaching in Virtual Worlds: Lesson Learnt from the AVATAR Project</i></p> <p><b>Sónia Hetzner</b>, Innovation in Learning Institute, University Erlangen-Nürnberg, Germany <i>Augmented Virtuality!</i></p> <p><b>Michael Watkins</b>, Toolwire, USA <i>Turning Knowledge into Action: Enabling Contextual Learning and 'Natural Assessment' Through Immersive Learning Environments</i></p>	<p><b>Nestor Ceron</b>, National Instruments, UK <i>How to Create Customer Value by Using Assessments</i></p> <p><b>John Kleeman</b>, Questionmark, UK <i>New Research Shows How to Use Quizzes and Tests to Slow the Forgetting Curve</i></p> <p><b>Aude Leonetti</b>, ACCA, UK <i>How Can Professional Education Better Align with Business Requirements?</i></p>	Join Timo Raatikainen & Sari Hantula and take part in real hands-on training of different types of tools and applications in a room with 20 available laptops, which can be shared by two or three participants. You are invited to sign-up for this LAB session beforehand on a first-come first-served basis.	<p><b>Sann René Glaza</b>, Toyota Motor Europe, Belgium <i>Impact of Increasing Mobility in Europe: Reaching People with the Knowledge They Need, in the Language They Want</i></p> <p><b>Jack Wills</b>, MASS Consultants, UK <i>HR Departments: The Death of Creative Management and Training</i></p> <p><b>Mehdi Tounsi</b>, Speexx, UK <i>The Future of Corporate Language Training: New Content and Innovative Technologies</i></p> <p><b>Laura Overton</b>, Towards Maturity, UK <i>Boosting Business Agility: Why Learning Needs to Limber Up!</i></p> <p><b>Sarah Frame</b>, OLF, UK <i>Generating the Current – Releasing Virtual Energy</i></p>	<p><b>Helen Pugsley</b>, Cardiff University, UK <i>Using Turnitin® as a Teaching Tool and Grademark® to Enhance the Feedback Experience</i></p> <p><b>Will Murray</b>, iParadigms Europe, UK <i>Using Technology and Pedagogy to Promote Original Work from Students: A UK Perspective</i></p> <p><b>Ken Larsson</b>, Stockholm University, Sweden <i>The Challenge for Supervision: Mass Individualisation of the Thesis Writing Process with Less Resources</i></p>	<p><b>Ilkka Kukkonen</b>, University of Eastern Finland / Aducate, Finland <i>Enhancing the Pedagogical Value Through Lecture Capture</i></p> <p><b>Dan Roberts</b>, The London School of Economics and Political Science, UK <i>Lecture Capture at the LSE: Lessons and Best Practices for Success</i></p> <p><b>Amanda Hardy</b>, Coventry University, UK <i>Supporting Lecture Capture: Approaches and Resources for Lecturers and Other Staff</i></p>	<p><b>Irina Smirnova</b>, Moscow State University of Economics, Statistics and Informatics (MESI), Russia</p> <p><b>Luciano Sathler</b>, Brazilian Association for Distance Education and Universidade Anhanguera – Uniderp, Brazil</p> <p><b>Li Yawan</b>, The Open University of China, China</p> <p><b>Hemlata Chari</b>, Mumbai University, India</p>	<p><b>Nic Laycock</b>, Amos Laycock Consulting, UK <i>Transforming Learning Culture in a Major Company Through Technology Enabled Communities: Lessons, Principles</i></p> <p><b>Mary Myers</b>, Maritz Canada, Canada <i>Social Media 101: Grass Roots Enablement and Automotive Sales Reps</i></p> <p><b>Simon Birt</b>, Trivantis Corporation, USA <i>Social Learning: Vision and Solutions</i></p>	For more information and an overview of all Knowledge Exchange Sessions see the KES schedule.	<p><b>Lieve Van den Brande</b>, European Commission, Belgium <i>Creative Learning Environments: A New European Initiative to Overcome the Implementation Gap</i></p> <p><b>Gráinne Conole</b>, Leicester University, UK <i>Designing for Learning</i></p>	<p><b>Hans-Christian Schmitz</b>, Fraunhofer Institute for Applied Information Technology (FIT), Germany <i>Advancing Self-Regulation in Workplace Learning and Continuing Education</i></p> <p><b>Kirsten Veelo</b>, SURFnet, The Netherlands <i>Users Become Choosers: Personal Learning Environment that Integrate Campus Services and Self-Chosen Tools</i></p> <p><b>Hiram Bollaert</b>, Artesis University College Antwerp, Belgium <i>Fireflies on the Campus: 'I Glow! Enlighten Me!'</i></p>	Join Debbie Lawley for this interactive workshop.	<p><b>Sandra Hoffhues</b>, Universität Augsburg, Germany <i>From Crossmedia Publishing to Crossmedia Education: The Important Role of Media Practice</i></p> <p><b>Martin Smith</b>, CAPDM Limited, UK <i>Single-Source Courses: The Future of Educational Publishing</i></p> <p><b>Paul Sweeney</b>, Eduworlds Knowledge Ltd, UK <i>E-Publishing for Language Learning: Where Is It Going?</i></p>	<p><b>Thomas Putz</b>, evolaris next level GmbH, Austria <i>Development of Game-Models for mGBL: New Non-Routine Skills via Mobile Game-Based Learning</i></p> <p><b>Jelke Van der Pal</b>, National Aerospace Laboratory NLR, The Netherlands <i>TeamTris: A Research and Training Paradigm for Team Work in Dynamic Environments</i></p> <p><b>Krzysztof Zielinski</b>, Management Observatory Foundation, Poland <i>Knowledge Pills Methodology: Efficient Learning and Knowledge Sharing for SMEs</i></p>
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Plenary B

The ONLINE EDUCA Debate

Potsdam I

17:45 - 19:00

Join us for the fun and fury of another exciting ONLINE EDUCA debate. This year, we will be discussing the effect of new technology on freedom and the potential consequences for education. The motion will be:

“This house expresses its concern about the effect developments in technology are increasingly having on personal liberty and believes this will have serious consequences for learning in the future.”

There has been increasing discussion surrounding the freedom which new technological communication devices and methods can provide. For example, in the case of learning, mobile technologies and social networks can promote a widening in participation in education for those who may otherwise have been excluded and there has been a prominent increase in the use of these learning methods in recent years, notably in developing countries. However, there appears to be a downside to this so called ‘freedom’. With every interaction learners make with these technologies, more and more personal data is captured and user habits tracked. The major providers of these tools are storing and building personal data profiles and basic civil liberty rights and privacy are increasingly being compromised. Providers have the possibility to sell profiles to prospective interested third parties, such as employers, and even open source providers have an interest in data profiling, as they too can sell on the personal data collected. Further development of these technologies may end up being inhibited or halted if these liberty issues are not solved.

Panellists will include:

**Tim Unwin,**  
Chief Executive Officer, Commonwealth Telecommunications Organisation, UK

**Adam Salkeld,**  
Head of Programmes, Tinopolis, UK

**Peter Nowak,**  
Technology Commentator, formerly of CBC and National Post, and author of ‘Sex, Bombs & Burgers’, Canada

**Peter Bower,**  
Online Safety Consultant, South West Grid for Learning, UK Safer Internet Centre, UK

Plenary C	Plenary D
Evolving a Learning Culture	Developing Performance Culture
Potsdam I	Potsdam III
09:30 - 11:00	09:30 - 11:00
<p>Traditional pedagogical approaches and practices are being changed with the increasingly widespread use and acceptance of technological tools, which are recognised as enhancing the teaching and learning process. Through new and innovative learning practices, individuals are able to take more ownership of their learning, increasing motivation and performance. However, as learning practitioners, we must be aware of the need to continually adapt to be flexible and inclusive, as well as meet the needs of the next generation of learners.</p> <p><b>Ruth Martínez,</b>            Doctoral Candidate, Strategic Consultant in Learning Innovation, ELEARNING3D, Spain  <i>Hybrid Creativity for Learning Design Activities</i></p> <p><b>Douglas Thomas,</b>            Associate Professor, Annenberg School for Communication, University of Southern California, USA  <i>Cultivating the Imagination for a World of Constant Change</i></p> <p><b>Huw Morris,</b>            Chancellor (Academic) and Executive Dean of the College of Arts and Social Sciences, University of Salford, UK  <i>Navigating a Path Between Web 2.0 and Cloud 9</i></p> <p><b>Alastair Cameron,</b>            Senior Learning Strategist, itslearning, Norway  <i>How Technology Can Make Assessment for Learning Work</i></p>	<p>Over the past 2-3 years, there has been a clear shift from ‘learning’ as the key focus of corporate L&amp;D departments to ‘performance’ as the ultimate goal. Furthermore, it is now widely accepted that most learning occurs in the workplace, not in classrooms. Linked with this is an increasing understanding that the development of a culture to support continuous learning is essential to drive performance. This means fresh thinking and new practices, often utilising technology, are needed for the effective development of a performance culture.</p> <p><b>Martin Moehrle,</b>            Management Consultant, former Chief Learning Officer Deutsche Bank AG, Germany  <i>The Learning Function as a Performance Improvement Business</i></p> <p><b>Monika Weber-Fahr,</b>            Senior Manager, Global Business Leader, IFC – International Finance Corporation, USA  <i>Where the Rubber Hits the Road: Building Performance Cultures Across the Supply Chain</i></p> <p><b>Fabrizio Cardinali,</b>            Chair, European Learning Industry Group (ELIG),  <i>The Learning Industry Sputnik Challenge: How Can We Get Europe’s Learning Industry (First) to the Moon and Back in the Next Decade?</i></p>

Coffee Break 11:00 - 11:45

TTS46	MED47	VIR48	MOB49	BUS50	LAN51	SOC52	TTT53	CUL54	POL55	FUT56	BUS57	CAF58
What Tool, Which Media?	Social Media: An Opportunity to Collaborate	Game Over? What Hampers a Major Uptake of Serious Games?	Vocational Learning Goes Mobile	Managing Information Overload in the Workplace	Language Learning Through Mobile Phones and Handheld Devices	E-Health: From Technologies to Provision of Services and Information in Africa	Getting Teachers Online	New Learning: New Business	Free Research, Useful Research	New Educational Methods: What's Developing Now That Will Be Used Tomorrow?	Ensuring Business Competitiveness	Multimedia Documentation for Business Education: Come and Play Café
Schinkel III	Potsdam III	Tiergarten	Lincke	Tegel	Schöneberg	Köpenick I	Potsdam I	Charlottenburg III	Köpenick II/III	Charlottenburg II	Charlottenburg I	Schinkel I/II
11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:30	11:45 - 13:30	11:45 - 13:30	11:45 - 13:30
We are surrounded by a plethora of social media tools. Collaborating and sharing through those tools is now commonplace. This session provides insights, not only into examples of how this trend might be leveraged to improve the learning experience, but also on how to select the optimum form of social media tool.	The use of social media for education goes beyond traditional teaching methods and is still a cause of criticism in some sectors. Concrete and successful use of these media is the best way to show that blogs, forums, wikis and chats create new learning opportunities and contribute to sharing resources and collaborative learning.	Join this interactive session which examines what is needed to increase the impact of serious games on training and learning, as well as best practice guidelines on the design of serious games and how developments in society, as well as technology, will impact the future use of gaming in learning.	Join us for this session as we share our experiences with two mobile learning case studies. These studies demonstrate the creation of video clips by students and document their 'on-the-job' learning using iPod Touch devices, as well as business and administration students using these same devices for learning in a variety of daily activities.	The opportunity to access endless online sources of information can both help and hinder employees in their daily routines. Join this Learning Café syle session and identify practical ideas to help organise and manage content, in order to raise individual levels of performance.	Mobile learning uptake has been hard and tedious. This is the general consensus among practitioners. However, is this really true when it comes to language learning? Do language learning apps make a difference? Join this session to find out!	E-health is a sector in which the African continent is beginning to excel. This session will cover topics including ICT for helping HIV and AIDS prevention, the provision of virtual healthcare services and ICT for collective transformation.	Supporting the professional development of those wanting to include technology in their teaching is a universal challenge. This session draws on experiences from across two continents to provide valuable insights, not only into new practices in professional development, but also, crucially, into what teachers and trainers themselves feel about embedding technology in their practice.	In this discussion session, a panel facilitated by the European Learning Industry Group (ELIG) will discuss examples and bring thoughts on new business and service models and forward looking technology applications for learning, as well as insights into the possibilities of a vibrant and re-invented European learning industry.	A high profile panel representing the worlds of policy making and research in Technology Enhanced Learning will discuss current and future policy priorities and needs in the field, as well as relevant and innovative issues emerging from TEL research.	The challenges that society is facing compel the acquisition of new skills. The present is already demanding new methods that, apart from knowledge, can offer hands-on and adapted experiences. From specific platforms for both schools and universities, as well as the teaching of special educational needs, come and discover educational practices which are responding to today's needs.	The last few years have presented many economic challenges for business. Companies have found themselves having to adapt quickly in order to maintain their competitive edge. In this session, learn about some of the learning techniques and strategies which have been adopted in large and small businesses to ensure success.	An interactive session to experience an array of different multimedia documentation and understand their class implementation, including award-winning and press-featured examples of interactive case studies, simulations, games, interactive graphs, podcasts and mobile content. This session will be hands-on and discussion friendly, encouraging the exchange of experiences!

<p><b>Joanna Kalalahti</b>, University of Tampere, Finland <i>Selection Criteria for a Communication Tool in a Distributed Network</i></p> <p><b>Iris Driessen</b>, Meerdanhetbord, The Netherlands <i>Using Social Media and Effective Educational Practices</i></p> <p><b>Atish Gonsalves</b>, United Nations High Commissioner for Refugees (UNHCR), Hungary <i>Blending Social Media into Core Communication Learning Programmes at UNHCR</i></p>	<p><b>Julian Swindell</b>, Royal Agricultural College, UK <i>Building Interactive Course Materials in Moodle Through use of Free-to-use Web 2.0 Applications</i></p> <p><b>Igor Scognamiglio</b>, Università degli Studi 'Suor Orsola Benincasa', Italy <i>iSchool, an Online Platform for Collaborative and Horizontal Learning: A Trial of Mash-Up Application</i></p> <p><b>Ville Venäläinen</b>, Otava Folk High School, Finland <i>SOMETU – Social Media in Supporting Learning: Self-Organised Learning Network</i></p> <p><b>Susanna Nordmark</b>, Linnaeus University, Sweden <i>Enabling Creative Collaboration Through Supportive Technologies</i></p>	<p><b>Angelo Marco Luccini</b>, CEDEP, France</p> <p><b>Johann Riedel</b>, Nottingham University Business School, UK</p> <p><b>Liz Boyle</b>, University of the West of Scotland, UK</p>	<p>Join <b>Esko Lius &amp; Mervi Jansson</b>, Omnia, The Joint Authority of Education in Espoo Region, Finland in this session on mobile learning case studies.</p>	<p>Join <b>Julie Wedgwood</b> in a Business EDUCA Learning Café to discuss her topic <i>Using Content Curation as a Performance Support Tool to Help Learners Avoid Information Overload</i> and other issues relating to information overload in the workplace.</p>	<p><b>Suzanne Mordue</b>, British Council, UK <i>Handheld Learning: Language Training Through Mobile Phones and Handheld Devices</i></p> <p><b>Caroline Moore</b>, Constellata Limited, UK <i>App for Language Learning: From Theoretical Framework to Real World Application</i></p> <p><b>Graham Bradford</b>, LearnAhead, Italy <i>The Creation of a Language Learning App: Concept to App Store</i></p>	<p><b>Tania Vergnani</b>, University of the Western Cape, South Africa <i>HIV and ICT? From Icy Cold Technology to Innovations for Collective Transformation</i></p> <p><b>Fathima Amod</b>, Masoom Training Solutions, South Africa <i>E-Learning: A Solution or an Obstacle in HIV/AIDS Training</i></p> <p><b>Emmi Esteri Pakkala</b>, UNICEF, Rural Computer Kiosks for the Distribution of Health Information in Uganda</p>	<p><b>Maite Goñi</b>, Mondragon Unibertsitatea, Spain <i>Training Course for Online Teachers: Active Methodology and Web 2.0 Tools Integrated in Moodle</i></p> <p><b>Jan Markovic</b>, AGH University of Science and Technology, Poland <i>E-Learning for Not-So-Social Teachers: Tips and Tricks</i></p> <p><b>Gladys Milimu</b>, Macquarie University, Australia <i>Technology-Based Professional Learning and Support Models for African Early Childhood Teachers in Kenya</i></p>	<p><b>Cleve Millar</b>, English360, UK</p> <p><b>Johnny Parkes</b>, Irish eLearning Competency Centre, Ireland</p> <p><b>Burkard Lehmann</b>, Fern University, Hagen, Germany</p>	<p><b>Roberto Carneiro</b>, Institute for Distance Learning – Universidade Católica Portuguesa, Portugal</p> <p><b>Javier Hernández-Ros</b>, European Commission, Luxembourg</p> <p><b>Jouni Kangasniemi</b>, Ministry of Education and Culture, Finland</p> <p><b>Peter Scott</b>, Knowledge Media Institute, The Open University, UK</p> <p><b>Rosamund Sutherland</b>, University of Bristol, UK</p> <p><b>Nicolas Balacheff</b>, Centre National de la Recherche Scientifique (CNRS), France</p>	<p><b>Frank J. Kresin</b>, Waag Society, The Netherlands <i>Fablabs as Hands-On Learning Spaces</i></p> <p><b>Jolanta Galecka</b>, Young Digital Planet, Poland <i>How Creating New Learning Environment for Early and Special Needs Education Created National Standards</i></p> <p><b>Dan Peters</b>, Blackboard, The Netherlands <i>Engage Me! Students Take Control</i></p> <p><b>Fabrice Trillaud</b>, University of La Rochelle, France <i>Going to the Blackboard in Online Distant Learning: Fact or Fiction?</i></p>	<p><b>Sann René Glaza</b>, Toyota Motor Europe, Belgium <i>Building Technical Competency at Toyota Motor Europe to Drive Competitive Advantage Across Europe</i></p> <p><b>Alan Johnson</b>, IFC – International Finance Corporation, USA <i>Reaching Small Businesses in Emerging Markets: The Experience of SME Toolkit</i></p> <p><b>Wim Van Borm</b>, Ignition, Belgium <i>Driving Behavioral Change...To Deliver Business Results</i></p>	<p>Facilitators will include:</p> <p><b>Martin Rodríguez Jugo &amp; Borja López Calderón</b>, Learning Innovation, IE Business School, Spain</p>
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Lunch 13:00 - 14:30

BUS59	VAR60	VIR61	POL62	BUS63	POL64	VIR65	NPA66	MOB67	SOC68	BUS69	CUL70	CAF71
Crossing Boundaries and Cultures	E-Learning for Change and Scalability in Africa	High Social Impact Immersive Learning	Changing Learning Cultures	Preparing Tomorrow's Leaders Today	Ensuring Quality of Learning Delivery	Learning in the Cloud	Learner Community and Collaboration: User Trends and Uses of Learning Platforms	Mobile Learning Applications for All	The Limits of Output Orientation in Education	Improving Workplace Productivity Through Mobile Learning	Using ICT for Working and Learning Among Diverse Cultures	Immersive Learning in Mobile and Virtual Worlds
Charlottenburg I	Köpenick I	Charlottenburg III	Charlottenburg II	Tegel	Tiergarten	Potsdam III	Lincke	Potsdam I	Schinkel III	Köpenick II/III	Schöneberg	Schinkel I/II
14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:15 - 16:00	14:15 - 16:00	14:15 - 16:00	14:15 - 16:00	14:15 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00
Working environments are increasingly international and multi-cultural. Working in a global company can bring rich rewards and also many challenges for those implementing global learning programmes for staff with diverse languages and cultures. Presentations in this session demonstrate practical ways to overcome the challenges in successfully implementing learning across cultural borders.	E-learning implementation and management is a complex task in any culture or context, particularly when it involves trying to meet the needs of new and emerging learning cultures in developing countries. However, if successful, e-learning programmes can promote development, regional capacity building and regional integration. Join presenters in this session to explore some of these issues and learn of successful projects in Africa.	Highlighting exciting games and simulations with a strong research and pedagogical background, this session will show award-winning educational tools that will help teachers and students to work together in a sophisticated and interactive way.	Changes in individual learning and teaching cultures are being made all the time. However, changing learning cultures at institutional, or indeed, national levels remains an elusive goal. This session looks at a number of ways in which higher level engagement might be more effectively facilitated.	Tomorrow's leaders will need to work in an increasingly networked environment that is constantly changing. How do we equip them to thrive on this challenge? Join this Learning Café style session and identify practical ideas to help you introduce innovative leadership development in your organisation.	As technology continues to diversify and users continue to find unexpected but engaging ways of using it, those responsible for delivering robust learning experiences are looking for ways to assure the quality of learning delivered through technology. This session provides four perspectives on this critical subject.	Is the Cloud the real future of computing? What are the advantages, benefits and opportunities offered by the Cloud? Many questions will be addressed in this session and you will find case studies, scenarios and a wide range of Cloud applications for education and the workplace.	Learning management systems and online collaborative platforms have enabled learners to interact with one another, forming a sense of community in their learning, as well as providing them with 'ownership' of how and when they learn. In this session, presenters will explore user interaction trends and engagement in collaborative, community tasks, as well as interaction with Web 2.0 tools.	This session will show how learning environments for mobile devices have different applications, enhancing creative collaboration for children, bridging linguistic and cultural divisions, creating natural language dialogues with mobiles and showing how an augmented reality application can be used for learning.	With the onslaught of 'output orientation' in education, namely under the format of the 'Bologna process', young adults are less likely to be innovative and self-reliant. The basis of this discussion will be: 'Education has lost its soul, as it has increasingly become routine and mechanical, without spirit or imagination'.	Mobile devices offer a tremendous opportunity to help learners consume, interact with, and even create content that will help them be more productive in the workplace. This session will look at practical examples of how to make that promise a reality.	ICT can provide ways in which to enhance intercultural exchange and expand the global dimensions of a project. However, there are also many challenges which have to be faced and overcome when working among different cultures with technology and it is important to understand how learners from different cultures engage with technological learning tools to provide effective learning design. Speakers in this session will highlight some of the issues.	Ready to meet new friends, share ideas and get involved? Visit the 'Immersive Learning in Mobile and Virtual Worlds' Learning Café featuring four tables of innovative, interactive, hands-on presentations on mobile learning, cloud computing, graphic design tools, and educational simulations. This interactive session features readily available instructional software and tools!

<p><b>David Mallon,</b> Bersin &amp; Associates, USA <i>Corporate Learning Goes Borderless: The New Practices of a High-Impact Learning Culture</i></p> <p><b>Virpi Slotte,</b> AAC Global, Finland <i>Towards Internationalising Online Learning Service – Experiences About 40 Languages</i></p> <p><b>Marion Bruhn-Suhr,</b> University of Hamburg, Germany <i>Bridging Cultures Through Joint Learning Experiences</i></p>	<p><b>Jens Schneider,</b> AeLSNet (Africa eLearning Service Network), Namibia &amp; <b>Maggy Beukes-Amiss,</b> University of Namibia / NeLC, Namibia <i>Managing E-Learning Projects as Complex Adaptive Systems: Change and Scalability in Africa</i></p> <p><b>Willis W. Osemo,</b> COMESA, Zambia <i>Use of Regional E-Learning for Development by COMESA</i></p> <p><b>David Hollow,</b> Jigsaw Consult, UK <i>One to One Computing in Africa</i></p>	<p><b>Peter van Dam,</b> Radboud University Medical Centre, The Netherlands <i>Complex Simulation Models in Academic Education: From Research to Education</i></p> <p><b>Martin Steinicke,</b> University of Applied Sciences (HTW) Berlin, Germany <i>The Hero's Journey and Game-Based Learning for Change and Innovation Management</i></p> <p><b>Joachim Quandt,</b> Goethe Institut, Germany <i>The Mystery of the Nebra Sky Disc: A Serious Game for Language Learners</i></p>	<p><b>Ellen Wagner,</b> Western Interstate Commission for Higher Education, USA <i>Implications of 'Big Data' for National Education Reform</i></p> <p><b>Brian Mulligan,</b> Institute of Technology Sligo, Ireland <i>Faculty-Centric Online Learning: An Old Tradition in a New Format</i></p> <p><b>Pieter de Vries,</b> Delft University of Technology, The Netherlands <i>Library of Labs: A Networked Portal for Virtual and Remote Experiments</i></p>	<p>Join <b>Jay Cross and Karl Knispel</b> in a Business EDUCA Learning Café to discuss the topic <i>Preparing Leaders for the 21st Century Workplace</i> and other issues relating to leadership development.</p>	<p><b>Lauren Jensen,</b> Thompson Rivers University, Canada <i>Benchmarking E-Learning in the Distance Learning Benchmarking Club of Dual-Mode Institutions</i></p> <p><b>Erika Soboleva,</b> AKKORK, Russia <i>Good Practice in E-Learning Quality Management: Case of AKKORK</i></p> <p><b>Deborah Arnold,</b> Vidéoscop, Université Nancy 2, France <i>Gaining Ownership of the Quality Assurance Process Through Self-Evaluation of Technology-Enhanced Learning</i></p>	<p><b>Jack Wills,</b> MASS Consultants, UK <i>The Cloud in Education: Progress or Security Nightmare?</i></p> <p><b>Lena Claesson,</b> Blekinge Institute of Technology and Katedralskolan, Sweden <i>The Benefits and Pitfalls of Using Cloud Laboratories</i></p> <p><b>Claudio Erba,</b> Docebo SRL, Italy <i>Cloud E-Learning: Features, Opportunities and Risks of a Technological Revolution</i></p> <p><b>Giovanna Chiozzi,</b> Telecom Italia S.p.A., Italy <i>educ@Tion in the Cloud Computing Age</i></p>	<p><b>Fabiana Melo Lawinsky Macieira,</b> Universidade Federal do Rio de Janeiro (UFRJ), Brazil <i>Analysis of LATEC / UFRJ MOODLE Platform Tools According to a Systemic-Relational Interaction Approach</i></p> <p><b>Muhammad Khan,</b> King Abdulaziz University, Saudi Arabia <i>Sense of Community in a Learning Management System</i></p> <p><b>Ilona Buchem,</b> Beuth University of Applied Sciences Berlin, Germany <i>Expansive Learning and Web 2.0 for Shifts in Learning Culture: Case Study 'Minerva'</i></p>	<p><b>Fred de Vries,</b> Open University of the Netherlands, The Netherlands <i>Augmented Reality for Learning: Tools and Field-Trip Pilot</i></p> <p><b>Isabelle Duston,</b> iLearn4Free Inc, USA <i>Can International Collaboration Be a Tool to Achieve Universal Design for Educational Apps?</i></p> <p><b>Manfred Freisitzer,</b> common sense - eLearning &amp; Training consultants GmbH, Austria <i>Dialog Models for Developing Interactive Voice Response for Audio-Based M-Learning Applications</i></p>	<p><b>Maruja Gutiérrez-Diaz,</b> Expert on Education, Spain</p> <p><b>Ralph Müller,</b> studiumdigitale Goethe-Universität Frankfurt/Main, Germany</p> <p><b>Cengiz Hakan Aydin,</b> Anadolu University, Turkey</p> <p><b>Angela Maria Sugliano,</b> University of Genoa, Italy</p>	<p>Join <b>Jan Kubasch and Oliver Lorenz</b> in a Business EDUCA Learning Café to discuss the topic <i>Making Mobile Learning a Reality</i> and other issues relating to mobile learning and productivity.</p>	<p><b>Volker Lichtenthäler,</b> Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany <i>International Aspects of Capacity Development Online</i></p> <p><b>Bryan Hopkins,</b> UNHCR – Global Learning Centre, Hungary <i>How Cultural Differences Affect the Way People Respond to Technology-Based Learning Programmes</i></p> <p><b>Katrin Proschek,</b> Georg-Simon-Ohm University of Applied Sciences Nuremberg, Germany <i>Analysis of a Multi-Disciplinary and Intercultural Russian/German Cooperative Teaching Project</i></p> <p><b>Delphine Renié,</b> Foreign Affairs and International Trade Canada, Canada <i>How E-Learning Changed the Learning Culture at the Canadian Foreign Service Institute</i></p>	<p>Facilitators will include:</p> <p><b>Barbara S. Gainey &amp; Stephen Jake McNeill,</b> Kennesaw State University, USA</p>
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Coffee Break 15:45 - 16:30

POL72	CON73	TTS74	VAR75	BUS76	VAR77	NPA78	POL79	NPA80	SOC81	TTT82	SOC83	SHP84
Signs on the Wall: Reading Indicators of Change to Inform Your TEL Strategies	My Learning: My E-Portfolio	Practical Real-World Tips for Learning Challenges	Student Perspective	Business EDUCA: Closing Conversation	The OPAL Awards 2011 for Quality and Innovation Through Open Educational Practices	New Demands of 21st Century Universities	Is IT Worth It?	Inspiring New Learning and Pedagogical Approaches	Technology: Providing Accessibility and Overcoming Barriers to Learning	Collaboration and Communities in Teaching and Professional Practice	Social Entrepreneurship : Virtual Online Collaboration Models Empowering Everyone	What Should a User-Focused, Secure 'Personal Learning Environment' Look Like?
Köpenick II/III	Schinkel III	Charlottenburg I	Potsdam III	Tegel	Tiergarten	Charlottenburg III	Lincke	Charlottenburg II	Köpenick I	Potsdam I	Schöneberg	Schinkel I/II
16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00
Technology Enhanced Learning is facing the challenge of increasingly fast changes to technologies, as well as ever-rising expectations about future education. This session will present, debate and evaluate signs of prospective technologies, novel forms of learning and their likely impact on businesses. Participants are invited to bring in their own personal experiences and signs of upcoming changes. The debate is informed by results from the EU funded TEL-Map project.	E-Portfolios remain very much on the agenda; they not only provide the framework for learners to develop a more reflective response to their learning activities but are built over time to provide a key resource, demonstrating the acquisition of critical skills and competences. This session explores how the e-Portfolio might be expanded and enhanced.	This session unites four very different subjects which nevertheless share a common theme: they all focus on a practical solution to a specific learning challenge. Whilst those solutions may have arisen from a particular need, either of environment or of subject matter, the possibilities for transfer into other areas are very significant.	Join this session and hear from students currently attending various universities, as they tell us about projects they are currently working on and give us their perspectives about what it is like learning with technology in a higher education context.	Join fellow Business EDUCA participants in this final session of the conference, in which we revisit the scenarios developed in the opening conversation to reflect on the next steps we need to take individually to prepare for the future today.	The Open Educational Quality Initiative including UNESCO, ICDE, EFQUEL and several European Universities supports open educational practices in higher and adult education. The OPAL Awards recognise excellence in OER policy, promotion and use, and quality and innovation in educational organisations. The session will present the winning projects from policy bodies, institutions and learning contexts, and discuss their relevance and transferability.	What is the actual situation of ICT in higher education and where are we heading? Taking account of the different perspectives of students and teachers, based on a survey and research, this session will open a debate on the real challenge of how to adapt to the new demands of the 21st Century.	The challenges to established educational cultures that are presented through using technology to support learning are as diverse as the technologies themselves. This session looks at a number of examples of how that challenge has been approached – both in terms of the financial implications and the effectiveness of learning technology.	Technology can be used effectively to provide new approaches to learning. Speakers in this session will highlight examples of how new learning environments have been used to enhance the teaching of engineering, Maths and languages, as well as generally support the teaching and learning process, using e-learning.	Come to this session and understand how technology has helped many individuals all over the world in challenging situations to overcome barriers to learning, helping to shape their aspirations for the future. Presenters will give perspectives from the 'at risk' young, individuals living and working in remote regions with limited broadband access, as well as those seeking asylum.	One of the dominant characteristics of the technological tools available today is the extent to which collective knowledge-sharing is made possible to enhance training in teaching and professional practice. This session explores some examples of collaboration as part of the training process through learning platforms, networks and professional communities.	How mass collaboration changes everything was the buzz in 2007 with D. Tapscott and A. Williams, in their book 'Wikinomics', predicting a radical change in business architecture in a networked economy. Where are we today? Embrace the challenge of answering. How should we engage Generation Y and what do we learn from hackers and self-organised learning?	Is our vision a 'Personal Learning Environment' (PLE) or a 'Personal Knowledge Environment' (PKE)? What could a future PKE look like? Which fundamental approaches exist? What functional, organisational and commercial challenges face these approaches? How are PKEs developed? Let's find it out.

<p><b>Paul Lefrere</b>, Knowledge Media Institute, UK</p> <p><b>Ralf Klamma</b>, RWTH Aachen, Germany</p> <p><b>David Griffiths</b>, Institute for Educational Cybernetics (IEC), University of Bolton, UK</p> <p><b>Vana Kamtsiou</b>, Brunel University, UK</p> <p><b>Lieve Van den Brande</b>, European Commission, Belgium</p>	<p><b>Thomas Strasser</b>, Vienna University of Education, Austria <i>Mighty Mahara!? The Role of Self-Organised Learning Within the Context of Mahara E-Portfolio</i></p> <p><b>Guy Pursey</b>, University of Reading, UK <i>Extending the Functionality of the VLE: Engaging Students with E-Portfolios and New Learning Approaches</i></p> <p><b>Iolanda Bernabé- Muñoz</b>, Universitat Jaume I, Spain <i>Emotional Competencies of Teachers Using E-Portfolios</i></p>	<p><b>Herwig Erich Rehatschek</b>, Medical University Graz, Austria <i>A New Virtual Microscope at the Medical University of Graz</i></p> <p><b>François Roosegaarde Bisschop</b>, European School Karlsruhe, Germany <i>Student Motivation and Online Courses</i></p> <p><b>Martin Riemer</b>, UKE / ICNS – Med.Informatics, Germany <i>Which Kind of Teaching Method Using Virtual Patients Is Most Attractive to Medical Students</i></p> <p><b>Simon Kear</b>, Beyond Distance Research Alliance, University of Leicester, UK <i>Online Conferencing in the Era of the 24/7 Global Digital Society</i></p>	<p>Join the discussion and listen to the experiences of students.</p>	<p>Presenters from throughout the Business EDUCA track will contribute to this wrap-up session.</p>	<p>Speakers will include:</p> <p><b>Nick Moe-Pryce</b>, International Council for Open and Distance Education – ICDE, Norway</p> <p><b>Gráinne Conole</b>, Leicester University, UK</p>	<p><b>Hilde Ørnes</b>, Norway Opening Universities, Norway <i>National Survey on Using ICT: Findings Regarding Use, Expectations and Possibilities</i></p> <p><b>Ingo Rollwagen</b>, Technical University Berlin, Germany <i>New Cultures of Managing and Using Education Technologies?</i></p> <p><b>Iolanda Garcia Gonzalez</b>, Universitat Oberta de Catalunya, Spain <i>New Learning Cultures in Higher Education: An Approach from Students' Informal Use of Technology</i></p>	<p><b>David Boelter</b>, University of Applied Sciences (HTW) Berlin, Germany</p> <p><b>Christopher Murray</b>, University of Leeds, UK <i>Calculating the Return on Investment on Educational Technology</i></p> <p><b>Carolina Fernández Castrillo</b>, Madrid Open University, Spain <i>Digital Research and E-Learning: Madrid Open University (UDIMA)</i></p> <p><b>José Eggink</b>, Hanze University of Applied Sciences Groningen, The Netherlands <i>Multi-Level Collaboration and Blended Learning in Innovative Lifelong-Learning Bachelor Programmes</i></p>	<p><b>Anne Salmela</b>, Lappeenranta University of Technology, Finland <i>Multilevel Action Models and Reliances When Developing Multidisciplinary E-Learning Environments for Engineering Education</i></p> <p><b>Sarah-Louise Jones</b>, University of Bedfordshire and Core Education, UK <i>New Learning Approaches and Pedagogy in a Virtual International School: Initial Findings and Implications</i></p> <p><b>Corrado Petrucco</b>, University of Padua, Italy <i>Digital Storytelling for Math Learning</i></p> <p><b>Barbara Quarta</b>, Università degli Studi Guglielmo Marconi, Italy <i>The READ IT Project: Booktrailers and Digital Storytelling in Secondary Schools</i></p>	<p><b>Joe Cullen</b>, Arcola Research/Tavistock Institute, UK <i>Unlocking Aspirations and Unfreezing Potential: What Technology Can, Can't and Should Do</i></p> <p><b>Srinivasan Rangarajan</b>, Yazmi USA LLC, USA <i>Expanding the Reach of E-Education to Encompass Regions Not Accessible by Broadband Internet</i></p> <p><b>Ayman Mansour Murad</b>, United Nations Relief and Works Agency for Palestine Refugees (UNRWA), Jordan <i>ICT for Palestine Refugees' Education and Development: UNRWA Case</i></p>	<p><b>Nelson Santonieri</b>, Roberto Marinho's Foundation, Brazil <i>Multicurso: A Collaborative Learning Network</i></p> <p><b>Petra Newrly</b>, MFG Innovationsagentur für IT und Medien des Landes Baden-Württemberg, Germany <i>SVEA Promoting Web 2.0 Uptake in VET and Adult Education</i></p> <p><b>Patricia Arnold</b>, Munich University of Applied Sciences, Germany <i>Online Peer-to-Peer Counseling as a New Collaborative Format in Studying Social Work</i></p>	<p><b>Luke Lancaster</b>, Young Pioneers, UK <i>Engaging Generation Y, Online Collaboration and Delivery to Change the World</i></p> <p><b>Andrzej Wodecki</b>, Maria Curie Skłodowska University, Poland <i>Where Will Your Next-Big-Ideas Come From? Learn from Hackers</i></p> <p><b>Rodrigo Pardo</b>, Universidad Politécnica de Madrid, Spain <i>Educational Innovation to Improve Learning Processes with University Large Groups: A Case Study</i></p>	<p>Join Dirk Liesch for this interactive workshop.</p>
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