14 June, Tuesday	15 June, Wednesday	16 June, Thursday	17 June, Friday
	9.00-11.00 **Morning Plenary Session 1**	9.00-11.00 **Morning Plenary Session 2**	09.00-10.30 **Morning Parallel Sessions (F)**
	11:00-11:30 Coffee break	11:00-11:30 Coffee break	10:30-11:00 Coffee break
	11.30-13.00 **Morning Parallel Sessions (A)**	11.30-13.00 **Morning Parallel Sessions (D)**	11.00-12.30 **Morning Parallel Sessions (G)**
12:00-15:00 "The mobility guide on-line" – pre-conference event OpenPROF project's **Multiplier Event**	13.00-14.20 Lunch	13.00-14.20 Lunch	12.40-14.15 **Closing Plenary Session**
15.00-18.00 **Registration** Free **Pre-Conference Workshop**: • "Inspire! – An Unconventional Forum with EDEN Young Scholars" – Young Scholars' Workshop	14.20-15.50 **Afternoon Parallel Sessions (B)**	14.20-15.40 **Oxford Debate**	14:15-15:00 Farewell Coffee and Sandwiches
	15:50-16:15 Coffee break	15:40-16:05 Coffee break	
	16.15-17.45 **Afternoon Parallel Sessions (C)**	16:05-17:35 **Afternoon Parallel Sessions (E)**	
	18.15-19.45 **EDEN Annual General Meeting**		
19.30-21.30 **Welcome Reception**	20.00-22.00 **Book & Wine Event**	20.00-23.00 **Conference Dinner**	

14 June 2016 - Tuesday

12:00 - 18:00 Pre-conference workshops

The Mobility Guide On-Line - Open PROF Project
    Denes Zarka, Ildiko Mazar, EDEN, United Kingdom

This event, that also coincides with the public launch of the pilot testing of the "*The mobility guide on-line - ICT for virtual mobility*" module aims to inform teachers, lecturers and Erasmus coordinators about using open educational tools and resources in general, and introduce how to use some of the freely available OpenPROF results.

Inspire! - An Unconventional Forum with EDEN Young Scholars

This workshop is organised in collaboration with young researchers and well-known scholars participating and presenting at the conference. The dedicated forum intends to allow its participants to meet and discuss the most relevant themes emerging from the side of the young as well as transversal issues. The consultation with peers and with a group of senior EDEN scholars presents an opportunity to the more novice to enhance the effectiveness and quality of their work. This interactive session is OPEN TO ALL who consider themselves young enough to benefit from the discussion OR experienced enough to enrich the debate by their own insights and opinions. Feel free to also join the preparation by submitting discussion topics in advance on the **EDEN Facebook page** or by Twitter (using the #EDEN16 and #EDEN_YS hashtags in conjunction).

15:00 - 18:00 Registration

19:30 - 21:30 Welcome Reception

Budapest University Chorus performing

Presentation of EDEN Fellow Awards
    Antonio Moreira Teixeira, EDEN President

Announcement of the ICDE Global Doctoral Consortium
    Torunn Gjelsvik, Senior Advisor, International Council for Open and Distance Education

15 June 2016 - Wednesday Morning

09:00 - 11:00 Morning Plenary Session 1

Conference Welcome

   János Józsa, Rector, Budapest University of Technology and Economics, Hungary
   Antonio Moreira Teixeira, EDEN President

Launch of the New EDEN Web Portal
    Deborah Arnold, EDEN Vice President for Communication

Keynote Speeches

Designing Learning Environments for a Digital Age
    Tony Bates, Tony Bates Associates Ltd., Canada

Digital Developments - Open Access - Open Science: Key Trends at the European Universities
    Lesley Wilson, European University Association - EUA, Belgium

Looking Ahead to the 'Next-Gen' EDEN: The Changing Scenarios, Emerging Players and New Agendas of Open, Distance and Networked Learning
Antonio Moreira Teixeira, Universidade Aberta, Portugal

11:00 - 11:30 Coffee break

11:30 - 13:00 Morning Parallel Sessions A

Paper Session A1

An Invitation to Look at Enhancement in Technology-Enhanced Learning
Stephanie Gauttier, Inmaculada Arnedillo-Sanchez, Trinity College Dublin, Ireland

Validation of Non-Formal Learning: Opportunities for Distance Education
Judy Harris, Christine Wihak, Thompson Rivers University, Canada

Academics' Use of Academic Social Networking Sites: The Case of Research Gate and Academia.Edu
Hagit Meishar-Tal, Holon Institute of Technology, Efrat Pieterse, West Galilee College, Israel

New Methods in Digital Learning Environment: Micro Contents and Visual Case Studies
Andras Benedek, Janos Horvath Cz., Budapest University of Technology and Economics, Hungary

Paper Session A2

Extracurricular Vocational Training in Higher Education: Resume of Experiences After Ten Years of Practice
Thomas Richter, Heimo H. Adelsberger, Pouyan Khatami, University of Duisburg-Essen - UDE, Germany

Building Together Efficient, Targeted and Long-Lasting E-Training : Experience Feedback from the UTOP Project
Vincent Beillevaire, Foundation UNIT - Universite Numerique Ingeniere et Technologie, Anne Boyer, Universite de Lorraine, France

Augmented Learning Environment for Wound Care Simulation
Nelson Ribeiro Jorge, Delft University of Technology, The Netherlands, Lina Morgado, Universidade Aberta, Pedro Gaspar, Instituto Politécnico de Leiria, Portugal

Bridging Theory to Practice Through a Flipped Classroom Approach in an Enterpreneurship Course
Ingrid Le Roux, University of Pretoria, South Africa

Paper Session A3 - Speed Dating

Opening Studies Through Virtual Exchange. Case Description
Estela Dauksiene, Airina Volungeviciene, Margarita Tereseviciene, Vytautas Magnus University, Lithuania

Advantages and Disadvantages of Spocs (Small Private Online Courses) : Experiences with Online Learning
Gerard Gielen, Catholic University College Limburg, Belgium

Educational System Interoperability - Challanges for Open Learning and Training Programs
Christian-Andreas Schumann, Claudia Tittmann, University of Applied Sciences Zwickau, Jana Weber, Berlin Technical University, Helge Gerischer, Eric Forkel, Janek Goetze, Thomas Klein, University of Applied Sciences Zwickau, Germany, Feng Xiao, Tongji University Shanghai, China, Jorge Alejandro Manriquez Frayre, Monterrey Institute of Technologies, Mexico

Open Education as Disruption: Lessons for Open and Distance Learning from Open Educational Practice
 Ronald Macintyre, The Open University in Scotland, United Kingdom

Dear Educator, How Open Are You?
 Fabio Nascimbeni, Universidad Internacional de la Rioja - UNIR, Spain

Researching Laureate's European Hybridity Initiative
 Alain Noghiu, Laureate Online Education B.V., The Netherlands, Pedro Lara Bercial, Universidad Europea de Madrid, Spain, Michael Vogelsang, Business and Information Technology School - BiTS, Germany, Marios Vryonides, European University Cyprus, Cyprus

Workshop Session A4

Leadership for Change in HE Institutions: The D-TRANSFORM Approach
 Paul Bacsich, Sero Consulting Ltd., United Kingdom, Anne Boyer, Universite de Lorraine, France, Zoltan Dubeczi, Budapest Business School, Hungary, Marta Aymerich Martinez,Universitat Oberta de Catalunya - UOC, Spain

The workshop aims to develop practical recommendations for educational leaders to drive Higher Education (HE) institutions to the level of transformation required for embracing effective digital learning scenarios.

The starting point of the workshop will be two presentations by experts who will share with the audience the first intellectual outputs derived from the **D-TRANSFORM** European project: (i) National policies and Open Educational Resources for digital transition in HE Education which provides insights into present national policies for digitizing universities and (ii) business models for opening up education, which aids decision-making for deploying open education in HE.

Presentations will be followed by a group activity to discuss the scope of digital transition in HE, and the sustainability of the various Open Education business models.

The workshop concludes with a presentation of the upcoming **D-TRANSFORM Leadership School** - a training program to assist leaders of European universities to develop and use the tools for effective leadership and decision-making for an ICT-facilitated evolution of their institutions.

Workshop Session A5

Effective Interactive Webinars: Methods to Facilitate Learning in Open Collaborative Learning Environments: A Toolbook for Practitioners/Facilitators
 Torhild Slaatto, Flexible Education Norway - FuN, Norway, Alastair Creelman, Linnaeus University, Sweden

A highly interactive workshop where a new toolbook for practitioners will be presented and discussed. The toolbook contains the results of a two year project where we have gathered and developed methods to make large webinars interactive and vibrant learning environments. The workshop will contain presentations, demonstrations and discussions in plenum, online and in groups where participants both on-site and on-line will discuss various aspects of supporting learning through synchronous online meetings.

Training Session A6

TEC Model of Online Collaboration as a Tool to Enhance Intercultural Interaction and to Bridge Between Diverse Groups of Learners
 Keren Levy, Elaine Hoter, Ohalo College of Education, Miri Shonfeld, Nili Alon Amit, Kibbutzim College of Education Technology and Art, Israel

The goal of this training session is to experience online collaborative learning in order to enhance intercultural learning and to reduce prejudice among different sectors of society, using advanced Web 2 technology. The TEC model facilitating this session was developed by Shonfeld, Hoter and Ganayem

(2013) and is constantly being assessed and renewed in accordance with results from the implementation of the model in the field.

The interactive session will include using computers and mobile devices including the TEC social network, Blackboard Collaborate, free collaborative tools, and a demonstration how to use the TEC 3D virtual Island to facilitate intercultural encounters. During the session, participants will interact online and will be initially exposed to the efficiency of online learning environments for reduction of anxieties of collaboration with "the other". In addition, the discussion will bring up theories (Hoter, Shonfeld & Ganayem, 2012) and will be focused on the rules required for facilitating collaboration (Walther, Elaine, Ganayem, & Shonfeld, 2015).
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13:00 - 14:20 Lunch

15 June 2016 - Wednesday Afternoon

14:20 - 15:50 Afternoon Parallel Sessions B

Paper Session B1

Adapted Learning Environment in Future Education
> *Shimon Amar, Ohalo College of Education, Israel, Frederic Roblin, Steelcase Education, France*

Top-Down or Bottom Up: A Comparative Study on Assessment Strategies in the Studio Adaptive Learning Environment
> *Christian Weber, Corvinno Technology Transfer Center, Reka Vas, Corvinus University of Budapest, Hungary*

If Learning to Code is Not About Coding, Then What is it About?
> *Koen DePryck, Vrije Universiteit Brussel, Jens Vermeersch, Annemie Tytgat, GO! Onderwijs van de Vlaamse Gemeenschap, Belgium*

Gamification for Online Courses to Improve Inquiry Methodology
> *Paula Carolei, Universidade Federal de Sao Paulo, Eliane Schlemmer, Universidade do Vale do Rio dos Sinos - UNISINOS, Brazil*

Paper Session B2 - Speed Dating

Perceptions of Learning Activities and Learning Outcomes in a ROSE (Random Short-term Learning Environment)
> *Keren Levy, Elaine Hoter, David Burg, Ohalo College of Education, Israel*

Situated Formative Feedback - How a Moodle Can Enhance Student Learning Through Online Feedback
> *Niels Bech Lukassen, Aarhus University, Christian Wahl, University College North, Elsebeth Korsgaard Sorensen, Aalborg University, Denmark*

Examination of the Effectiveness of Electronic Learning Environments
> *Erika Jokai, Budapest University of Technology and Economics, Hungary*

The Integration of Information Literacy Skills into the Curriculum
> *Luis Guadarrama, Marc Cels, Corinne Bosse, Cindy Ives, Athabasca University, Canada*

Re-Imagining Coursework Masters, for Online Learning Based on Research and Design Principles
> *Lynette Nagel, University of Pretoria, South Africa*

Self-Knowledge and Networking in a Training Course and how to Make it in the Virtual Space
> *Beatrix Sellei, Budapest University of Technology and Economics, Hungary*

Workshop Session B3

JRC-IPTS Research on Opening up Education Through the Use of Digital Technologies: Development of a Support Framework for Higher Education Institutions
> *Yves Punie, Andreia Inamorato dos Santos, European Commission Joint Research Centre, Spain*

The workshop will present research done by JRC-IPTS, on behalf of DG EAC, on the development of a support framework for HEIs to take strategic decisions and concrete initiatives on opening up education. The OpenEdu research was designed to support the 2013 EC Communication on "Opening up Education: Innovative Teaching and Learning for all through New Technologies and Open Educational Resources".

The OpenEdu project contains a number of studies to provide data and information on the state-of-the art of open education in Europe. OpenCases is an analysis of opening up education practices of nine institutions in Europe which offer open education either via MOOCs, OER or a combination of these and other open practices. OpenCred is a study on credentialisation and recognition of non-formal learning via MOOCs, based on desk research and in-depth interviews, out of which case studies were produced. MOOCKnowledge is an ongoing study of MOOC learners from European MOOC providers consisting of a series of surveys in different time periods (pre-course, post-course and follow up questionnaire at least one year after the finalisation of a MOOC) to better understand the profiles of MOOC learners, their motivations and attitudes and the impact of MOOCs on professional and/or academic career and personal life. OpenSurvey was a representative survey of higher education institutions in five selected EU member states (France, Germany Spain, Poland and UK) carried out by IPTS in collaboration with the Academic Cooperation Association (ACA) on practices, beliefs, and strategies related to MOOCs, OER and other dimensions of openness (data from spring 2015).

These studies are the backbone for the development of the OpenEdu framework for HEIs presenting 10 interdependent dimensions for opening up education. It offers a holistic view of open education to embrace different areas in which a university can be more open. It has been developed with the extensive involvement of institutional stakeholders, being scrutinised by 40 experts in open education from Europe and abroad as well as universities managers from 18 European Member States. There are 6 core dimensions (access, content, pedagogy, recognition, collaboration and research) and 4 transversal dimensions (strategy, technology, quality and leadership).

Workshop Session B4

Next Generation Learning Environments: How to Map Learning Methodologies to Learning Technologies.
> *Francesc Santanach, Universitat Oberta de Catalunya - UOC, Spain, Jeff Merriman, Massachusetts Institute of Technology*

With the almost ubiquitous reach of the Internet and increasing digital literacy, educational institutions find they now need to offer more than one Learning Management System. There is a growing call for diverse educational functions, like assessment, accreditation, personalization, and analytics. Newer architectures have to be designed around and offer a wider range of functions to support newer learning methodologies and business models.

We can no longer afford to design systems based on a specific way of doing things. A system architecture ought to allow for the necessary changes and rearrangements to prevent its obsolescence upon entering new methodologies developed from ongoing observation and study from different disciplines.

This practical workshop provides a forum to discuss about the next generation of learning environments that will be stable yet flexible to changing functional thinking, and evolving learning methodologies and business models. During the session, the attendees will practice a process to mapping existing learning methodologies to this new technology approach.

Synergy Session B5

lasts for 120 minutes and coffee is served in the room

D-TRANSFORM - DigiTal Resources As a New Strategical Factor for a Renovation of Modernization in higher education
Angela Procoli, La Fondation Maison des Scienes de l'Homme - FMSH, France, Ada Giannatelli, Politecnico di Milano, Italy

ARMAZEG - Developing Tools for Lifelong Learning in the Transcaucasus Region: e-Learning
Eva Szalma, EDEN, United Kingdom

eQTel - Enhancing Quality of Technology-Enhanced Learning at Jordanian Universities
Abdullah Al Zoubi, Association of Arab Universities, Kingdom of Jordan, Christine Appel, Universitat Oberta de Catalunya - UOC, Spain

OpenMed - Opening up Education in South-Mediterranean countries
Cristina Stefanelli, SOPHIA R&I / MENON, Italy, Fabio Nascimbeni, Universidad Internacional de la Rioja - UNIR, Spain

SP4CE - Strategic Partnership for Creativity and Entrepreneurship
Anna Grabowska, PRO-MED Co. Ltd., Jacek Zielinski, Industrial Research Institute for Automation and Measurements - PIAP, Poland

LACE - Learning Analytics Community Exchange
Sally Reynolds, Audiovisual Technologies Informatics & Telecom. - ATiT, Belgium

BigEdData - The MOOCs Story Deconstructed
Mark Brown, Eamon Costello, Theo Lynn, Binesh Nair, Dublin City University, Ireland

Y1 Feedback - Enhancing Assessment Feedback in First Year Using Digital Technologies
Lisa O'Regan, Moran Munro, Maynooth University, Mark Brown, Dublin City University, Harding Nuala, Athlone Institute of Technology - AIT, Ireland

Student Success Toolbox - Supporting Transitions from Thinking about Study to the First Weeks
James Brunton, Mark Brown, Eamon Costello, Lorraine Delaney, Dublin City University, Ireland

Digital Laboratory of Open Learning - An Exploration of Future Trends in Digital Learning Environments
Yibin Zhang, Lianhua Wang, Li Cai, Guang Liu, Shanghai Open University, China

MOOQ - Massive Online Open Education Quality
Christian M. Stracke, Open Universiteit, The Netherlands

OERUp! - Open Educational Resources Uptake in Adult Education
Fabio Nascimbeni, Universidad Internacional de la Rioja - UNIR, Spain, Cristina Stefanelli, SOPHIA R&I / MENON, Italy

OpenPROF - Open Professional Collaboration for Innovation
Ildiko Mazar, Denes Zarka, EDEN, United Kingdom, Airina Volungeviciene, Vytautas Magnus University, Lithuania

Training Session B6

lasts for 120 minutes and coffee is served in the room

Bootcamp EMMA MOOC Assessment for Learning in Practice
Olga Firssova, Francis Brouns, Open Universiteit, The Netherlands

The *MOOC Assessment for Learning in practice* introduces you to the concept of formative assessment and provides hands-on experiences of designing instruments for assessment for learning. The course follows the state-of the art on the topic, yet is practice-oriented and offers flexibility for learners. In this MOOC we will provide you with theory and guidelines for knowledge construction on

the topic while offering support in designing assessments.

The MOOC is in first instance aimed at teachers and educationalists, but can be followed by anyone who would like to learn about formative assessment and apply it in practice. Each of the lessons contains a self-contained learning task that can also be done independently. The focus is on application of the new knowledge and skills in own professional practice.

At the EDEN Conference an introduction to the EMMA platform will be combined with learning activities relevant to the topic of Formative Assessment.

15:50 - 16:15 Coffee break

16:15 - 17:45 Afternoon Parallel Sessions C

Paper Session C1

Curricular Development and ICT: from Technological Deficit to Methodological Deficit
> *Fernando Albuquerque Costa, University of Lisbon, Portugal*

Use of Big Data in Education Efficiency Analysis
> *Gyorgy Molnar, Zoltan Szuts, David Sik, Budapest University of Technology and Economics, Hungary*

Integration of Virtual Learning Environment into the Educational Process
> *Sandra Kucina Softic, Ana Coric Samardzija, University of Zagreb, Croatia*

Using Hypervideos in Initial Vocational Education: Effectiveness and Motivation of Instructional Scenarios
> *Alberto Cattaneo, Florinda Sauli, Swiss Federal Pedagogical Institute for Vocational Education Training, SFIVET, Switzerland*

How Social Networking Experience Relates to Social Presence and Attitude of Using SNS in Education
> *Jieun Lim, Jennifer Richardson, Purdue University, United States of America*

Paper Session C2

Pen or Keyboard. An Empirical Study on the Effects of Technology on Writing Skills
> *Antonella Poce, Benedetto Vertecchi, Francesco Agrusti, Maria Rosaria Re, University Roma III, Italy*

Guiding Students to Become Lifelong Learners: Flipped Classroom and Meaningful Participation in a Blended-Learning Environment
> *Teemu Leinonen, Eva Durall, Aalto University, Finland*

Immersive Learning. Learning Patterns Inside Digital Cultural Immersive Experiences in Situ.
> *Patrizia Schettino, Universita della Svizzera Italiana, Switzerland*

Transformachines: Transforming City Data to Architectural Design Strategies
> *Olga Ioannou, George Parmenidis, Nelly Marda, National Technical University of Athens, Greece*

Amplifying the Process of Inclusion through a Genuine Marriage Between Pedagogy and Technology
> *Elsebeth Korsgaard Sorensen, Hanne Voldborg Andersen, Aalborg University, Denmark*

Workshop Session C3

The Global Classroom Learning Concept
> *Kristian Madsen, Rasmus Kjaer Kristiansen, Lisa Hilleke (from distance), VUC Storstrom, Denmark*

The workshop shows how VUC Storström, Denmark Europe, trains teachers how to use video conference in synchronous classroom teaching. The training concept, which was developed in cooperation with Aalborg University, Denmark, covers the basics: Mastering the technology; digitalizing the learning design and creating relations; and level 2: Innovations in teaching.

Workshop Session C4

Is Lurking Working?
> *Alastair Creelman, Linnaeus University, Sweden, Torhild Slaatto, Flexible Education Norway - FuN, Norway, Taru Kekkonen, Otava Folk High School, Finland*

In this workshop, we will discuss reasons for passive/silent participation in courses and seminars (both online and on-site) and generate methods for encouraging more active participation. We will present the background and initial findings of our current project, Is Lurking working? (Nordplus 2015), and the findings of this workshop will provide valuable input to the project's work. We believe that there are similarities between those who are silent learners on campus and online and that although the online environment may make it easier to remain silent the phenomenon is more about learner's feeling of security and sense of belonging than a specific online issue.

Poster Session C5

Tell Me Your Story: A MOOC Model for Reducing Bias Through Personalizing Cultural Narratives in Small, Collaborative, Multicultural Student Groups
> *Elaine Hoter, Ohalo College of Education, Reina Rutlinger-Reiner, Talpiot Academic College, Nili Alon Amit, Kibbutzim College of Education Technology and Art, Jen Sundick, David Yellin College, Manal Yazbak Abu Ahmed, Sachnin College of Educaiton, Israel*

The Massive Open Online Course on Palliative Care Enables Communication in Six Languages
> *Anca Cristina Colibaba, EuroEd Foundation, Romania, Irina Gheorghiu, Albert Ludwig University, Germany, Stefan Colibaba, EuroEd Foundation, Ovidiu Petris, Gr.T.Popa University of Medicine & EuroEd Foundation, Romania*

Teaching to Teachers: A MOOC Based Hybrid Approach
> *Rosanna De Rosa, Universita di Napoli Federico II, Alessandro Bogliolo, University of Urbino, Italy*

Embedding MOOCs in University Courses: Experiences and Lessons Learned
> *Solveig Jakobsdottir, University of Iceland, Iceland*

Using OERs, PERs, Blending and Flipping to Deliver a Computer Systems Module to Year 1 Students
> *Michael O Rourke, Athlone Institute of Technology - AIT, Ireland*

ICT Contests as a Road to Computer Literacy of Older People
> *Elena Sidorova, Olga Grishina, Russian Plekhanov University of Economics, Russian Federation*

Incentivising Online and Open Education: Can Government Funding Change Practice?
> *Nick Baker, University of Windsor, Canada*

Knowledge in Motion Between Formal Education and Professional Practice - How to Design for Learning Across Boundaries
> *Anne Mette Bjorgen, Line Kristiansen, Lillehammer University College, Norway*

The Significance and Possibilities of International Cooperation Between Institutions of Higher Education
> *Eva Sandor-Kriszt, Anita Oroszne Csesznak, Budapest Business School, Hungary*

Global Classroom Learning Concept
> *Monika Holik, European Commission, Education, Audiovisual and Culture Executive Agency - EACEA, Belgium*

Training Session C6

lasts for 120 minutes

Ensuring Originality in Bachelor, Master and PhD Theses: SciPro Management Software Integrated with Turnitin
Henrik Hansson, Ranil Peiris, Stockholm University, Sweden, Koos Kruithof, Turnitin Netherlands BV, The Netherlands

This training focuses on quality thesis management at bachelor, master and PhD level. Participants will learn how to use the purpose built thesis management software SciPro (Supporting the Scientific Process) and especially the module final seminar which includes an auto generated originality report by Turnitin. The workshop includes an overview of SciPro and hands on activities trying out different modules supporting the student and the supervisor in the thesis process. The originality assessment of a theses is discussed and several ways of ensuring authenticity is demonstrated and tried out in the training session. An efficient and reliable process for ensuring quality theses are essential for all universities.

Workshop Session C7

ECO Workshop - Social Environments for Learning: Using Commercial Networks Versus Internal Platform Functionalities in the ECO Project
Sünne Eicher, SE, ECO Project, Divina Frau Meigs, Adeline Bossu, Sorbonne Nouvelle, ECO project

In this workshop we propose to discuss the pros and cons of using commercial social networks vs internal contained social network functionalities within a MOOC platform. We will examine different ways of using social networks functionalities "inside-outside" a sMOOC platform, based on practices carried out by the sMOOC pilots of the European project ECO and their evolution through several iterations. Furthermore, we will look at how ECO pedagogical teams use commercial and non-commercial social networks in order to reach the goals of the European project (enrolment, motivation, community management, e-teacher projects…).
Participants are invited to share, compare, and comment on their own practices and ideas, as well as to join the conversation around such questions as: how to keep the potential of social networks while building learning and educational competences? What is the right balance between commercial and non-commercial uses in sMOOC pedagogical design? Are social networks valid tools that contribute to constructivist forms of knowledge? What new learning strategies can emerge from such network effects?

18:15 - 19:45 EDEN Annual General Meeting

20:00 - 22:00 Book & Wine Event

16 June 2016 - Thursday Morning

09:00 - 11:00 Morning Plenary Session 2

Keynote Speeches

Short Report from the EDEN Annual General Meeting of 15 June
Antonio Moreira Teixeira, Leaving President, EDEN

Capacity Building for the Digital Transformation of Education and Training in Europe: Results from Research to Support Policy
Yves Punie, European Commission Joint Research Centre, Spain

Strategic Leadership for Open Educational Resources
   Melissa Highton, University of Edinburgh, United Kingdom

Learning in the Age of Digital Culture
   Danny Arati, INTEL, United Kingdom

Virtual Worlds, Real Learning
   Susan Aldridge, Drexel University, United States of America

11:00 - 11:30 Coffee break

11:30 - 13:00 Morning Parallel Sessions D

Paper Session D1

Development of a New Activity-Based Instructional Design Model
   Janos Olle, Laszlo Hulber, Henrik Sablik, Eszterhazy Karoly Foiskola, Agnes Kocsis, Nexius Learning - ELMS Zrt., Hungary

E-learning Decision Making: Methods and Methodologies
   Nikola Kadoic, Nina Begicevic Redep, Blazenka Divjak, University of Zagreb, Croatia

Sustainability for Whom? Planning for Student Success in Open Education and Distance Learning
   Alan Tait, The Open University, United Kingdom

Mobilising Leadership for Innovative Open and Distance Education in the 21st Century
   Don Olcott Jr., Charles Sturt University, Australia, Lisa Marie Blaschke, Carl von Ossietzky University of Oldenburg, Germany

Governmental and Institutional Strategies to Support New Ways of Teaching and Learning
   George Ubachs, European Association of Distance Teaching Universities - EADTU, The Netherlands

Paper Session D2

"First in Line". Student Assessments of Pioneering Examples of Blended Learning
   Roderick Flynn, Dublin City University, Ireland

Opening Up Higher Education: Quality Assurance for Innovative Approaches
   Stamenka Uvalic-Trumbic, UNESCO, France

Quality Culture in Blended Learning: Self-Assessment as a Driver for Change
   Hilde Van Laer, Koen DePryck, Chang Zhu, Vrije Universiteit Brussel, Belgium

Evaluating Online Programs: Adapting the Community of Inquiry Survey
   Swapna Kumar, University of Florida, United States of America, Helga Dorner, Central European University, Hungary

Implementing a Model and Processes for Mapping Digital Literacy in the Curriculum (Online Badges)
   George Evangelinos, Debbie Holley, Mark Kerrigan, Anglia Ruskin University, United Kingdom

Paper Session D3 - Speed Dating

A Benchmarking Study of K-Means and SOM Approaches Applied to a Set of Features of MOOC Participants
   Rosa Cabedo Gallen, Edmundo Tovar, Universidad Politecnica de Madrid, Spain

An Experiment of Social-Gamification in Massive Open Online Courses: The ECO iMOOC
   Eva Garcia Lopez, Antonio Garcia Cabot, Luis de-Marcos, University of Alcala, Spain, Antonio

Moreira Teixeira, Maria do Carmo Teixeira Pinto, Universidade Aberta, Portugal

Openness, Multiculturalism, Attitudes and Experience in Online Collaborative Learning
Noga Magen, Gordon College of Education, Miri Shonfeld, MOFET Institute, Roni Dayan, Ministry of Education, Israel

How to Adopt the Remedial cMOOC Guerrilla Literacy Learners?
Patricia Huion, Limburg Catholic University College, Belgium

MOOCS Are Dead! – Open Education and the Quality of Online Courses Towards a Common Quality Reference Framework
Christian M. Stracke, Open Universiteit, The Netherlands

The Evolution of MOOCS and a Clarification OF Terminology Through Literature Review
Hakan Altinpulluk, Kesim Mehmet, Anadolu University, Turkey

How a MOOC-Like Course is Facilitating Teachers' Continuing Education and Teachers' Professional Learning Community?
Sabine Wollscheid, Cathrine Tomte, Jorgen Sjaastad, Siri Aanstad, Nordic Institute for Studies in Innovation, Research and Education - NIFU, Norway

Workshop Session D4

European Policy and Practice in Digital Skills and Competences – a hands-on Workshop with Representatives of the ET2020 Working Group
Deirdre Hodson, DG EAC, European Commission, Deborah Arnold, University of Burgundy, France, Sandra Kucina Softic, University of Zagreb, Croatia, Monika Holik, European Commission, Education, Audiovisual and Culture Executive Agency (EACEA), Ildiko Mazar, EDEN, United Kingdom

As part of the **Education and Training 2020 (ET 2020)** Open Method of Coordination, the European Commission and Member States cooperate in the form of Working Groups. Deirdre Hodson, coordinator of the ET2020 Working Group on Digital Skills and Competences and members of the working group launched in February 2016 will provide participants at this workshop, with insights into EU policy in this field. It will enable participants to share their own experience and knowledge and to identify priorities for future work.

The digital revolution is boosting demand for digital skills and competences. Education and training must address this need, which requires investment in infrastructure, organisational change, digital devices and digital competences of educators and learners, and the creation of digital (and open) educational resources and high quality educational software. Education and training should reap the benefits of new ICT developments and adopt innovative and active pedagogies, based on participatory and project-based methods. Still, huge challenges remain and effective policy implementation plans are lacking to allow the shift at the systemic and educational level necessary to forge a future digital competent society.

The workshop will aim: (i) present on EU policy relating to digital skills and competences, (ii) in Learning café format, sharing information on related initiatives and (iii) formulating recommendations for what needs to evolve policy-wise at local / regional / national / EU level.

Workshop Session D5

Implementing Inquiry Based Science Education in European Schools
Sofoklis Sotiriou, Thomas Fischer, Ellinogermaniki Agogi, Greece

Inspiring Science Education (ISE) is all about providing the tools to make Inquiry Based Science Education (IBSE) more challenging, more playful and above all more imaginative and inspiring for today's students, the citizens of tomorrow's world.

The Workshop is aiming at i) further building and expanding the IBSE Communities of Practice (CoP),

ii) contributing to the sustainable planning of Inquiry Based Science Education and iii) supporting the development of the ISE Federation.

The ISE Workshop is targeted to: i) School communities of teachers, students, administration, teacher trainers; ii) eLearning / digital tools developers from universities, research centres, companies; and iii) Educational policy makers in Science Education and research.

This Workshop will provide insights to the current access, use and attitudes to technology in Schools and describe the state-of-the-art of Inquire Based Science Education (IBSE) in Europe. It will explore with the participants key success factors and barriers to the implementation of IBSE.

Training Session D6

lasts for 120 minutes

Sharing Achievements Across the Web with Open Badges: How to Design a Badge of Value
    Grainne Hamilton, Matt Rogers, DigitalMe, Denes Zarka, Ildiko Mazar, EDEN, United Kingdom

Learning happens everywhere but not all of that learning is recognised in verifiable ways. Open Badges allow people to evidence their learning in a range of contexts, formal and informal, and to receive recognition for their learning in the form of a digital badge.
Although use is growing, Open Badges are still a new development in teaching, learning and assessment and more work is needed to build trust in the Open Badge ecosystem and in the badges we create as issuers. In order to build this trust, it is important to consider the value proposition of any badge we create from the outset.

Using DigitalMe's popular Badge Design Canvas, this training will take a design thinking approach and invite participants to work in groups on a badge idea, focusing on value, the badge users, and behaviours that the badge might encourage. The Canvas also helps participants to consider appropriate assessment methodologies, evidence type, how to use tasks to scaffold learning and how to develop a badge image.

13:00 - 14:20 Lunch

16 June 2016 - Thursday Afternoon

14:20 - 15:40 Oxford Style Debate Session

We Should Focus in the Short Term More on MOOCs than on OER
    Paul Bacsich, Sero Consulting Ltd., United Kingdom, Stavros Panagiotis Xanthopoylos, Open Education Consortium - OEC, Brazilian Distance Education Association,

15:40 - 16:05 Coffee break

16:05 - 17:35 Afternoon Parallel Sessions E

Paper Session E1

The ECO Project for E-Teaching: Social MOOCs at the Crossroads of Actors' Cognitive Logics and Strategies
    Divina Frau-Meigs, Adeline Bossu, Université Sorbonne Nouvelle - Paris 3, France

MOOCs for Motivation: Promoting Student Engagement in Higher Education Studies
    Steven Warburton, Maria Fragkaki, Sophia Vahora, University of Surrey, United Kingdom

MOOCS and Change Dynamics in Higher Education
    Cathrine Tomte, Siri Aanstad, Jorgen Sjaastad, Sabine Wollscheid, Nordic Institute for Studies

in Innovation, Research and Education - NIFU, Norway

Do Our MOOC's Work? Creative Ways to Assess Innovative E-Learning Programs
    Michal Elran, Carmel Bar, Naama Bar-On, Yossi Elran, Weizman Institute of Science, Israel

Exemplars of Collaborative Learning Design in Online Courses
    Afsaneh Sharif, Manuel Dias, University of British Columbia, Canada

Paper Session E2

International Students' Behaviour in Virtual Collaborative Learning Arrangements
    Wissam Tawileh, Dresden University of Technology, Germany

Digital Learning in Higher Education 'Lessons from America'
    Gerard Danford, HAAGA-HELIA University of Applied Sciences, Finland

Exploring ICT Education Policies and Teaching Practices in Australian and Vietnamese High Schools
    Thang Manh Tran, Vietnam, Dorian Stoilescu, University of Western Sydney, Australia

The Role of the Association of Arab Universities in Promoting eLearning in the Member Universities
    Fabio Nascimbeni, Universidad Internacional de la Rioja - UNIR, Spain, Sultan Abu Orabi Al-Adwan, Abdullah Al Zoubi, Association of Arab Universities, Kingdom of Jordan

School Displacement: Learning Outside Borders
    Ana Isabel Mouta Costa, Ana Paulino, Helder Quintela, JP - Inspiring Knowledge, Portugal

Paper Session E3

Online Courses Evolving Teacher Education Programs
    Miki Kritz, Kibbutzim College of Education Technology and Art, Miri Shonfeld, MOFET Institute, Ilan Nagar, Hemdat Hadarom College, Israel

Extending Learning Environments in Higher Education: Online Peer-to-Peer Counseling in Professional Degree Programs of Social Work
    Patricia Arnold, Munich University of Applied Sciences, Germany

How do Faculty Members React Towards the Use of Personal Mobile Devices by Students in the Classroom?
    Hagit Meishar-Tal, Holon Institute of Technology, Alona Forkosh Baruch, Lewinsky College, Israel

Repository of Inspiring Science Education Project about Space and Astronomy in Science Education
    Panagiota Argyri, Ellinogermaniki Agogi, Greece

Online Mentoring: Strategies and Challenges
    Swapna Kumar, Melissa Johnson, Catherine Coe, University of Florida, United States of America

Workshop Session E4

Reimagine Education: Award Winning ICT and Best Practices in Online Learning
    Marci Powell, Marci Powell & Associates, United States of America

It is time to reimagine education. We need to develop a new type of leader, entrepreneur and thinker for the future. Most of our current pedagogical approaches are insufficient to serve the billions of learners. With immense advances in technology, outstanding educators are driving change to deliver a personalized education to all. How are leaders reimagining education today and what technologies are enabling us to meet the needs of learners? Join this panel of thought leaders for an interactive and hands-on discussion on award winning innovative approaches.

Poster Session E5

The Impact of Learning Technology on Students' Learning
    Miri Shonfeld, Miki Kritz, Einat Rozner, Egoza Wasserman, Keren Levy, Asmaa Ganayem,
    Hayley Weigelt Marom, Dorit Barat, Smadar Bar-Tal, Alona Forkosh Baruch, MOFET Institute,
    Israel

Redefining the Student Experience: Information-Seeking Behaviour - the Complete Picture
    Sandra Tury, University of London, United Kingdom

Monitoring a Learning Community in a Hybrid Environment: a Sentiment Analysis
    Ilaria Merciai, Marco Cerrone, Universita di Napoli Federico II, Italy

Moving Beyond Access: Distance Education and Capacity Building
    Adnan Qayyum, The Pennsylvania State University, United States of America, Albert Sangra,
    Universitat Oberta de Catalunya - UOC, Spain

Technological Pedagogical Content Knowledge (TPack) Case Studies for Exemplary Mathematics
Teachers in Low SES Schools
    Dorian Stoilescu, University of Western Sydney, Australia

Enhancing 21st Century Skills in a Regular University College Setting Through Blended Learning
    Sofie Vanmaercke, VIVES University College, Belgium

The E-Campus-Project - The Transformation of a Student Administrative Tool into a Personal Learning
Environment
    Mikael Reberg, Mid Sweden University, Sweden

Development of Shared Knowledge in a Virtual Reality Environment for Collaborative Learning
    Laura Kiss, Balazs Peter Hamornik, Mate Koles, Budapest University of Technology and
    Economics, Hungary

Changing LMS: How to Manage Change About Technological Innovations in Higher Education
    Eva Patricia Gil Rodríguez, Ana Maria Delgado Garcia, Mireia Leg Gil, Universitat Oberta de
    Catalunya - UOC, Spain

Blended Learning Before a Learning Environment Change: Pre-Departure Training for Medical
Exchange Students
    Nynke de Jong, Laury de Jonge, Marijke Kruithof, University of Maastricht, The Netherlands

Demo Session E6

So Close, but Still out of Reach - Alternative Educational Online Program for Young Early School
Leavers
    Taru Kekkonen, Otava Folk High School / Otavan Opisto, Johanna Juvonen, Valteri Centre for
    Learning and Consulting, Finland

Evolving Materials for the Flipped E-Classroom
    Antonio Perez-Navarro, Victor Garcia, Marta Aymerich Martinez, Quelic Berga, Universitat
    Oberta de Catalunya - UOC, Spain

IVideo.Education - A Tool for Integrating Hypervideo in Education
    Florinda Sauli, Alberto Cattaneo, Swiss Federal Pedagogical Institute for Vocational Education
    Training, SFIVET, Switzerland

Training Session E7

lasts for 120 minutes

Universal Design for Learning and Inclusion

Nikos Zygouritsas, Ellinogermaniki Agogi, Greece

When educators hear the term Universal Design for Learning, most associate it with technology. However, UDL is not solely about the use of technology in education. It is also about the pedagogy, or instructional practices, used for students with and without disabilities.
UDLnet aims to improve teachers' practice in all areas of their work, combining ICT skills with UDL-based innovations in pedagogy, curriculum, and institutional organization.
In the training session participants will be informed about inclusive learning strategies that address learning variability. A discussion and brainstorming session will follow where participants in teams will get familiarized with the UDL framework and the good practices available in the dedicated inventory. They will then be invited to design their own learning activities incorporating the UDL principles.

20:00 - 23:00 Conference Dinner

For delegates who have booked: please, bring your ticket & badge with you.

The five course Gala Dinner with selected wines from Hungary will be held at the Pesti Vigado. This occasion will serve as celebration of the first 25 years of EDEN with prestigious invited Dinner speakers, live piano music, the Best Research Paper Award and Anniversary Recognitions.

The address of the Pesti Vigado: Vigado ter 2., Budapest, 1051

17 June 2016 - Friday

09:00 - 10:30 Morning Parallel Sessions F

Paper Session F1 - Speed Dating

Establishing Open Badges in Europe - The Open Badge Network
	Ilona Buchem, Beuth University of Applied Sciences Berlin, German

The Changing Nature of Course "Authorship" in Online Higher Education
	Keith Hampson, Contact North, Canada

Creating a Socially Sensitive Learning Environment for Science Education: The SSIBL Framework
	Andrea Karpati, Andrea Kiraly, Eotvos Lorand University - ELTE, Hungary

Global Citizenship and Leadership in Changed Learning Environments
	Alan Bruce, Universal Learning Systems, Ireland

Cork Learning City: Toward a Community Wide Learning Environment
	Seamus O Tuama, University College Cork, Ireland

Recasting "Wikinomics" in Educational Environments - Case Studies in the Wikinomics Project
	Athanasios Priftis, Jean-Philippe Trabichet, University of Applied Sciences Western Switzerland - HES-SO, Switzerland, Nuria Molas-Castells, University of Barcelona, Spain

Have New Technologies Improved Access to Quality Higher Education?
	Anne Gaskell, University of Cambridge, Roger Mills, University of London, United Kingdom

Workshop Session F2

Learning Analytics: exploring the putting in place of a system that supports learning while still respecting privacy
	Sally Reynolds, Audiovisual Technologies Informatics & Telecom. - ATiT, Belgium, David Griffiths, University of Bolton, United Kingdom, Eva Szalma, EDEN, United Kingdom

New learning technologies using learning analytics have a great potential to optimise educational

planning, personalise the learning experiences, and enhance teaching. The large-scale production, collection, aggregation, and processing of information from various learning platforms and online environments have led to ethical and privacy concerns regarding potential harm to individuals and society.

Building on what has been learned over the last 30 months by the LACE support action, this workshop will give an update on the development of LA applications in schools and higher education and explore the concerns about data sharing and privacy, control of data and trust. The workshop is highly interactive and will through a simple, but structured and well-tested process engage the participants in finding solutions that could be accepted in European schools and universities.

Workshop Session F3

ABC Rapid Blended Course Design for Educators
    Natasa Perovic, University of London, Clive Young, University College London, United Kingdom

How do we best help our time-pressured academics design rich blended and online courses? To address this challenge, University College London has developed ABC, an effective and engaging hands-on workshop that has now been trialled with great success over a range of programmes. In just 90 minutes using a game format teams are able to work together to create a visual 'storyboard' outlining the type and sequence of learning activities (both online and offline) required to meet the course's learning outcomes. ABC is particularly useful for new courses or those changing to an online or more blended format. Come to the workshop to experience this exciting and engaging method for yourself.

Synergy Session F4

OntoTechnology
    Gabor Kismihok, Universiteit van Amsterdam, The Netherlands

EDUWORKS - Crossing Borders in the Comprehensive Investigation of Labour Market Matching Processes: An EU-wide,Trans-Disciplinary, Multilevel and Science-Practice-Bridging Training
    Gabor Kismihok, Universiteit van Amsterdam, The Netherlands

eLene4work - Learning to Learn for New Digital Soft Skills for Employability
    Deborah Arnold, University of Burgundy, France

OBN - Open Badge Network
    Ilona Buchem, Beuth University of Applied Sciences Berlin, Germany

LEHO - Learning at Home and the Hospital
    Suzanne Lavelle, Children's Hospital School, Leicester, United Kingdom

EBE-EUSMOSI - Evidence Based Education European Strategic Model for School Inclusion
    Christian M. Stracke, Open Universiteit, The Netherlands

PBL 3.0 - Problem-based Learning 3.0
    Christian M. Stracke, Open Universiteit, The Netherlands

EDADCC - Digital Environments for Argumentation, Debate and Collective Knowledge
    Ines Gil-Jaurena, Daniel Dominguez Figaredo, Jose Francisco Alvarez Alvarez, Universidad Nacional de Educacion a Distancia - UNED, Spain

ENGAGE - Engaging Science, Innovative teaching for responsible citizenship
    Sonia Hetzner, University of Erlangen-Nuremberg, Germany

DICHE - Digital Innovation in Cultural and Heritage Education in the light of 21st century learning
    Antonella Poce, Francesco Agrusti, Maria Rosaria Re, University Roma III, Italy

Learning21 - Shaping the Future
    Mark Brown, Mark Glynn, Clare Gormley, Justin Doyle, Dublin City University, Ireland

EU Learning Modernisation Initiatives - Digitalising the Learning Design, Teacher Assessment Skills, E-Portfolio
> *Monika Holik, European Commission, Education, Audiovisual and Culture Executive Agency - EACEA, Belgium*

FORESIGHT ICT in Higher Education - Access, Equity and Quality: Envisioning the Sustainable Future of Postsecondary Education in a Digital Age
> *Svetlana Knyazeva, UNESCO Institute for Information Technologies in Education, Russian Federation*

tMAIL - Teacher Mobile Application for Innovative Learning
> *Kriszta Mihalyi, EDEN, Hungary*

Training Session F5

Social Media for Teaching and Learning
> *Yasemin Gulbahar, Ankara University, Turkey, Christian Rapp, Zurich University of Applied Sciences, Switzerland*

Social media is gaining popularity especially in teaching-learning processes in recent years. To effectively integrate social media into education, teachers should be aware of various learning approaches, pedagogical effects and characteristics of social media together with the possible implementation scenarios. Hence to fulfil this need, this training is organized in a way that delivers theoretical basis and provides basis for discussion for implementation.

The training starts with the presentation about "Instructional Methods of Teaching with an Online Focus" and continues witha discussion about "Flexible Design Approach", possible risks and benefits. After mentioning the "Pedagogical Differences between Media", participants will be expected to identify and discuss "Pedagogical Characteristics of Social Media for a Teaching Module/Course". In the second part of the training, the participants will be requested to use "Social Media Toolkit" after a presentation about "Models for Social Media Selection". Lastly, possible implementation scenarios for using social media will be shared by participants.

Training Session F6

An Introduction to School Innovation
> *Stephanos Cherouvis, Ellinogermaniki Agogi, Greece*

The aim of this training session is to support school innovation and to train school leaders and leading members of school staff to promote the development of their schools into open learning communities, and thus improve the quality of all aspects of schooling. Throughout the workshop you will be encouraged and guided to monitor and evaluate the current context, the prevailing culture and attitudes in your school towards change and innovation, as well as to identify the real needs and identify priorities. Following a participatory process, you will then collaborate with your group in order to design an innovation plan for your school that will address those needs, as well as methods to evaluate the impact of your innovation strategy in a specific time-frame.

10:30 - 11:00 Coffe break

11:00 - 12:30 Morning Parallel Sessions G

Paper Session G1

Design Challenges for an E-Learning Accreditation System for the Republic of Malta
> *Anthony F. Camilleri, KIC, Slovenia, Alex Grech, StrategyWorks, Malta*

Digital Creativity for Net Generation Students: Retooling the Art and Design Environment at School
> *Andrea Karpati, Eotvos Lorand University - ELTE, Simon Tunde, University of Szeged, Gaul-Acs*

Agnes, KAPTÁR Visual Arts Workshop and Archive, Hungary

The Impact of the National ICT Program on the School from the Viewpoint of the Administration - a Case Study
    Egoza Wasserman, Herzog Education College, Tami Targani, Herzog College, Israel

Developing an Irish Professional Development Framework for Teaching and Learning, in the Changing Higher Education Learning Environment.
    Geraldine O'Neill, Theresa Maguire, Elizabeth Noonan, National Forum for the Enhancement of Teaching and Learning in Higher Education, Ireland

Paper Session G2

Current Situation of e-Learning in Higher Education: A Case Study
    Yasemin Gulbahar, Hale Ilgaz, Ankara University, Turkey

The Technological foundation of Disruptive Education at UNED
    Timothy Martin Read, Carmen Garcia Llamas, Juan Cigarran Recuero, Universidad Nacional de Educacion a Distancia - UNED, Spain

The TU Delft Online Learning Experience: From Theory to Practice
    Nelson Ribeiro Jorge, Willem Frederik van Valkenburg, Sofia Dopper, Delft University of Technology, The Netherlands

From Sandbox to Learning Centre: A Case Study in New Learning Environments
    Deborah Arnold, William Perez, University of Burgundy, France

The Assesment Process as a Cornerstone of Quality Assurance in Higher Education: The UOC Case
    Ana-Elena Guerrero-Roldan, M. Elena Rodriguez, Xavier Baro, David Baneres Besora, Ingrid Noguera, Universitat Oberta de Catalunya - UOC, Spain

Workshop Session G3

Open Courses as Virtual Mobility and the Role of Collaborative Literacy in Staff Development
    Alastair Creelman, Linnaeus University, Sweden

Internal training courses in university pedagogy can be opened up for external participants and add an international and multi-cultural element to an otherwise restricted perspective. In this workshop we will describe how one such course has been opened up both to teachers from several universities in several countries and to open learners from anywhere in the world. The resulting course, Open Networked Learning, has now become a truly cross-institutional course that facilitates virtual staff mobility, greater multi-cultural awareness and experience of problem-solving in virtual international teams.

Workshop Session G4

From Heston Back to Jamie: Designing an Appetising Recipe with an Ever-Changing Array of Ingredients (Designing Learning for a World in Flux)
    Tom Olney, The Open University, United Kingdom

This training session follows on from "From Beans on Toast to Molecular Gastronomy (and a Bit of MasterChef): Linking Learning Design with Learning Analytics", delivered at Eden in 2014, when we explored Heston's hyper-experimental approaches for providing evidence-based Learning Design. Our intention for 2015 was to return to our roots by creating an inspirational design based on what's already in the fridge.

Changes in the Higher Education landscape have had an impact on the demographics of students -'the decline in mature student has resulted in a younger student population'. To ensure that new learning materials meet the needs of these different student populations, it is important to explore the impact of these changes and reflect these in our Learning Design processes.

The session will provide a brief outline of the changes in the Higher Education landscape in the UK, followed by the changes in the OU's student population and the use of technology. By explicitly prompting learning design teams to think about the needs of a range of students in terms of religion, culture, sexuality or gender, it is anticipated that hidden biases are brought to the surface, enabling more inclusive module content to be developed from which students of all backgrounds can benefit. Participants will be invited to consider the contents of their own institutional fridge and customise the recipes based on each of the ingredients they find.

Poster Session G5

Is E-learning an Option in Inclusive Post-Secondary Education?
    Chrisann Schiro-Geist, The University of Memphis, United States of America

The Bavarian Virtual University - An Innovative Approach for the Information Age
    Corina Erk, Regine Prem, Virtuelle Hochschule Bayern, Germany

Diversity in Learning Environments and the Use of Technology for Education at UNAM
    Jorge Leon Martinez, Edith Tapia Rangel, National University of Mexico - UNAM, Mexico

10 Years of Experience in Virtual Mobility: Developing Competencies for Mastering the Virtual Learning Environment and Participating in Virtual Mobility Courses - The Case of DOBA Faculty
    Natasa Ritonija, College of Business Doba Maribor, Anita Macek, Doba Fakulteta Maribor, Slovenia

A Model of the Digital Maturity of Schools in Croatia
    Lucija Dejanovic, Croatian Academic and Research Network - CARNet, Croatia

Quality Pact for (E)Teaching - An Example from the University of Bonn
    Cornelia Helmstedt, University of Bonn, Germany

Citius, Altius, Fortius, Reticulius: Opening up Volunteer Training for the Olympic Games to the Networked Age
    John P. Egan, University of Auckland, New Zealand

Learning Rooms in SP4CE - Implementation and Evaluation
    Ewa Kozlowska, Gdansk University of Technology, Poland

Professional Skills in Management and Leadership, Entrepreneurship and Communication - The e-Profman Project
    Natasa Ritonija, College of Business Doba Maribor, Nusa Lazar, Pedja Asanin Gole, Anita Macek, Doba Fakulteta Maribor, Slovenia

Training Session G6

lasts for 100 minutes

Animation Creation as a Learning Tool
    Kriszta Mihalyi, Kata Kovacs, University of Pecs, Hungary

The aim of animation creation as a learning tool is to create short animated films covering a specific topic of the curriculum by using simple technology (webcam, laptop, free software; mobile phones, free app). It is important that the purpose is NOT to produce artistic pieces of work but to experiment and enjoy the process and the result of creation.
The method can be applied for target groups from the age of 10 to 18 and can cover basically any part of the curriculum. Its greatest value is its power to motivate pupils/students in learning and the effect on the development of their 21st century skills such as communication, creativity, cooperation and critical thinking.

During the training participants will receive a short introduction about the method and the technology to be used, then they can create short films in small groups of max. 6 participants. At the end of the

session the results and experience of the groups will be discussed.

12:40 - 14:15 Closing Plenary Session

Keynote Speeches

Traditions and Innovations: Getting the Right Mix
  Michael Grahame Moore, The Pennsylvania State University, United State of America, Studiesenteret.no, Norway, Cristobal Cobo, University of Oxford, United Kingdom, Steve Wheeler, University of Plymouth, United Kingdom

Conference Summary and Conclusions
  Alan Tait, The Open University, United Kingdom

Introduction of the upcoming EDEN Conferences

EDEN 9th Research Workshop 4-7 October, Oldenburg, Germany
  Lisa Marie Blaschke, Olaf Zawacki-Richter, Carl von Ossietzky University of Oldenburg, Germany

EDEN 2017 Annual Conference, 13-16 June, Jönköping, Sweden
  Andre Petzold, Destination Jönköping, Sweden

14:15 - 15:00 Farewell Coffee and Sandwiches