

TUESDAY

14. 06. 2016.

15:00 - 18:00

Conference Registration

Foyer,
1st floor

Conference delegates arriving and registering can familiarise themselves with the environment.

Venue: Budapest University of Technology and Economics, Building "K",
(address: Műgyetem rkp. 3. H-1111 Budapest, Hungary)

12:00 - 18:00

Pre-conference Workshops

12:00 - 15:00

The Mobility Guide On-Line – OpenPROF Project

Room No. 97, 1st floor

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.

15:00 - 18:00

Inspire! – An Unconventional Forum with EDEN Young Scholars

Room No. 97, 1st floor

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.

19:30 - 21:00

Welcome Reception

Aula, Ground floor

Words of Greetings

António Moreira Teixeira, EDEN President

Presentation of EDEN Fellow Awards

António Moreira Teixeira, EDEN President

Announcement of the ICDE Global Doctoral Consortium

Torunn Gjelsvik, Senior Advisor, International Council For Open and Distance Education

Budapest University Chorus performing

WEDNESDAY

15. 06. 2016.

09:00 - 11:00

Plenary Session 1

Ceremony Hall,
1st floor

Chair: Sir John Daniel, EDEN Founder, former Vice Chancellor of the Open University, United Kingdom

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 and their impact on European universities: e-learning, open access and open science

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

Parallel Sessions A

Session A1

Theory, Concept and Practice in ICT Enhanced Learning

Room No. 50, 1st floor

Chair: Lisa Marie Blaschke, Carl von Ossietzky University of Oldenburg, Germany

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

Efrat Pieterse, West Galilee College, Hagit Meishar-Tal, Holon Institute of Technology, 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

Session A2**Work Based Learning and Training Supported by Technology**

Room No. 34,
Ground floor

Chair: Jack Koumi, Educational Media Production Training, United Kingdom

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, Germany

Building Together Efficient, Targeted and Long-Lasting E-Training: Experience Feedback from the UTOP Project

Vincent Beillevaire, UNIT Foundation, 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 Entrepreneurship Course

Ingrid Le Roux, University of Pretoria, South Africa

Session A3**Speed Dating Session – Open Educational Resources**

Ceremony Hall,
1st floor

Chair: Deborah Arnold, University of Burgundy, France

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 – Challenges 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

Session A4**Workshop**Room No. 97, 1st floor**Leadership for Change in HE Institutions: The D-TRANSFORM Approach**

Paul Bacsich, Sero Consulting Ltd., United Kingdom, Anne Boyer, Universite de Lorraine, France, Zoltan Dubecz, Hungarian Rectors' Conference, 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 decisionmaking 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.

Session A5**Workshop**Room No. 93-95,
1st floor**Effective Interactive Webinars: Methods to Facilitate Learning in Open Collaborative Learning Environments: A Toolkit for Practitioners/Facilitators**

Torhild Slaatto, Flexible Education Norway – FuN, Norway, Alastair Creelman, Linnaeus University, Sweden

A highly interactive workshop where a new toolkit for practitioners will be presented and discussed. The toolkit 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.

Session A6**Training Session**Room No. 96, 1st floor**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, Miki Kritiz, Einat Rozner, 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).

13:00 - 14:20

Lunch

14:20 - 15:50

Parallel Sessions B

Session B1

Theory, Concept and Practice in ICT Enhanced Learning

Room No. 34,
Ground floor

Chair: Antonella Poce, University Roma III, Italy

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

Session B2

Speed Dating Session – Learner Needs, Characteristics and the e-Learning Solutions

Room No. 93-95,
1st floor

Chair: Wim Van Petegem, KU Leuven, Belgium

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

Session B3**Workshop**Room No. 97,
1st floor**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).

Session B4**Workshop**Room No. 50,
1st floor**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, United States of America

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.

Session B5**Synergy Session (The session lasts until 16:15, coffee will be served in the room)**Ceremony Hall,
1st floor

Chair: Ildiko Mazar, EDEN, United Kingdom

D-TRANSFORM – DigiTal Resources As a New Strategical Factor fOr a Renovation of Modernization in Higher EducationAngela Procoli, La Fondation Maison des Sciences 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, Princess Sumaya University for Technology, Kingdom of Jordan,
Christine Appel, Universitat Oberta de Catalunya – UOC, Spain

OpenMed – Opening up Education in South-Mediterranean countries

Cristina Stefanelli, UNIMED, Mediterranean Universities Union, 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



- Online Courses
- Quality Assurance
- Recognition
- International Benchmarking
- In-depth Review
- Feedback in 3 Months

EOCCS

EFMD Online Course Certification System
An international quality benchmark for online courses

Info : www.efmd.org

Contact : eoccs@efmd.org

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, UNIMED, Mediterranean Universities Union, Italy

OpenPROF – Open Professional Collaboration for Innovation

Airina Volungeviciene, Vytautas Magnus University, Lithuania, Denes Zarka, Ildiko Mazar, EDEN, United Kingdom

Session B6

Training Session (The session lasts until 16:15, coffee will be served in the room)

Room No. 96, 1st floor

Bootcamp EMMA MOOC Assessment for Learning in Practice

Olga Firsova, 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

Parallel Sessions C

Session C1

Smart Digital Pedagogy and Learning Methodology

Room No. 97, 1st floor

Chair: Sandra Kucina Softic, University of Zagreb, Croatia

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

Session C2

Learner Needs, Characteristics and the e-Learning Solutions

Ceremony Hall,
1st floor

Chair: Sofoklis Sotiriou, Ellinogermaniki Agogi, Greece

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, Università della Svizzera Italiana, Switzerland

Amplifying the Process of Inclusion through a Genuine Marriage Between Pedagogy and Technology

Elsebeth Korsgaard Sorensen, Hanne Voldborg Andersen, Aalborg University, Denmark

Transformachines: Transforming City Data to Architectural Design Strategies

Olga Ioannou, George Parmenidis, Nelly Marda, National Technical University of Athens, Greece

Session C3

Workshop

Room No. 50, 1st floor

The Global Classroom Learning Concept

Kristian Madsen, Rasmus Kjaer Kristiansen, Lisa Hilleke (from distance), VUC Storstrom, Denmark

The workshop shows how VUC Storström, Denmark, trains teachers how to use video conference 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.



EPALE

is a unique open membership community for adult learning professionals across Europe.

Electronic Platform for Adult Learning in Europe

EPALE supports finding and sharing best practices, news, policy developments, blog posts, events and resources on adult education in 24 EU languages.

EPALE also provides a space where members can make professional connections using the Partner Search tool.

Join us at ec.europa.eu/epale



Session C4**Workshop**

Room No. 93-95,
1st floor

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.

Session C5**Poster Session**

Foyer, 1st floor

Moderator: Thomas Fischer, Ellinogermaniki Agogi, Greece

Global Classroom Learning Concept

Monika Holik, European Commission, Education, Audiovisual and Culture Executive Agency – EACEA

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 Education, 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, Università 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

THE 2016 EDEN BEST RESEARCH PAPER AWARD

Since 2008, EDEN is granting the Best Research Paper Award at EDEN's Annual Conferences and the bi-annual Research Workshops. A high standard selection process shall guarantee the branding of a reputable award for scholarly conference papers in the field of open, distance and e-learning.

The selection process takes place in collaboration with the **Ulrich Bernath Foundation for Research in Open and Distance Learning** with the support of a distinguished Jury.

Members of the Jury for the 2016 EDEN Best Research Paper Award are **Andrea Karpati** (Chair of the Jury), Professor Faculty of Science, Centre for Science Communication and UNESCO Chair for Multimedia in Education, ELTE University, Hungary; **George Veletsianos**, Associate Professor, Canada Research Chair in Innovative Learning and Technology, School of Education and Technology, Royal Roads University, Canada; **Wim Van Petegem**, Expert Multicampus & Engineering Education, KU Leuven, Belgium, EDEN Vice President; **Ulrich Bernath & Thomas Hülsmann**, Trustees and Directors of the Ulrich Bernath Foundation for Research in Open and Distance Learning, Germany.

26 Conference papers have been selected as research papers and evaluated against the following criteria: (i) contributes convincingly to the theme(s) of the conference; (ii) deals with a research question of relevance for conference participants; (iii) rigorous examination/research methods are applied; (iv) findings, results and outcomes are convincingly presented and critically examined; (v) conclusions are thoroughly discussed (including aspects like applicability, transferability, and/or further research); (vi) literature is reviewed against the state of art. Authors needed to confirm that at least 30% of their paper has been originated for the 2016 EDEN Annual Conference.

The Jury nominated the following FINALISTS (listed along the programme schedule):

- A1 Academics' Use of Academic Social Networking Sites: The Case of Research Gate and Academia.Edu**
by Hagit Meishar-Tal, HIT-Holon Institute of Technology, Efrat Pieterse, West Galilee College, Israel
- C1 How Social Networking Experience Relates to Social Presence and Attitude of Using SNS in Educations**
by Jieun Lim, Jennifer Richardson, Purdue University, United States of America
- C2 Pen or Keyboard. An Empirical Study on the Effects of Technology on Writing Skills**
by Benedetto Vertecchi, Antonella Poce, Francesco Agrusti, Maria Rosaria Re, Università Roma Tre, Italy
- D3 A Benchmarking Study of K-Means and SOM Approaches Applied to a Set of Features of MOOC Participantss**
by Rosa Cabedo Gallen, Edmundo Tovar, Universidad Politecnica de Madrid, Spain
- E3 How do Faculty Members React Towards the Use of Personal Mobile Devices by Students in the Classroom?**
by Hagit Meishar-Tal, HIT-Holon Institute of Technology, Alona Forkosh-Baruch, Levinsky College, Israel

Previous winners at
<http://www.eden-online.org/>

Session C6**Training Session (The session lasts until 18:15)**Room No. 96,
1st floor**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.

Session C7**Workshop**Room No. 34,
Ground floor**Social Environment for Learning: Using Commercial Network Versus Internal Platform Functionalities in the ECO Project**

Suenne Eichler, SE, Germany, Divina Frau Meigs, Adeline Bossu, Sorbonne Nouvelle, France – 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 MeetingRoom No. 93-95,
1st floor

Members of EDEN are invited to attend. All members of the Institution Section and individual members of the NAP Section have the right to participate at the AGM.

20:00 - 22:00

Book & Wine EventRoom No.97,
1st floor

Literature review with good local wines

It has developed into tradition of the EDEN Conferences to organise a gathering at the end of the first day for the lovers of literature and good wines where they can share by short presentations their latest interesting reading experience. Everyone is welcome to listen and discuss over a glass of wine!

THURSDAY

16. 06. 2016.

09:00 - 11:00

Plenary Session 2

Ceremony Hall,
1st floor

Chair: Ingeborg Bø, Ingeborg Bø Consult, Norway

Short report from the EDEN Annual General Meeting of 15 June

Antonio M. Teixeira, Leaving President, EDEN

Keynote speeches:

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

Parallel Sessions D

Session D1

Policy Dimensions of ICTs and Learning Development

Room No. 93-95,
1st floor

Chair: Fabio Nascimbeni, Universidad Internacional de la Rioja – UNIR, Spain

Development of a New Activity-Based Instructional Design Model

Janos Olle, Laszlo Hulber, Eszterhazy Karoly Foiskola, Henrik Sablik, 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

Session D2**Quality, Assessment and Evaluation**Room No. 50, 1st floor*Chair: Ebba Ossiannilsson, Swedish Association for Distance Education – SADE, Sweden***“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

Session D3**Speed Dating Session – MOOCs Issues – Experience, Understanding, Attitudes, Hopes**Ceremony Hall,
1st floor*Chair: Mark Brown, National Institute for Digital Learning at Dublin City University, Ireland***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, Kibbutzim College of Education Technology and Art, Roni Dayan, Ministry of Education, Israel

How to Adopt the Remedial cMOOC Guerilla 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, Mehmet Kesim, 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

Session D4**Workshop**Room No. 97, 1st floor**European Policy and Practice in Digital Skills and Competences – A Hands-on Workshop with Representatives of the ET2020 Working Group**

Deirdre Hodson, European Commission, DG Education and Culture, 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.

Session D5**Workshop**Room No. 34,
Ground floor**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.

Session D6**Training Session (The session lasts until 13:30)**Room No. 96,
1st floor**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**THURSDAY**

14:20 - 15:40

Oxford Style Debate Session

Ceremony Hall,
1st floor

Moderator: Sally Reynolds, Audiovisual Technologies Informatics & Telecom. – ATiT, Belgium

We Should Focus in the Short Term More on MOOCS than on OER

Paul Bacsich, Sero Consulting Ltd., United Kingdom, Stavros Panagiotis Xanthopoulos,
Open Education Consortium and Brazilian Distance Education Association – ABED

15:40 - 16:05

Coffee break

16:05 - 17:35

Parallel Sessions E

Session E1

MOOCs Issues – Experience, Understanding, Attitudes, Hope

Room No. 93-95,
1st floor

Chair: Willem Van Valkenburg, Delft University of Technology, The Netherlands

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 Fraggaki, 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

Global Doctoral Consortium



**Connecting for quality
research related to
online, open, flexible
and technology
enhanced learning.**

More information and sign up
for invitations: icde.org/gdc

Invitations to the Global Doctoral Consortium will be issued for free to doctoral students that are interested in global networking for quality research related to the theme.

The GDC is an ICDE lead initiative in collaboration with partnering member institutions:



International Council for Open and Distance Education — www.icde.org/gdc — email: gdc@icde.org

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

Session E2

International Initiatives and Collaboration Cases

Room No. 50, 1st floor

Chair: Don Olcott, Jr., Carl von Ossietzky University of Oldenburg, Germany

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, 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

Session E3

Smart Digital Pedagogy and Learning Methodology

Room No. 97, 1st floor

Chair: Helga Dorner, Central European University, Hungary

Online Mentoring: Strategies and Challenges

Swapna Kumar, Melissa Johnson, Catherine Coe, University of Florida, United States of America

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 Courses Evolving Teacher Education Programs

Miki Kritz, Miri Shonfeld, Kibbutzim College of Education Technology and Art, Ilan Nagar, Hemdat Hadarom College, Israel

Session E4**Workshop**

Ceremony Hall,
1st floor

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

Session E5**Poster Session (The session lasts until 11:00, coffee will be served in the room)**

Foyer, 1st floor

Moderator: Hanne Voldborg Andersen, Aalborg University, Denmark

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, Università 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

Session E6**Demo Session**Room No. 96, 1st floor*Chair: Janos Horvath Cz., Budapest University of Technology and Economics, Hungary***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

Session E7**Training Session (The session lasts until 18:05)**Room No. 34,
Ground floor**Universal Design for Learning and Inclusion**

Nikos Zygyouritsas, 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 speaker, live piano music, the Best Research Paper Award and Anniversary Recognitions.

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

FRIDAY

17. 06. 2016.

09:00 - 10:30

Parallel Sessions F

Session F1

Speed Dating Session – Socio-economic and Cultural Aspects in e-Learning

Room No. 93-95,
1st floor

Chair: Elsebeth Korsgaard Sorensen, Aalborg University, Denmark

Establishing Open Badges in Europe – The Open Badge Network

Ilona Buchem, Beuth University of Applied Sciences Berlin, Germany

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

Seamua 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

Session F2

Workshop

Room No. 97,
1st floor

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

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.

The workshop will give an update on the development of LA applications in schools and HE and explore the concerns about data sharing and privacy, control of data and trust. It 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.

Session F3

Workshop

Room No. 50, 1st floor

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, UCL has developed ABC, an effective and engaging hands-on workshop that has now been trialled with great success over a range of programmes. 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.

Session F4

Synergy Session (The session lasts until 11:00, coffee will be served in the room)

Ceremony Hall,
1st floor

Chair: Ildiko Mazar, EDEN, United Kingdom

Eu Learning Modernisation Initiatives – Digitalising the Learning Design, Teacher Assessment Skills, e-Portfolio

Monika Holik, European Commission, Education, Audiovisual and Culture Executive Agency – EACEA

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, Jose Francisco Alvarez Alvarez, Universidad Nacional de Educacion a Distancia – UNED, Spain

EURODL, the European Journal of Open, Distance and E-Learning (www.eurodl.org) is a free-of-charge refereed online journal.

EURODL
European Journal of Open, Distance and E-Learning



It publishes the accounts of research, development and teaching for Europe in its most inclusive definition, exploring the potential of electronic publishing and contributing to the Open Content movement.

EURODL presents scholarly work and solid information about open, distance and e-learning as well as new dimensions of technology-enhanced learning. The journal is also an interactive platform – a place where you may comment, find links to interesting sites, prepare for conferences or look up conference documentation. EURODL has been launched and is supported by EDEN – the European Distance and E-learning Network.

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

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, United Kingdom

Session F5**Training Session (The session lasts until 11:00, coffee will be served in the room)**

Room No. 96, 1st floor

Social Media for Teaching and Learning

Yasemin Gulbahar, Ankara University, Muge Adnan, Mugla Sitki Kocman University, Turkey, 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 with a 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.

Session F6**Training Session (The session lasts until 11:00, coffee will be served in the room)**

Room No. 34,
Ground floor

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

Parallel Sessions G

Session G1

Online Learning National Case Studies

Ceremony Hall,
1st floor

Chair: Costas Tsolakidis, University of the Aegean, Greece

Design Challenges for an E-Learning Accreditation System for the Republic of Malta

Anthony F. Camilleri, KIC, Alex Grech, StrategyWorks, Malta

Digital Creativity for Net Generation Students: Retooling the Art and Design Environment at School

Andrea Karpati, Eotvos Lorand University – ELTE, Tunde Simon, University of Szeged, Agnes Gaul-Acs, KAPTÁR Visual Arts Workshop and Archive, Hungary

m - Commerce

Radu Vasiiu, Camelia Ciuclea, Diana Andone, Politehnica University of Timisoara

The Impact of the National ICT Program on the School from the Viewpoint of the Administration – a Case Study

Egoza Wasserman, 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, Terry Maguire, Elizabeth Noonan, National Forum for the Enhancement of Teaching and Learning in Higher Education, Ireland

Session G2

Institutional Innovation and Development with ICTs

Room No. 50, 1st floor

Chair: Alan Bruce, Universal Learning Systems, Ireland

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 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 Assessment 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

Session G3

Workshop

Room No. 97,
1st floor

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.

Session G4**Workshop**

Room No. 93-95,
1st floor

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.

Session G5**Poster Session**

Foyer, 1st floor

Chair: Cristina Stefanelli, UNIMED, Mediterranean Universities Union, Italy

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, Anita Macek, DOBA Faculty of Applied Business and Social Studies, 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 Duisburg-Essen – UDE, 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 Kozłowska, Gdansk University of Technology, Poland

Professional Skills in Management and Leadership, Entrepreneurship and Communication – The e-Profman Project

Natasa Ritonija, Nusa Lazar, Pedja Asanin Gole, Anita Macek, DOBA Faculty of Applied Business and Social Studies, Slovenia

Session G6**Training Session (The session lasts until 12:40)**Room No. 96, 1st floor**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 SessionCeremony Hall,
1st floor

Chair: Andrea Karpati, Eotvos Lorand University, Hungary

Traditions and Innovations: Getting the Right Mix

Michael Grahame Moore, Studiesenteret.no and The Pennsylvania State University, USA,
Cristobal Cobo, University of Oxford, Steve Wheeler, Plymouth University, United Kingdom

Conference Summary and Conclusions

Tony Bates, Tony Bates Associates Ltd., Canada

EDEN 9th Research Workshop 4-7 October, Oldenburg, Germany

Lisa Marie Blaschke and 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

