

# 12<sup>th</sup> International Conference on Technology Supported Learning & Training



The Leading International E-Learning Conference  
**Pre-Conference Forums,  
 Workshops & Seminars**  
 November 28 – December 1, 2006  
 Hotel InterContinental Berlin

Platinum Sponsor:



Gold Sponsors:



Silver Sponsors:



Conference Sponsors:



# Pre-Conference Forums - Tuesday, November 28, 2006

## 1<sup>st</sup> Annual Forum on E-Learning in the Automotive Industry Sector

Tuesday, November 28, 2006, Hotel InterContinental Berlin

### E-Learning in the Automotive Industry Sector An Innovative, Dedicated Forum at Online Educa Berlin

ICWE and X-Pulse E-Learning are pleased to invite you to a first-of-its-kind event, offering a unique, branch-specific venue for automotive manufacturers, their suppliers, and automation-technology agents to expand their expertise regarding the present and future of an industry in which the comprehensive utilisation of e-learning is taking centre stage.

E-Learning authorities from AUDI, Volkswagen Coaching, ZF Friedrichshafen, PHOENIX CONTACT, and other major companies will give experience-based presentations on the efficient application of e-learning, professional content creation, content sharing, and the deployment of e-learning as collateral

product information. Besides its educative function, the gathering will engender and foster the creation of new contacts. The forum will also provide adequate opportunities for, and an ambiance conducive to, high-level professional consultations.

- ✦ **Increasing cost advantages**
- ✦ **Strengthening cooperation**
- ✦ **Developing competitive advantages**

Participation fee for the Forum on E-Learning in the Automotive Industry Sector is € 290 (incl. 16% VAT, lunch & coffee breaks)

Book now via the [Online Registration form](#). Please note that the number of places are limited so early registration is recommended.

## European Cooperation in Education through Virtual Mobility Forum

Tuesday, November 28, 2006, Hotel InterContinental Berlin




Virtual Erasmus or Virtual Mobility schemes allow higher education students the opportunity to gain international experience while remaining at home. As mobility and internationalisation are becoming increasingly important in today's society, this is a significant evolution for those not able to enjoy a physical exchange. This has meant that there is a marked increase in the number of these Virtual Mobility schemes available to students supported by ICT. These schemes include joint course participation, virtual internships and all types of collaborative experiences with teachers and students in other countries.

But what are the practical realities of running such a scheme? How can you best prepare students and teachers for a Virtual Mobility experience in the educational context? What are the implications regarding resources and accreditation?

Student Mobility in a Digital World is reality. Each year tens of thousands of European students take part in exchanges and visits to other universities as part of their degree programmes, much of this supported by the Erasmus programme. All these students rely on ICT to support their studies, and also use the internet as a means of communication with teachers, family and friends. What is their experience of transferring to another university? Do they find technology making it easier or is it providing barriers? How well supported are they, can find courses online, can they access both universities' learning materials, does their student record and their credits gained transfer automatically with them? What are universities doing to address their needs?

This one day Forum brings together experts and prac-

tioners in the area of Virtual and Physical Mobility in an attempt to answer many of these questions. It is a mix of presentation and discussion formats, combining case examples and practical experience with discussions and brainstorming exercises in an effort to come up with clear advice and good practice that others can use in their own Virtual Mobility schemes. It is aimed at those managers, teachers and administrators who wish to set up Virtual Mobility schemes themselves and who are looking for both potential partners as well as practical information about setting up Virtual Mobility opportunities for students and supporting students in their present use of ICT. The purpose of the forum is to draw together check-lists, tips and useful information which will be included in the publications made by the Being Mobile and VICTORIOUS project teams organizing this event.

Call for "Resource People" for the Virtual Mobility Forum! The Being Mobile partners are currently looking for contributors to the Virtual Mobility Forum. [Find out more!](#)

This Forum is organised by the Being Mobile Project and VICTORIOUS Project teams, supported under the European Commission's Socrates Project, for more information about this project visit: <http://www.being-mobile.net> & <http://www.victorious-project.org>

Registration for this event is free and includes the cost of coffee and lunch. Book now via the [Online Registration form](#). Please note that the number of places are limited and so early registration is recommended, also that those participants attending from the 25 members states plus the 3 candidate countries of Romania, Bulgaria and Turkey have priority.

# Pre-Conference Forums - Wednesday, November 29, 2006

## Pre-Conference E-Learning for Defence and Security Forum

Wednesday, November 29, 2006, Hotel InterContinental Berlin

Following the success of last year's event, the 2<sup>nd</sup> high-level forum on 'E-learning for Defence and Security' is now being prepared and will be held at Online Educa in Berlin November 2006. The forum will be hosted by The New Security Programme of the Centre for Defence and International Security Studies. The New Security Programme conducts research into the new security environment and provides a forum for discussion of its implications for civil society. The global security environment has changed dramatically during the last fifteen years and new security conditions have created a need for new defence and security solutions. Nowhere is this more obvious than in the area of education and training. New defence and security systems are increasingly linked to e-networks. Whilst education and training are becoming increasingly complex, technology assisted learning now offers a range of possibilities in the security and defence sector.

In an increasingly interconnected global economy, the rapidly changing nature of security means that there is a growing need for e-learning and online training packages in many areas of civil society. Security awareness among employees, for example, can be greatly enhanced by appropriate corporate intranet programmes. Increasingly, the corporate world is realising that it is very much part of the new security environment and that e-learning can play an important role in developing new security solutions. This year's 'E-Learning for Defence and Security' will focus particularly on security-related applications of technology assisted learning in civil society. A major focus of the conference will be on training for emergency planning, resilience and response. Delegates at the conference will include security practitioners, solutions providers, academics and government officials.

### Key issues for discussion at the forum will include:

- ✦ Military and naval applications of e-learning
- ✦ Security applications of e-learning
- ✦ E-Learning and security awareness
- ✦ Emergency planning and e-learning
- ✦ Online training for resilience and recovery
- ✦ The business case for e-learning in defence and security
- ✦ Developing and marketing e-learning to the military and security establishment
- ✦ E-Learning and security cooperation
- ✦ Public / private sector cooperation
- ✦ Measuring success
- ✦ Network-centric warfare and e-learning
- ✦ Online training for crisis management
- ✦ Data, information and financial security
- ✦ Public internet security awareness – case studies of the UK and Finland
- ✦ Procurement, contracting and standards
- ✦ Securing applications
- ✦ Language, security and e-learning
- ✦ Major events and online training

### Participation Fee\*

Academic Rate: € 340

Corporate Rate: € 440

(\*includes lunch, coffee breaks, and publications)



Book now via the [Online Registration form](#). Please note that the number of places are limited so early registration is recommended.

## Pre-Conference Forum: Lifelong Learning Case Studies of Policy and Practice from the UK

**Wednesday, November 29, 2006, Hotel InterContinental Berlin**

Lifelong learning offers those in society a range of opportunities to further their learning at all ages and in many different contexts, whether formal or informal, at work, at home or through leisure activities. At national level, lifelong learning can contribute to a number of policy objectives including social issues such as inclusion and equality of opportunity, access and widening participation, as well as economic objectives such as enhancing employability and skills, promoting competitiveness and the knowledge economy. Successful delivery of lifelong learning depends on strong and effective relationships with many partners producing a range of solutions, blends of methods and techniques.

The UK has taken a leading role in promoting lifelong learning opportunities to its citizens resulting in a

range of policies, experiences and an infrastructure of provision that is worthy of review and examination and from which there are valuable lessons to be learned. The forum will include presentations from a range of UK agencies influencing lifelong learning policy and provision, as well as case studies that detail the practical impact of these initiatives on important sectors of the economy.

Participation fee for the Forum Lifelong Learning in the UK is € 240 (includes 16% VAT, lunch and coffee breaks).

Book now via the [Online Registration form](#). Please note that the number of places are limited so early registration is recommended.

# Pre-Conference Workshops and Seminars

## Wednesday, November 29, 2006

### Full Day Events

#### 1. Web Advanced Learning Technologies Workshop

▶ <b>Time</b>	09:30 – 16:30
▶ <b>Price</b>	€ 150 incl. VAT
▶ <b>Workshop Leader</b>	Dr. Mika Seppälä, University of Helsinki, Finland
▶ <b>Content</b>	The workshop will consist of presentations, demonstrations, and a hands-on session to showcase the results produced by the European project WebALT, Web Advanced Learning Technologies. Software and tools for the delivery of mathematical content in a variety of European languages will be presented. The workshop will consist of presentations by leading experts in the usage and development of technologies for e-learning and e-teaching of mathematics. The hands-on session will allow participants to review, test and try out a multilingual showcase of interactive exercises for mathematics and related software tools.
▶ <b>Target Audience</b>	<ul style="list-style-type: none"> <li>✦ Developers of e-learning platforms technologies interested in what works best for mathematics applications</li> <li>✦ Users of e-learning in mathematics who want to enhance teaching</li> <li>✦ Publishers wishing to include live mathematics in a number of languages</li> </ul>
▶ <b>Prerequisite Knowledge</b>	Participants are not expected to be versed in the technologies although some experience with e-learning is recommended.
▶ <b>Outcomes</b>	Insight into some of the latest technologies and products that enhance e-learning in mathematics

#### 2. Supporting the Co-Evolution of Interprofessional Communities of Practice (CoPs) for Workplace Learning

▶ <b>Time</b>	10:00 – 18:00
▶ <b>Price</b>	€ 150 incl. VAT
▶ <b>Workshop Leaders</b>	<p><b>The Montreal Band (TMB):</b></p> <ul style="list-style-type: none"> <li>✦ <b>Prof. Michael Bischoff</b>, University of Applied Sciences Lübeck, Germany</li> <li>✦ <b>Frank E. Akaiwa</b>, Indiana University, USA</li> <li>✦ <b>Dr. Benay Dara-Abrams</b>, Embyra, USA</li> <li>✦ <b>Maggie McPherson</b>, University of Leeds, UK</li> <li>✦ <b>Dr. Ann Shortridge</b>, University of Oklahoma-Tulsa, USA</li> </ul> <p>TMB is an international group with six members from four different countries who formed a high-performance community of practice in 2002 when they met the first time at the E-Learn in Montreal. The members of TMB are scientists and practitioners with different interdisciplinary backgrounds and a common interest in the co-evolution of human-computer interaction with practical applications in corporate development, learning and collaborative processes.</p>

**► Content**

The online pre-conference for the Online Educa workshop, “Supporting the Co-Evolution of Interprofessional Communities of Practice (CoP) for Workplace Learning” is intended to prepare participants for more effective engagement in the proposed face-to-face (f2f) workshop activities. The pre-conference experience is intended to build group identity and offer participants the experience of forming and cooperating in an online community, thereby becoming familiar with cooperative processes from a technical, intellectual, and personal organisational perspective. We believe that this will help active members of the group increase the effect and learning outcomes of the subsequent f2f workshop. Furthermore, this process will help to identify, discuss and refine topics to be discussed during the f2f workshop and to test the feasibility and practicality of tools and processes being used. The pre-workshop activities will allow participants to become familiar with some of the tools now available for CoPs which will make it easier for them to set up and run their own CoP after the f2f workshop ends. Finally, the pre-conference will be used to adapt the workshop agenda based on participant needs, skills and prior experience.

**Elements of the pre-conference:**

The pre-conference will take place asynchronously on a platform which will be supported and moderated by the members of The Montreal Band (TMB).

The platform will serve as a meeting point and as a forum to exchange ideas, interests and expertise. In addition, the use of this medium will help TMB workshop organisers refine presentations and sessions to meet participants’ needs and individual expectations prior to the actual event.

The pre-conference platform includes:

- ✦ a rapid introduction to and instruction on using the pre-conference platform
- ✦ personal pages to share participant profiles (CVs and bios)
- ✦ an exchange hub for sharing participants’ backgrounds - skills, experiences and expertise
- ✦ a blog area for personal statements concerning the workshop topic
- ✦ a presentation and file-sharing area where participants can share and present documents of interest
- ✦ communication areas, including discussion boards and a wiki where different aspects of the workshop will be discussed in detail
- ✦ a cross-linking area, which will help participants identify and search for each other by skills, experience or interests
- ✦ distribution of workshop materials

The pre-conference itself consists of one or two collaborative activities as preparation for the f2f workshop itself.

TMB will design this activity depending on participants’ profiles and desires. Participation in the online pre-conference or experience with the platform is not required for the workshop, but participants are strongly encouraged, if at all possible, to take advantage of this opportunity to engage in the preparatory event. In order to include participants in the pre-conference activity and to organise the collaboration, participants should register for the pre-conference as early as possible, preferably by the 1<sup>st</sup> of September and no later than the 10<sup>th</sup> of October, to be able to join in discussions with other workshop participants.

**Tools**

The platform for the pre-conference includes a collection of state-of-the-art ‘Communities of Practice’ software tools. The cooperation environment is especially designed for conferences, knowledge networks and CoPs. It uses an open source software framework and is application oriented and flexible, enabling continual optimisation and extension due to the state-of-the-art nature of the environment. This approach supports co-evolution of human and tool systems. The environment, as used for the pre-conference, is designed, supported and hosted by Embyra and will be customised for this particular application. During the pre-conference and the workshop the cooperation environment can, in some ways, be adapted and modified to meet the needs of participant cooperation. With these modifications, the platform can be used after the workshop as a platform for a common post-conference experience among participants and can support the operation of participant CoPs.

### Workshop

- 10:00** Welcome, introduction and presentation of TMB
- 10:15** Visionary Reflection - A Future of Unlimited and Ubiquitous Online Communication for Workplace Development (Presentation)
- 10:45** Session I: Icebreaker and Team-building Activity
- 11:00** Coffee Break
- 11:15** Short Presentation I: Cutting Edge Innovations for the Support of CoPs
- 11:30** Session II: Knowledge Cafe - Communication Among Professionals - Needs for Corporate Development and Worldwide Competition
- 12:30** Lunch Break
- 13:30** Short Presentation II: Technology Enhanced Learning for Professionals
- 13:40** Intrinsic Motivation of CoPs, Team Formation and Multiple Intelligences (Presentation)
- 14:00** Using Bodily-Kinesthetic Intelligence-Movement Activity
- 14:15** Session III: Forming and Running of CoP - Take Action to Form your CoP (Group Discussion, Metaplan Technique)
- 15:15** Rapid Introduction to CoP-Software and Strategies – including:- Strategy to use software tools and methods for CoP support- Presentation of a platform for CoPs and conferences
- 16:15** Coffee Break
- 16:45** Session III: Stepping from Reality to Virtuality in Workplace Learning – Online Conference for CoP-Development
- 17:15** Short Presentation III followed by plenary debate: The Future: Should it be “Knowledge Management” or the “Co-evolution of Workplace Learning”?
- 17:45** Post-Workshop Preparation and Farewell
- 18:00** Offered: Post-Workshop Meeting - Discussion and Formation etc.

#### ► Target Audience

This workshop is intended for professionals in corporate organisations or educational institutions as well as those who are self-employed, who would like to profit from cooperating with geographically-dispersed colleagues through online communities of practice. The workshop will support practitioners, facilitators, training professionals, and researchers in various application fields of technology-mediated cooperation, learning and knowledge work.

#### ► Prerequisite Knowledge

No prior participation in a community of practice is assumed, and the workshop does not assume that participants will have expertise in the technologies supporting online interaction and cooperation. This workshop will be highly interactive and is therefore appropriate for those at any level of experience with communities of practice and online cooperation methods and tools.

#### ► Outcomes

The participants will be introduced to high-performance online communities through demonstrations of community and cooperation tools and methods, some of which have been developed by the workshop leaders themselves and others that are off-the-shelf. At the completion of the workshop, participants will become members of one or more expert communities, representing their common interests. These communities will be supported and sustained online after the face-to-face component of the workshop ends.

### 3. Reusable Learning Objects: How to Unlock High Quality E-learning Content

▶ <b>Time</b>	10:00 – 18:00
▶ <b>Price</b>	€ 150 incl. VAT
▶ <b>Workshop Leader</b>	Dawn Leeder, University of Cambridge, UK
▶ <b>Presenters</b>	<ul style="list-style-type: none"> <li>+ Prof. Howard Chase, University of Cambridge, UK</li> <li>+ Dr. Heather Wharrad, University of Nottingham, UK</li> </ul>
▶ <b>Content</b>	<p>The workshop is part of an acclaimed national and international series (27 to date). Participants engage in hands-on activities and are facilitated to painlessly “unlock” their expertise and organise their content in a format suitable for multimedia development.</p> <p>This is a practical, hands-on workshop where participants find out at first hand the joys and challenges of RLO creation. The workshop focuses closely on teaching and learning issues rather than the technological ones and achieves this by group activities where participants actually create the specifications that are subsequently developed into RLOs.</p> <p>The content is developed on word documents that are blown up into A0 laminated posters. The results are archived to the website. Examples from previous workshops can be viewed at: <a href="http://www.ucel.ac.uk/workshops">http://www.ucel.ac.uk/workshops</a></p> <p><i>“Excellent workshop, stimulating, challenging”, “Very enjoyable, informative and well-organised”</i> - just some of the comments from workshop participants</p> <p>More information at: <a href="http://www.ucel.ac.uk/workshops/">http://www.ucel.ac.uk/workshops/</a></p> <p><b>Proposed workshop agenda:</b></p> <ul style="list-style-type: none"> <li>+ Introduction and outline of the day’s activities</li> <li>+ Learning Object Showcase</li> <li>+ How are learning objects made, shared?</li> <li>+ Where do we start? – Discussion. Identify broad topics suitable for development</li> <li>+ Small group brainstorming to narrow down ideas for learning objects development</li> <li>+ Interactive hands-on session. Working collaboratively on RLO poster templates to create content in small groups facilitated by roving presenters</li> <li>+ Presentation and discussion of group work. Results are captured digitally to be archived</li> </ul>
▶ <b>Target Audience</b>	Academics, researchers, developers, learning technologists and administrators who wish to create and share reusable learning objects to enhance teaching and learning.
▶ <b>Prerequisite Knowledge</b>	No pre-requisite knowledge is required and all materials will be provided. Participants should be willing to engage in hands-on activities.
▶ <b>Outcomes</b>	Participants will create and share their designs for learning objects. These will be digitally archived for subsequent download. Workshop packs contain documentation of templates, tools and processes.

## 4. Implementation of Sustainable E-Learning at Berlin's Universities

▶ <b>Time</b>	<b>10:00 – 17:00</b>
▶ <b>Venue</b>	Technical University of Berlin, Room H1035
▶ <b>Price</b>	<b>€ 100 incl. VAT</b>
▶ <b>Seminar Leaders</b>	<ul style="list-style-type: none"> <li>+ <b>Prof. Wilfried Hendricks</b>, Technical University of Berlin, Germany</li> <li>+ <b>Dr. Nicolas Apostolopoulos</b>, Free University of Berlin, Germany</li> </ul>
▶ <b>Content</b>	<p>In this workshop five institutions for higher education in Berlin will present their strategies for implementing sustainable e-learning structures. All of them receive a grant from the Federal Ministry of Education and Research for implementing long-term e-learning concepts.</p> <ul style="list-style-type: none"> <li>+ Free University of Berlin</li> <li>+ Humboldt University Berlin</li> <li>+ Technical University of Berlin</li> <li>+ Charité – Universitätsmedizin Berlin</li> <li>+ University of Applied Sciences for Technology and Economics Berlin</li> </ul> <p>Organisational and technical questions related to the design and implementation of a global strategy will be presented and discussed. A special focus will be drawn to the question of how to achieve sustainable structures for e-learning. Speakers will give an overview of what has been implemented at their organisation and which steps lie ahead. They will point out challenges and experiences identified during the process of implementation. Best practices will be presented live.</p> <p>Participants will get the opportunity to discuss with e-learning integrators, e-learning authors, teachers and IT-professionals.</p>
▶ <b>Target Audience</b>	The seminar is targeted at professionals and managers of e-learning projects in universities.
▶ <b>Prerequisite Knowledge</b>	No prerequisite knowledge is required.
▶ <b>Outcomes</b>	The audience will learn from the leaders of e-learning projects at different institutions of higher education in Berlin how to plan and to implement sustainable e-learning structures in a traditional university environment.

## 5. How to Produce an Instructional Module on the Internet - A Hands-On and Blended Learning Workshop for Teachers, Professors, Trainers and Educational Experts

▶ <b>Time</b>	<b>09:00 – 17:00</b>
▶ <b>Venue</b>	This workshop will take place at one of Berlin's universities
▶ <b>Price</b>	<b>€ 100 incl. VAT</b>
▶ <b>Workshop Leader</b>	<b>Sebastian Hoffmann</b> , Hoffmann & Reif Consultancy, Germany
▶ <b>Content</b>	<p>Content and methods of this workshop are action- and result-oriented and participants will actually produce e-learning content along the lines of a "Rapid eLearning Production" methodology. Before the face to face workshop will start, a trainer team will offer participants a short preparatory phase on the internet. During the workshop, the participants themselves will design e-learning course modules, with every individual result not only to be produced but also to be published on-the-fly on the internet. A follow-up phase on the internet will help to consolidate the workshop results. Related to each personal achievement, a certificate may be awarded.</p> <p>There will be an e-learning platform made available, on which participants can prepare themselves for the workshop by viewing and studying workshop relevant resources. With this approach participants can prepare themselves better and eventually will have a greater output from the workshop. Participants are guided to publish their e-learning course module to be produced on their PCs. Each participant will become the owner of a designated personal space on an e-learning platform. Here he/she will produce and publish his/her own e-learning module with the help of a cutting-edge Open Source based Learning Content Management System.</p> <p>The workshop will include an introductory presentation on instructional design and web publishing. Then follows a live demonstration and hands-on exercises on the internet. Based on this warming-up phase, the participants are coached by the trainers to produce and publish their own e-learning course module. This is done by taking digitalised teaching material and aids such as text, graphics, photos, transparencies, etc., which the participants bring in from their actual lessons or seminars and by using this material for constructing an e-learning module. A maximum of 20 workshop participants will make this workshop a very intensive exercise.</p>
▶ <b>Target Audience</b>	<p>Workshop participants are educationalists, teachers, trainers, HRD experts and professors, who appreciate a workshop in which their active participation is required and who want to get insights into e-learning and web-based course production.</p> <p>The participant's project will be assessed through an online assessment procedure.</p>
▶ <b>Prerequisite Knowledge</b>	Participants are familiar with working on a PC on the internet and instructional design. Every participant has to bring teaching material such as text, graphics, photos, transparencies, etc., related to the subject she/he is teaching in a digital format to the workshop.
▶ <b>Outcomes</b>	<p>The participants will apply newly acquired knowledge to their teaching and training practice. They will perform the following tasks (outcome in brackets):</p> <ul style="list-style-type: none"> <li>✦ to practise a Rapid E-Learning methodology for courseware development (course module);</li> <li>✦ to author a WebQuest document (WebQuest);</li> <li>✦ to publish instructional content on an e-learning platform (course home page);</li> <li>✦ to experience blended learning (documented learning interaction);</li> <li>✦ to teach online (tutor messages);</li> <li>✦ to use online evaluation tools (online evaluation forms).</li> </ul>

## Wednesday, November 29, 2006

### Half Day Events: Morning

#### 6. Approaches for Informal Learning in Small and Medium Enterprises

▶ <b>Time</b>	10:00 – 13:00
▶ <b>Price</b>	€ 80 incl. VAT
▶ <b>Seminar Leader</b>	Graham Attwell, Pontydysgu, UK
▶ <b>Presenters</b>	<ul style="list-style-type: none"> <li>✦ <b>Anthony Busk</b>, Knowledge Base (UK)Ltd, UK</li> <li>✦ <b>Lilia Efimova</b>, Telematica Institute, The Netherlands</li> <li>✦ <b>Jacqueline Hall</b>, Knowledge Base (UK) Ltd, UK</li> <li>✦ <b>Renée Filius</b>, University of Utrecht, The Netherlands</li> <li>✦ <b>Margaret Simmonds</b>, MRS Consultancy Ltd, UK</li> </ul>
▶ <b>Content</b>	<p>Previous research has indicated that formal learning activities, such as online courses and face-to-face training are, in many cases, not appropriate for small and medium enterprises (SMEs).</p> <p>In this seminar several alternative approaches for supporting learning in SMEs will be presented and discussed. The content of the seminar will range across the following areas: fundamental issues in the development of appropriate learning contexts and environments for SMEs, necessary conditions for learning and guidelines for supporting informal learning in SMEs, appropriate models and ICT-tools for informal learning (such as the use of social software for learning purposes). Different practical examples of the use of technology enhanced informal learning in different sectors will illustrate the potential for supporting this kind of learning in small and medium enterprises.</p> <p>The seminar will start with a general overview of principles for informal technology enhanced learning. Several projects and practices will be presented simultaneously to small groups of participants, over several rounds. Each round of presentations will be followed by group discussion of the lessons learned from the experience of the project. At the end the different participant groups will have seen all the projects, and at this point they will have the opportunity to compare and contrast their lessons learned with lessons learned from other groups.</p> <p>The following projects will participate:</p> <ul style="list-style-type: none"> <li>✦ <b>Work and Learn Together</b> aims to form communities of practices for SMEs in the tourist sector (national and international): <a href="http://www.worklearntogether.org/">http://www.worklearntogether.org/</a></li> <li>✦ <b>Inflow</b> seeks to develop a model(s) for the identification and extention of informal learning taking place within SMEs, and for recording the evidence of this informal learning: <a href="http://www.inflow.eu.com/">http://www.inflow.eu.com/</a></li> <li>✦ <b>Elearn2Work</b> is providing practical answers to questions around the rejection of conventional training initiatives, the failure to capture the interest and commitment of employers using established providers and the role of e-learning and attractive informal learning measurement: <a href="http://www.elearn2work.org/">http://www.elearn2work.org/</a></li> <li>✦ <b>RUSMECO</b> aims to support Russian SMEs in areas of business development and collaboration by building up virtual Communities of Practice between three Russian SME networks on R&amp;D topics: <a href="http://www.rusmeco.net/">http://www.rusmeco.net/</a></li> </ul>
▶ <b>Target Audience</b>	Practitioners, academics and researchers with interest in alternative ways of learning, such as informal learning, communities of practice, social software for learning, professional development and SMEs.
▶ <b>Prerequisite Knowledge</b>	To benefit most, participants should have basic knowledge of informal learning, communities of practices and social software.
▶ <b>Outcomes</b>	<ul style="list-style-type: none"> <li>✦ Increased knowledge about principles for informal technology enhanced learning</li> <li>✦ Increased knowledge about the factors of success and failure of informal learning in SMEs.</li> </ul>

## 7. Small World - Global Classrooms: Exploring the Potential and Advantages of Fully Online Global Learning Communities

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>Free of charge to conference participants</b>
▶ <b>Seminar Leaders</b>	<ul style="list-style-type: none"> <li>✦ <b>Rick Bennett</b>, University of New South Wales, Australia</li> <li>✦ <b>Andy Polaine</b>, University of New South Wales, Australia</li> <li>✦ <b>Vince Dziekan</b>, Monash University, Australia</li> <li>✦ <b>Simon McIntyre</b>, University of New South Wales, Australia</li> </ul> <p>All four seminar-leaders are academic staff from universities in Australia as well as remaining practising artists and designers in areas of graphic design, interactive media, photomedia and web design. Through an ongoing research project titled Omnium, they have been actively involved since 1998 in investigating the potential fully online communities have for education; especially (although not exclusively) for visual arts and design disciplines. Despite being geographically distanced, they frequently work together on global online learning community projects and have since published and presented together at numerous international e-learning and visual arts conferences and seminars.</p>
▶ <b>Seminar Introduction</b>	<b>Prof. Gilly Salmon</b> , University of Leicester, UK
▶ <b>Content</b>	<p>The internet revolution has not only produced a wide variety of web communities, but also given rise to a culture of distanced individuals connecting online to benefit from each other's collaborative interactions. What has eventuated is a highly connected global society that frequently uses web-technologies to enhance nearly every facet of day-to-day life. Education should not isolate itself from such communal and collaborative potential, and 'classrooms' that are inter-locational and have multi-cultural enrolments offer amazing cross-disciplinary opportunities for both students and teachers alike.</p> <p>However, preparing fully online global learning communities, to make the most of the advantages they offer, can at first appear daunting. For example, how can effective learning and teaching take place when students and teachers are in totally different locations and will most likely never meet? How can fully online communities avoid the 'isolation of participants' that is often prevalent in traditional distance learning modes?</p> <p>This half-day, free seminar, presented in four parts, explores a wide range of issues to consider when preparing and hosting fully online communities for learning and teaching. It includes structured examples of online curriculum preparation and teaching approaches; suitable technology choices; and approaches to online learning and teaching that respond to an ever-expanding demand for flexible and global delivery.</p> <p>The audience will have the opportunity to witness numerous case studies from nearly a decade of research by <a href="#">The Omnium Project</a> (Australia) into online collaborative learning and teaching (particularly in the visual arts and design). They can contribute to discussions on a variety of important theoretical viewpoints and practical applications of collaborative approaches to online learning and teaching. These range from undergraduate and postgraduate issues, through to integration between education and multi-disciplinary professional practice. The seminar aims to help anyone interested in forming and hosting fully online global learning communities.</p> <p><b>Part One: Research:</b> Enabling Collaborative and Creative Education Through Fully Online Global Learning Communities</p> <p><b>Part Two: Teaching and Learning:</b> Preparing and Teaching in a Fully Online and Communal Context</p> <p><b>Part Three: Postgraduate Supervision:</b> Hosting Local and Global Online Communities to Enhance the Postgraduate Experience</p> <p><b>Part Four: Life-Long Learning:</b> Education Meets Professional Practice via Fully Online Global Communities</p>

▶ <b>Target Audience</b>	Educators, teachers, education consultants, students, curriculum designers, e-learning researchers, senior management in education, e-learning software designers.
▶ <b>Prerequisite Knowledge</b>	Delegates need have no prior knowledge of online learning or teaching. In fact, the seminar aims to be of particular interest to those curious or interested in the potential of forming and facilitating fully online communities for the first time. However, those people with either basic or significant experience of e-learning will also find this seminar beneficial and can enhance the session through the discussion and debate segments.
▶ <b>Outcomes</b>	Participants will be able to join the seminar leaders' team in discussing issues related to the four sequential components of this session. The seminar aims to help equip delegates with ideas and strategies for collaborative approaches to learning and teaching at a range of educational levels. The case studies described within the session will illustrate both pedagogical and technical innovations for teaching fully online classes in either a local or global context. The seminar will be accompanied by a full paper with hyperlinks, for delegates to further explore the case studies and issues addressed within the seminar.

## 8. It's Not About Learning, It's About Doing: Creating Your Own User-Centric Solutions

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>€ 80 incl. VAT</b>
▶ <b>Workshop Leader</b>	<b>Jonathon Levy</b> , The Monitor Group, US
▶ <b>Content</b>	Last year Cisco and Monitor developed an entirely new model to allow users to access knowledge along their own preferred pathways, essentially turning the knowledge worker into the subject matter expert (SME). The breakthrough design combines several learning and brain theories and integrates existing online technologies in a user-centric way. The reflective and intuitive learning models combine with lively visual metaphors and game-based mini SIMS to speed time to task and increase internalisation of new knowledge. In this workshop, participants will see actual examples of this next-generation learning design and are encouraged to bring examples of difficult content which can be used to brainstorm ways to apply the new design model to that content.
▶ <b>Target Audience</b>	Professionals responsible for providing, creating, and/or delivering online learning programs.
▶ <b>Prerequisite Knowledge</b>	Some knowledge of learning theory and/or principles of online learning design.
▶ <b>Outcomes</b>	Participants will learn next-generation design techniques, including how to: <ul style="list-style-type: none"> <li>✦ Blend and orchestrate different learning techniques and technologies in a new user-centric way</li> <li>✦ Design next-generation capabilities into their current online learning programs</li> <li>✦ Partner with suppliers in a new way to produce next-generation online learning and tools at an affordable cost</li> </ul>

## 9. Initiatives to Facilitate Equity of Access for the Disabled Supported by Online Services

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>Free of charge to conference participants</b>
▶ <b>Seminar Leader</b>	<b>Sharon Kerr, Macquarie University, Australia &amp; Dr. Vladimir Matvievsij, Innovative Educational Center, Moscow, Russia</b>
▶ <b>Content</b>	<p>This seminar brings together two initiatives aimed at facilitating equity of access for the disabled supported by online services.</p> <p>The first is M-CAS presented by Sharon Kerr from Macquarie University, Australia. Macquarie Customised Accessibility Services (M-CAS) has been established to ensure that students with disabilities in Australian higher education institutions are provided with equitable access to the educational experience. M-CAS is a centralised national service used by universities throughout Australia.</p> <p>M-CAS is effectively facilitating equity of access to education for students with various disabilities. Clients are studying at undergraduate and postgraduate levels, completing subjects such as law, commerce, statistics, psychology and phonology and have a range of disabilities including sight impairments, hearing impairments, learning disabilities and mobility/physical disabilities such as cerebral palsy and quadriplegia. CFL is seeking to establish other centralised services internationally based on the M-CAS model.</p> <p>Jochen Dreher, a German international student who used M-CAS whilst studying in Australia in 2004, will present an end-user perspective of M-CAS.</p> <p>The second initiative will be described by Dr. Vladimir Matvievsij from the Innovative Educational Center, Moscow, Russia and will feature the work being led by Dr. Matvievsij focused on the personal growth and personal development of children with the most severe disorders: Attention Deficit Hyperactivity Disorder (ADHD), Autism and Infantile Cerebral Paralysis. It seems strange, but children with such disabilities are very much aware of the lack of and the need for personal growth, personal development. During this part of the workshop, participants will learn how to push their passion for personal growth and how to keep it going with the use of ICT, and how to transform the experience of learning school subjects. This will include examples and demonstrations of the long-term research remarkable from a therapeutical and educational point of view.</p> <p><b>Agenda:</b></p> <p>10.00 – 11.15 Sharon Kerr, Macquarie University, Australia and Jochen Dreher</p> <p>11.15 – 11.45 Coffee</p> <p>11.45 – 13.00 Dr. Vladimir Matvievsij from the Innovative Educational Center, Moscow, Russia</p>
▶ <b>Target Audience</b>	Academics and education providers interested in issues of equity of access to education for students with disabilities. Administrators needing to ensure legislative compliance to accessibility related requirements. Strategists, Experts, Educators, Educational Technologists, Tool Developers, Cognitive Trainers, Social Workers, Researches and Practitioners with own experiences in coaching children with Learning Disabilities, including ADHD, autism, infantile cerebral paralysis.
▶ <b>Prerequisite Knowledge</b>	No prerequisite knowledge required. This is an opportunity to learn and share.
▶ <b>Outcomes</b>	In attending the first part of this seminar, participants will have the opportunity to work through the issues and challenges of accessibility facing students with disabilities and educational institutions and to learn about the M-CAS approach for overcoming these. During the second part they will be able to practise identifying personal growth responses of children with disabilities presented in video files, to build a scenario to initiate and develop personal growth responses and to search for examples of Assistive Technology.

## 10. eLene-EE (Economics of eLearning)

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>€ 80 incl. VAT</b>
▶ <b>Seminar Chairman</b>	<p><b>Dr. David Castillo</b>, Open University of Catalonia, Spain</p> <p>Economics of e-learning - eLene EE is a project being run within the European network eLene (<a href="http://www.elene-tt.net">www.elene-tt.net</a>) and is supported by DG Culture and Education. The seminar leaders will be highly qualified researchers participating in the project as work package leaders.</p>
▶ <b>Content</b>	<p><b>Economics of elearning - eLene EE</b></p> <p>How much does it really cost to set up and run a virtual campus? What impact does e-learning have on student performance and what are the possible spill-over effects? What indicators do we have at our disposal to track the efficiency of e-learning? Can e-learning help to bridge the digital divide?</p> <p>We all know these are important issues that need to be addressed. The economics of e-learning was identified as a key priority at the Virtual Campuses consultation workshop held in Brussels on 23rd of November 2004. In the same spirit this workshop aims to discuss virtual campuses, teaching methods in education based on ICT and their economic effects on society. Through discussions and sample scenarios the seminar will focus on four major questions:</p> <ol style="list-style-type: none"> <li>1. Is e-learning an efficient use of resources, i.e. what are the main benefits and costs for society? Although an investment may be beneficial for one stakeholder, it might not be beneficial for another.</li> <li>2. Does ICT affect student performance and, if so, does the use of ICT affect student performance differently depending on the subject? These are two important questions that need attention in order to ensure quality and efficient training in virtual mobility.</li> <li>3. What indicators do we have at our disposal to track the efficiency of e-learning?</li> <li>4. What are the main explanations of digital divides in matters of performance? Why do some institutions, students, and countries perform better than others? ICT may enhance social exclusion and different groups within society may not benefit from these technologies.</li> </ol> <p><b>Proposed workshop agenda:</b></p> <ul style="list-style-type: none"> <li>✦ Pre-seminar discussion as an online forum for participants</li> <li>✦ Basics and definitions, common understanding and goals of this workshop</li> <li>✦ Short presentations: state-of-the-art research and outlines of the eLene-EE research approach (see above)</li> <li>✦ Workgroups around the four topics :       <ul style="list-style-type: none"> <li>✦ Costs and benefits of e-learning</li> <li>✦ Student performance</li> <li>✦ Indicators of e-learning</li> <li>✦ Digital divides</li> </ul> </li> <li>✦ General discussions of the outcomes</li> <li>✦ Next steps: A broader network in the area of economics of e-learning? Dissemination of the outcome: The results of the workshop will be published on the eLene-EE (<a href="http://www.elene-ee.net">www.elene-ee.net</a>) site. Post-seminar online forum will be open for participants for evaluation and continuing contact.</li> </ul>
▶ <b>Target Audience</b>	University teachers, researchers, e-learning designers, learners, financiers, decision makers, economists and other stakeholders in a future virtual campus.
▶ <b>Prerequisite Knowledge</b>	The participants should have previous experience in distance learning, regional development or as a researcher in a relevant area (economics of education, economics of innovation and technical change, digital divide, distance learning etc.).
▶ <b>Outcomes</b>	Participants will be able to join and discuss with a team focusing on Economics of e-learning and will be asked to actively challenge and contribute views held by eLene-EE project members. Introduction, reflection and conclusions will be discussed in plenum. The outcomes from the workshop will also be published on eLene-EE's website <a href="http://www.elene-ee.net">www.elene-ee.net</a> . Post-workshop discussion groups will be held with the participants.

## 11. E-Learning in Development Cooperation – Impacts Achieved and Lessons Learned

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>Free of charge to conference participants</b>
▶ <b>Seminar Leaders</b>	<ul style="list-style-type: none"> <li>+ <b>Dr. Günter Podlacha</b>, InWEnt, Germany</li> <li>+ <b>Frank Dubert</b>, GTZ, Germany</li> </ul>
▶ <b>Content</b>	<p>This workshop will be organised jointly by the three German development cooperation agencies DED, GTZ and InWEnt. All three agencies will organise the participation of representatives from prominent e-learning initiatives in Africa, Asia and Latin America.</p> <p>Advanced learning technologies for educational systems are high on the agenda in Africa, Asia and Latin America. Governments and donor agencies look at them as one of the prevailing options to achieve the Millennium Goal, "Education for All".</p> <p>The introduction of technology is either likely to fail or the benefits will only be few without combining the introduction of the new technologies with the building of necessary skills to operate and maintain the new technologies and without developing the appropriate organisational infrastructures in which the newly acquired skills become embedded. This is the reason why capacity development embraces both human resources and institutional development in recent German development cooperation projects.</p> <p>In this session we will present the impact of e-learning initiatives in development cooperation - furthermore the preconditions to achieve the goals and lessons learned.</p>

## 12. Creating Games for E-Learning

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>€ 80 incl. VAT</b>
▶ <b>Workshop Leader</b>	<b>Nathan Kracklauer</b> , Enspire Learning, USA
▶ <b>Content</b>	<p>In this workshop, participants will prototype a learning game. There has been a lot of talk about using games for learning and with good reason. Games are fun because they involve learning and learning is intrinsically fun. The trouble is, education and training frequently do not involve true learning. And most training organisations do not have the expertise necessary to develop playable games that actually teach something.</p> <p>The workshop will begin with a brief discussion of why games and simulations make such powerful learning experiences. Then, participants will be challenged to design and prototype a learning game for a specific learning objective. Teams of four will receive different objects that must be incorporated as artificial constraints to support the ideation process. After 90 minutes, teams will present their designs to each other and then discuss the experience. The facilitated debrief will allow participants to discover general principles and processes of game design for learning. Depending on the composition of the class, the guided discussion may focus on different topics, including game design, game implementation, how to align a game-based learning approach with a corporate culture, and how to hire and train a training team that can successfully implement game-based instructional design.</p> <p><b>Proposed Agenda:</b></p> <ol style="list-style-type: none"> <li>1. Welcome and set expectations</li> <li>2. Discuss: why use games for learning?</li> <li>3. Participate in game design activity</li> <li>4. Present prototypes</li> <li>5. Debrief</li> <li>6. Q&amp;A</li> </ol>
▶ <b>Target Audience</b>	This workshop will be useful to instructional designers of all levels, whether or not they have game design experience.
▶ <b>Prerequisite Knowledge</b>	Experienced practitioners of instructional systems and trainers will benefit most from this experience. A basic interest in and excitement about game-based learning is a prerequisite.
▶ <b>Outcomes</b>	After taking part in this workshop, participants should be able to prototype basic games for learning to be applied in a classroom setting or to serve as the basis of an online game. Participants who do not intend to apply game design themselves will learn how to evaluate learning game designs.

## 13. Raising Visibility - Breakthrough Uses of E-Learning, a workshop sponsored by Blackboard

▶ <b>Time</b>	<b>10:00 – 13:00</b>
▶ <b>Price</b>	<b>Free of charge to conference participants</b>
▶ <b>Workshop Leader</b>	<b>Tim Collin</b> , Blackboard, EMEA
▶ <b>Content</b>	<p>Join Blackboard for an executive workshop at Online Educa Berlin 2006 designed specifically for senior executives, such as Heads of E-Learning and Chief Information Officers. The focus of this session is to explore strategic uses of e-learning to achieve institutional goals.</p> <p>Our session will feature distinguished guest speakers, who will share their perspectives and practical experiences in creating successful, breakthrough e-learning programs. Following our speakers' presentations, we will engage in a question-and-answer session and group discussion where you will have the opportunity to exchange successful e-learning strategies and confer about future goals.</p>
▶ <b>Target Audience</b>	Senior executives, such as Heads of E-Learning and Chief Information Officers.

# Pre-Conference Workshops and Seminars

## Wednesday, November 29, 2006

### Half Day Events: Afternoon

#### 14. Welcome to Online Educa Berlin 2006: An Introductory Seminar for Newcomers

▶ <b>Time</b>	15:00 – 17:00
▶ <b>Price</b>	€ 80 incl. VAT
▶ <b>Seminar Leader</b>	Free of charge to conference participants
▶ <b>Presenters</b>	Sally Reynolds, ICWE/ATiT, Belgium
▶ <b>Content</b>	<p>This seminar is intended for people attending Online Educa Berlin for the first time. The objective is to allow new participants to introduce themselves and explain their interests and background as well as what they hope to achieve by attending the conference. The seminar will be attended by members of the Conference Steering Committee as well as several conference chairpeople, it will also include a short presentation about the conference agenda, the aims and objectives of the Online Educa Conference as a whole and a brief introduction to some of the issues and topics on the conference agenda.</p> <p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>✦ Welcome and introduction of all participants</li> <li>✦ Background to Online Educa Berlin conference, its purpose and history</li> <li>✦ Introduction and explanation of the conference agenda, how it works and how to get the most out of the event</li> <li>✦ Description of special features and networking opportunities at OEB06</li> <li>✦ Tips and suggestions as to how you can meet your conference objectives</li> </ul>
▶ <b>Target Audience</b>	This seminar is intended for first-time attendees of Online Educa who are interested in meeting other participants and finding out more about the conference agenda.
▶ <b>Prerequisite Knowledge</b>	None
▶ <b>Outcomes</b>	This seminar is intended as an ice-breaker. By the end of this seminar, people attending Online Educa for the first time should have made a number of contacts with other participants and should be in a better position to network generally at the event. In addition, they should also understand the agenda fully and be in a good position to navigate their way through the conference for the following two days.

## 15. Podcasts and e-tivities for Enriching E-learning Experience: Pedagogical Design and Technical Implementation

▶ <b>Time</b>	15:00 – 18:00
▶ <b>Price</b>	€ 100 incl. VAT
▶ <b>Workshop Leaders</b>	<ul style="list-style-type: none"> <li>✦ <b>Dr. Palitha Edirisingha</b>, University of Leicester, UK</li> <li>✦ <b>Prof. Gilly Salmon</b>, University of Leicester, UK</li> </ul>
▶ <b>Content</b>	<p>Podcasting and MP3 players are new to education, yet already widely used by students for entertainment. The academic community is showing a strong interest, with at least 20 experiments in the UK already. We urgently need to develop pedagogical models to use in supporting and enhancing students' motivation and learning through Podcasting.</p> <p>The workshop will offer the participant to gain knowledge and insight into how the student learning experience can be improved through Podcasts. Participants will have the opportunity to develop their pedagogical and technological skills and knowledge in developing podcasts for their immediate use in teaching and learning.</p> <p>The content and the activities for the proposed workshop emanate from a UK-wide research project aiming to develop a pedagogical model for an enriched learning environment through the use of personal broadcasting (MP3 technology) and online collaboration (e-tivities built on 5-stage model).</p> <p><b>Proposed workshop agenda:</b></p> <ul style="list-style-type: none"> <li>✦ a short overview of student learning experience through the blend of podcasts and e-tivities in the multi-disciplinary study among 4 UK universities (a short introduction)</li> <li>✦ review of a variety of examples of podcast and e-tivity developed through the UK national study, and sharing own experience and expertise in using podcasts. (group work)</li> <li>✦ consider how Podcasts and e-tivities can be developed for participants' own teaching in disciplines (group work)</li> <li>✦ develop podcasts and e-tivities (hands on activities)</li> <li>✦ experiment with recording Podcasts and integrating into VLEs (hands on activities)</li> <li>✦ consider a framework to evaluate the pedagogical outcomes of podcasts and e-tivities (group work)</li> </ul>
▶ <b>Target Audience</b>	<ul style="list-style-type: none"> <li>✦ Lecturers of any subject discipline, learning resource centre staff, student support staff, who wish to explore the potential of low-cost technologies for their teaching and learner support</li> <li>✦ Experienced practitioners interested in sharing and extending their experiences</li> <li>✦ Researchers interested in methodologies to capture student learning through mobile learning</li> </ul>
▶ <b>Prerequisite Knowledge</b>	To benefit most, participants should have a basic understanding of using a VLE (e.g., Blackboard, WebCT, Moodle) either as a teacher or a learner.
▶ <b>Outcomes</b>	<p>Participants will gain:</p> <ul style="list-style-type: none"> <li>✦ a knowledge and understanding of mobile learning technologies in a variety of educational settings</li> <li>✦ an appreciation of the beneficial effects of both podcasts and e-tivities and how they can be integrated into an institutional VLE</li> <li>✦ an insight into a variety of podcast applications in higher education</li> <li>✦ practical skills in developing podcasts in conjunction with e-tivities</li> <li>✦ skills and knowledge of tools involved in integrating Podcasts into VLE</li> <li>✦ an understanding of collecting and analysing data related to student learning</li> </ul>

## 16. Transforming Training to Learning in Education and Companies

▶ <b>Time</b>	15:00 – 18:00
▶ <b>Price</b>	€ 80 incl. VAT
▶ <b>Seminar Leader</b>	Jef Staes, FeNESTRA bvba, Belgium
▶ <b>Content</b>	<p>The education sector and companies are forced to increase their agility in order to keep up with a global economy and society driven by innovation. Both face the same challenge: adapt to the new global reality that drives on change and innovation or make room for others who can.</p> <p>Both companies and the education sector invest a lot of money in training and education but at the same time they do not succeed in adapting to the new (global) environment fast enough. The questions we should ask ourselves are : Who is to blame? Is there too much resistance to change or 'just' lack of learning vision?</p> <p>During this session we want to bring participants from the educational sector and companies together and reflect on real learning. We will explore similarities between the world of education and the world of companies. By creating a common understanding of the words 'learning &amp; innovation' we will stimulate a reflection with and between the participants about the similar changes needed in the education sector and companies. What changes are needed to create the right environment for real learning?</p> <p><b>Seminar Topics:</b></p> <ul style="list-style-type: none"> <li>✦ <u>The Information an Innovation age</u> Create an insight into the dynamics of this new age, the resistance to change and the increasing number of conflicts in organizations.</li> <li>✦ <u>Red Monkey® Innovation Management</u> A compelling story about innovation and how to make a success out of your most challenging change projects.</li> <li>✦ <u>AAA-Learning®</u> A mental model for learning that will make people understand why we have to leave the training and education paradigm and replace it by blended learning processes where classroom training, e-learning and knowledge management meet in harmony. A new developed learning program will be used as an example to explain AAA-Learning®.</li> <li>✦ <u>Jeff's Law® and the Engine of Innovation® Compass</u> Blended learning is only possible in the right organizational culture. This topic will handle 4 prerequisites for learning and innovation.</li> <li>✦ <u>Chief Learning Officers at the helm of learning</u> The new learning paradigm demands for a new role in both companies and organizations. The learning officer is the incarnation of this role. This topic will give an insight in his responsibilities by using the AAA-Learning® concept.</li> </ul>
▶ <b>Target Audience</b>	<ul style="list-style-type: none"> <li>✦ Corporate Training &amp; Development Executives</li> <li>✦ Chief Learning Officers and Corporate University Managers</li> <li>✦ Human Resources Executives</li> <li>✦ Deans &amp; Directors from Universities and the Higher Education Sector</li> <li>✦ Trainers and Teachers</li> </ul>
▶ <b>Prerequisite Knowledge</b>	To benefit most, participants are looking for answers in how to create new learning environments in education or companies. They should experience, in practice, the need for change.
▶ <b>Outcomes</b>	Participants will have new insights into how learning organisations are created and will have some practical tools that can be used to start the change process.

## 18. Open Access – An Overview of Approaches by JISC and SURF

▶ <b>Time</b>	<b>15:00 – 18:00</b>
▶ <b>Price</b>	<b>€ 80 incl. VAT</b>
▶ <b>Workshop Leaders</b>	To be confirmed
▶ <b>Content</b>	An introduction about current Open Access trends, developments and initiatives and an exchange of example activities by JISC, SURF and others; a discussion about next steps to take to sustain and support the open access to information with a powerful e-infrastructure and reliable services.
▶ <b>Target Audience</b>	All who are concerned about the open availability of information in higher education and research and beyond.
▶ <b>Prerequisite Knowledge</b>	An interest in 'open information' issues.
▶ <b>Outcomes</b>	A better informed view on current Open Access trends, developments and results. Deeper understanding of development in practice, the partners involved and a view on possible collaborative future approaches.

## 19. Communicate, Collaborate & Share: Adding Value in Education Through Technology - a workshop sponsored by Microsoft

▶ <b>Time</b>	<b>15:00 – 18:00</b>
▶ <b>Price</b>	<b>Free of charge to conference participants</b>
▶ <b>Workshop Leaders</b>	<b>Remco Ploeg</b> , Consultant Microsoft Education Solutions, The Netherlands
▶ <b>Content</b>	<p>Collaboration is increasingly important to Educational Institutions worldwide. Building on the successful Office Platform Microsoft is now launching Microsoft Office System 2007, an integrated suite of applications to address the New World of Work.</p> <p>Completed by Portfolio Management, Content Authoring, Assessment, Content Management and extensive options for Synchronous and Asynchronous communication using familiar tools like Wiki's, Blogs and Messenger the Sharepoint platform is a viable alternative to proprietary eLearning platforms.</p> <p>During this workshop, the presenter will show some real life Educational scenario's from existing customers that explain how educational institutions use this Integrated Innovation of the Microsoft stack.</p> <p>We will present and demonstrate Sharepoint and the new Microsoft Office System 2007 including options for Portfolio Management, Content Authoring, Assessment, reporting and Collaboration. If you want to learn how to make the most use of Microsoft applications in an Educational setting, come along to this free workshop and gather the knowledge to go back to your institutions and get real results, really fast.</p>

## 20. Enhancing E-Learning Networking Through Games with LEGO™ Bricks

▶ <b>Time</b>	15:00 – 18:00
▶ <b>Price</b>	€ 80 incl. VAT
▶ <b>Workshop Leaders</b>	<ul style="list-style-type: none"> <li>✦ <b>Timo Ovaskainen</b>, University of Jyväskylä/elTrio, Finland</li> <li>✦ <b>Timo Rainio</b>, Technology Centre Hermia Ltd, Finland</li> <li>✦ <b>Tuija Korpela</b>, ILS (The Industrial Learning Space Ltd), Finland</li> </ul>
▶ <b>Content</b>	<p>The workshop demonstrates an interactive game situation where participants will go through different networking problems in e-learning by playing game tasks with LEGO™ bricks.</p> <p>The game situation consists of modules. In each module players are activated to solve different challenges of interaction in e-learning development networks. The networking challenges deal, for example, with communication, content production and deployment of e-learning solutions.</p> <p>There are two roles in the games situation: active players and an interactive audience. The players are divided in three round tables, ten in each table, where they create an e-learning network according to instructions from the three game leaders. (Each player has an essential role for others.) The goal of the network is to define e-learning solutions for customers. The game tasks will be performed according to the instructions given by game leaders. Players change their network roles during the game situation. The e-learning solutions will be invented using the LEGO™ bricks and the production process is simulated by moving the LEGO™ bricks around. The audience has an interactive role and can influence the game situation by bringing up and evaluating problems. The audience also directly affects the game situation. The instructions and game development will be shown with three beamers.</p> <p><b>Agenda:</b>        (After each game situation the interaction is commented on by the game leaders. There is also a discussion with the interactive audience.)</p> <p><u>Orientation, background and game instructions</u></p> <ul style="list-style-type: none"> <li>Game situation 1: Creating a network</li> <li>Game situation 2: Cooperation in networks, content production and knowledge creation</li> </ul> <p>Coffee break</p> <ul style="list-style-type: none"> <li>Game situation 3: Change of the organisation's role in networks</li> <li>Game situation 4: Challenges of coordination in different networks</li> </ul> <p>End discussion</p>
▶ <b>Target Audience</b>	E-Learning customers and organisations offering e-learning services and aiming to develop successful networks.
▶ <b>Prerequisite Knowledge</b>	Participants should have a beginner's level knowledge of e-learning. The workshop will most benefit participants who are creating or developing their own networks e.g. for e-learning, shared content production or other e-learning activities.
▶ <b>Outcomes</b>	<p>The participants learn skills for interacting in e-learning production networks (e.g. creating networks, net tutoring, decentralised content production, international e-learning projects).</p> <p>Participants will also receive conclusions based on discussions and summaries on expert presentations later via email.</p>

## 21. Designing and Deploying Games for Learning

▶ Time	15:00 – 18:00
▶ Price	€ 80 incl. VAT
▶ Workshop Leaders	<ul style="list-style-type: none"><li>✦ <b>Dr. Niall Winters</b>, London Knowledge Lab/University of London, UK</li><li>✦ <b>Yishay Mor</b>, London Knowledge Lab/University of London, UK</li></ul>
▶ Content	<p>Design is of central importance in the process of developing any technology-enhanced learning resource. This is particularly true when considering game development. However, the design process is difficult: in order to develop pedagogically sound and innovative games, expertise is required from many different participants including researchers, teachers, students and game developers.</p> <p>This workshop is intended as an interactive forum in which to discuss the important issues and challenges that arise when attempting to capture the knowledge sharing process involved in the design and development of game environments for learning. It will offer new perspectives on the range of expertise required for undertaking this process, based primarily on the work of the ongoing <a href="#">Learning patterns for the design and deployment of mathematical games</a> project. The workshop will focus on motivating the use of a design pattern approach, drawing on the project's <a href="#">literature review</a>, <a href="#">typologies</a>, and evolving sets of <a href="#">case studies</a> and patterns. To this end participants will engage in the hands-on development of design <a href="#">patterns</a>, facilitated by experts in the field. The aim is to disseminate the use of patterns as an enabling tool for sharing good practice through pattern-specific communication and knowledge sharing.</p>
▶ Format	<p>The workgroup will run for half a day. We will initiate the discussions by short presentations from participants and organisers. After that, we will split into small groups of participants from mixed backgrounds. The goal is to have participants examine critically the process of distilling design patterns as an enabling tool for communication and knowledge sharing.</p> <p>The groupwork will be divided into two main sessions: brainstorming and hands-on experimentation. In the brainstorming session, each group will provide cases of their design and development processes. Each group will work these into a typology, mapping out major issues of interest and concern to them. This will be followed by a hands-on experimentation session which will concentrate on the development of a small set of design patterns, which participants feel would help them in their own practices.</p> <p>The day will end with an assembly session where each group will provide feedback on what they achieved and present their patterns. Ample time will be allocated for inter-group discussion and sharing of ideas. Overall, the guiding factors are creativity, interaction and discussion.</p> <p>The workshop will be supported by a web site, where the outcomes will be published and participants will have an opportunity to further develop designs, products and connections established on the day.</p>
▶ Outcomes	<ul style="list-style-type: none"><li>✦ Participants will gain both a theoretical perspective and a pragmatic understanding of how to apply design patterns in their own work.</li><li>✦ Participants will network with colleagues with common interests from a diverse range of fields, and will have a chance to form new work relationships.</li></ul> <p>The patterns developed will be made available and continuously refined through <a href="#">the learning patterns site</a>.</p> <p>The research and activities presented during this workshop are supported under the Kaleidoscope Network of Excellence. For more information about Kaleidoscope, visit the Kaleidoscope web site <a href="http://www.noie-kaleidoscope.org/">http://www.noie-kaleidoscope.org/</a></p>