

Session Codes & Themes

Learning Content

- Openness (OPE)
- Standards & Rights (STA)
- Content Creation (CON)

Learning About Learning

- Pedagogy (PED)
- Learning Science (SCI)
- Learning Approaches (APP)

Learning Ecosystems

- What's Next? (NEX)
- Ethical Implications (ETH)
- Change Happens (CHA)

Learning Environments

- Classroom Evolution (CLA)
- Changing Workplace (WOR)
- Virtual, Real and On-The-Move (VIR)

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

Thursday, December 2, 2010

Plenary A

Opening Plenary

Potsdam I/III

09:30 - 11:00

Harold Elletson,

The New Security Foundation, UK

Talal Abu-Ghazaleh,

United Nations Global Alliance for ICT and Development (GAID), USA

Learning for All in the Digital Age

Adrian Sannier,

Pearson eCollege, USA

The Third Way

Charles Leadbeater,

UK

What Learning Strategies May Need to Be (Re-)Developed to Make a Relevant Change in Our Approaches Towards a Sustainable Knowledge Society?

Coffee Break 11:00 - 11:45

BUS01	CLA02	NET03	SFS04	APP05	VAR06	ETH07	VIR08	CLA09	LAB10	NEX11	INN12	CLA13	PED14	NEX15
Business EDUCA: The Opening Conversation	Engaged in Learning: How Mobile Learning Inspires Learning Processes	Speed Networking Session	E-Learning for Environmental Sustainability	The Future is Blended	Meet the Keynotes	Advanced Technologies and E-Learning for Quality of Life in a Disadvantaged World	We Are All Children Now; Game-Based Learning	Learning New Skills	How Twitter Really Works: Insight into Its Marketing and Networking Potential from an Expert	On the Future of Academic Conferencing	Innovation Track	Welcome to Learner Central: Bye Bye Teacher?	Between Reality and Simulation: Virtual Learning	Next Technologies
Potsdam I	Potsdam III	Köpenick I	Köpenick II/III	Tegel	Tiergarten	Lincke	Charlottenburg I	Schinkel III	Schinkel I/II	Charlottenburg II	Charlottenburg III	Schöneberg	Davos	Chur
12:00 - 13:30	12:00 - 13:30	12:00 - 13:30	12:00 - 13:30	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15
Join us to explore the topics of Business EDUCA and decide how you will participate. Make your issues known and get them incorporated into the agenda. Meet the faculty for our spectrum of business sessions. Get to know other business people taking part in Business EDUCA.	With student classes increasing and universities running out of physical space, the answer may lie in taking lectures into the hybrid and web class environment. So what does it take to move classes – and what are the consequences?	This speed networking session at Online Educa allows you to meet other ONLINE EDUCA BERLIN participants, exchange information and build on your professional network. Scheduled at the very beginning of the conference, this session allows you to get to know kindred spirits.	This session highlights how environmental institutions are instigating e-learning strategies for the protection and the advancement of the sustainable development agenda. A Pan-African E-Learning for the Environment Network has been established to strengthen institutional cooperation between countries, in which more than 20 countries are actively participating.	This session will show how fast connections, new applications and devices are making blended learning increasingly popular. Showcasing examples of interactive strategies and powerful combinations of technology and pedagogy, this session looks at how different technologies successfully support blended learning.	Use this unique opportunity to meet the ONLINE EDUCA BERLIN keynote speakers in person. Join this interactive session and discuss some of the issues and questions arising from the keynote speakers' presentations.	Assistive and advanced technologies are designed to improve quality of life by reducing dependence and increasing mobility and accessibility for disabled persons. When combined with e-learning, private and public institutions are offering flexible and accessible education to these groups. This session explores how barriers can be removed effectively, offering wonderful opportunities.	Plato told us that "you can discover more about a person in an hour of play than in a year of conversation" and play is a recognised key component in any successful learning situation. This session explores findings on the impact of game-based learning in a wide range of contexts.	In our diverse and rapidly changing society, learning and training have increasingly become skills based. What do learners expect from their education and how does technology support learning needs, and prepare for the work place? Join this discussion session for a close look at the status quo and future needs of today's learners.	Twitter is continually in the news and continually misunderstood. In this hands-on LAB session, Russell Stannard, who has more than 4,000 followers, will reveal how Twitter really works and why it is a must for educators and anyone in educational marketing. This LAB will completely change your ideas about Twitter.	A key aspect of sharing knowledge has always been meeting face to face in some place in the world and having the opportunities, the time and the commitment to learn from each other. Hear about some pilot examples of alternatives, suggesting lower cost, less carbon, more engagement... a glimpse of a sustainable future perhaps?	Featuring 'Show and Tell' sessions by suppliers, the Innovation Track showcases innovative products in action. Come and dig deep with the experts, to discuss applications and possibilities of today and tomorrow.	Teachers beware! The most effective learning content is rich and preferably consists of fun, interactive and engaging training sessions. Skills, knowledge and attitudes can be improved through learning-oriented games and in the right environment. Where does this leave teachers and what role will they play in the future?	Virtual learning environments are becoming a more and more popular training method. But what is needed to guarantee efficient learning? Through simulators and Second Life examples, we will explore a set of instructional design guidelines for language learning, looking at how students perceive the use of virtual worlds and the transfer of skills between the two worlds.	In a world of constantly updated tools, applications and innovations, it can be challenging to keep your eyes on the ball and determine what tools we really need, and how important they are. Join this session to get a taste of what's coming up – and why.
Charles Jennings, Duntroon Associates Ltd, UK	Inge de Waard, Institute of Tropical Medicine, Belgium	Dan Peters, Blackboard, The Netherlands	Gerard Cunningham, United Nations Environment Programme (UNEP), Kenya	Gernold P. Frank, HTW Berlin – University of Applied Sciences, Germany	Harold Elletson, The New Security Foundation, UK	Annie Boonen, EuroPACE izvz, Belgium	David Wortley, Serious Games Institute, UK	Consuelo García Tamarit, Instituto Universitario de Posgrado - IUP, Spain	Russell Stannard, University of Warwick, UK	Fred de Vries, Open University of the Netherlands, The Netherlands	Jaan Netzow, IBM, Germany	Keith Baker, University of Reading, UK	Bob Barrett, American Public University, USA	Gunnar Brückner, coachingplatform Inc., Germany

<p>Join:</p> <p>Charles Jennings, Duntroon Associates Ltd, UK</p> <p>Jay Cross, Internet Time Alliance, USA</p> <p>Laura Overton, Towards Maturity, UK</p> <p>Doug Beckwith, University of Phoenix, USA</p> <p>as well as the other business presenters contributing to Business EDUCA to discuss the hottest skills and performance issues facing you in business today.</p> <p>Anna-Leena Ruotsalainen, Savonia University of Applied Sciences, Finland <i>Students' Counselling Via Mobile Phone</i></p>	<p>Anna Ngoloyi, Tshwane University of Technology, South Africa <i>Engaging Students in Active Learning Through Gaming on Mobile Phones</i></p> <p>Tamara Powell, Kennesaw State University, USA <i>Building a CyberProfessor: Results from a Study of Faculty Technology Adoption</i></p> <p>Koos Winnips, University of Groningen, The Netherlands <i>Using SMS to Increase Interaction in Large Lectures: Models and Results</i></p> <p>Anna-Leena Ruotsalainen, Savonia University of Applied Sciences, Finland <i>Students' Counselling Via Mobile Phone</i></p>	<p>Join this highly interactive and fun session which really puts social networking into practice. Bring plenty of business cards and we promise to dramatically increase your e-learning network!</p>	<p>Vicky Onderi, National Environment Management Authority (NEMA), Kenya <i>Role of NEMA in the Development of E-Learning Strategy for the Environment Sector in Kenya</i></p> <p>Maggy Beukes-Amis, Namibia e-Learning Centre (NeLC), Namibia <i>Experiences from E-Learning Trainings in Africa</i></p> <p>Caleb Ouma, United Nations Environment Programme (UNEP), Kenya <i>Development of the Pan-Africa E-Learning for the Environment Network</i></p> <p>Andreas Hörfurter, common sense - eLearning & Training consultants GmbH, Austria & Arndt Bubenzer, common sense - eLearning & Training Consultants GmbH, Austria <i>MENTOR Mobile - A Concept for Mobile Learning in the Environment</i></p>	<p>Pieter Swager, Centre for eLearning INHolland University Holland, The Netherlands <i>Effective Teaching and Learning Practices by Using Blended Learning</i></p> <p>Cristopher Kjaer, University of Southern Denmark, Denmark <i>Live Online Communication Facilitating Collaborative Learning - A Case-Based Approach to Blended Learning and Collaboration</i></p> <p>Marija Cubric, University of Hertfordshire, UK <i>Mapping the Technology Landscape: Linking Pedagogy to the Affordances of Different Technologies</i></p> <p>Hala El-Khawanky, Myngle.com, The Netherlands <i>The New Blended: A Case for Blended Online Learning</i></p>	<p>Talal Abu-Ghazaleh, United Nations Global Alliance for ICT and Development (GAID), USA</p> <p>Adrian Sannier, Pearson eCollege, USA</p> <p>Charles Leadbeater, UK</p>	<p>Jan Gejel, Aarhus Social and Health Care College, Denmark <i>BODYexplorer - Exploiting Computer Gaming and Animation for Interactive Learning for Disadvantaged Learners</i></p> <p>Ineke Lam, University Utrecht / IVLOS Institute of Education, The Netherlands <i>Weblectures: Addition or Substitute?</i></p> <p>Paul Westeneng, Learn2grow, The Netherlands <i>Multimedia E-Learning in Moodle Significantly Improves Home Treatment Quality of Haemophilia Patients</i></p> <p>Matteo Uggeri, METID - Politecnico di Milano, Italy <i>E-Learning for Extreme Situations: Hospitalised Children and the 'School on a Boat' Project</i></p>	<p>Natasha Boskic, The University of British Columbia, Canada <i>ARG Plays a Role in Enabling Personal, Social and National Development</i></p> <p>Thomas Putz, evolaris next level GmbH, Austria <i>Mobile Game Based Learning</i></p> <p>Uwe Seidel, Ministry of the Interior Baden-Wuerttemberg, State Police Headquarters, Germany <i>POLIZEI-ONLINE - Virtual Police Force Training</i></p> <p>Rudi van Sande, Volvo Cars Corporation, Belgium <i>Enhancing International Work Placements Through the Use of Technologies: The EU-VIP Project</i></p>	<p>Michelle Lisoos, Think Ahead Education Solutions, South Africa <i>The Success of Project-Based Learning</i></p> <p>Roland Hallmeier, Innovation in Learning Institute, University Erlangen-Nürnberg, Germany <i>Evaluation Results of Four Pedagogical Approaches for Serious Games</i></p> <p>Andrew Stone, City & Guilds, UK <i>Assessment of Open-Ended Tasks by Virtual Desktop Simulation</i></p> <p>Mariet Vriens, K.U.Leuven - AVNet, Belgium <i>Enhancing International Work Placements Through the Use of Technologies: The EU-VIP Project</i></p>	<p>Join Russell Stannard and take part in real hands-on training of different types of tools and applications in a room with 20 available laptops, which can be shared by two or three participants. You are invited to sign-up for this LAB session beforehand on a first-come first-served basis.</p>	<p>Gilly Salmon, University of Leicester, UK <i>Follow the Sun</i></p> <p>Annette Q. Pedersen, University of Copenhagen, Denmark <i>From Ashcloud to Hashtag - Taking Your Event Online</i></p> <p>Simon Kear, University of Leicester, UK <i>Low Cost, High Impact: Delivering a Successful Global Online Conference</i></p>	<p>Rob Arntsen, MyKnowledgeMap, UK <i>Mobile Assessment - Practical Experiences and Future Challenges</i></p> <p>Christian Kohls, SMART Technologies GmbH, Germany <i>Best Practices for the Use of Interactive Whiteboards in the Classroom - A Pattern Approach</i></p> <p>Matthias Schulz, OutStart GmbH, Germany <i>Mobile Learning: Use Cases and Secrets to Successful Deployments</i></p> <p>Andrea Lorenzon, eXact learning solutions, Italy <i>Adding the iPad tablet to the 10 commandments of Enterprise Learning Content Management</i></p>	<p>Bart Keunen, Ghent University, Belgium <i>eUROPA: The Course of Evolution or How an ELE May Transform Literary Studies at Ghent University</i></p> <p>Heidi Heikkilä, Sotunki Distance Learning Centre, Finland <i>Yearning for Distance Learning: Experiential Learning of Literature in Second Life</i></p> <p>Ilaria Mascitti, Università degli Studi 'Guglielmo Marconi' - Telematica, Italy <i>The ST.ART Project: Street Artists in a Virtual Space</i></p> <p>Olivier Heidmann, Centre for Research and Technology Thessaly, Greece <i>My Home, My Town, My Planet: Virtual Experimentation in Primary Environmental Education</i></p>	<p>Hannu Salakari, City of Tampere, Secondary Level Education, Finland <i>Fifteen Steps for Successful Simulation-Based Training</i></p> <p>Paul Sweeney, Eduworlds Knowledge Ltd, UK <i>Common Principles of Cross Platform Immersive Learning Design</i></p> <p>Gwen Noteborn, Maastricht University, The Netherlands <i>Two Options - One Virtual World: Should We Talk or Chat in SecondLife?</i></p> <p>Trevor Barker, University of Hertfordshire, UK <i>Transferring Skills and Learning Between Real and Virtual Worlds</i></p>	<p>Marek Hyla, e-learning.pl, Poland <i>Will We Know How to Teach Robots?</i></p> <p>Frank J. Kresin, Waag Society, The Netherlands <i>4K Video: Extremely High Quality Video and Audio for Educational Use</i></p> <p>Harri Ketamo, University of Applied Sciences, Finland <i>Educational Data Mining: Tools to Support Learning 3.0</i></p>
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Lunch 13:00 - 14:30

VIR16	VAR17	APP18	CAF19	BUS20	VAR21	ETH22	VIR23	BUS24	LAB25	BUS26	VAR27	VAR28	PED29	OPE30
Xtreme Learning: To Boldly Go...	Demonstrations and Best Practice Showcases (14:30 - 17:30)	Assessing Learning in a Digital World, Part I	Organising Innovation in Higher Education: Success Factors for National Programmes	Improving Business Impact Using Mobile Learning	Transforming Education Through Digital Learning	Future Conflict and Learning	Game-Based Learning	The 21st Century L&D Professional	Self Organised Learning Environments	Improving Performance in the Health Sector	From the New E-Learning Countries	Focus on MENA: Middle East, Northern Africa	E-Portfolio: A Scalable and Sustainable Tool	Open Content Crossing Boundaries
Potsdam I	Potsdam III	Schinkel III	Köpenick II/III	Tegel	Charlottenburg I	Charlottenburg II	Charlottenburg III	Tiergarten	Schinkel I/II	Lincke	Köpenick I	Schöneberg	Davos	Chur
14:30 - 16:00	14:30 - 17:30	14:30 - 16:00	14:30 - 16:00	14:15 - 15:45	14:15 - 15:45	14:15 - 15:45	14:15 - 15:45	14:15 - 15:45	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00	14:00 - 16:00
The explosion of creative, engaging and omnipresent technology, whilst adopted wholeheartedly by young learners, is still struggling to find a place in the minds and approaches of educators. This session explores how innovation occurs in the classroom and considers some examples of where it might take us in the future.	Demonstrations and Best Practice Showcases take place throughout the afternoon. The highly flexible format chosen for these sessions allows conference participants a chance to experience a range of innovative tools, services and online courses.	The first of two consecutive sessions on assessing learning in a digital world, organised by the European Commission and its Executive Agency, presenting important issues to be considered when carrying out assessment and certification of networked learning, employing constructivist pedagogy such as peer-learning, project-based learning, collaboration and learning communities.	SURFfoundation recently reviewed its Educational Innovation Programme that supported 70 projects in Dutch higher education between 1999 and 2010. The review identified success factors that seem to increase a project's chances for effectiveness and continuity. In the Learning Café we will jointly explore ways to support institutional learning through national coordination and collaboration.	Mobile learning offers huge opportunities to provide learning and support where it is needed. This session will explore the strategies and practical techniques L&D practitioners can use to help frontline and other business managers to add value using mobile learning approaches.	Join this interactive discussion, which will focus on best practices with digital learning and teaching platforms exploring actual experiences, challenges and outcomes with selecting, implementing, even training. What are some paths people are taking and what kinds of results are they seeing in respect to digital learning environments?	This session will examine the nature of the connection between conflict and learning in the future, considering such issues as the new training requirements of a rapidly changing security environment, the role of the defence industry as a driver of learning innovation and the part technology-assisted learning can play in conflict prevention and post-conflict reconstruction.	Game-based learning has proven to be an extremely efficient tool, being now a most fashionable way of delivering learning content. The presentations in this session will show specific tools of game-based learning for the work place, illustrating how the use of these tools directly helps the improvement of professional skills.	If L&D professionals are to add real value for their organisations, they have to deliver solutions that are responsive to business needs. This session explores the challenges and opportunities facing L&D in the workplace and the new sets of skills needed to thrive and survive.	Join Sugata Mitra in this hands-on Online Educa Berlin Lab session. "To understand how a self-organised learning environment (SOLE) works, we will need to become children for an hour. And we will need to look for answers to some really hard questions. Answers the teacher does not have."	Those working in the health care profession are under pressure to improve patient care, keep up to date with the latest demands and innovations and do all of this with a decreasing budget. This session will look at innovative learning approaches and practical ideas for embedding change in healthcare organisations.	The rigorous educational systems of Eastern European countries and former Soviet republics did not allow much room for individual development. How does 21st century technology affect learning in countries like Poland, Russia, Montenegro and Georgia? Have LMS, e-portfolios and Web 2.0 applications been embraced and how has learning in general evolved?	Having gained momentum in the MENA region, innovative educational strategies have resulted in new methods of implementation and an increased interest by the private sector in investment in e-learning. Private public partnerships have benefited education and are a promising approach to sustainability.	Electronic portfolios are gaining recognition as a valuable tool for learners, instructors, and academic organisations. This session will explore the results of a scalable bottom up initiative and also look into different e-portfolio practices.	Developing open educational resources is challenging enough when done within one organisation and under one subject domain. This session explores the experiences of developing open educational resources that in one way or another cross boundaries; between institutions, across disciplines or over national or continental frontiers.
Euan Mackenzie, 3MRT, UK	Christel Schneider, ICC – International Language Network, Germany	Maruja Gutiérrez-Diaz, European Commission, Belgium	Roel Sijstermans, SURFfoundation, The Netherlands	Matthias Schulz, OutStart GmbH, Germany	Adrian Sannier, Pearson eCollege, USA	Harold Elletson, The New Security Foundation, UK	Iñigo Babet, IBBM Consultores and Universidad Ramón Llull, Spain	Sharon Claffey, Kaliouby, Enterprise Ireland, USA	Sugata Mitra, ECLS, Newcastle University, UK	Heinzpeter Moecke, Asklepios Kliniken Verwaltungsgesellschaft mbH, Germany	Thomas Fischer, Innovation in Learning Institute, University Erlangen-Nürnberg, Germany	Talal Abu-Ghazaleh, United Nations Global Alliance for ICT and Development (GAID), USA	Terhi-Maija Iitkonen-Isakov, Helsinki Metropolia University of Applied Sciences, Finland	Gráinne Conole, The Open University, UK

<p>Ignacio Aliende, Instituto de Formación Online, Spain <i>Impact Learning Through Virtual Scenarios: A Story of Facts</i></p> <p>Inge de Waard, Institute of Tropical Medicine, Belgium <i>Augmented Learning? Taking the First Steps for Education</i></p> <p>Ingeborg Krange, InterMedia, University of Oslo, Norway <i>MIRACLE – Mixed Reality Interactions Across Contexts of Learning</i></p> <p>Donald Clark, LearnDirect, UK <i>A Glimpse of the Future</i></p>	<p>For more information and an overview of all Demonstrations and Best Practice Showcases see the DEM schedule.</p>	<p>Brian Holmes, European Commission, Belgium <i>New Ways of Learning Need New Ways of Assessing</i></p> <p>Thomas Ryberg, Aalborg University, Denmark <i>Social Media Practices and Assessment: Irreconcilable Differences or True Romance?</i></p> <p>Kiran Trehan, Lancaster University Management School, UK <i>Online Assessment: A Paradox of Intricacy and Opportunities</i></p>	<p>Nico Juist, INHolland University, The Netherlands</p> <p>Peter J. Dekker, University of Amsterdam – Applied Science, The Netherlands</p> <p>Christien Bok, SURFFoundation, The Netherlands</p>	<p>Erica Wadley, Microsoft, USA <i>Social Media & Mobile Learning: The Microsoft Case Study</i></p> <p>Adam Salkeld, Tinopolis, UK <i>Soft Skills for Business – 5 Secrets for Success in Mobile Learning</i></p> <p>Clark Quinn, Quinnovation, USA <i>Harnessing Magic: M-Learning for Business Impact</i></p>	<p>Phil Range, Manchester Met University, UK</p> <p>Michelle Neil, Pearson, UK</p> <p>Damian McDonald, Kaplan Open University, UK</p>	<p>Christopher Donnelly, Defence Academy of the United Kingdom, UK</p> <p>Piotr Gawliczek, National Defence University / Akademia Obrony Narodowej, Poland</p> <p>Amardeep Bhardwaj, Indian Army, India</p>	<p>Pierre Mora, BEM - Bordeaux Management School, France <i>Is It Useful to Play a Business Game Online?</i></p> <p>Mathew James Constantine, IE Business School, Spain <i>First-Hand Experience of a Video-Based Game Played in a Network: Design and Implementation</i></p> <p>Manuel Fradinho Oliveira, KIT@Work, The Netherlands <i>Serious about Serious Games!</i></p>	<p>Debbie Carter, TJ (formerly Training Journal), UK <i>From Transactional to Transformational I: The 21st Century Business Partner</i></p> <p>Donald H. Taylor, Institute of IT Training, UK <i>Professionalising Learning – Why We Need to Change</i></p> <p>Sarah Lindsell, Pricewaterhouse Coopers, UK <i>Learning Technology Academy: Transforming the L&E Profession in PwC</i></p>	<p>Join Sugata Mitra and take part in real hands-on training of different types of tools and applications in a room with 20 available laptops, which can be shared by two or three participants. You are invited to sign-up for this LAB session beforehand on a first-come first-served basis.</p>	<p>Geoff Glover, University of Derby, UK <i>Mobile Movies to Support Training of Healthcare Professionals</i></p> <p>Martin Riemer, University Medical Center Hamburg-Eppendorf, Germany <i>Creating and Using Virtual Patients in Medical Education – Comparing Various Tools</i></p> <p>David Rome, NHS Education for Scotland, UK <i>Redefining How the Scottish Medical and Dental Workforce Access Learning 2.0</i></p> <p>Jenny Hunt, Schemeta, UK <i>E-Learning Readiness Toolkit – NHS Case Study</i></p>	<p>Jan Mysior, GWO Publishing House (Gdanskie Wydawnictwo Oswiatowe), Poland <i>Overcoming Teachers' E-Barriers in New E-Learning Countries</i></p> <p>Maria Tatarinova, Russian Academy of Education, Russia <i>Russian Advances in E-Learning</i></p> <p>Snezana Scepanovic, Mediterranean University, Montenegro <i>Creating and Using an Environment for E-Learning 2.0</i></p> <p>Tamar Lominadze, Georgian Technical University, Georgia <i>E-Voice form Georgia: Yesterday, Today, Tomorrow</i></p> <p>Olga Kuranova, St. Petersburg State Transport University, Russia <i>E-Learning in Russia: University Experiences Gained Through Partnership with JSC Russian Railways</i></p>	<p>Klaus Bader-Labarre, InWEnt, gGmbH, Germany <i>Challenges and Opportunities for ICT and E-Learning in the Middle East and North Africa</i></p> <p>Ayman Mansour Murad, United Nations Relief and Works Agency for Palestine Refugees (UNRWA), Jordan <i>ICT for Refugee Education and Development: UNRWA Case</i></p> <p>Federico Dondero, eXact Learning Solutions, Italy & Abdullah Al Mogheerah, National Center for eLearning & Distance Learning, Saudi Arabia <i>The Maknaz Project: Building Saudi Learning Content Digital Marketplace</i></p> <p>Narimane Hadj-Hamou, Hamdan Bin Mohammed e-University, United Arab Emirates <i>E-Learning as a Paradigm Shift in Education for the MENA Region: Challenges, Opportunities and Experiences</i></p>	<p>Christopher Murray, University of Leeds, UK <i>Start with the Tutors: Tutor Practices and E-Portfolio Learning</i></p> <p>Ilona Buchem, Beuth University of Applied Sciences, Berlin, Germany <i>Fostering Readiness of Organisations for the Implementation of E-Portfolio Through Bottom-Up Initiatives</i></p> <p>Viviana Boccardi, Università degli Studi 'Guglielmo Marconi', Italy <i>USGM's E-Portfolio: An Innovative Tool for Language Learning</i></p> <p>Timo Raatikainen, Helsinki Metropolia University of Applied Sciences, Finland <i>Mahara E-Portfolio Networking Platform as a Tool in RPL</i></p>	<p>Øivind Høines, Norwegian Digital Learning Arena (NDLA), Norway <i>NDLA – Provider of Educational Content for All Disciplines, Free of Charge</i></p> <p>Anne Boyer, Ministère de l'Enseignement Supérieur et de la Recherche, France <i>A National Initiative to Enhance E-Learning and E-Teaching</i></p> <p>Giovanni Fulantelli, Italian National Research Council – Institute for Educational Technologies, Italy <i>User-Generated Open Educational Resources 'In Action': Insights from Three European Projects</i></p> <p>Olaf A. Schulte, ETH Zurich, Switzerland <i>The OpenCast Community – A Global Community Around Open Academic Video</i></p>
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Coffee Break 16:00 - 16:30

Thursday, December 2, 2010 - Knowledge Exchange Sessions

KES01	KES02	KES03	KES04	KES05	KES06	KES07	KES08
Role of Policy in E-Learning	Game-Based Learning Pedagogy Development / Integration	Collaborative Transatlantic Model: Innovative, Inclusive Education	Professionalising Teachers in Didactic ICT Use	Gaming & Learning / Learning & Gaming	The Importance of the Language in the E-Learning Courses by Collaborative Approach	Stirring the Learning: Getting Smart with Digital Methods for Informal and Non-Formal Learning	La innovación como medio para afrontar la crisis económica
Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg	Schöneberg
16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30
Despite the acquisition of e-learning technology in institutions, the actual users of technology often do not know what is expected of them. We may need a guiding framework in the form of e-learning policy. Join and discuss the role and development of e-learning policy within institutions, and what elements are vital.	This session will share and attempt to capture game based pedagogy beyond using games in education per se by looking to transfer games based digital pedagogy and learning into analogue activity within classrooms. It will be a practical participatory and creative session. Let's make something new and different.	The rapid development of learning technologies together with demographic changes and a worldwide recession means that education is at a crossroads. Young people are demanding an education system which suits them and is relevant to their daily lives. We will discuss a flexible transatlantic collaborative model of online learning and shared accreditation and how this model can potentially change the face of education.	How can teachers effectively integrate technology in their course design and daily teaching practice? We'll tell about the national environment for teachers which helps them making relevant choices in ICT, based on Mishra & Koehler's TPACK model. We will discuss good practices and future research.	This Knowledge Exchange Session will focus on real world needs in the corporate sector and examples from such diverse areas as Recruitment, Onboarding, International Project Management, Pre-Seminar Preparation to serve the Digital Native – but also the Digital Immigrant. The aim is to motivate, stimulate and incentivise the user.	An important aspect of the “collaborative” approach is using interaction in the discussion forum within e-learning platforms. In this Knowledge Exchange Session we will analyse the forums of courses delivered in different languages, significant differences in performance and how communication development emerged. Good (mother tongue) language ability allows the build-up of an effective and dynamic learning community.	In Spring 2009 the UK government set out a vision for the development of informal and non formal learning for adults and launched a £20 million Transformation Fund. This Knowledge Exchange Session will draw on the lessons learned by community projects using digital methods in interesting but informal ways.	Please note this session is offered in Spanish only. La “Knowledge Exchange Session”, ofrecerá una visión de las medidas adoptadas por la ECLAP para a afrontar la situación de crisis sin disminuir la actividad formativa mediante la inversión en tecnología e innovación. El Plan de Formación de Directivos básicamente on-line y formadores internos; autoformación. Redes ; contenidos televisados; e- books; g- learning.
Oscar Odhiambo Omondi, Ministry of Information and Communications, Kenya	Karl Royle, Centre for Development and Research in Education, University of Wolverhampton, UK	Jean Johnson, Inclusion Trust, UK	Daniëlle Townsend, Maastricht University, The Netherlands	Volker Kunze, Know How! AG, Germany	Luigi Sisto, CHIEAM - Mediterranean Agronomic Institute of Bari, Italy	Mary Moss, National Institute of Adult Continuing Education, UK	Juan Carlos González González, ECLAP, Spain

Thursday, December 2, 2010 - Demonstration and Best Practice Sessions

DEM01	DEM02	DEM03	DEM04	DEM05	DEM06	DEM07	DEM08	DEM09	DEM10
lab2go: A Semantic Online Lab Repository	Lightwork: Managing Marking Effectively	Establishing Egypt's E-Learning National Delivery Network	4K Video and the Impact for Education: Seeing is Believing!	Simulation of Complex Physical Systems: Educational Software ECGSIM and V-NMR	E-Learning Eclampsia in Combination with the Birthing Patient Simulator 'Noelle'	ITEMS Project: Teaching Online Maths and Science with Moodle	eCLTC: Scenario Management System	OpenScout: Improving the Accessibility of Open Educational Resources in Business & Management Education	Integrating Virtual Videoconferencing Classes in a University Portal
Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III	Potsdam III
14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30	14:30 - 17:30
Lab2go is a repository which was developed to allow the publishing of online laboratory resources, based on a framework which provides new features by using semantic metadata. Online laboratories are especially designed for distant learning students to acquire introductory hands-on experience and familiarise themselves with real-life phenomena.	Lightwork is a Moodle compatible open source application for the management and marking of assignments that builds on the assignment functionality in Moodle. In addition to making the process of working with assignments more efficient, Lightwork aims at encouraging good marking practices.	A showcase of Egypt's National Delivery Network of over 700 e-learning centers established by the E-Learning Competence Center to deliver web-based content, online assessment and instructor training. With a proven record of outreach, NDN was replicated in emerging markets and accredited for its innovation in diffusing e-learning and training over 60,000 participants.	4K is a picture format with a resolution of four times HD. With 4K you can see nuances that are normally invisible to the naked eye. This offers new possibilities for the usage of video within education. In this session we will show 4K material and discuss the impact for education.	Computer simulation of complex (physical) systems play a crucial role in providing the connection between theoretical knowledge and acquisition/interpretation of experiments. Two of such interactive applications, ECGSIM and V-NMR will be presented. Both applications are open source and free downloadable.	Participants will be shown a demonstration of the e-learning course "Eclampsia" and will get information and examples about how this course combines with obstetric skills training using "Noelle" (a birthing simulator) and her baby, "Newborn Hal".	The objective of the ITEMS project is the development of an innovative framework aimed at improving the competences of science and mathematics teachers. This is fostered through the development of courses for secondary students using a new model of course production based in the packaging of LO in a Moodle format.	The eCLTC – Scenario Management System supports role-based, blended learning for foreign languages in companies. Trainers develop workplace scenarios together with employees directly in the system. The demonstration will show the complete platform including the authoring tools used to create scenarios and learner resources.	To reduce the usage barriers of open content for management education and training, OpenScout offers skill-based federated search and retrieval web services. OpenScout can be used in various environments. It is an openly accessible tool library for the improvement and re-publishing of open content and aims at establishing an open user community.	EVO-Learning is a videoconferencing system through the Web, especially thought for interactive distance learning. It is available through the university portal (University UPMC – Paris 6) and open for all courses, starting this academic year. Participants may work from home or from any place accessible through a classical ADSL line.
Michael E. Auer, Carinthia Tech Institute, Austria	Eva Heinrich, Massey University, New Zealand	Shaimaa Badra, The E-Learning Competence Center (ELCC), Egypt	Sandra Passchier, SURFnet, The Netherlands	Peter M. van Dam, Radboud University Medical Center, Nijmegen, The Netherlands	Erwin Kok, University Medical Center Groningen, The Netherlands	Bernat Martinez, CEFIRE, Spain	Timothy Phillips, SKYLIGHT GmbH, Germany	Marco Kalz, Centre for Learning Sciences and Technologies, The Netherlands	Yves Epelboin, University UPMC – Paris 6, France

Thursday, December 2, 2010 - Demonstration and Best Practice Sessions

DEM11	DEM12	DEM13	DEM14	DEM15	DEM16	DEM17
Teacher and Learner Support Services Based on Language Technologies	Chamilo 2.0: A Free, Flexible and Powerful Collaboration and E-Learning Platform	Pedagogic Corpora – From Real Language to Authentic Language Learning	Scientix – The Community for Science Education in Europe	LernBar – Authoring Tool for Well-Designed E-Learning Courses	African Digital Diaries	Using Bio-Feedback in Game-Play to Improve Emotional Self-Control
Potsdam III 14:30 - 17:30	Potsdam III 14:30 - 17:30	Potsdam III 14:30 - 17:30	Potsdam III 14:30 - 17:30	Potsdam III 14:30 - 17:30	Potsdam III 14:30 - 17:30	Potsdam III 14:30 - 17:30
This demonstration presents six innovative learner and teacher support services based on language technologies designed and developed in the LTfLL project. Their functionality and pre-requisites will be discussed, including exploitation possibilities to other domains and environments. Opportunities for introducing language technology in mainstream education can also be explored.	Chamilo is a new open source, easy to use, extensible, e-learning and collaboration platform which will improve your way of learning. The name 'Chamilo' refers to 'Chameleon': it provides a smooth integration in your current workflow (business or educational). This demo will show this flexible platform realtime in action.	The BACKBONE demonstration concerns creation and e-learning (Moodle) exploitation of video-recorded online interviews in 6 languages. "Do it yourself" tools support pedagogic annotation, authoring of language learning modules and online search. Contents and tools are freely available. The approach is particularly relevant for supporting content and language integrated learning (CLIL).	Join the Scientix demonstration session and get to know what the new Scientix platform has to offer you! During the session, participants will receive an overview of the different areas of the platform in terms of content as well as the possibilities that this new online community offers to science education in Europe.	The authoring tool LernBar allows e-learning authors to produce and present information quickly and easily with a high level of visual and technical quality. The LernBar has originated in the context of teaching at universities (adult education) and is also used in external projects with companies (employee training) and at schools.	What do a group of Zanzibar beach boys, the bishop of Gambia and a Zimbabwean rural development officer have in common? They are all Online Heroes in the new African Digital Diaries project. Hear their fascinating stories as we celebrate African ingenuity, adaptability and passion for learning at the frontiers of the digital universe.	We demonstrate games to reveal the effect of emotions on performance. The shooter game uses an EEG headset to feed emotional state into the game to increase difficulty. The challenge is to keep calm and aim correctly. In the auction game, excitement makes it harder to estimate the right price.
Kamakshi Rajagopal , CELSTEC – Open Universiteit Nederland, The Netherlands	Koen Favere , Het Perspectief, Belgium	Kurt Kohn , University of Tübingen, Germany	Johanna Snellman , European Schoolnet, Belgium	David Weiß , Frankfurt University, Germany	Stephen Haggard , Tinopolis Interactive on behalf of Learning & Teaching Scotland, UK	Gilbert Peffer , International Center for Numerical Methods in Engineering (CIMNE), Spain

CLA31	VAR32	APP33	CLA34	BUS35	VAR36	BUS37	VAR38	BUS39	LAB40	CON41	SFS42	VAR43	PED44	CON45
21st Century Storytelling	Demonstrations and Best Practice Showcases (14:30 - 17:30)	Assessing Learning in a Digital World, Part II	Teachers' Competences and Competence Frameworks	Learning from Experience	Learning and Teaching in Africa	Innovative Approaches to Boosting Sales and Customer Loyalty	BATTLE OF THE BLOGGERS: The Graveyard of Learning	Improving Business Performance with Social Learning	ShareTEC – Platform Sharing Digital Resources in the Teaching Education Community	Personal Learning Environments: Grounding Theories and Experiences of Piloting	Next Generation Personal Learning Environments	KES Sessions	Motivation for Learning: Theory	Content Creation: Digital Content
Potsdam I	Potsdam III	Schinkel III	Köpenick II/III	Tegel	Köpenick I	Charlottenburg I	Charlottenburg II	Charlottenburg III	Schinkel I/II	Tiergarten	Lincke	Schöneberg	Davos	Chur
16:15 - 17:30	14:30 - 17:30	16:15 - 17:30	16:15 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30	16:30 - 17:30
Storytelling in the 21st century: teaching and learning about history, traditions and customs with new technology. From reflection to prediction, join this session to find out how digital media can add to the ancient tradition of storytelling for educational purposes.	Demonstrations and Best Practice Showcases take place throughout the afternoon. The highly flexible format chosen for these sessions allows conference participants a chance to experience a range of innovative tools, services and online courses.	The second session will elaborate on the topic of assessment by highlighting some of the challenges based upon the work of existing European projects. We will look at how these projects concretely tackle the situation.	Almost two years ago, UNESCO launched its 'global' competence framework for teachers. Other organisations have been developing similar competence frameworks. In this session, we will present the UNESCO framework and the generic EPICT competence framework and use those two presentations as the starting points for a discussion on teachers' competences.	Most learning occurs outside formal, structured learning events. In this session, we will discuss how some of the world's leading businesses and the top for-profit universities are giving staff time and space to learn from trial and error and from each other.	eLearning Africa meets ONLINE EDUCA BERLIN. Join this session with African best practice presentations. Among other challenges, large classes and a lack of resources are common in the African educational system. Join this session to learn about some of the solutions that have been devised or implemented.	Customers are demanding more, markets are changing rapidly and successful businesses have to adapt in real time to take advantage. In this session, we will discuss the lessons learned across a number of case studies in order to understand how organisations have adapted, how they deliver learning to customers and the impact this has had on the bottom line of their business.	Take a break from facts, figures and research and join us on a trip to the - Graveyard of Learning -. Our outspoken panellists will be battling and sharing their opinions and subjective points of view on learning trends, tools and theories, and declaring them dead, alive or - zombie. Don't miss the Battle of the Bloggers!	Improving productivity, sales, quality, customer loyalty and increasing revenue are key priorities for business as they emerge from the economic downturn. This interactive session will look at what strategies and techniques L&D practitioners can use to help frontline and other business managers to add value using social learning approaches? What innovative options are available and have been used to deliver results?	Join this hands- on LAB session and discover how uncomplicated sharing of learning content can be. The ShareTEC platform fosters collaboration between teacher educators in Europe by sharing digital resources. Creating and sharing educational resources provide means for teacher educators to enhance their digital competence.	Do PLE systems help learners to take control of and manage their own learning or are PLE systems there to develop educational technology in response to the way people are shaping their own learning spaces? Whether or not you agree with the word 'system' and if you want to know about pervasive personalised learning solutions or how PLEs work, join this session!	We will be highlighting and debating the latest developments and technological tools available in next generation PLE research, and show practical case study examples of these developments in commercial contexts. Be inspired by the future thinking of this research and its potential for the e-learning market as well as for the individual lifelong learner.	Sign up for one of the Knowledge Exchange Sessions of your choice. It is an opportunity to share knowledge and ideas about specific projects, to find others who share your interests, to share new ideas or future visions, to pose a question in order to encourage discussion or to look for help with a specific problem.	'The journey of a thousand miles begins with a single step' (Lao Tzu). Can a motivational quote hanging on the fridge door drive your life and lifelong learning path? What drives motivation for learning? If you need some inspiration, this is the perfect place to be!	Digital-age content needs digital-age production and management. This session will show real-world examples of how to develop and maintain digital and semantic learning materials as well as some models that have proved to work efficiently and practically in online learning environments.
Casper Schutte, University of Pretoria, South Africa	Christel Schneider, ICC – International Language Network, Germany	Peter Birch, European Commission, Education Audiovisual & Culture Executive Agency, Belgium	Fabio Nascimbeni, MENON Network, Belgium	Doug Beckwith, University of Phoenix, USA	Shafika Isaacs, South Africa	Laura Overton, Towards Maturity, UK	Bert De Coutere, IMB, Belgium	Ellen D. Wagner, Western Interstate Commission for Higher Education, USA	Lena Olsson, Stockholm University, Sweden & Eeva Koroma, Stockholm University, Sweden	Christof Peltason, Condat AG, Germany	Jack Wills, The British Institute for Learning and Development (BILD), UK	, ,	Véronique Maes, Belgium	Carmen Magaña, Universidad Europea de Madrid, Spain

<p>Jean Claude Callens, KATHO, Belgium <i>Digital Storytelling as a Mediation Tool to Support Critical Reflection?</i></p> <p>Sónia Hetzner, Innovation in Learning Institute, University Erlangen-Nürnberg, Germany <i>From Storytelling to Storyboarding, an Approach for Developing Serious Games</i></p> <p>Luca Toschi, University of Florence, Italy <i>Ulysses Has Told His Odyssey. New Technologies Tell Theirs.</i></p>	<p>For more information and an overview of all Demonstrations and Best Practice Showcases see the DEM schedule.</p>	<p>Ulf-Daniel Ehlers, University Duisburg-Essen, Germany <i>Open Learning: Open Assessment? How Pan-Educational Practices Change the Evaluation and Assessment Practice</i></p> <p>Airina Volungeviene, Vytautas Magnus University, Lithuania <i>Challenges of Assessing Learning Outcomes in Multicultural Virtual Mobility Sessions</i></p> <p>Lutgarde Duser, K.U.Leuven – Language Institute, Belgium <i>Online CEF-Based Assessment of Oral Proficiency for Intercultural Professional Communication</i></p>	<p>Angela Maria Sugliano, University of Genoa, Italy <i>UNESCO ICT Competency Standards for Teachers and Other Repertoires of Competency</i></p> <p>Lars Ingesman, UNI-C, Denmark <i>EPICT – A Competence Framework in Practice</i></p> <p>Jyrki Pulkkinen, Global e-Schools and Communities Initiative (GeSCI), Kenya <i>UNESCO TPD Framework and How to Apply It: Case of Rwanda</i></p>	<p>David James Clarke IV, Toolwire, Inc., USA <i>Real Life, Real Time: Experiential Learning at the Speed of Business</i></p> <p>Nick van Dam, Deloitte Touche Tohmatsu, The Netherlands <i>Formal-, Social- and Informal Learning Solutions which Drive Business Results</i></p> <p>Sarah Frame, University of East London, UK <i>Learning by Being: Experiential Learning and Immersive Role Playing</i></p>	<p>Charles Kakuhiire Twesigye, Kyambogo University, Uganda <i>Addressing Science Teachers Needs Through Online Teaching and Learning Approaches in Africa</i></p> <p>Bantu Morolong, University of Botswana, Botswana <i>Age: A New Paradigm of Exclusion in Technology Mediated Teaching and Learning in Higher Education</i></p> <p>Daniel Richard Stern, UConnect, Uganda <i>Let's Get Back to the Garden, Village Learning Holds a Key</i></p> <p>Lois Kerubo Bosire, Ministry of Information and Communications, Kenya <i>The Government of Kenya (GOK) Initiatives Towards Facilitation of E-Learning</i></p>	<p>Gwendolin Rugen, Telefonica O2 Germany, Germany <i>Virtual Classroom as Part of a Blended-Learning Concept @ Point of Sales</i></p> <p>Robin Hoyle, Infinity Learning Ltd, UK & Svetlana Omeltchenko, British American Tobacco, UK <i>Achieving Marketing Excellence Through a Transactional Network in a Global Organisation</i></p>	<p>Join a range of experienced and opinionated bloggers such as:</p> <p>Tom Wambeke, ITC-ILO (United Nations), Italy</p> <p>John Traxler, Learning Lab, UK</p> <p>Hans de Zwart, Educational Technologist, The Netherlands</p>	<p>Jane Hart, Centre for Learning & Performance Technologies (CALPT), UK <i>Working and Learning Smarter with Social Media</i></p>	<p>Join Lena Olsson and Eeva Koroma, University of Stockholm, Sweden and take part in real hands-on training of different types of tools and applications in a room with 20 available laptops, which can be shared by two or three participants. You are invited to sign-up for this LAB session beforehand on a first-come first-served basis.</p>	<p>Graham Attwell, Pontydysgu, UK <i>Personal Learning Environments and Vygotsky</i></p> <p>Aija Hietanen, Savonia University of Applied Sciences, Finland & Teemu Valtonen, University of Eastern Finland, Finland <i>Personal Learning Environments: Grounding Theories and Experiences of Piloting</i></p>	<p>Come join the session of The British Institute for Learning and Development (BILD), UK with Jack Wills and Karen Velasco.</p>	<p>KES Sessions:</p> <p>01 Role of Policy in E-Learning 02 Game-Based Learning Pedagogy Development/Integration 03 Collaborative Transatlantic Model: Innovative, Inclusive Education 04 Professionalising Teachers in Didactic ICT Use 05 Gaming & Learning/Learning & Gaming 06 The Importance of the Language in the E-Learning Courses by Collaborative Approach 07 Stirring the Learning: Getting Smart with Digital Methods for Informal and Non-Formal Learning 08 La innovación como medio para afrontar la crisis económica</p> <p>For more information and an overview of all Knowledge Exchange Sessions see the KES schedule.</p>	<p>Lutz Goertz, MMB Institute for Applied Media and Competence Research, Germany <i>The German Concept 'Leidensdruck' – A Central Motivational Factor to Introduce Digital Learning</i></p> <p>Aleksandra Mykowska, Dom Szkolen i Doradztwa, Poland & Karol Wolski, Dom Szkolen i Doradztwa, Poland <i>How to Inspire Intrinsic Motivation?</i></p> <p>François Roosegaarde Bisschop, Europäische Schule Karlsruhe, Germany <i>Learning Lessons from Psychology on Motivation</i></p>	<p>Julian Swindell, Royal Agricultural College, UK <i>Have You Read a Good Book Recently?</i></p> <p>Martin Smith, CAPDM Limited, UK <i>Digital First – Cloud-Based Production of Learning Materials</i></p> <p>Davor Orlic, Jozef Stefan Institute, Slovenia <i>Knowledge Technologies Are the Next Step in Education</i></p> <p>Tanja Heinlein, digital publishing AG, Germany <i>Digital Natives – Global Learners in an Online World</i></p>
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Plenary B

The ONLINE EDUCA Debate

Potsdam I

17:45 - 19:15

MOTION FOR DEBATE: The private sector is the real driver behind innovation in the use of online technology, software, content and services in online education and training.

As the line between 'public' and 'private' is being redrawn across Europe, it is time to reflect on which has been more successful in getting technology used in education. Why is educational attainment stagnating, even though public spending continues to increase? Has investment by the EU been well spent? If so, where is the evidence? Has the private sector 'ripped off' education by selling inappropriate hardware and software?

Harold Elletson,
The New Security Foundation, UK

Panelists will include:

Richard Straub
European Learning Industry Group (ELIG), France

Donald Clark
Learndirect, UK

Alan Bruce
ULS – Universal Learning System, Ireland

Plenary C	Plenary D
Academic Plenary	Corporate Plenary
Potsdam I	Potsdam III
09:30 - 11:00	09:30 - 11:00
<p>How is modern learning changing? What can tomorrow's students expect? How will the continuing development and spread of communications technology affect the way we learn in the future? Join us at this plenary session for a fascinating look at how learning is changing, as keynote speakers, including a futurist, an entrepreneur and a technologist, map the contours of tomorrow's world of learning.</p>	<p>The corporate plenary will provide attendees with plenty of food for thought. Issues to be presented and discussed by the excellent panel of speakers will include the challenges of value creation in the knowledge economy, knowledge navigation and intellectual capital, and the key practices that are driving high performing learning cultures in organisations. Additionally, specific examples of how organisations are learning how to "learn at the speed of need" will give insights for participants to take back to their own organisations.</p>
<p>Paul Bacsich, Matic Media Ltd, UK</p>	<p>Charles Jennings, Duntroon Associates Ltd, UK</p>
<p>Larry Johnson, The New Media Consortium, USA <i>Seven Channels of Change – The Horizon Project Metatrends: Patterns in the Global Evolution of Technology</i></p> <p>Aaron Wasserman, Blackboard Mobile, USA <i>How Top Universities Are Driving Student Engagement Through Mobile Devices</i></p> <p>Josie Fraser, Social & Educational Technologist, UK <i>Digital Literacy & Learning Communities: Supporting 21st Century Learners</i></p>	<p>Leif Edvinsson, University of Lund, Sweden <i>Knowledge Navigation, Intelligence for the Societal Innovation</i></p> <p>Josh Bersin, Bersin & Associates, USA <i>Today's High-Impact Corporate Learning: The Role of Learning Culture</i></p> <p>Joe Pokropski, Thomson Reuters, USA <i>SWITCH Happens! The Challenges of Learning at the Speed of Need</i></p>

Coffee Break 11:00 - 11:45

ETH46	APP47	NEX48	CAF49	BUS50	NEX51	ETH52	BUS53	BUS54	CHA55	PED56	STA57	CLA58	NEX59	CON60
Informal Ethics	WEB 2.0 for Collaborative Learning	On the Future of Higher Education	What Tool, What Task? Investigating and Evaluating 'New' New Media for Classroom Use	Learning in Three Dimensions, Maybe Four	Web 2.0 & Music: Promoting the Use of Digital Technologies and Social Networking Tools in Music Education	At Risk in the Labour Market	Balancing Individual and Organisational Learning	Designing Engaging Content that Delivers Results	Learning 2.0: The Gap Between Talking and Doing	Motivation for Learning: Practical Tools & Instruments	But Will It Work on My iPad? The Challenge of Interoperability	Success with Digital Media in Teacher Education Through Innovation in Education	Is the LMS Dead?	Content Creation for Mobile Learning
Potsdam I	Potsdam III	Tiergarten	Köpenick II/III	Tegel	Köpenick I	Charlottenburg I	Charlottenburg II	Charlottenburg III	Schinkel I/II	Schinkel III	Lincke	Schöneberg	Davos	Chur
11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:00	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:15	11:45 - 13:30	11:45 - 13:30	11:45 - 13:30	11:45 - 13:30	11:45 - 13:30	11:45 - 13:30
These days, educators have started using popular digital technologies, such as mobile devices, notably phones and media players, as well as social networking sites. This important development differs entirely from the use of purely educational technologies, so that those venturing beyond the walled garden of the institution have to adopt other rules, standards, expectations, preferences and values, ones that are not written and not stable.	From wikis, to blogs – Web 2.0 tools have become an integrated part of educational practice. Whether social tools build bridges between school and the community, promote teamwork, or promote learning between institutions, one thing is clear in this session; collaboration leads into learning.	The most successful educators of the future will be those who attempt foresight and can act on the less obvious, weaker signals coming from the education environment. We plan to encourage you to create a new map of the future in your own context.	Relax, make new friends, and play games in a Learning Cafe as we explore innovative uses of 'new' new media such as PBWiki, FaceBook, Final Cut Pro, Twitter, GoToMeeting, Camtasia, and Second Life. Add your expertise to the mix, exchange information, and build games as we craft something new with the 'new' new media.	We live in three dimensions. Why do we keep making online learning environments in only two? Immersive virtual learning environments have moved from fantasy to reality. Bring your body and your avatar to this session to find out what's working, see examples, and learn what your organisation should be experimenting with.	This session will take the NetSounds project as starting point for a debate on the topic of digital technologies and social networking tools in music education. Come join this session, as we also intend to set up a stakeholder community to exchange thoughts and insights on future developments in this area.	The digital divide no longer only exists between different regions in the world, it is also growing within the rich western world, excluding many from the labour market. Innovative e-learning systems support employability and job integration. How do we integrate accessible and flexible education in mainstream and vocational education? Join the discussion.	This session will explore the nature of new knowledge worker skills, how organisations can provide the most effective training approaches for current needs and what organisations might consider doing to strike a balance between empowering knowledge workers and upholding the values, aims and objectives of a modern and successful organisation.	Join this session about critical skills needed by L&D teams who are looking to respond rapidly to changing business demands. Here we explore the elements of great design, including learner support and reinforcement together with the practical skills for creating engaging e-learning programmes that change behaviour.	There is a consensus that we need to change the way we teach and learn, with all the opportunities of new technology for different pedagogical approaches. But when people write and talk about their daily practice (in education and corporate learning), learning still seems to be very much 1.0. Why is that and what can be done to move towards real 2.0 learning?	Yesterday's session (PED44) introduced thorough theories on motivation for learning. Find out more on the same topic; this time from a more practical perspective. Come and discover practical ways of boosting motivation for learning.	At a time of increasing collaboration and with an increase in multi-platform delivery vehicles, the need for common standards and guaranteed interoperability across all tools and media is becoming critical. This session presents an exploration of what the issues are in terms of both technical interoperability and quality standards.	This session brings into combined focus (a) digital media and ICT, (b) teacher education and (c) the importance of innovation in education, in order to successfully integrate digital media and ICT in education.	As new as Learning Management Systems are, most organisations see them as vital for e-learning. However, does LMS support learning or inhibit it? Has learning moved beyond the LMS? Is the LMS dead? Join this debate to discuss the pros and cons of placing Learning Management Systems at the heart of organisational learning.	The new generation of wireless devices is transforming learner expectations on how they access and use learning content. This session will look at concrete experiences of student-generated content across mobile internet devices and at the needs of learners, teachers and institutions.
John Traxler, Learning Lab, UK	Philippe Seynaeve, SMALS, Belgium	Michelle Selinger, Cisco Systems, UK	Philip Aust, Kennesaw State University, USA	Jane Hart, Centre for Learning & Performance Technologies (C4LPT), UK	Walter Kugemann, MENON Network, Belgium	Irene Zurborn, Fundacion CEDDET, Spain	Richard Straub, European Learning Industry Group (ELIG), France	Donald H. Taylor, Institute of IT Training, UK	Wilfred Rubens, Gilde Opleidingen, The Netherlands	Litsa Panayotopoulos, M2M Business Solutions, Greece	Christian M. Stracke, University of Duisburg-Essen, Germany	Jeroen Thys, GROUPT – Leuven Education College, Belgium	Charles Jennings, Duntroon Associates Ltd, UK	Shirley Williams, University of Reading, UK

<p>Andy Black, Becta, UK</p> <p>Steve Wheeler, University of Plymouth, UK</p> <p>Mark Childs, Coventry University, UK</p> <p>Geoff Stead, Digital Learning Studio, Tribal, UK</p>	<p>Corrado Petrucco, University of Padua, Italy <i>Wikipedia as a Cultural Bridge Between School and Local Community</i></p> <p>Virginie Aimard, United Nations University Vice Rectorate in Europe (UNU-ViE), Germany <i>Knowledge Sharing 2.0 – Social Media for Knowledge Sharing Within Educational Institutions</i></p> <p>Laia Martin Marty, Escola d'Administració Pública de Catalunya (Public Administration School of Catalonia), Spain <i>A Wiki for Efficient Teamwork, Maintaining Living & Multiform Learning Content</i></p>	<p>Iain MacLaren, National University of Ireland, Galway, Ireland <i>Unfettered Creativity: Re-Imagining the University</i></p> <p>Sandra Romenska, University of Leicester, UK <i>Learning Futures: A Model for Embedding Student Employability Skills into Futures Research</i></p> <p>Gilly Salmon, University of Leicester, UK <i>More Hindsight, Insight, Foresight and Oversight</i></p>	<p>Barbara S. Gaine, Kennesaw State University, USA</p> <p>Carolyn Carlson, Kennesaw State University, USA</p> <p>Jake McNeill, Kennesaw State University, USA</p> <p>Rhonda Hill, Kennesaw State University, USA</p> <p>Leonard Witt, Kennesaw State University, USA</p>	<p>Euan Mackenzie, 3MRT, UK <i>Games: Should You Be Doing that at Work?</i></p> <p>Elisabeth Jäg, E. ON AG, Germany <i>Sustainable Learning Across Borders – Added Value of Virtual Learning Worlds for Companies?</i></p> <p>Bert De Coutere, IBM, Belgium <i>Redesigning Leadership Training for 3D Immersive Worlds</i></p> <p>Tony O'Driscoll, Duke University, USA <i>(Virtual speaker)</i></p> <p>Karl Kapp, Bloomsburg University, USA <i>Working Smarter with 3D Virtual Environments and Gaming (Virtual speaker)</i></p>	<p>Russell Blakeborough, Brightonart, UK & Paul Miller, School of Everything, UK <i>Mouse Music: Web 2.0 and Music Education</i></p> <p>Per Erik Larsen, KRS, Sweden <i>Reflections on the Main Characteristics and Requirements of the Users and Customers of Social Networks</i></p> <p>Federico Ballanti, MENON Network, Belgium <i>The Future Is Now, ICT, Music and Education</i></p>	<p>Maria Riccio, University of Sannio, Italy <i>A New Distance Learning System for European SMEs: The IN.TRA.NET. Project</i></p> <p>Thomas Eriksson, DSV, Stockholm University, Sweden <i>Bridging the Digital Divide, Academia and Folk High Schools Working Together</i></p> <p>Björn Fisseler, TU Dortmund, Germany <i>ELOQ – Integrating Universal Accessible E-Learning in Vocational Education of Adolescents with Disabilities</i></p> <p>Jos Fransen, Inholland University of Applied Sciences – Centre for eLearning, The Netherlands <i>School Social Work Online – Professional Development Through Innovation</i></p>	<p>Josh Bersin, Bersin & Associates, USA</p> <p>Martti Raevaara, Aalto University, Finland</p> <p>Paul Hunter, Corporate Learning Network – IMD, Switzerland</p> <p>Fabrizio Cardinali, eXact learning solutions / European Learning Industry Group (ELIG), Italy</p>	<p>Joe Pokropski, Thomson Reuters, USA <i>Delivering Content at the Speed of Need</i></p> <p>Claudia Punstein, Canudo GmbH, Germany <i>Critical Factor 'Target Group' – How to Find Suitable Concepts for Your Learners</i></p> <p>Ellen D. Wagner, Sage Road Solutions, LLC, USA <i>T.B.C.</i></p>	<p>Lance Dublin, Dublin Consulting, USA <i>Implementing and Managing Non-Formal Learning Programs: Keys to Success</i></p> <p>Satu Nurmela, University of Turku, Finland & Riitta Suominen, Yksityinen kielitoimisto, Finland <i>10 Theses For and Against the Educational Use of Social Media</i></p> <p>Herman Schimmel, Sheffield Hallam University, UK <i>The ICT-Coach: How to Enhance the Development of Learning and ICT in Higher Education</i></p>	<p>Alexander Hofmann, University of Applied Sciences Technikum Wien, Austria <i>Four Experiments to Improve the Performance of IT Students</i></p> <p>Harald Kjellin, Kristianstad University, Sweden <i>Assignments that Increase Students' Motivation in Online Courses</i></p> <p>Herman Schimmel, Sheffield Hallam University, UK <i>The ICT-Coach: How to Enhance the Development of Learning and ICT in Higher Education</i></p>	<p>Jocelyn Manderveld, The SURFnet, The Netherlands <i>MediaMosa: Open Source Media Management Software to Build an Open Video Platform</i></p> <p>Jan M. Pawlowski, University of Jyväskylä, Finland <i>Standards and User-Based Mechanisms for Open Educational Resources – Convergence or Contradiction?</i></p> <p>Cleo Sgourpoulou, Technological Educational Institute of Athens, Greece <i>Broadening European Learner Mobility Pathways – The Standards Approach</i></p>	<p>Jenny Lane, Edith Cowan University, Australia <i>Preparing Tomorrow's Teachers Today</i></p> <p>Johannes De Gruyter, K.U.Leuven – AVNet, Belgium <i>Organising for Blended Teaching and Learning</i></p> <p>Jonathan Cops, GROUP T – Leuven Education College, Belgium <i>Meaningful Gaming – The Teacher as Agent</i></p>	<p>Larry Johnson, The New Media Consortium, USA</p> <p>Roger Larsen, Pearson Platforms, Norway</p> <p>Graham Attwell, Pontydysgu, UK</p> <p>Inge de Waard, Institute of Tropical Medicine, Belgium</p> <p>Richard Horton, Blackboard International, UK</p>	<p>Helen Keegan, University of Salford, UK <i>Learner Innovation: Creative Collaboration On-the-Move and In-the-Cloud</i></p> <p>John B. Stav, Sør-Trøndelag University College, Norway <i>Experience with Product-Oriented Training and Mobile Learning in Education and Vocational Training</i></p> <p>Caroline Moore, Constellata Ltd, UK <i>New Generation Learning: Is There a Future for the English Language Teaching Coursebook?</i></p>
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Lunch 13:00 - 14:30

PED61	CLA62	NEX63	SHP64	BUS65	PED66	APP67	CHA68	BUS69	OPE70	VAR71	STA72	VAR73	PED74	APP75
Online Assessment	Student Meets Workplace; From Auditorium to Office with New Media	Discussion on Grand Challenges in Technology-Enhanced Learning	The Daily Content: Adapting Live News with Curriculum and Teacher Support	Working Smarter with Learning Networks	Technology for Language Learning	Blended Learning: Evidence of Success	Large Scale Educational Projects in the Public Sector	Coping with the Crunch: How Can We REALLY Deliver More for Less?	If We Build Them, They Will Come	E-Learning and Higher Education in France	Legal Challenges	After Lunch Speed Networking Session	Teachers' Continuous Professional Development	Making Web 2.0 Work by Collaboration
Potsdam I	Potsdam III	Schinkel I/II	Köpenick II/III	Tegel	Tiergarten	Charlottenburg I	Charlottenburg II	Charlottenburg III	Schöneberg	Schinkel III	Lincke	Köpenick I	Davos	Chur
14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:15 - 16:00	14:15 - 16:00	14:15 - 16:00	14:15 - 16:00	14:15 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00	14:30 - 16:00
The challenges in online assessment have always prevented the large-scale uptake of e-learning. Are we getting there today? Join this discussion session which highlights good practice examples on the topic of online assessments.	No matter how interactive and visual learning has become, there is nothing as powerful as hands-on experience. But what if an internship is hard to come by? These showcases highlight virtual on-the-job training, without having to leave the lecture hall. Join this session for a closer look at the integration of workplace and auditorium.	STELLAR, an EU-funded network of Excellence on Technology-Enhanced Learning in Europe, launched the TEL Europe network last year. This network connects industry, practitioners and researchers, thus developing a new and critical foresight agenda for technology-enhanced learning. Some of the key experts involved will be here to discuss these visions with you.	This session opens the books on the world's first curriculum-based daily service of topical news, interactives and teacher support, launched in September 2010 for Scotland's schools. Based on a partnership with a regional newspaper to create the online content, the first reports of usage, pedagogy and outcomes after two months in action will be presented for discussion.	The authors of a new book on collaboration and social learning in the cloud will share their recent research. Our format will be open conversation. Bring your business learning challenges, be they political, infrastructural or cultural. We would rather help you solve your problems than revisit what's worked for people not in the session.	ICTs enable access and the use of information in a number of languages, as well as new opportunities for the promotion of language learning and multilingualism. But to what extent are ICTs and new media already utilised for language learning? What are the emerging trends, what is the impact of technologies on this crucial field?	This session will look at the success factors involved in designing effective blended learning programmes. Concrete experiences will show the main requirements for successful b-learning, combining technology based learning and face-to-face delivery courses, showing innovative examples from the EU, Latin-America and Africa.	Would you like to know how to get 20.000 students and teachers into learning and working 2.0? What are the reasons for creating one major knowledge library network? Are you depending on e-learning to enhance the skills of hundreds of employees? Join this session and find out the rules and implications behind large scale innovative projects in education.	A new mantra for public and private sector learning seems to be 'more for less' – but how can we deliver efficiency demanded by business and improve the quality of learning demanded by staff? This interactive discussion will explore practical, innovative ideas on how to successfully deliver both.	How can the integrity of open educational resources be ensured and how do users, whether learners or educators, respond to them? This session provides three papers, each of which explores these issues, providing an opportunity for discussion on some of the more fundamental aspects of building open educational resources.	French higher education system and institutions are engaged in a deep transformation process fostered by e-learning and further integration of ICT. If you are interested in the French educational situation and in direct access to the representatives from the key stakeholders involved, you should attend this session!	In the 'old' world long, established and diverse legal barriers have been put in place on the use of, and access to, learning content. In the digital world there are no boundaries. These three papers explore not only what happens when these two worlds collide but also looks at legal rights beyond death.	Have you just had a wonderful lunch? Have you seen that inspiring keynote and still have so many people to meet, yet so little time? Join this special speed networking session towards the end of the conference, take some time to share impressions and ideas and make more contacts before you go home. Don't forget your business cards!	The lack of ICT use in teaching is still a predominant issue in many parts of the world. Motivating, engaging, empowering and supporting teachers are aspects that will be explored in this session, as well as how online communities support teachers' continuous professional development.	This session will highlight how the mutual exchange of ideas is supported through the use of Web 2.0 applications, such as blogs, e-portfolios and internet-based videos. Join the speakers and find out which factors determine whether cooperation in higher education, and e-collaboration in particular, can turn into successful communities of practice.
Sue Martin, SAP AG, Germany	Casper Schutte, University of Pretoria, South Africa	Caroline Windrum, Learning Sciences Research Institute (LSRI), University of Nottingham, UK	Stephen Haggard, Tinopolis Interactive on behalf of Learning & Teaching Scotland, UK	Jay Cross, Internet Time Alliance, USA	Okke Schlüter, Stuttgart Media University, Germany	Maggy Beukes-Amis, Namibia e-Learning Centre (NeLC), Namibia	Andrew Watt, Andrew Watt Associates, UK	Debbie Carter, TJ (formerly Training Journal), UK	Graham Attwell, Pontydysgu, UK	Philippe Méro, PM Conseil, France	Richard Horton, Blackboard International, UK	Shafika Isaacs, South Africa	Martin Zimnol, Pädagogisches Landesinstitut Rheinland-Pfalz, Germany	Joe Cullen, The Tavistock Institute, UK

<p>Natasa Brouwer, University of Amsterdam, The Netherlands <i>Online Tests to Improve Students' Efficiency in Postgraduate Science Courses</i></p> <p>Monika Solvig, Hop Secondary School, Norway <i>Make It Simple! – Formative Evaluation for 21st Century Learners</i></p> <p>Sofia Torrão, FEUP, Portugal <i>Ensuring Confidence and Increasing Security Using MOODLE Quizzes</i></p> <p>Martin Beck, MONDIALE – Testing, Switzerland <i>An Online Testing Framework to Tailor Your Assessment</i></p>	<p>Nina Heinze, Knowledge Media Research Center (KMRC), Germany <i>The Future of Social Learning Networks – Participative and Cooperative Learning Cultures</i></p> <p>Liora Groen, E Learning Productions, The Netherlands <i>Towards an Integrated Solution for Workfield Experience and Expertise in the Classroom</i></p> <p>Marion Bruhn-Suhr, University of Hamburg, Germany <i>Bottom-Up Meets Top-Down: Business Seeks Academia to Prepare for a Cultural Change</i></p> <p>John Minarcik, Destiny University School of Medicine, St Lucia (West Indies) <i>Experience in Teaching Online Medical School Pathology Courses, Lectures and Labs</i></p>	<p>Rosamund Sutherland, University of Bristol, UK</p> <p>Nicolas Balacheff, Centre National de la Recherche Scientifique (CNRS), France</p> <p>Frank Fischer, Ludwig-Maximilians-Universität München, Germany</p>	<p>Join Stephen Haggard for this interactive workshop in which the session participants will learn live content production skills as they co-create the next day's schools output for Scotland through a live link with the Editors of The Daily What in Glasgow. A first ever tie-up for ONLINE EDUCA BERLIN, and Scottish schools, as the conference and its delegates become actual co-creators of tomorrow's content in a real-time online creative partnership.</p>	<p>Jane Hart, Centre for Learning & Performance Technologies (C4LPT), UK</p> <p>Charles Jennings, Duntroon Associates Ltd, UK</p> <p>Clark Quinn, Quinnovation, USA</p> <p>Harold Jarche, Internet Time Alliance, Canada <i>(Virtual speaker)</i></p> <p>Jon Husband, Internet Time Alliance, Canada <i>(Virtual speaker)</i></p>	<p>Pavlos Koulouris, Ellinogeraniki Agogi, Greece <i>The Use of ICT in Language Learning: Reflections on a European Study</i></p> <p>Libor Stepanek, Masaryk University Brno, Czech Republic <i>COMPACT: From Formal Academic to Soft Skills Language Learning</i></p> <p>Lut Baten, K.U.Leuven – Language Institute, Belgium <i>CEFCult: An Innovative Web Environment for Online Oral Assessment of Intercultural Professional Contexts</i></p> <p>Gavin Cooney, Learnosity Ltd, Ireland <i>Mobile Devices in Language Learning – International Case Studies & Findings</i></p>	<p>Sean Nugent, LINE Communications, UK <i>Developing 21st Century Blended Learning Programmes for School Business Managers</i></p> <p>Kristi Jauregi Ondarra, Utrecht University, The Netherlands <i>Social Interaction Through Videocommunication and Virtual Worlds: An Added Value for Education</i></p> <p>Francesco Fedele, Università degli Studi 'Guglielmo Marconi', Italy <i>El-Gate: A Multimodal Training Experience Lived by Latin-American University Managers</i></p> <p>Jens Schneider, Africa eLearning Service Network (InWEnt/AeLSNet), Namibia <i>Blended Learning as Critical Ingredient of Effective E-Learning Interventions: The African Experience</i></p> <p>Alexandra Mihai, Institute for European Studies, Vrije Universiteit Brussel (VUB), Belgium <i>Teaching European Studies: A Blended Learning Approach</i></p>	<p>Kjetil Brathetland, Hordaland County Administration, Norway <i>Enterprise Learning in Hordaland County, Norway – A Broad ICT for Learning Approach and Its Effects</i></p> <p>Mariella Sakellariou, Management Organisation Unit, Greece <i>Implementing E-Learning to Enhance Greek Public Sector Management of European Funds</i></p> <p>Maria Odilia Baleiro, School Libraries Network Office, Portugal <i>Portuguese School Libraries Network: Transforming Learning and Working Through ICT</i></p> <p>Mike Collett, Vocabulary Management Group, UK <i>European Vocabulary Bank for Education: Large Scale, Public Sector Taxonomies</i></p>	<p>Lesley Price, Becta, UK <i>Delivering Results – Lessons from 50 Case Studies</i></p> <p>Martin Baker, The Charity Learning Consortium, UK <i>Ten Benefits of Working in a Consortium, to Improve Efficiency</i></p> <p>Cynan Houghton, Oxfam GB, UK <i>Establishing Strategic Business Change Under Pressure</i></p>	<p>Jan Markovic, Centre of e-Learning, AGH University of Science and Technology, Poland <i>Staff and Students Attitudes to Open Educational Resources</i></p> <p>Tiina Front-Tammivirta, Association of Finnish eLearning Centre, Finland <i>New Models for Peer-Production and Open Content – Wiki Library and Wikiversity Courses</i></p> <p>Carlos Ferreira, Technical University of Lisbon, Portugal <i>Free Software / Open Source in Higher Education Institutions of Portugal</i></p>	<p>Clara Danon, Ministry of Higher Education and Research, France <i>The French Initiatives to Support E-Pedagogy in Higher Education</i></p> <p>Joel Boissière, Caisse des Dépôts, France <i>Key Initiatives to Support Digital Development in Higher Education</i></p> <p>Jonathan Bartoli, CAP Digital, France <i>CAP Digital Cluster and the French E-Learning Ecosystem</i></p>	<p>Tobias Fries, University of Bamberg, Germany <i>Integrating Industrial Partners into E-Teaching Efforts – Legal Pitfalls and Circumventions</i></p> <p>Paul Przemyslaw Polanski, Kozminski University – C.H. Beck Poland, Poland <i>Legal Uncertainty in E-Learning Environments</i></p> <p>Shirley Williams, University of Reading, UK <i>Digital Legacy</i></p>	<p>Be prepared to mingle with the international and highly diverse ONLINE EDUCA BERLIN crowd.</p>	<p>Stijn van der Krogt, International Institute for Communication and Development (IICD), The Netherlands <i>Success and Failures of Integrating ICT in the Classroom: Time to Learn from Experiences in the South</i></p> <p>Inger-Marie Falgren Christensen, University of Southern Denmark, Denmark <i>Empowering Teachers in Secondary School – Designing a Course on Virtual Worlds Teaching</i></p> <p>Brian Holmes, Lancaster University, UK <i>eTwinning Learning Events: Using Online Learning Communities for Teachers' Continuous Professional Development</i></p>	<p>Stefano Menon, METID - Politecnico di Milan, Italy <i>From E-Collaboration to CoP: A Successful Case Study. Replicable?</i></p> <p>Lena Oswald, Universität Hamburg, Germany <i>Lessons Learnt from Cooperation</i></p> <p>Tamara Ranner, Bundeswehr München, Germany <i>Digital Media in Driving Instructor Education</i></p>
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Coffee Break 16:00 - 16:30

VIR76	PED77	PED78	SHP79	BUS80	VAR81	CON82	VAR83	CLA84	CLA85
Handheld Learning: Pocket Sized and Personal	Quality Assessment	Students' Feedback for Learning	LEARNSHOP: Employee and Student Engagement Strategy	Preparing for Business EDUCA 2011	When Game-Based Learning Is Most Engaging – Award Winners & Playing for Social Inclusion	Creative Curricula	Live Link to the International Forum for Women in eLearning	Training Teacher & Co: Competences & Skills	Youth Talk
Schöneberg	Schinkel III	Lincke	Köpenick II/III	Tegel	Tiergarten	Charlottenburg I	Charlottenburg II	Charlottenburg III	Potsdam III
16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00	16:30 - 18:00
Over half the world's population owns a mobile phone and sometimes more than one! The level of sophistication of these devices is extending far beyond the simple functionality of making a phone call. This session looks at how mobile devices are increasingly used as one of the most direct connections to learners.	New approaches and strategies to ensure quality in e-learning are crucial in a field where the parameters seem to change constantly. But, as a service, quality assurance cannot only be focused on technological standards; it must also ensure quality in many other educational aspects as well, which will be discussed with the experts on quality assessment.	As students' feedback is used to improve both the learning content and tools, the learning process is becoming increasingly democratised. Join this session and find out how students improve one another's understanding by interactive contributions to web lectures and how the learning content can be improved by continuous student feedback.	Aimed at managers and practitioners seeking to identify and understand opportunities available within online communities of learners in intranet and educational environments. Best suited for those with some experience of social networking and digital or e-learning platform and community use, but this is not essential.	Join the wrap-up of the Business EDUCA track. We'll identify main themes arising from the two days past. Our 'business reporter' will highlight trends, common themes and unresolved questions. We may set up a community to keep active discussions alive. And we will talk about what we want to see in Business EDUCA 2011.	The ENGAGE QUALITY EXCELLENCE AWARD recognises excellent contributions from teachers, educational practitioners, game developers and producers to the quality of game-based learning. It will be granted in three categories, including the ENGAGE Inclusion Award. The ceremony will be preceded by a panel discussion with leading GBL experts.	How do you create opportunities to enrich content? Where and how do you pick up or create content that can meet skills and competences that are needed for working life? Sometimes you need to think big. Come and discover how.	Berlin meets Albuquerque! Join Ellen Wagner and Darcy Hardy for a live discussion with participants of the International Forum for Women in eLearning, taking place simultaneously in the US.	Nowadays teachers need to have sufficient ICT skills to keep up with their students. This session will explore the development of a pedagogical model to improve these competences of teachers in higher education, and how to support students in the use of ICT in education.	Further to the pre-conference event School Forum, this session focuses on the learners and asks them if and how school prepares them for the future. What are the skills we need to have nowadays and how can technology support teachers and learners in mastering those skills.
Leonard Mware Oloo, ICWE Africa Ltd, Kenya	Nicolas Apostolopoulos, CeDIS, Freie Universität Berlin, Germany	Ana Landeta, Madrid Open University, Spain	Dominic Graveson, cScape, UK & Richard Sedley, Customer Engagement Unit, UK	Jay Cross, Internet Time Alliance, USA	Claudio Dondi, SCIENTER, Italy	Uwe Spangler, IE University/Business School, Spain	Ellen D. Wagner, Western Interstate Commission for Higher Education, USA	Carl Holmberg, ICDE, Norway	Guus Wijngaards, INHolland University, The Netherlands

<p>Mar Camacho, Universitat Rovira i Virgili, Catalonia, Spain <i>Empowering Language Minorities Through Technology: A Podcasting Experience in Multicultural Settings</i></p> <p>Maja Braun, Deutsche Welle, Germany <i>Learning by Ear – The Skills to Succeed in Today's Africa</i></p> <p>Pasi Silander, HAMK University of Applied Sciences, Finland <i>Mobile Learning is About a Learner's Mobility – New Blended Methods and Applications in Practice</i></p>	<p>Erika Soboleva, Agency for Higher Education Quality Assurance and Career Development, Russia <i>Evaluation of the Quality Assurance in E-Learning</i></p> <p>Deborah Arnold, Université Nancy 2, France <i>Stakeholders Really Think of E-Learning. Quality Through Self-Evaluation</i></p>	<p>Leena Vainio, HAMK University of Applied Sciences, Finland <i>Students Feedback from Online Learning: Instructors Ought to Become Slowly Facilitators</i></p> <p>Ellen Kuipers, HAN University of Applied Sciences, The Netherlands <i>Students Got Talent – How Feedback Contributes to Student Engagement and Talent Development</i></p>	<p>Come and join Dominic Graveson and Richard Sedley (UK) for this interactive session and learn more about communities of learners.</p>	<p>Join:</p> <p>Charles Jennings, Duntroon Associates Ltd, UK</p> <p>Jay Cross, Internet Time Alliance, USA</p> <p>Laura Overton, Towards Maturity, UK</p> <p>Sharon Claffey Kaliouby, Enterprise Ireland, USA</p> <p>as well as the other business presenters contributing to Business EDUCA.</p>	<p>ndreas Lange~, Computer Game Museum, Germany</p> <p>rian Holmes~, European Commission, Belgium</p> <p>avid Wortley~, Serious Games Institute, UK</p> <p>Philippe elanghe~, U&I Learning France, France</p> <p>uth Lemmen~, The German Trade Association of Interactive Entertainment Software (BIU), Germany</p> <p>aja Pivec~, FH Joanneum, Austria <i>(virtual speaker)</i></p>	<p>Marianna Leikomaa, Tampere University of Applied Sciences, Finland <i>Project Work – What's That Got to Do with Learning English?</i></p> <p>Lisa Jane Stornes, Sauda Vidaregåande Skule and Nettskolen Rogaland, Norway <i>Thinking Big – How Small District Schools Can Create New Opportunities</i></p> <p>Sofoklis Sotiriou, Ellinogermaniki Agogi, Greece <i>Quantitative Analysis of the Usage of the Cosmos Science Education Portal</i></p>	<p>Join this session with Ellen Wagner for a live video discussion.</p>	<p>Paz Prendes, University of Murcia, Spain <i>University Teachers ICT Competence, Indicators, Evaluation and Models of Developing</i></p> <p>Eky Fioole, Avans University of Applied Sciences, The Netherlands <i>Professionalizing the Professionals: Going Beyond Engagement Towards a Strategy of Co-Creation</i></p> <p>Mária Hartyányi, Prompt-G Educational Center for Informatics, Hungary <i>The Tenegen Networking Environment – Helping Teachers to Reach the Net Generation</i></p> <p>Mike Healy, Westminster Business School / University of Westminster, UK <i>European Project – New ICTeacher Course to Inspire Teachers to Adopt New Technologies</i></p>	<p>Join the discussion and listen to the experiences of secondary school students from the Berlin Humboldt Gymnasium.</p>
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