



18TH INTERNATIONAL CONFERENCE
ON TECHNOLOGY SUPPORTED
LEARNING & TRAINING

POST-CONFERENCE REPORT

THE LARGEST GLOBAL E-LEARNING CONFERENCE FOR
THE CORPORATE, EDUCATION AND PUBLIC SERVICE SECTORS

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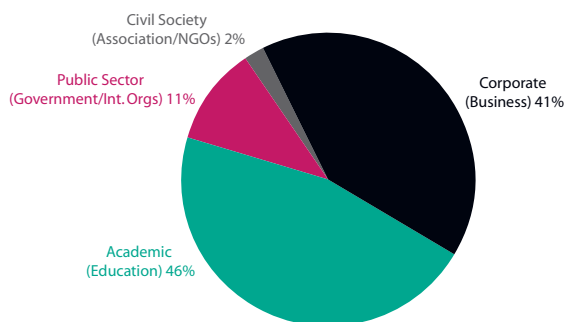
ONLINE EDUCA BERLIN 2012

The 18th annual ONLINE EDUCA BERLIN (OEB) took place at the Hotel Intercontinental, Berlin, from 28th – 30th November. This successful global event featured more than 400 speakers and 2000 participants from over 100 different countries and continues to be the largest global e-learning conference for the corporate, education and public service sectors.

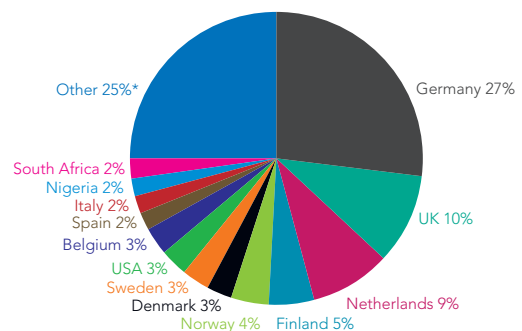
Under the overall theme of 'reaching beyond tomorrow', OEB 2012 investigated how we get to a brighter, better and more inclusive future in which technology enables everyone to improve and enrich themselves.

To enable participants to embrace innovative e-learning practices and tools, a wide range of experts, specialists, researchers and educators chaired and spoke in pre-conference workshops, plenary sessions and parallel sessions where they discussed and presented the latest information and findings for quality technology-enhanced learning in the classroom and workplace.

Sector Representation



Country Representation



* Algeria, Argentina, Armenia, Australia, Austria, Azerbaijan, Bahrain, Bangladesh, Brazil, Cameroon, Canada, Cape Verde, Chile, China, Congo, Costa Rica, Croatia, Cyprus, Czech Republic, Egypt, Estonia, Ethiopia, France, Georgia, Ghana, Greece, Guatemala, Hong Kong, Hungary, India, Indonesia, Iran, Ireland, Israel, Japan, Jordan, Kazakhstan, Kenya, Kyrgyzstan, Latvia, Lebanon, Lithuania, Luxembourg, Malawi, Mali, Mauritius, Mongolia, Morocco, Mozambique, Namibia, New Zealand, Oman, Palestinian Authority, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia, Rwanda, Saudi Arabia, Senegal, Serbia, Singapore, Slovenia, South Korea, Sri Lanka, Sudan, Switzerland, Syria, Taiwan, Tajikistan, Thailand, Togo, Tunisia, Turkey, Uganda, Ukraine, United Arab Emirates, Uruguay, Yemen, Zambia, Zimbabwe



PLENARY SESSIONS

Opening Plenary

In the opening plenary, three expert speakers outlined their views on how to adapt educational content and practices to ensure we take advantage of the opportunities offered by technology in a sustainable way.

Dr Mark David Milliron, Chancellor of the non-profit Western Governors University, USA, explained that we are in a time of massive transition, with our education ecosystem comprising a swirl of generations learning and teaching together. In order to be effective, we must move beyond the discussion of whether using technology is a good idea or not: instead, we must focus on using all the tools we have at our disposal and blend our approach as required. Technology should be used to make the human moments precious.

Milliron's speech was followed by Sir Michael Barber, Chief Education Strategist, Pearson, UK, who predicted that an avalanche is set to transform the traditional university model. According to Barber, factors such as the globalisation of education, the changing economy and now ubiquitous nature of content are changing the face of education.

With 25% of 21 year-old graduates in the UK being unemployed, compared with 20% unemployment among school leavers of the same age, it is clear that the value of a traditional degree in the labour market is decreasing. Thanks to the Internet and organisations such as the Khan Academy, "Students are taking control of their own learning."

Barber and Milliron were joined by award-winning director Michael Grigsby, who announced the launch of the VIDEO EDUCA part of the programme, celebrated the power of video in education. According to Grigsby, technology is both liberating and constraining us. He explained that, through our increasing reliance on technology, we are increasingly seeking instant gratification, but students must be given space in which to reflect, feel and find their own voice.

Chaired by ICT4D professional Shafika Isaacs, the opening plenary set the innovative and informative tone for the rest of the conference.



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"The thing I'm looking forward to most about OEB 2012 is gaining a broader insight into cutting edge innovations through interaction with the participants here, and learning what's potentially going to change education for the better in the next five to ten years."

Sir Michael Barber, Pearson, UK

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PLENARY SESSIONS

Learning in a VUCA World: How Knowledge Workers Learn to Innovate

Chaired by Dr Richard Straub, President of the Drucker Society Europe and Secretary General of the European Learning Industry Group, the Business EDUCA plenary saw five experts from throughout the world come together to discuss learning in a VUCA world and the ways in which knowledge workers learn to innovate.

The acronym VUCA – volatility, uncertainty, complexity and ambiguity – accurately describes the conditions under which organisations, corporations and institutions operate in the world today. The VUCA world calls for innovative business strategies and processes that can be used to cope in any given situation, and if treated right, the VUCA world can be an opportunity for knowledge workers to learn and develop effective agile and flexible strategies.

Dr Terry Moss, General Manager, Eskom Holdings, discussed the need to not only help develop young people’s education but also to address the needs that young people have, as they are the future of the workforce. Moss explained that Eskom took a step back to gauge how on-the-job learning was taking place and devise the most effective way in which to educate their workforce. He explained that, to his surprise, a significant amount of the educational practices they had used previously were highly ineffective and inefficient when applied to their young workforce.

Ahmed El-Sobky, ITIDA, explained that Egypt has a very young population, which, whilst being a great asset, also presents them with the difficult task of trying to find a way in which to effectively meet their training needs. To tackle this challenge they are using innovative technologies and mobile devices such as tablets and smartphones as education tools, and run a program that encourages innovation, entrepreneurship and the development of start-ups.

Edith Lemieux, Air Liquide University, France. explained that, while Air Liquide operates within a fairly traditional industry, they are combining modern and traditional skills to tackle the market. According to Lemieux, agility is key, and trying and failing are important parts of the creative process.

Jens Hilgers, Geewa Games, Germany, explained that as an online gaming company they are part of a highly dynamic market, especially for mobile and smartphone platforms. These platforms are undergoing rapid changes every day and this has resulted in a need to deal with these changes on a daily basis. Their key to success in this rapidly-evolving environment is getting the latest insights into the changes that are happening on these platforms and addressing them quickly.

Steve Martin, Influence at Work, UK, spoke of the need to influence great change and motivate people to learn; an idea that was explored throughout the conference. Martin explained that, despite a large body of research that evidences how people like to learn and be motivated, the myth that people will pay attention to and act upon the information they are provided is all too often perpetuated.

In his conclusion, Martin advised educators to “go with the grain of how people like to behave and your programmes will become more engaging and sustainable by employing these behavioural insights.”





PLENARY SESSIONS

Learning futures: over the horizon

As part of the ONLINE EDUCA plenary session Learning Futures: Over the Horizon, four leaders in the field presented their visions of how technology can enable learning to reach beyond tomorrow and gain the skills needed to succeed.

Seb Schmolter, UK, outlined his vision of the future of academia and learning and discussed the lessons he has learnt from over a decade in the field, drawing on a wealth of information and advice. Top tips included: rarely be unbending if you are a manager, learning is life-wide and lifelong, and there are some very bad models of learning around.

Kayvon Beykpour, Blackboard Mobile, USA, presented his views on the usefulness of mobile device technology to education. Beykpour emphasised that people “look around” not just in front, but around at how new technologies will impact other things. His speech focused on major technological innovations and drew observations from everyday life, particularly how these innovations have revolutionised different industries and the way in which educators can learn from this.

Michael Trucano, The World Bank, USA, tackled the taboo of failure in the education industry head-on by outlining “the 10 worst practices in education” and discussing the things that many of us know about technology in education but don’t want to admit. Some of the practices that made it onto the list included: dumping hardware in schools and simply hoping for magic to happen; thinking about educational content only after you have rolled out your hardware; and not training your teachers (nor your school headmasters, for that matter).

Ayesha Khanna, Founder and Director of the Hybrid Reality Institute, Singapore discussed the way in which technology can be seen as both a friend and a foe in education. Khanna focused on the impact of technological innovations on students and teachers. Topics of discussion ranged from 3D printers to the use of avatars in online multiplayer games as educational tools.

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This is my first ONLINE EDUCA BERLIN. I’ve met a lot of very interesting people doing very interesting things, and getting a European perspective on approaches to things like content management systems – digital content especially – has been great for me to see.

Michael Trucano, The World Bank, USA

I have been to OEB four times, including the very first session 18 years ago. This year’s was the best, from my viewpoint.

Julian Swindell, Royal Agricultural College, UK

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THE ONLINE EDUCA DEBATE

Down with degrees and diplomas!

Viewed as a conference highlight for many participants, the lively ONLINE EDUCA debate saw four learning professionals argue the merits and demerits of diplomas and degrees before an enthusiastic and packed crowd.

Chaired by former British MP Harold Elletson, the motion for debate was *“the House believes that a ban on diplomas and degrees awarded by schools and universities would have a positive impact on competence development and lifelong learning.”*

Jef Staes, author of *My Organisation is a Jungle* (www.jefstaes.com), Belgium, spoke in favour of the house, arguing that the education of the past was essentially two-dimensional. This was a time when you studied things you were not passionate about, so you could go on to work at a job that you hate. Why? Because you had no choice.

Staes believes that we are now living in a world where we have the choice. With the introduction of the Internet and online learning there is no need to go to school and learn irrelevant things to get a diploma. Instead, we can follow our passions and succeed.

His closing argument was simple yet firm: *“lifelong learning based on passion is more important than an irrelevant diploma and useless certificate.”*

Kirsty Donnelly, City & Guilds, UK, began her rebuttal by explaining that certification serves the important function of providing a mark of quality; how else but through a certificate or diploma can you know if someone is knowledgeable and competent enough for the job you hire or pay him or her to?



THE ONLINE EDUCA DEBATE

Donnelly argued that diplomas provide children with a sense of achievement and helps with the setting of goals and motivation. Donnelly advises: “Don’t ban the degree, change the way we deliver and support it”. If anything should be changed, it should be to ensure that we have the right trainers, teachers and teaching methodology.

Unswayed by Donnelly’s arguments, Donald Clark, Ufi (University for Industry), UK, was next to take to the stage. Clark passionately argued that the pressure and expectations that we place on children, families and teachers to succeed academically are completely unreasonable. He argued that diplomas haven’t helped the thousands of unemployed youth in Spain, Italy, Greece and the countless others who have diplomas and are working low-paid, low-skill jobs.

In addition, rising tuition fees are making it even harder for people to obtain diplomas, yet once they obtain one, there aren’t any jobs for them anyway. In his closing argument, Clark stated: “we’re teaching children useless skills and having them take tests for things they will never use”.

Clark’s arguments were followed by Sue Martin, SAP, Germany, who reiterated Donnelly’s point that, while education needs to be made more relevant and trainers and teachers better equipped to train the next generation more effectively, banning certification is pointless and unfeasible.

To sum up her position on the issue, Martin posed a simple question: “will a ban on diplomas and degrees tackle the other issues?” According to Martin, the answer is simple: no.

This was a hotly debated topic, with both sides fighting their corners fiercely. Following some lively and challenging questions from the floor, the four speakers presented their closing arguments and the participants cast their votes. While both sides had their supporters, the house won the debate by a significant margin.



“What’s really impressive to me about the conference is that there are delegates from all around the world. It’s rare, for me at least, to go to a conference where there are so many different people from so many different countries. It’s really great walking from table to table and from booth to booth, hearing different languages and different perspectives on things. It makes for great conversation, and I think it’s nice to have an organisation and an event that really tries to breed that kind of atmosphere as much as possible.

Kayvon Beykpour, Blackboard Mobile, USA





CONFERENCE HIGHLIGHTS

VIDEO EDUCA

By Adam Salkeld

OEB 2012 saw the launch of a major new strand – VIDEO EDUCA. Here is a short summary of the aims, execution and lessons learned from the first VIDEO EDUCA by Adam Salkeld, Curator of VIDEO EDUCA and Head of Programmes at Tinopolis.

Why VIDEO EDUCA?

We have all noticed a huge rise in the use of video in education content of all types. At OEB 2011, Jay Cross, who originally coined the term “eLearning”, declared, “Video is the new language of learning”.

OEB has always covered video as a tool for learning in a variety of sessions and events. However we felt that the time was right to create a dedicated home for video, within the OEB family, and to develop a new agenda for video in learning.

The VIDEO EDUCA Agenda

I have worked in broadcasting both in the UK and internationally for over twenty years and I have been involved in educational video for over ten. What has struck me over this time is that, with some honourable exceptions, the technical and creative standards of video in learning are stubbornly low. In itself this is disappointing, but when content is being aimed at an incredibly video literate cohort of learners - Generations X and Y - it represents a major failure in our sector.





CONFERENCE HIGHLIGHTS



The focus of VIDEO EDUCA is to address this issue head on, by engaging top professionals from the film and TV industry in dialogue with educators. In taking this stance we believe that VIDEO EDUCA is unique and offers a major contribution to the future of leaning content. Of course there are other conferences on the circuit that discuss video in learning, but they tend to concentrate on academic discussion of video pedagogy and operate in a closed circle of learning sector practitioners. Only VIDEO EDUCA brings the world of learning into direct contact with filmmakers, television executives and other skilled professionals of the very highest international calibre.

The emphasis in our sessions was firstly to demonstrate how video can be the most powerful communication medium available to educators and, secondly, to unlock some of the professional secrets on the creative and technical sides of filmmaking.

The VIDEO EDUCA Programme

Our programme consisted of a number of interlocking elements.

1. The VIDEO EDUCA Masterclass

This full-day event took place in the pre-conference programme. It brought together 35 delegates with a distinguished expert panel to examine how film can be used effectively and creatively. We watched film clips - good and bad, discussed and analysed the arts of camerawork, editing, storytelling, sound design, performance and audience targeting. The session also included the unique Video Doctor feature, where one of Europe's top TV executives, Steve Anderson Editorial Director of Tinopolis, viewed delegates' own work and offered suggestions on how to make it more effective.

2. Keynote speech from Michael Grigsby

One of the greats in the world of documentary filmmaking, Grigsby addressed the opening plenary with an inspiring presentation on how film can be one of the most powerful ways of communicating with an audience. Using clips from his own work and that of school pupils from his groundbreaking filmmaking project, the Abingdon Film Unit, Grigsby made a passionate case for educators connecting with learners through the media of film and video.





CONFERENCE HIGHLIGHTS

3. Video Labs

We ran ten practical Video Lab workshops throughout the conference. These were designed to give delegates hands-on tuition in some of the key disciplines of filmmaking - camerawork, sound, editing, using graphics and effects, and storytelling. The Labs were a great success with many more participants than we could have envisaged. As with the other elements of VIDEO EDUCA, the Labs were conducted by top industry professionals such as Michael Grigsby, who led participants through the Storytelling Labs - an opportunity many film school students would kill for!

4. Special Screenings

VIDEO EDUCA featured three special screenings of important new films, with each followed by a discussion with either the filmmakers or experts in the subject covered by the film. The films were:

Connected - Tiffany Shlain's acclaimed documentary cum memoir about human interaction in the modern world. The screening was followed by a discussion led by Jay Cross and Donald Clark.

The Colors of Math - We were privileged to host the European premiere of Erkatereina Eremenko's new film, which takes a philosophical look at mathematics from a range of sensuous perspectives. The screening was followed by a discussion with Eremenko.

We Went to War - Michael Grigsby and Rebekah Tolley's new documentary about the long-term effects of combat on former soldiers, followed by a discussion with the filmmakers.



5. Themed Sessions

A number of regular sessions explored some of the latest innovations in using video for learning.

6. VIDEO EDUCA Stand

VIDEO EDUCA had its own stand throughout the conference where participants could meet some of the experts and discuss any aspect of video.



Conclusions

All of us involved in organising the first VIDEO EDUCA were amazed by the response and enthusiasm of delegates. It is clear that there is a great demand and enthusiasm to learn about and discuss video in education. In particular, we observed a number of participants who had realised that improving the quality of learning videos was a top priority in their own organisations.

We are currently analysing feedback and discussing ideas for improving VIDEO EDUCA next year. We are also thinking about any special themes we might want to highlight. The use of student-generated video is certainly one area on which we could focus and creative video making on low budgets is another. However, we believe that the core aim of VIDEO EDUCA in bringing together professionals from the world of TV and film with professionals from the world of learning, will remain key.



“

OEB has been good food for thought! It's always a pleasure to be in Germany because they look after you so well here. But then also, because you're so well looked after, you've got a lot of time to think more clearly!"

Michael Grigsby, Film Director, UK

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CONFERENCE HIGHLIGHTS

Business EDUCA

By Laura Overton, Towards Maturity, UK

In its third year at OEB, Business EDUCA in 2012 was the most dynamic yet, helping business delegates attending the conference to collaborate, innovate and connect, with the shared objective of improving organisational results.

Learning and development professionals from businesses around the globe took part as participants, speakers and workshop facilitators to share knowledge and identify practical solutions to common business problems. The following characteristics defined the Business EDUCA experience at OEB 2012:

Learning from peers is an essential component of Business EDUCA. L&D professionals from companies around the globe (including DHL, ArclearMittal, E.ON, Dexia RBC , CapGemini) provided an honest reflection of their experiences and lessons learned. The topics debated were diverse and included:

- From strategy - looking at new business learning models for learning – to implementation - designing great online learning experiences
- From new technology - using new media to build workplace performance - to new behaviours such as working in virtual teams.

Facilitating conversation is at the heart of Business EDUCA. The opening and closing conversations framed the programme, creating the space for delegates to reflect on what they needed to achieve in order to thrive in uncertain times and how they would apply those lessons back at work. The Business EDUCA lounge was new for 2012 and provided a place for delegates to meet and continue discussions and debates over a coffee or a glass of wine.



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I really liked the Business Educa sessions. I cannot think about anyone in particular, but mostly all of those sessions were clear, they had a goal and it promoted interaction with the audience. Extremely useful. Please continue with those. Specially the short lightning talks with the limit of 20 slides that change automatically.

Sandra Brás, RIPE NCC, The Netherlands

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CONFERENCE HIGHLIGHTS

Generating new solutions - Business EDUCA is not just about talking and debating; it continually looks for ways in which delegates can work together collaboratively to generate new solutions too. In 2012, participants from the previous years were invited back to run interactive workshops throughout the event that resulted in practical implementation strategies to take back to work. For example, participants worked out action plans to take a new idea from conception to implementation, they also developed approaches for engaging line managers in 21st century coaching. New for 2012 was a dynamic crowdsourcing approach where delegates identified common issues and shared solutions. Under the charge of Charles Jennings as facilitator, we tackled how to overcome the challenges of measuring learning, how we can move from a push to a pull model of learning and how to engage management more effectively.

Challenging our thinking - OEB is the only conference that brings together thought leaders and practitioners across the spectrum of education and business. Just being in this environment challenges our thinking and opens us to new ideas.

The ONLINE EDUCA debate, which centered on imposing a ban on diplomas and degrees, provided business delegates with as much food for thought as the educators. In the corporate plenary, Dr Terry Moss showed how learning had had to change in South Africa's largest energy provider whilst the CEO of Facebook's top 10 game developer and publisher Geewa Games Jens Hilgers shared his perspective on how technology allowed Geewa to grow and interact with 10 million players monthly.

Business EDUCA is *the* place to be for learning professionals who want to take action and are willing to step outside their comfort zones to achieve the results that their businesses need.

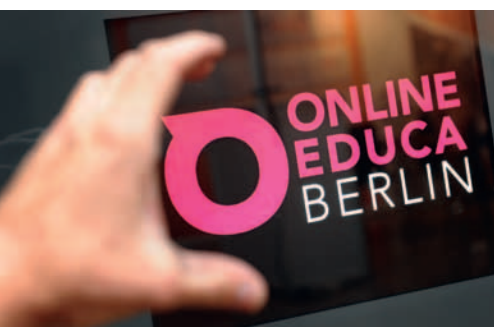


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I was enthused with the level of organisation, the quality of the presentations, the professional networking and the sheer transformation that technological advancement is enabling in learning and education across the world. Representing the African Development Bank at the invitation of Speexx gave us an opportunity to showcase the Bank's role in knowledge management and capacity development of Africa. I have received emails from participants that expressed appreciation about the Learning Platform that has been deployed to the 54 African countries; and also on the balanced data presented on the two faces of Africa. A participant from China said the presentation intrigued him and has made him to read more about the various countries of Africa since he went back. Thanks ICWE for giving the African Development Bank a podium for expression.

Awuese Oku, African Development Bank, Tunisia

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PARALLEL SESSIONS

Featuring over 400 speakers from more than 40 countries, OEB 2012's programme brought together the latest research-based evidence as well as tried and tested tools and engaging content from the global e-learning community. With over 100 parallel sessions covering five key themes, there were many different conference highlights, just a few of which are outlined below.

Tools to transform content and practice

OEB explored the use of a wide variety of innovative tools and programs to enhance education, including video, social media and mobile as well as open resources. In a particularly popular session entitled *MOOCs examined*, Gary Matkin from the University of California, Irvine, analysed the impact of recent developments in education, with a particular focus on MOOCs. The unexpected popularity of MOOCs has seen hundreds of thousands of people enrolling into thousands of free online courses provided by major research universities.

Matkin explained that an industry appears to be developing around open and free courses delivered to a massive online audience, an industry that is conceptually based on a similar premise to the free services offered by Google and Facebook. This session helped participants draw implications from the latest developments in the MOOC industry, and illustrated how attendees can predict trends and patterns in responses from a range of higher educational institutional types. Matkin outlined specific recommendations for higher education institutions to adapt to the MOOC challenge.

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Excellent speakers made the difference. It was both professionally inspiring and intellectually challenging!

Fred Truyen, KU Leuven CS Digital, Belgium

One of the things I loved here was the mix of the yin and yang of this kind of work – the art and the science. I think that this coming together is going to make it exciting going forward. ONLINE EDUCA is a catalytic conversation among people from all around Europe who are excited about improving and expanding learning. It's great to be a part of this!"

Mark David Milliron, Western Governors University, Texas, USA

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CONFERENCE HIGHLIGHTS

In another presentation on the open course trend, Willem van Valkenburg of Delft University of Technology presented *OpenCourseWare in Europe: How to Make Use of Its Full Potential for Virtual Mobility*. Valkenburg introduced an open course platform called OpenCourseWare (OCW); a free and open digital publication of high quality educational materials for colleges and universities.

Valkenburg explained that, since the OCW movement was first initiated by MIT in 2001, the number of free courses published online has grown exponentially. At present, OCW-Consortium members offer over 21,000 courses online. In recent years, over fifty European partners joined the movement.

According to Valkenburg, the three main obstacles that open courses must contend with are: recognition of courses, the financial situation of students, and poor information provision. The aim of the OCW project is to tackle these last two obstacles, either by providing a virtual alternative or by giving students the opportunity to better prepare for their studies abroad. In addition, Valkenburg developed a guideline for recognition of the OCW version of courses.

In a different session entitled *Computer-Assisted Math-Learning at Upper Secondary Level in Finland*, Juho Airola, Kupittaa Upper Secondary School, Finland, outlined his experiences of educating secondary students in and provided tips for teachers on keeping students engaged and motivated.

Airola gave examples and explained how to unite mobile devices, studying and mathematics in a successful way at upper secondary level in Finland. Airola explained how the outcomes can be easily adapted for use in other subjects, levels of teaching or countries.

Change, innovate, learn

Kjetil Brathetland, Norway, presented *Getting Low on Self Esteem: Teachers Wanting a Button to Push*, a session which centered on debate around the question: "what is the best policy for internet usage in schools?"

Brathetland explained that in Norway, counties have different policies when it comes to the use of social media, news pages and online games by students when in school. In the county of Hordaland, which has about 18000 students, there is an "open policy". This means that students are free to use the Internet as they wish. Teachers in Hordaland are not too happy about the situation, with many advocating a technical solution or a "button to push" to control student behaviour on the Internet.

The session turned into a lively debate of how much trust should be placed in students and, in particular, whether a free and open Internet should be available to everyone. With a focus on e-learning rather than firewalls in schools, Nives Kreuh of the National Education Institute, Slovenia, presented *The Footpath to e-Competencies*. Kreuh outlined her work as part of a project to build e-competent schools, i.e. schools in which all staff are trained and able to use ICT effectively in their work and teaching practice. The project started in 2009 and is now in the final phase.



“

I'm impressed with how you get everything to move along so smoothly. The arrangement and the ability to connect in social networks makes OEB is the place you just have to be - every year!"

Frank A. Baklid, Bærum Kommune, Norway

Again the most exciting and truly international conference on technology-enhanced learning this year.

Christian M. Stracke, eLC / University of Duisburg-Essen, Germany

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CONFERENCE HIGHLIGHTS

The aim of the project was to also raise the digital literacy of teachers and principals in Slovenia. As part of the session Kreuh, shared her experiences with the challenges associated with motivating teachers and schools to use ICT, and also discussed the important role of policy in different countries to support professional development.

The project has seen a great deal of enthusiasm and success, with participation from teachers across Slovenia, who took part in over 50 seminars and 60 workshops.

In another lively discussion, Henrik Hansson of Stockholm University, Sweden, facilitated a session entitled *How Do Learning Professionals Support Future Innovation?*

In this session Hansson asked the attendees two questions: “what is the hallmark of the new fast growing companies?” and, “Who are the young multi billionaires?” Currently the list is headed by Facebook inventors, a few which inherited their wealth, Napster and Ubiquiti Networks founders. He explained that if you take a look at Forbes top list of young billionaires there seems to be three ways of making more than a billion USD before 40, invent a social platform, start a traditional company in the growing economies in the eastern hemisphere or inherit the wealth.

Hansson argued that the new successful companies are the result of the founders’ creativity and innovation, and he believes educators need to teach students how to use the innovation process to bring about change “Change in life and in the world that fosters progress and development for all.”

Which environment, what media?

In their presentation *Using Dynamic Portfolios to Extend Project-Based Learning Beyond the Classroom*, Lucy Appert and Robert Squillace of New York University, USA, asked “what is the best way to utilise the modern student’s need for an online presence and portfolio, and how should we educate students more effectively based on this?”

Appert and Squillace argued that an online environment may be designed to allow student projects to extend beyond and across classes and semesters. They argued that portfolios are less a way to demonstrate the acquisition of a pre-determined set of skills than a means to integrate learning within and across courses in a manner individual to the student. In shaping their own online portfolio in consultation with instructors and advisors, students develop a fuller sense agency in their own academic life.





CONFERENCE HIGHLIGHTS

With a focus on education through portable devices, rather than online identity, Gail Krovitz, Pearson eCollege, USA outlined research on trends with mobile usage, and provided some practical ways for teachers to begin using mobile devices in their classrooms. Krovitz argued that teachers often view a mobile device in class to mean that the student is not paying attention to the lesson, whereas it can also be used as a powerful tool to engage students. Mobile devices, insisted Krovitz, are a powerful technology that extends the boundaries of the classroom and is full of possibilities.



In an interactive learning café, chairpersons Esko Lius and Mervi Jansson presented *VET On the Go: Practical Aspects of Mobile Learning in Vocational Education* in which both pedagogical and technological matters for mobile learning were addressed. This learning café gave insight into the possibilities that mobile devices offer vocational education.

Participants were given a clear picture of the pedagogical and technological issues that must be addressed when planning to use mobile devices, cloud-based services and interactive media for learning.

Relevant policy for relevant practice



As part of her session *Not the Tool, But the Target*, Rose Leighton, Hogeschool van Amsterdam, University of Applied Sciences, explained that all too often, educational innovation is perceived from a tool-driven perspective. Leighton argued that, however trendy using the latest tools may be, it is better to start with the educational content. With this in mind, Leighton and her colleagues have come up with a model that can help with focusing on a more educational approach of designing e-learning tools and solutions. She introduced participants to the new model (based on two existing models: TPACK and Social Corp) that guides lecturers and educational designers in designing e-learning solutions and helps them make pragmatic and effective choices regarding educational tools.

Nicoletta Di Blas gave participants of her session an insight into the state-of-art program Policultura, created at the Politecnico Di Milano, which introduced interactive storytelling into formal education at all levels, from pre-school to high school.



“

Thank you for a good conference. I learned some, I was reminded of some, I missed something, but I loved the two days of doing something else. My students/kids loved that I came back with new tools for them to use in their education.”

Linda Mersland, AA ungdomsskole (Senter for IKT i utdanningen), Norway

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CONFERENCE HIGHLIGHTS

Classes enroll in the program to use a free web tool developed by HOC-LAB, called '1001stories'. This program allows students to collaboratively create a multimedia story about a topic of their choice (within reason, the topic must be related to the school curriculum). The stories are available on all devices and formats, as well as online and offline: web for PC, web for mobile, tablets, multi-touch tables, and also on paper, in the form of brochures and posters.

Over 20,000 students have produced more than 850 stories so far and these are available to view in an exploratory portal (www.policulturaportal.it). Most importantly, participants have gained significant educational benefits in the process, including increased media literacy, communication skills, group-work skills, technical skills, and improved knowledge about the subjects dealt with.

Presenting a different kind of environment, Ali Arya, The School of Information Technology, Carleton University, Canada, demonstrated the advantages of Three-dimensional virtual environments (3DVEs) technology. Based on three case studies, Arya presented the general features that define a "virtual space" and can be the basis of a new educational paradigm.

Arya explained that 3DVEs are graphical environments resembling 3D spaces where users control computer-generated characters (avatars) that represent them, while interacting with the environment and other users, and possibly with computer-controlled characters.

Arya believes that the real effectiveness and use of 3DVEs is that they allow the creation of simulated environments and experiences otherwise not possible due to high cost, physical or logistics constraints. By providing a platform that closely resembles physical interaction, 3DVEs permit interaction with a computing environment and the work of other users, while creating the perception that one exists within the environment. For training emergency service personnel or having experts teach students in complex virtual environments that simulate real-life, such technology is invaluable.



“

For me, it was fascinating to see how many people from across the world are interested in learning about the application of technology to education, but I was also very impressed by the number of people who were challenging the assumption that technology is always good. We have to be very careful that we use technology as a tool, not as an end in itself. That was very good for me to see and very useful for me to hear.

Ayesha Khanna, the Hybrid Reality Institute, Singapore

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CONFERENCE HIGHLIGHTS

Technology tackles challenges

In his session *Virtual Project Management: Challenging Students to Connect Learning to Career*, Bob Barrett outlined how the American Public University has tried to tackle unemployment by changing their approach to education so students were able to achieve academic credit and walk away with actual jobs skills and strategies to use immediately after the course, rather than waiting to finish their degree. Barrett explained that this is one reason why students get frustrated and drop out of school. He believes that, while the threat of unemployment is more evident today than ever before, this initiative has helped some students become more confident in the fact that they can diversify their job approach with another skills set.

Another initiative making great waves is ICTISE, which was introduced by Saretjie Musgrave of the University of the Free State, South Africa, as part of her session *Daily Interactive Lessons Between Schools in South Africa*.

ICTISE, which stands for 'ICT Innovation in School Education', has helped equip more than 60 rural schools with technology and training that allows them to participate in daily interactive lessons.

Using the Internet, students participate in real-time interactive lessons which are streamed daily to both teachers and learners in core subjects - Maths, Physical Science, Accounting, Life Science, Geography and Economics. The interactive nature of the streaming allows students and teachers from schools across the Free State to engage with expert educators in an almost face-to-face experience.

Each of the participating 60 schools has been provided with the necessary technology, including uncapped Internet access for the next three years, laptop, data projector and sound system as well as software and email domain registration and accounts.

Although broadcasting lessons is not a new concept, this project is unique in that it allows users to engage with each other through IM, videoconferencing and Group Chat, thereby enhancing team communication and enabling geographically distributed teams to work together efficiently.

This program has helped address the lack of educated and formally trained teachers by providing students with experts in the given subject to teach and explain their areas of expertise. Full- and half-day optional seminars and workshops held on Wednesday, November 28th offered participants the opportunity to learn a new skill, enhance their understanding and boost their knowledge of specialised topics, as well as network with other participants.





PRE-CONFERENCE WORKSHOPS & SEMINARS

Full- and half-day optional seminars and workshops held on Wednesday, November 28th offered participants the opportunity to learn a new skill, enhance their understanding and boost their knowledge of specialised topics, as well as network with other participants.

With workshops ranging from Security & Defence Learning to the VIDEO EDUCA masterclass and Open Education, the pre-conference workshops offered something for everyone.

Security and Defence Learning

'Security and Defence Learning' (SDL), ONLINE EDUCA's pre-conference forum for businesses and trainers with an interest in security and emergency services, was bigger than ever at OEB 2012. The forum's hosts, the New Security Foundation, launched a new security-related track, SDL Educa, with several sessions throughout the main conference, giving participants the opportunity to discuss their security concerns with leading experts.

Key themes at 'Security and Defence Learning' and SDL Educa were the future for mobile technology in security learning and training; encryption; innovation and implementation; the impact of gaming, data and cyber security; piracy and problems of identity. Keynote speakers included Baroness Neville-Jones, the UK Prime Minister's Special Representative to Business on Cyber Security and Marcus Klische, Security Adviser to Blackberry.

SDL's programme also provided forum participants with a rare opportunity to take part in a lunchtime discussion about the possible security consequences of the "Euro Crisis" with experts including the former spokesman of the Bundesbank, Wolf-Rüdiger Bengs, and Klaus-Peter Willsch, MdB.

Spanish philosopher, poet and conductor, Leonardo de Arrizabalaga y Prado, provided a fascinating closing session to SDL 2012 with his paper on 'Identity and Interests in the Context of Culture, Defence and Security,' which will be published online by the New Security Foundation shortly.

SCHOOL FORUM

Also taking place on the pre-conference day, the SCHOOL FORUM provided over 180 headteachers and teachers with the opportunity to hear from leading education experts as well as try out the latest teaching tools in the exhibition area. Programme highlights included keynote speaker Thomas Seidel of the BITKOM Academy, who spoke about the relevance of schools and the potential of ICT learning, as well as Nicolai Neufert of the eEducation Masterplan Berlin talking about IT-competences at schools and eLearning.





PRE-CONFERENCE WORKSHOPS & SEMINARS

Additional workshops included:

- Moodle Seminar and Workshop: Moodle in Practice and New Developments
- Creating Effective Modules for Online and Mobile Delivery: A Make-and-Take Workshop
- Societal Challenges, Policy Priorities and TEL: Proposing a TEL Research 'Relevance Test'
- VIDEO EDUCA Master Class
- Are You Serious? Evidence for Learning Using Games
- Augmented Virtuality Supports Sharing of Corporate Experiences
- Guidelines for the Use of OpenCourseWare for Virtual Mobility
- Examining Open Educational Resources in Digital Literacy and Creativity for University Teachers' Professional Practice
- Teach an Instructor to Digitally Fish and Feed Students for Life!
- Enhancing Participatory Culture: How to Design International Collaboration with Social and Mobile Media?
- Excellence for Open Education in Practice
- Speexx Exchange 2012. Reality Check: The State of the E-Learning Industry
- Learning Design in the Open: Rethinking Our Courses for Tomorrow's Learners
- Newcomer's Guide to ONLINE EDUCA BERLIN
- Implementing the 70:20:10 Framework: A Practical Workshop
- Mobiles Lernen im Arbeitsprozess: Einsatzmöglichkeiten am Beispiel von Pilotprojekten aus der beruflichen Qualifizierung / Examples of Applying Mobile Learning at Work: Pilot Projects in VET

“

The pre-conference events were a great way to start the conference - games, networking, new information.

Niina Kesämaa, The Association of Finnish eLearning Centre, Finland

ONLINE EDUCA BERLIN offers a vast array of different experiences and opportunities. Insights from behavioural science will enhance these wonderful innovations.

Steve Martin, INFLUENCE AT WORK, UK

”



SPECIAL EVENTS

In addition to a large selection of internationally-renowned speakers, expert-led masterclasses, workshops and interactive sessions, ONLINE EDUCA BERLIN 2012 offered participants a whole host of unique activities such as The Salon, IMPULSE and OEB Spa & Sauna.

The Salon enabled smaller groups of OEB participants to discuss and explore topics in a more intimate, discursive setting. Located in the Kaminzimmer within the Hotel InterContinental, this format is designed to emulate the literary salons of Berlin's past, where groups of like-minded individuals came together to discuss the matters that were on their mind.

Participants looking to share an idea more publicly could do so through IMPULSE. In this exciting new session, participants spoke for three minutes with no preparation or slides – just ideas and inspiration.

A highlight for many, OEB's annual Dinner & Dance provided participants with ample opportunity to make new contacts and reinforce existing ones in an informal and fun environment.

And finally, those looking to take a breather from OEB's jam-packed schedule were offered the exclusive use of the Hotel InterContinental's luxurious spa and sauna.



It opened a world that I want to explore.

Helena Janse van Vuuren, North West University, South Africa

Took away what I needed and what was relevant to me - thank you.

Pernille Ravnskov, SOS Alarm AB, Sweden

Very good, I was glad I attended. Thank you for all your efforts to make it so good!

Maria R Malmierca, Supercomputing Center of Galicia (CESGA), Spain

A really enjoyable event, nice pace of sessions and did not feel rushed.

Lucy Stone, British Swimming, UK

The conference was well-organised and met my expectations of one of the biggest global conferences on e-learning."

Jan B. Khumalo, North-West University, South Africa





EXHIBITION AREA

ONLINE EDUCA BERLIN is the place for leading suppliers and providers to meet important decision makers in the fields of technology-supported learning and training. At OEB 2012, 85 exhibitors from 25 countries presented an assortment of new products and services including software for managed learning environments; language learning applications; tools for corporate learning and development; e-learning trends in higher education and everything in between.

The exhibition space at ONLINE EDUCA BERLIN was bustling for the duration of the conference, offering up an interesting and interactive taste of what is going on in the world of educational technology. Leading international e-learning manufacturers, suppliers and service providers presented their latest products and services in ONLINE EDUCA BERLIN's extensive exhibition and demonstration area. Exhibiting companies and institutions had the excellent opportunity to meet participants, who represented a highly specialised and key market. Participants could compare vendors' latest technologies, products and services, and choose those that will help take their business to the next level.

OEB's exhibition area offered numerous networking opportunities. In addition to hosting regular coffee breaks, the exhibition area hosted several special events, including Pearson's Cocktail Reception and the Namibia – eLearning Africa 2013 Happy Hour.

“

As a newcomer to e-learning environment, excellent introduction to get my mind in the right place.

Lynn Gregory, Ikea Limited, UK

Enjoyed the conference and venue very much, much better than Learning Technologies in London! A great opportunity to hear about the latest developments in the industry and to network with fellow professionals, making some new friends along the way!

Matt Day, European Astronaut Centre (Telespazio VEGA), Germany

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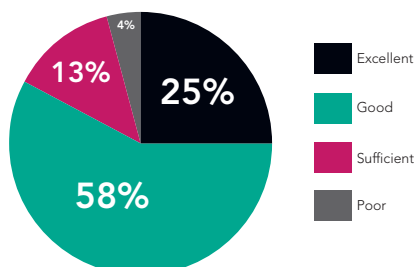
EXHIBITION AREA

Exhibitors and Sponsors at ONLINE EDUCA BERLIN 2012 included:

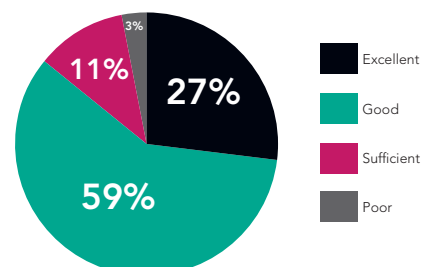
- 4system GmbH
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- Blackboard
- Brightwave
- Cairo IT Solutions
- CASIO Europe GmbH
- Cengage LEARNING EMEA Ltd
- CHECK.point eLearning/ INFObases GmbH
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- Embry-Riddle Aeronautical University
- ePals
- Ephorus
- ETS Global
- European Learning Industry Group (ELIG)
- Fischer, Knoblauch & Co.
- FUAS, Federation of Universities of Applied Sciences
- GNSE Group
- GOPAS, a.s.
- HIST
- Hochschule für Technik und Wirtschaft Berlin (HTW)
- HR factory GmbH
- INTER-ES, d.o.o.
- Joanneum Research Forschungsgesellschaft mbH
- KALTURA
- Know How! AG
- Learning Valley
- LearnTube GbR
- Lisc Knowledge
- lynda.com
- MediaTouch 2000 srl
- Mentorix ApS
- Mind Shaper Technologies Pvt Ltd.
- Ministère de l'enseignement supérieur et de la recherche, France
- Ministry of Education Namibia
- Ministry of Education, Oman
- Ministry of Education, UAE
- Netdimensions
- Newcom Consulting Srl
- offstandards
- Ontuitive
- Pearson
- PHYWE Systeme GmbH & Co. KG
- Questionmark
- ReadSpeaker
- Rosetta Stone GmbH
- simpleshow GmbH
- Sonic Foundry, Inc.
- SpeeXX
- Sphere Consulting
- StarForce Technologies
- SuperMemo World Sp. Z O.O.
- sym.net
- Tampere University of Applied Sciences/MALog-project (Mathematical and Applied Logic)
- Technische Universität Dresden, Medienzentrum
- TechSmith
- Thinking Cap
- Tobii Technology GmbH
- Toolwire
- txxr GmbH
- Universitat Oberta de Catalunya
- URKUND
- Video Arts
- WillowDNA
- WWEDU World Wide Education GmbH
- ZtB Hamburg

Exhibitor Feedback

How would you rate the opportunity to consolidate existing relationships during the exhibition?



How would you rate the opportunity to establish new contacts during the exhibition?



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