



19TH INTERNATIONAL CONFERENCE
ON TECHNOLOGY SUPPORTED
LEARNING & TRAINING

POST-CONFERENCE REPORT

DEC 4 – 6, 2013

HOTEL INTERCONTINENTAL BERLIN

www.online-educa.com

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

UNDER THE PATRONAGE OF

Prof. Dr. Johanna Wanka
Federal Minister of
Education and Research, Germany

SUPPORTED BY



ORGANISERS



PLATINUM SPONSOR

PEARSON

GOLD SPONSORS



Education



Blackboard

SILVER SPONSORS



IT is for you



National Center
for Online Learning



lynda.com
You can learn it!



open source video

CONFERENCE SPONSORS



PARTNER



FRANCE
UNIVERSITÉ
NUMÉRIQUE

Our theme in 2013

Redefining
Formal Learning

Learning Analytics

Modern Problems:
Smart Solutions

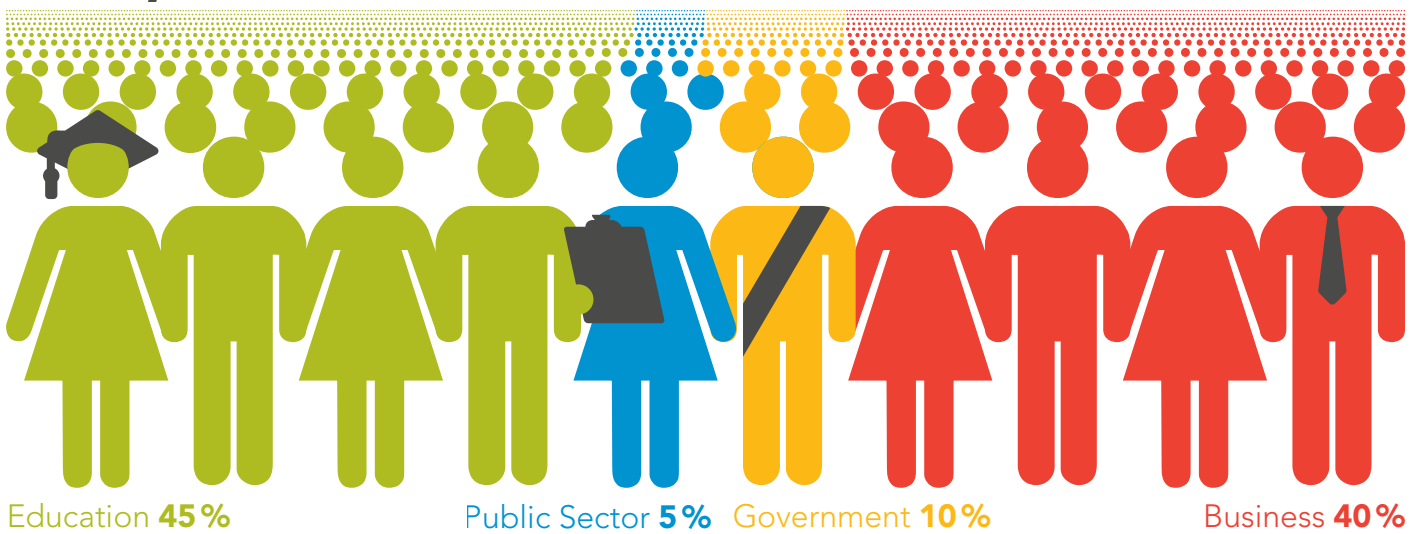
Learning Moves

Work and Life-Wide Learning

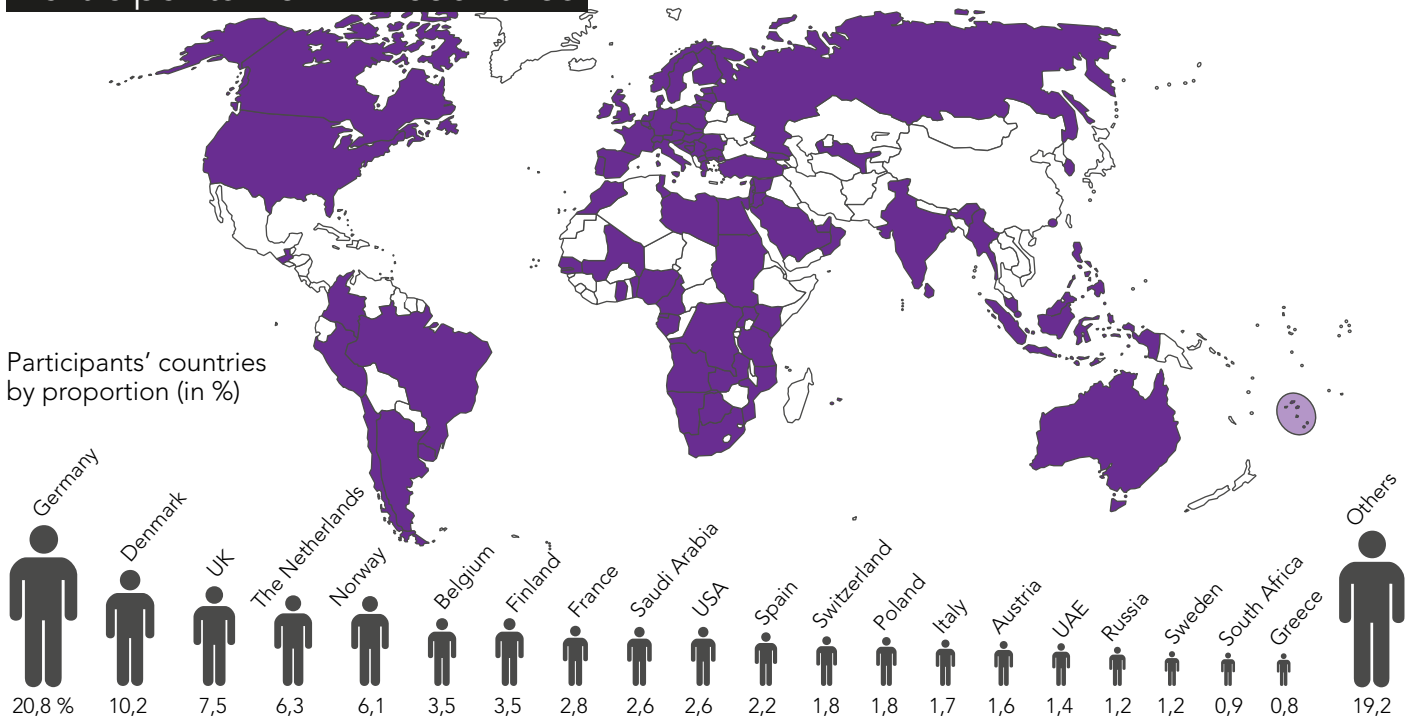
Creativity & Engagement

Number of participants and the sectors they represent

Total **2,195**



Participants from 91 countries



ONLINE EDUCA BERLIN 2013 in numbers

318

speakers from countries

38

87

parallel sessions

two

pre-conference forums:
Languages & Business Forum
and School Forum

sixteen

keynote speakers

84

exhibitors from

31

countries

13

pre-conference workshops

4,920

times the #OEB13

hashtag was tweeted
between 4th – 6th December, 2013

What participants say

"ONLINE EDUCA BERLIN is the premier international conference to learn about learning and the cutting edge of educational tools and materials available. I could not think of a better place to be."

Professor Viktor Mayer-Schönberger,
The Oxford Internet Institute
Keynote speaker, 2013

"ONLINE EDUCA BERLIN is a top conference. It changes with the times, it reacts to new actors and new demands, and it is always a great opportunity to get in touch with 'l'air du temps'."

Maruja Gutiérrez,
Expert on education,
Session chairperson, 2013



The Opening Plenary

Uniting experts from very different fields under the general conference theme, “Learning Moves”, the speakers addressed three vital trends in e-learning: neuroscientific research, leadership and big data.

Chaired by journalist, author, producer

and founder of THE NEW//AFRICA, Beate Wedekind, the plenary was opened by a welcome message from José Manuel Barroso, President of the European Commission, who described the ONLINE EDUCA BERLIN audience as “frontrunners in promoting the merits of technology in education”.

Barroso went on to predict that, through collaboration and joint effort, “we will be able to contribute to a Europe where all individuals will have the conditions to improve their knowledge and skills, using innovative and open teaching and learning modes.”

Professor Viktor Mayer-Schönberger

Co-author of the current business bestseller *Big Data: A Revolution That Will Transform How We Live, Work and Think* and Professor of Internet Governance and Regulation at Oxford University's Internet Institute.

"We must harness data whilst making sure we remain its masters. We must carve out a space for the human – for our irrationality, our creativity, our imagination, for acting in defiance of what the data says."

Dr Jeff Borden

VP of Instruction and Academic Strategy at Pearson.

"Students were asked...what was your favourite course? The students said overwhelmingly the same thing... they said their favourite course was a course that was problem based, that was challenge based, it was hard, it was unusual, it was unique. It was a course that was not cut and dry, it was not rote, it was not just based on a bunch of tests, it required critical thinking, creativity and problem solving."

Gianpiero Petriglieri

Associate Professor of Organisational Behaviour at INSEAD.

"What are the ends that we are pursuing when we pursue learning?"

"Could it be that the way that we are developing and educating leaders is not well suited to the challenges and responsibilities that we face in this day and age?"

The goal of good teaching is to "justify, deliver and support responsible subversion".



"If we stop making mistakes because we are afraid they can follow us then we essentially stop learning in an optimal fashion."

"The icons that we seem to be attracted to today express a broader idealisation of mobile, entrepreneurial careers."

"The best sound level for your brain, in terms of abstract cognition, creativity, critical thinking, is 75 decibels."

Friday Plenaries

Lifelong Learning: A Competitive Advantage

On Friday morning, education, business and government leaders discussed the future of professional education, the science of learning and what digital natives bring to the classroom. Chaired by Charles Jennings, director of the 70:20:10 Forum, the plenary began with a minute of sustained applause on behalf of the passing of Nelson Mandela.

Chris Bishop

Strategic Partner at Future Workplace.

"When I first interviewed at IBM, I was told 'the same qualities that helped you as a freelance musician in New York will help you here.'

There are certain qualities that make you successful no matter where you are."

Sann Rene Glaza

Senior Manager of Toyota Motor Europe's Customer Service Training Centre.

"On-the-job training is becoming increasingly important because customers are smarter than ever before. At Toyota, we've got to be able to anticipate what they're bringing to the table."

"Don't assume that an older workforce doesn't want to learn new technology. I have a friend who taught himself how to compose music on his PC at age 90."

Dr. Rick Van Sant

Blackboard International

"Millenials are not different

learners; they just communicate differently. Learning is a neurological process and the fundamentals of really good teaching haven't changed."

"Most students who are born embedded with the latest gadgets aren't necessarily better learners with them. People who aren't digital natives use technology with more of a sense of purpose."

Eva Majewski

Chairman of European Democrat Students (EDS)

"Mobility is crucial for us because it means you don't mind being challenged... you don't mind the exposure you get from trying to figure out your own way."

"Through the Bologna process universities are becoming more used to recognis-

ing courses accomplished at other universities. We are trying to take it to the next level to ensure the mutual recognition of, for instance, MOOCs. We do this because we believe it can help to tackle the capacity issues we face in Europe."

Learning Moves: Models for Global Learning

Chaired by Dr Maggy Beukes-Amiss, head of the Department of Information and Communication, University of Namibia, this plenary session combined practical experiences of education policy development and implementation from around the world with theoretical explorations of education in an age of stateless education and new mental models for learning.

"The days of working somewhere for 35 years are over. Today's learners are going to have 8-10 jobs before they're 38."

"Are disruptive innovations inherently a good thing?"

"It could be that they want to learn, but just don't know how."

"Don't be afraid of the younger generation – we might push you a little bit but we also need to learn from your experiences."



Hon. Nyombi Thembo

Minister of State for Information and Communications Technology, Uganda.

"Uganda's Information and Communications Technology sector has, over the past two decades, transformed from one of the least developed in the world to one of the fastest growing in Africa."

"In the next few years, we intend to widen the reach and coverage of broadband infrastructure and make Internet affordable to as many Ugandans as possible, especially those in schools and universities."

Dr Mohammad Al-Ohali

Deputy Minister for Educational Affairs at the Ministry of Higher Education, Saudi Arabia.

"In Saudi Arabia, we have developed a holistic approach to see how different elements fit together to engender creativity and innovation in our society. We look to the evolution of society: science and technology moved us into the information society, innovation is now moving us into a knowledge society."

"We expose students to multi-cultural and multi-national environments to develop their emotional intelligence."

Professor Mitchell Stevens

Associate Professor of Education and Organizational Behavior and Sociology at Stanford University.

"If you are a humanist, a student of subjectivity and identity, you have to rethink your entire identity – what it

means to have a self is being transformed".

"Venture capitalists and Silicon Valley have been made to see that everyone with an Internet connection is a potential customer for an educational service, completely independent of the national government."

Judy Verses

President of Global Enterprise and Education at Rosetta Stone, UK.

"A computer interface feels a lot safer for learners with learning disabilities. Anyone can learn anything; you just have to teach them in the correct way."

"It is not about technology and innovation. It is all about technology adoption. There is an incredible amount of technology that is already out there, it's just not being

adopted at the same pace of change in education."

Philipp Schmidt

Executive Director of the Peer 2 Peer University and MIT Media Lab fellow, USA.

"Don't think of failure as a bad thing – too often we think of failure as the enemy. Actually it is a great part of learning."

"The Internet is the opposite of a lecture: everyone can be a creator. The internet is as wonderfully weird, diverse and crazy as humanity. Curiosity is a muscle and the internet is where you go to exercise it."

"Mental models limit what we can imagine, so try on some new models for what learning can look like."

"I wish to welcome all of you to Uganda for the 9th eLearning Africa conference in 2014!"

"It's scary challenging the status quo – we need to focus on how we can use technology to make teachers and institutions use it more effectively."

"The demands of the knowledge society are a combination of knowledge, skills, attitudes and values."

"In the future, the self could become more fluid and changeable; a portfolio of capacities, experiences and credentials."





The OEB Debate

“This house believes MOOCs are doomed”

Crispin Weston opened forcefully comparing MOOCs to Ratner’s jewellery store - a company almost wiped out when its founder told people what they already knew, that their jewellery was cheap because it was “total crap”.

Pierre Dillenbourg’s forceful rhetoric took the audience to a metaphorical Zermatt, at the foot of the Matterhorn, and asked them: what do you want to do? Not face the problems and go shopping in Zermatt, or take the challenge and climb this, the most beautiful mountain in the world?

Gianpietro Petriglieri began by dismantling the powerful narrative

of MOOCs, one “held by powerful people who don’t know better”. They are a charming illusion, he said, that appeal precisely because their promise of access is just that - an illusion. They will be remembered for asking the right question - but fail because they do not have the answer.

Johannes Heinlein opened in a combative mood, pointing out that both members of the traditionalist proposition were wearing ties, whereas he and his fellow liberalist combatant were tie-less and open collared; to which Petriglieri retorted by asking whether their lowered standards of dress reflected their lowered standards for education. Heinlein’s argument

was that MOOCs are a self-improving system, where data analytics go towards improving courses, increasing engagement and producing more data to be analysed for even better outcomes.

Lively audience participation continued throughout; and when the motion was put to the floor many remarkable opinions were thrust to the fore: one man, describing himself as a “heavy MOOCer”, compared MOOC aficionados and academia to a couple on the verge of breakup.

The motion was resoundingly defeated.

"I'm not going to argue that MOOCs are not working, because that seems to me to be obvious!"

"We need a whole raft of education specific software, but we hardly have any of it. All we have done is appropriate other people's technologies."

"The outcome of education is not fact – it is curiosity."

"Are MOOCs a Band-Aid over a gushing wound in education?"

"The problem is not MOOCs, the problem is the overstatement about MOOCs."

"Santa Clause does not exist: there is no miracle in education!"

"The vast majority of the world's population cannot afford to attend wonderful education institutions."

"The traditional criticism of MOOCs comes from traditionalists!"



Crispin Weston



Gianpiero Petriglieri



Pierre Dillenbourg



Johannes Heinlein

"The debate about MOOCs was the most thoughtful conversation about the topic that I have seen anywhere to date."
Philipp Schmidt, Peer 2 Peer University / MIT Media Lab
Keynote speaker, 2013

Parallel Sessions

Global Learning

Education is becoming a transnational endeavour – but to succeed in the global marketplace, educators need an ever-growing set of capabilities at their fingertips.

MOOCs were a huge part of this track, as could only be expected. Sessions tackled nearly every aspect of this superstar of the e-learning scene, from Inge de Waard's interactive session teaching participants how to "Plan your MOOC!" to Nicholas Breakwell and Samar Zutschi's "MOOCs: the learner perspective", at which hugely valuable research into what makes students engage

with and complete a MOOC was presented.

Also in this section the growing trend towards Public-Private Partnerships (PPPs) was discussed. Gilly Salmon of Swinburne University noted a change in higher education taking place that was analogous to the one that has swept through music and publishing: in the past, academics used to "sit in the trees throwing coconuts at anyone who tried to interfere", now universities will need private input to be able to survive, grow and develop in the Internet age.

Creativity and Engagement

How are educators using the technology available to them to create truly immersive learning environments? Can virtual worlds like Second Life increase student engagement? What can educators learn from role-playing games like World of Warcraft? These are just a few of the questions the "Creativity and Engagement" lecture series at OEB 2013 sought to address.

By having her students create their own avatars in Second Life, Nicole Steils from Coventry University sought to provoke a spirited discussion about how we manage our identities online. "For visitors, the Internet is an untidy garden tool shed," she remarked. "But for residents, the Internet is a space or place, like a park or building." Some students saw their avatars as extensions of themselves, while others saw them as playful imaginary friends.

Other speakers like Ian Dunwell from the Serious Games Institute at Coventry University focused on how to create games that facilitated learning, or addressed how to take advantage of students' social media addictions.

“

I had been looking forward to attending this and OEB13 more than met my expectations. I had a wonderful time, fine discussions and came back full of new ideas.

Jeannette Schmid, Goethe-Universität Frankfurt a. Main Speaker, 2013

”



Learning Analytics

"MOOCs aren't about access – they're about data" (Viktor Mayer-Schönberger)

The growth of learning analytics accompanies the increasing sophistication of e-learning tools. It seeks to create environments where learning is ever more individual, working effectively to solve learners' specific problems.

Adaptive learning platforms were the subject of a talk given by Eric Woning, of Kennisnet. By creating a system in which students, by interacting with the platform, create data on their own learning abilities and progress,

they give teachers time to coach students individually and guide them along more personalised learning routes.

Perry Samson also spoke about "Adopting Adaptive Learning". A meteorologist, he has created web-based software that combines personal-response technology with other kinds of interactive tools. It allows him to be at once teacher and analyst – identifying misconceptions in class and tracking his students' progress related to their reading habits.

“

The most exciting thing that I have learned at OEB is that there is a great enthusiasm around the world and in Europe in particular, for online learning. We are really at the cusp of a new revolution.

Johannes Heinlein, EdX
Keynote speaker, 2013

”



Modern Problems Smart Solutions

How can we help children become geniuses? How can we avoid making old mistakes in modern e-learning? This conference track showcased a range of cutting-edge tools and projects to address issues arising in the modern world.

“Ideas and Tools to Help Children Become Geniuses” compiled three K-12 initiatives that are using technology to help children learn and express themselves. These included Fiabot, a digital storytelling mobile application presented by Elisa Rubegni from Switzerland,

and CoderDojo, an innovative scheme teaching kids to code from Sweden’s Peter Neubauer.

But it wasn’t just education that was getting a make-over here – “The Best of Telemedicine” took a look at e-health, incorporating this hugely valuable and growing field into the conference. And in “EdTech: new opportunities for old mistakes?” a panel of entrepreneurs presented their start-up endeavours to a fascinated audience.

“

It’s very international – it’s not only people from European countries – and we are all engaged in the same conversations.

Inigo Sanchez-Cabezudo,
American Society for Training and Development
Speaker, 2013

”



“

The conference provided our team members with a great opportunity to reinforce our partnerships with colleagues from all over Europe and work together on upcoming projects.

Jacques Dang, HEC
Participant, 2013

”

Redefining Formal Learning

This conference track tackled an issue often encountered in the implementation of innovative formal learning – it takes a lot of effort to redefine the way we teach.

Presented here were the European Commission’s new initiatives, “Opening Up Education”, Erasmus+ and the Digital Jobs Initiative. Taken together they represent an impressive attempt to advance the development of online learning in Europe – where between 50% and 80% of students never use e-learning tools.

Alongside these high-level initiatives, more personal stories were included. “Experiences with Flipped Learning” gathered two educators from the United Arab Emirates, Anjli Narwani and Andrew Steele, and one from Italy, Susanna Sancassini, to share their endeavours in used a flipped model in their classrooms.

“

ONLINE EDUCA BERLIN is a fantastic opportunity to meet other people dealing with similar kinds of challenges around training, education, learning and, more broadly, talent management.

Chris Bishop
Keynote speaker, 2013

”

Work and Life-Wide Learning

"The days of working somewhere for 35 years are over," remarked Chris Bishop during OEB's Friday Plenary. "Today's learners are going to have 8-10 jobs before they're 38."

With an increasing number of people switching careers, job-training and online education has become more important than ever before. In "Work and 'Life-Wide' Learning", speakers discussed how innovations in e-learning are helping those trying to break into a new career or work more effectively in the job they already have.

In the session "Combining Creativity, Innovation and Skills to Increase Inclusion and Employability" speakers discussed how Internet tools and online software can grow digital literacy skills needed to secure a job in the digital age. How can self-assessment tools can give insight into the ICT skills needed to get a job and keep it?

Meanwhile, in the session "E-Inclusion" a number of educators discussed how e-learning can help disadvantaged and marginalised citizens, including those with autism and other learning disabilities.



“

What I've been most impressed by is the diversity, both from the visitors and the exhibitors too. There has been a real range of people that we have been talking to and that we have been to see.

Mike Byrne, Netex
Exhibitor, 2013

”



Besides interesting discussions and many great insights, we also got a ton of important contacts and new leads to potential partners!

Michael Bodekaer,
Labster.com
Participant, 2013

Security and Defence

The Security and Defence Learning track took an in-depth look at one of the most pressing concerns of our times: privacy and security. In "The End of Secrecy and What it Means", four top speakers took to the stage to deliver their own views of the modern crisis in secrecy and security – as caused by Wikileaks and Edward Snowden.

that section of the Internet not accessible to search engines. Beate Wedekind delivered some personal observations on the state of secrecy in an age where people are happy to share everything about themselves on social media; and the session was concluded by Leonardo de Arrizabalaga y Prado, giving his philosophical take on the subject.

The institutional view was given by Dr Harold Elletson, arguing that security services must be able to cope with living in an environment of total openness. Jesus I. Nuñez Perez took the technological route, introducing the audience to the Deep Web,

"What is philosophy?" he said. "The love of knowledge. And how do we love knowledge? We take its clothes off – we reveal it!"



“

I love this conference; the wonderful team does a brilliant job in creating an atmosphere that fosters debate and discussion. Importantly, Berlin is the venue. This avoids the Anglo-Saxon dominance that occurs when it's in London or the US.

Donald Clark
Speaker, 2013

”





Pre-Conference Workshops & Seminars

The Pre-Conference Events provided in-depth insights into particular projects or developments and aimed to engage participants in the exploration of practical solutions based on real issues from a variety of specialised fields.

- The Key to Active Online Learning Design
- Openness, Innovation and Inclusion: European Policies and Programmes in ICT for Learning
- Speexx Exchange 2013
- Structure of Virtual Courses by Virtuella
- Serious Games: Designing, Developing and Implementing Games for Education
- From Idea to VLE in a Day: METIS Approach and Tools for Learning Co-Design
- Teach an Instructor to Digitally Fish and Feed Students for Life!
- To MOOC or not to MOOC?
- Artificial Intelligence Methods for Online-Based Education
- Newcomer's Guide to ONLINE EDUCA BERLIN
- One on One with Craig Weiss, E-Learning 24/7
- Web 2.0 in den Berufen der Bauwirtschaft: Einsatzmöglichkeiten am Beispiel von Pilotprojekten aus der beruflichen Qualifizierung
- Open ECBCheck Step by Step: Community-Based Quality Assurance in E-Learning






LANGUAGES & BUSINESS Forum



The Languages & Business Forum did away with all the old conference formats, focusing instead on provocation, group discussion and the presentation and sharing of ideas.

Led by Timothy Phillips of SKYLIGHT GmbH and Ian McMaster of Business Spotlight, the full-day pre-conference event invited four “agents provocateurs” to the stage to address incisive topics in the world of languages in business and inspired the audience to draw their own conclusions and argue their own cases.

Prof. Dr Helen Bicknell, for example, delivered a heartfelt invective against the businesses and business schools that “want languages, but don’t want

to pay for them”, taking in along the way her own past in student activism. And Bob Dignen, speaking about intercultural communication, took the view that “culture is a sociolinguistic construct”, only having the meaning that we apply to it, and that therefore, “teaching intercultural communication is,” with a few exceptions, “useless”.

Stimulated by these lively speeches, the participants then divided into four groups to come up with their own response to present to the rest of the audience – an activity which had the effect of turning the day into not only a frank, honest and daring discussion of contemporary issues, but also a fine networking opportunity for those involved.



SCHOOL FORUM

The “flipped classroom” differs from the traditional model in many respects. In the flipped classroom, the students first study the topic by themselves at home. In the classroom, the pupils then try to apply the knowledge by solving problems, doing practical work or initiating discussions. Prof. Christian Spannagel of the Pädagogische Hochschule Heidelberg described this method and its useful applications in his keynote speech at the 5th School Forum, and laid the foundations for a far-ranging debate on teaching methods and the use of technology in schools.

Peter Kosak, headmaster of the Maria-Ward-Gymnasium Augsburg also addressed the change in teaching style that accompanies mobile learning as he described his experiences with an iPad class. His engaging speech raised

great interest among more than 200 participating teachers and headmasters.

Jürgen Schlieszeit then introduced a broader range of concrete uses for tablets, smartboards and smartphones in the classroom, sharing a plethora of helpful tips and tricks to make teachers’ lives easier with modern tools. Benjamin Hertz, speaking for the European Schoolnet, which works in co-operation with NEC Display Solutions, confirmed and complemented his fellow speakers’ experiences.

The programme was completed by the ELIG schools project we.learn.it, with a panel discussion by project representatives such as Pedro May, teacher at the Realschule Traunreit, who spoke about the elaborate international China-Russia Climate Project, and Annika Zylka, who spoke about the aims

and methods of the ROCK YOUR LIFE! Academy.

This year the teachers received a certificate of their participation in the School Forum, as the event is now officially recognised as part of teacher training.





VIDEO EDUCA

As the only event in the calendar which brings together top professionals from the world of TV and film with educators to learn from each other, VIDEO EDUCA is committed to improving the quality of video in learning and harnessing the enthusiasm that video generates in learners.

The programme provided a mix of lively discourse, discussions on new examples of video learning, practical workshops and analysis of what learners want from video.

This year VIDEO EDUCA focused on two special topics — learner generated video and the use of film archive in learning resources.

Matthew Pierce, Customer Engagement Manager from TechSmith, used VIDEO

EDUCA as the platform to unveil a major new survey on user perceptions of video in learning: "The new data shows that the biggest turn-off for learners using video is a dull speaker."

The hugely popular VIDEO EDUCA sessions ran throughout both days of the conference. Sessions included six packed-out, hands-on Video Labs; a master class in how the techniques of cinema can be applied in the classroom; an in-depth look at audience trends; practical experimentation with video production; real-life case studies of film making with learners; an inspiring glimpse at the potential use of archive footage in the learning sector (and an explanation of just how to do it); and, last but not least, the Video Doctor, on hand to help delegates with free critiques and discussion around their own videos.



@edwardpull (Edward Pull)

Brilliant session VIDEO EDUCA LAB: Editing: by Erik Schmitt & Johannes Louis - Award winning independent film makers. Can see why



Like us on Facebook:
facebook.com/VideoEduca



Find out more online:
online-educa.com/video-educa



BUSINESS EDUCA

By Charles Jennings, director, 70:20:10 Forum

This year Business EDUCA attracted strong interest from HR and learning practitioners from companies across the world as well as researchers and educationalists whose work intersects and augments the themes covered.

Speakers in Business EDUCA sessions included representatives from Adidas, Air Liquid, Toyota, Bayer, IBM and Volvo.

Sessions designed around interaction provided an excellent opportunity for participants to share their experiences in a semi-structured way. These included the Ignite-based 'Opening Conversation', the crowdsourcing-based 'unconference' session on avoiding e-Learning traps, and the 'Closing Conversation'.

The Friday plenary addressed the competitive advantage of lifelong

learning and brought together important aspirations and examples from the worlds of business and education. Linking these two is essential if we are to produce relevant development opportunities for our workforces and their leaders. The plenary provided great insights into the expectations and the reality of preparing people for a world where learning, unlearning and relearning are becoming essential for success.

In 2013, Business EDUCA was once again a true 'forum' where colleagues could come together and derive real value from a wide range of input and experiences. Overall, Business EDUCA is an event for everyone involved in corporate and business learning and development to mark in their diaries.



@mairi_anneSSSC
(mairi-anne macdonald)

#OEB13 jay cross the master story teller entertaining Business EDUCA in Tegel. Nice end to the day and to OEB ;)

The OEB Dinner and Dance

On Thursday evening, ONLINE EDUCA BERLIN participants came together to be treated to live music, delicious food and a DJ who kept the crowd dancing into the small hours of the morning.

The party kicked off with a lively performance from a jazz trio, who combined modern hits with old classics, as guests tucked into an extensive

buffet of international cuisine. As the night rolled on, conversations and contacts made earlier in the day were cemented into new friendships. After the band had left the stage, the DJ made sure that all 'stakeholders' were engaged whilst participants set about sharing 'best practice' on the dance floor!



You Heard It Here First: Talking Heads Sessions premier new tools for learning

This year the Talking Heads Sessions were the place to be to discover 16 innovative new products and ideas that hold the potential to shake-up the sector but have not yet reached the market or been harnessed by the learning and training community.

Highlights of this year's sessions included Oculus Rift, demonstrated by Stephan Isermann, a masters student from Bauhaus University. The glasses, which immerse you in a hyper-real virtual world, have so far created plenty of hype in the gaming sector.

Stephan anticipates them having a revolutionary impact on learning and training, and visitors certainly enjoyed exploring the vivid scenarios that he had created especially for the event.

Mar Pérez Sanagustín shared the potential of the often underestimated QR code with her application EtiquetAR. Mar explained that their innovative use of QR codes "extends the possibilities of a really cheap technology ... to potentially transform any space into a digitally augmented learning space".



Relax, Strengthen and Stretch: Yoga at OEB

Holistic educational techniques are a hot topic at ONLINE EDUCA BERLIN and, as the programme strives to stimulate the minds of the participants, the programme team was careful not to neglect their bodies and souls either.

The relaxation techniques and strengthening exercises that form the core of yoga

practice can enhance concentration and improve learning outcomes. However, it's not always practical to change into your gym kit and lie on the floor of a classroom or office. Luckily, Jeanette Bousset was on hand at this year's event to teach participants some simple and effective exercises that can be done with minimal equipment in any learning environment.





4,920 = the number of times the #OEB13 hashtag was used between 4 – 6 December, 2013



@bordenj (Jeff Borden)

A view from a keynote! Say Käse!



@PJaakkola (Pirjo Jaakkola)

Great speakers Friday morning, really enjoyable #oeb13



@keibr51 (Keith Bryant) #OEB13

Great debate on MOOCS, lot of fun, great arguments for & against!



@stephendh (stephen haggard)

#eLAconference #OEB13 uganda Education Ministry encouraging BYOD solutions for private solutions. Flexible approaches rule!



@NolanDXB (Andrew Nolan)

2 great speeches to start us off #OEB13 really inspired by the concepts raised @OEBconference @bordenj @Viktor_MS



@pjsamson (Perry Samson)

Speaking on adaptive learning at #oeb13. Full house!



@moqami (Diana Mukami)

Sharing experiences on knowledge creation on the African continent at #OEB13



@AmanyAtef (Amany Atef)

Great sessions and great speakers at Online Educa Berlin, feel proud to be among them this year.. Good job #OEB13



@mdkorosec (Margaret Korosec)

Great session on telemedicine in Potsdam I, including virtual medical programs and resource delivery. @rehatschek #OEB13



@olliegardener (Olaug N Gardener)

Can I just say - networking at #oeb13 rocks :) Meeting amazing people doing some really exciting things here!



@mairi_anneSSSC (mairi-anne macdonald)

There are over 2,000 delegates from 91 countries discussing the future of technology supported education and learning at #oeb13 this week!



@LearnKotch (Costas)

I found #oeb13 interesting- High calibre speakers high level thinking and lots of sharing.



@LStrarup (liselotte strarup)

Think there is more going on here on social media than in the physical rooms #OEB13 Keep them coming



@SuzanBrinker (Suzan Brinker)

Had a fantastic time at #OEB13 Wonderful speakers, ideas, and networking. Hope to be back next year!



@sandraribon (Sandra Ribon)

Thank you #OEB13 never felt more connected to fellow participants in a conference. Specially to those looking at their devices all the time



@DonaldClark (Donald Clark)

#OEB13 Bye Berlin - great time, great fun, great people, great discussions - see you all next year

84 Exhibitors from 31 countries

Australia
Austria
Belgium
Canada
Colombia
Czech Republic
Denmark
Egypt

Finland
France
Germany
Ghana
India
Ireland
Italy
Malaysia

Norway
Poland
Republic of Korea
Romania
Russia
Saudi Arabia
Spain
Sultanate of Oman

Sweden
Switzerland
The Netherlands
Uganda
UK
UAE
USA

Products and services offered



What exhibitors say

Rick Van Sant, Blackboard Gold Sponsor, 2013

"The number of new names, representing the last couple of years of rapid evolution of entrepreneurship, is always a bit of a surprise and a reminder of how powerful and dynamic and how incredible an opportunity there is for entrepreneurship in this kind of field."

"The organiser's willingness to go above and beyond to help ... was a huge help and a testament to their commitment to exhibitors."

Michelle Johnson, Front Row Exhibitor, 2013

Exhibitor feedback



Special events

Numerous special events made the exhibition area an essential networking hub of the conference, including ...



Daily coffee breaks



GIZ's e-Academy Open ECBCheck Certification Celebration



Arabian coffee, dates and calligraphy at the NCEl Saudi Pavilion



The Pearson Drinks Reception

Mike Byrne, Netex Exhibitor, 2013

"The take away from this is best practice: as we strategise for 2014 and see what the market is looking for it is good to get an idea of what people are expecting to implement in their organisations."

Maria Lorna A. Kunnath, MLAKedusoln eLearnovate Exhibitor, 2013

"From the way the booths were set up, the choice of exhibit location, the type of attendees, to the social program – all were superb ... I loved the experience and would definitely include ONLINE EDUCATION BERLIN as one of my 'must attend' professional events."

Jean-Marie Cognet, UbiCast Exhibitor, 2013

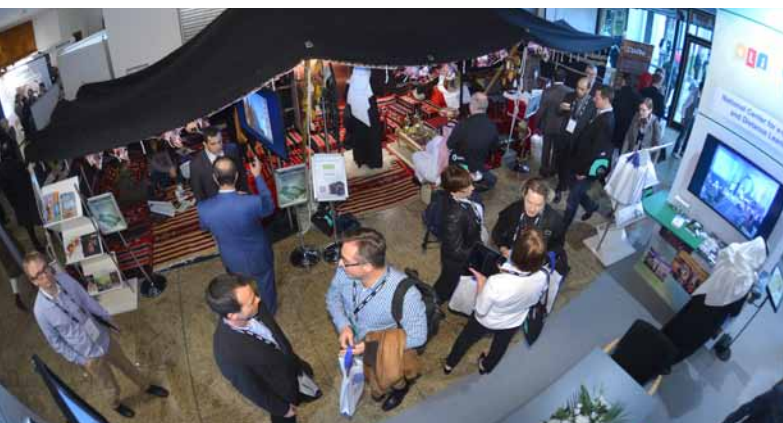
"First time here and I can give a very positive feedback concerning visitor quality and quantity!"



Exhibitors

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:

- 4system GmbH
- ALTISSIA International s.a.
- Ashridge Business School
- Association of Finnish eLearning Centre with partner AKTIIVI Plus – Active Citizen of the Open Learning Environment
- Blackboard
- British Council
- Brussels Regional Informatics Centre
- BTL Group Ltd
- Cambridge HOTmaths
- Cambridge University Press
- Canvas by Instructure
- Catedra SAS UPN
- Cengage Learning EMEA Ltd
- CHECK.point eLearning
- chemmedia AG
- ClickMeeting
- common sense eLearning & training consultants GmbH
- CREALOGIX AG
- Creative Associates International, Inc.
- Darim Vision Co., Ltd
- Desire2Learn & Naseej
- Echo360
- EFMD
- ELIG European Learning Industry Group
- Ephorus
- Erudify
- ETS Global
- European Commission
- European University
- Federal Institute for Vocational Education and Training (BIBB), Section iMOVE: Training Made in Germany
- French Ministry of Higher Education
- FrontRow
- Gamelearn
- GIZ GmbH
- GOPAS
- Hamdan Bin Mohammed e-University (HBMeU)
- Houghton Mifflin Harcourt
- HR factory
- HTW Berlin - University of Applied Sciences
- Hurix Systems Private Limited
- Indecomm Global Services
- Innovacia Sdn Bhd
- Inspera AS
- Kaltura
- learndirect
- Lecturio
- Loughborough University
- LPLUS GmbH
- lynda.com
- Media Centre
- Mediasite by Sonic Foundry
- Mentorix
- Ministry of Education, Oman
- Ministry of Education - UAE
- Ministry of Information and Communications Technology, Uganda
- MLAKedusoln eLearnovate
- Moscow Department of Education
- Moscow State University of Economics, Statistics and Informatics (MESI)
- papagei.com GmbH
- Pearson
- PebblePad
- Pluralsight
- Presentations 2Go
- ProctorU, Inc.
- Prompt-it® Teleprompters
- Questionmark
- Repetico
- Rosetta Stone
- ScienceSoft
- Shift E-Learning
- SIVECO Romania SA
- Skilla - Amicucci Formazione Srl
- Sør-Trøndelag University College (HiST)
- Speexx
- sym.net
- TechSmith Corporation
- Texthelp Ltd
- The National Center for e-Learning and Distance Learning, Ministry of Higher Education
- Thinking Cap
- UbiCast SA
- Universitat Oberta de Catalunya-UOC
- URKUND
- Video Arts - Netex
- WWEDU World Wide Education GmbH





20TH INTERNATIONAL CONFERENCE
ON TECHNOLOGY SUPPORTED
LEARNING & TRAINING

EDUPRENEURSHIP COLLABORATIVE SOCIAL
ACCREDITATION **PERSONALISED** STORIES
COMPETENCIES EMPLOYABILITY **ADAPTIVE**
CREDENTIALING APPS **ENGAGEMENT**
OPEN EDUCATIONAL RESOURCES **FLIPPED**
PLATFORM **MOOCs** TOOLS

PEER LEARNING GAMES

LIFE-WIDE QUALITY

INFORMAL **SKILLS** BLENDED

VIDEO LIFE-LONG

GLOBAL ASSESSMENT

OPTIMISATION **BIG DATA**

MOBILE PEDAGOGY

IMMERSIVE LEARNING

DIGITAL LITERACY

CHANGE **WORKPLACE**

PUBLIC-PRIVATE ANALYTICS



**MARK YOUR
CALENDAR!**

DEC 3 – 5, 2014

HOTEL INTERCONTINENTAL BERLIN

www.online-educa.com

ORGANISERS

