



28th EDEN Annual Conference

Detailed Programme



10:30 PhD Student Symposium

Rooms A101
and A103

Upon invitation

The PhD Student Symposium aims at fostering the exchange of experiences and knowledge among doctoral students doing research in the broad area of the conference's theme: "Connecting Through Educational Technology – To Produce Effective Learning Environments", while providing a discussion forum for the advancement of doctoral research.

Welcome from Airina Volungeviciene, EDEN President,

Josep M. Duarte, EDEN PhD Symposium Committee Chair, and

Isabel Vanslembrouck, Director Research and Innovation, VIVES University of Applied Sciences.

15:00 Conference Registration

VIVES campus aula

Conference Delegates arriving and registering can familiarise themselves with the environment

Venue: VIVES University of Applied Sciences' Xaverianenstraat building

Xaverianenstraat 10, 8200 Brugge, Belgium

16:30 EDEN Annual General Meeting

Room to be
indicated at
the venue

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

18:30 Welcome Reception

VIVES campus aula

The Welcome Reception helps you to set the mood for the Conference. Meet your colleagues and enjoy the welcoming atmosphere. The EDEN Senior Fellow and Fellow Awards will be presented at this occasion.

Words of Greeting

Airina Volungeviciene, EDEN President, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania

Patricia Waerniers, Director of the Educational Policy Unit, VIVES University of Applied Sciences, Belgium

Presentation of EDEN Senior Fellow, Fellow Awards and the Award for the Young Scholars' Best Paper

Airina Volungeviciene, EDEN President, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania

Public transport isn't available after the welcome reception on Sunday evening, but there will be a free a shuttle bus at 20:30 from the campus to the city centre.

9:00

Morning Plenary Session 1

VIVES Auditorium

Chair: Airina Volungeviciene, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania & Joris Hindryckx, President of the VIVES University of Applied Sciences, Belgium

Conference Welcome

Joris Hindryckx, President of the VIVES University of Applied Sciences, Belgium

Airina Volungeviciene, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania and

Sandra Kucina Softic, Assistant Director for Education and User Support, University Computing Centre, Head of E-learning Office, University of Zagreb, Croatia on behalf of the EDEN Presidency

Keynote Speeches:**We Underestimate the "Testing Effect" (and How Technology can Help) - Keynote Sponsored by Televic**

Bert Wylin, e-learning and e-assessment expert, KU Leuven, Belgium

While testing, evaluating and examining receives a lot of focus and attention in higher education, many institutions tend to lose sight of the fact that testing itself also has a very high learning effect. This learning effect is also called the "testing effect". This testing effect has been extensively researched and scientifically documented, but it remains relatively unknown. And in our opinion also undervalued. However, a number of small interventions do suffice to upgrade and even maximize this effect. Technology plays a key role in this.

Connected Pedagogy: Learning and Teaching in the Digital Age

Steve Wheeler, Learning Innovations Consultant, UK

11:00

Coffee Break

Campus Restaurant

11:30

Parallel Sessions A

Session A1

Institutional Innovation: Strategy and Practice

Auditorium
Montanus

Chair: Estela Dauksiene, Vytautas Magnus University, Lithuania

Implementation of a Flexible Learning Study Programme in a Blended-Learning Design: Results from the First Two Cohorts

Claude Muller, Reinhild Fengler, Zurich University of Applied Sciences, Switzerland

Human Capital in Online Higher Education Settings: A Socio-Educative Perspective Applied to Graduates of an Online University

Riccardo Valente, Albert Sanchez Gelabert, Josep M. Duart, Universitat Oberta de Catalunya, Spain

Validation of the Community of Inquiry Survey (Spanish Version) at UNED Courses

Ines Gil-Jaurena, Daniel Domínguez Figaredo, Belen Ballesteros Velázquez, Javier Morentin Encina, Universidad Nacional de Educacion a Distancia (UNED), Spain



Exploring Students Cultural Experiences in an International Learning Project Using Digital Reality – Talktech

Diana Andone, Politehnica University of Timisoara, Romania, Mark Frydenberg, Bentley University, United States of America

Session A2

Learning and Training for Work: Concept and Implementation

Auditorium Laurin

Chair: Albert Sangra, Director, UNESCO Chair in Education & Technology for Social Change, Universitat Oberta de Catalunya, Spain

Approaches and Solutions that Match Digital Learning Realities of Modern SMEs

André Richier, European Commission, Belgium, Kristina Derojeda, PwC Innovation Research Centre, Netherlands, Naveen Srivatsav, PwC Experience Center, Netherlands

Sending Online Training Concept – Competency-Based, Adaptive Learning in Data Science for ICT Professionals

Alan Bruce, Universal Learning Systems, Ireland, Teemu Patala, Context Learning Finland, Finland

Expanding the Boundaries of Service-Learning at Higher Education through e-Learning Scenarios: Lessons from Teaching Innovation Projects

Amalia Creus, Mirela Fiori, Ines Cambra, Nadja Gmelch, Universitat Oberta de Catalunya, Spain

High Impact Practices: Addressing Workplace Needs

Maureen Andrade, Ronald Miller, Shaylana Davis, Utah Valley University, United States of America

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

EURODL
European Journal of Open, Distance and E-Learning



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

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

Towards a Prototypical Categorization of Distance Education in Teacher Education

Andy Thys, Luc Vandeput, Jan Elen, KU Leuven, Belgium

Embedding Blended Learning Environments in Higher Education: Towards a European Maturity Model

Katie Goeman, Stephan Poelmans, Veerle Van Rompaey, KU Leuven, Belgium, Wiebe Dijkstra, Willem Van Valkenburg, TU Delft, Netherlands

Future Skills and Higher Education “Future Skill Readiness”

Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany

Digital (4) Education – A National Digital Strategy in the Context of the Transformation of a Country into a Digital Nation

Serge Linckels, Ministry of Education, Luxembourg, Luxembourg



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Session A4	Workshop
Room A102	<p>Realizing the Potential of OER: Addressing the Challenges to Mainstreaming</p> <p>Neil Butcher, Neil Butcher & Associates, South Africa, Svetlana Knyazeva, UNESCO IITE, Russian Federation</p> <p><i>UNESCO IITE and OER Africa partnered to prepare a publication that critically reviews the growth of OER and its potential impact on education systems around the world. Many efforts have been made to promote OER over the past 20 years, which have resulted in growth of awareness, and the development of initiatives. OER still appears to remain on the margins in education and its impact is influenced by political and governmental changes, as well as a lack of funding to ensure sustainability. Given this, this workshop will focus on best practices within countries as catalyst on how to mainstream OER practices in countries.</i></p>
Session A5	Workshop
Room A103	<p>MITx MicroMasters Ecosystem and Its Early Use for Workplace Learning</p> <p>Tracy Tan, Massachusetts Institute of Technology, United States of America</p> <p><i>Following on the initial launch in 2016, the MITx MicroMasters programs have attracted over 600 thousand global learners. Not only MIT itself, but 27 other global institutions from 17 countries now validate the credential through credit pathway offerings. Learners and industries see the MicroMasters credential a powerful engine for career development. Companies started to pilot employee development by adopting the MicroMasters courses. The session will reflect on the ecosystem around MITx MicroMasters two years in.</i></p>
Session A6	Workshop
Room A104	<p>The Value of Developing and Using MOOCs for Social Inclusion</p> <p>Timothy Read, Universidad Nacional de Educacion a Distancia (UNED), Spain, Alastair Creelman, Corina Lowe, Linnaeus University, Sweden, Beatriz Sedano, Universidad Nacional de Educacion a Distancia (UNED), Spain</p> <p><i>This workshop is based upon the project MOONLITE, focusing on the application of MOOCs for displaced people with a view to their social inclusion, employment, and access to higher education.</i></p> <p><i>Different aspects of this educational process will be presented and analysed, so that anyone working with refugees and migrants, or considering doing so, can understand the benefits and difficulties of using MOOCs and acquire relevant knowledge and best practices. Concepts and practices apply to inclusive approaches in general, thereby contributing to an inclusive higher education system.</i></p>
13:00	Lunch
	Lunch will be provided at the Campus restaurant.
14:00	Afternoon Plenary Session
VIVES Auditorium	<p>Chair: Delphine Wante, VIVES University of Applied Sciences, Belgium</p> <p>The Human Side of Education</p> <p>Nell Watson, Engineer - Educator - Tech Philosopher</p> <p><i>Technological and social changes are coming quickly in our global society. How can we best ensure that education is preparing people for the future, instead of aligning with the assumptions of the past? Technology can unlock fantastic new capabilities to enrich education environments and enable more personalized learning. How can we ensure that such technologies enrich our most human aspects, guiding us not only towards quantitative improvements, but nurturing our characters as well? This talk explores these themes and suggests some best practices.</i></p>

15:15 Coffee Break

Campus restaurant

15:45 Parallel Sessions B

Session B1 Poster session

Campus restaurant Moderator: Wendy Chowne, The London Institute of Banking & Finance, United Kingdom

Howest Edhub: The Interaction Between Didactics, Learning Space and Technology

Basiel Bonne, Rina Dauwens, Tijs Verbeke, Hogeschool West-Vlaanderen, Belgium

Designing and Assessing an Open Virtual Mobility MOOC: The Case Study of the “Media and Digital Literacy” miniMOOC

Antonella Poce, Francesco Agrusti, Francesca Amenduni, University of Roma Tre, Italy

Flexible Teacher Training Program in Distance Learning

Sofie Dossche, Matthias Lefebvre, VIVES University of Applied Sciences, Belgium

The Influence of High-Fidelity Patient Simulation Training on Self-Confidence and Stress in Nursing Education

Sofie Merlevede, Birgit Vincke, Lisa Kerckhof, VIVES University of Applied Sciences, Belgium

Ponte en Línea: A Strategy from Data-Based Response System for Personalized Learning

Jorge Leon-Martinez, Edith Tapia Rangel, National Autonomous University of Mexico, Mexico

Connecting with Students in an Open Distance Learning

Rodney Mabusela, Itumeleng Molefe, University of South Africa, South Africa

The Four Most Common Challenges to Designing Blended Learning: A Literature Review

Ruth Boelens, VIVES University of Applied Sciences, Belgium, Bram De Wever, Michiel Voet, Ghent University, Belgium

Teachers’ and Students’ Views on the Effectiveness of Technology Integration into Teaching and Learning in Muscat, Oman

Adenike Adeyiemi, Evdokia Pittas, Unicaf University, Cyprus

Session B2 Socio-cultural Features of ICT Enhanced Learning

Auditorium Chair: Peter Bryant, University of Sydney, Australia

Montanus

MAAM Project – How Digital Learning can Bring Life into the Workplace

Elisa Vimercati, Francesca Cirianni, LBV, Italy

Free Digital Distance Learning for Employability and Social Inclusion: The Perceptions of Migrants Living on the Maltese Islands

Joseph Vancell, University of Hull, United Kingdom, Teemu Patala, ChangeLearning Alliance, Finland, Alan Bruce, ChangeLearning Alliance, Ireland

Digital Learning Technologies in Processes of Innovation and Democratic Change? – Reflections and Questions

Elsebeth Wejse Korsgaard Sorensen, Aalborg University, Denmark

Yesterday-Today-Tomorrow: An e-Learning Program on Migration

Bryan McCormack, Yesterday-Today-Tomorrow (YTT) Association, France, Paola Perucchini, University of Roma Tre, Italy

Session B3

Collaborative Learning in Online Environments

Auditorium Laurin

Chair: Rory McGreal, Athabasca University, Canada



The Instructional Design of an Online Learning Environment (RISSC) for Upper Secondary School Students' Research Skills

Louise Maddens, Fien Depaepe, Annelies Raes, Jan Elen, KU Leuven, Belgium

Educational Technology for Active Connections in Blended Learning Environments

Philip Uys, Charles Sturt University, Australia

Towards Matching Access with Success: Using Technology to Create an Effective Learning Environment for Postgraduate Distance Learning Students

Karin Muller, Marilize Putter, Pietro Odendaal, Milpark Education, South Africa

Digital versus Manual. Two Sides of the Same Coin

Ingrid LeRoux, University of Pretoria, South Africa



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Self-Evaluation Mandalas - An Innovative and Motivating Tool in Distance Learning Courses (Results from the VTT-Project)

Peter Mazohl, University of Technology, Vienna, Austria, Harald Makl, Pedagogical University College, Austria

Connecting Educational Technology to Quality Outcomes: The Use of Quality Frameworks for Effective, Technology-Enhanced Digital Learning Environments

Deborah Adair, Quality Matters, United States of America

Considerations for Quality Assurance of E-learning Provision

Ebba Ossiannilsson, Swedish Association for Distance Education - SADE, Sweden

A Metacognitive MOOC Framework

Jennifer Roberts, Ignatius Gous, UNISA, South Africa

OpenVM: e-Assessment of Competences for Open Virtual Mobility

Deborah Arnold, Gerard Casanova, AUNEGe, France, Diana Andone, Politehnica University of Timisoara, Romania, Ilona Buchem, Beuth Hochschule fur Technik Berlin, Germany

This interactive, hands-on workshop will provide participants with insights into the e-assessment concept and the opportunity to evaluate their own Open Virtual Mobility competences using the e-assessment tool. Discussion around potential barriers will enrich the debate, and participants will be able to identify what their institutions can do to encourage the development of Open Virtual Mobility.

In order to get the greatest benefit from the workshop, participants should come equipped with a laptop, tablet or smartphone.

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Room D012

Design, Implementation, and Evaluation of Future Learning Spaces - Findings & Reflections Based on the TECOL@Kulak Project

Fien Depaepe, Annlies Raes, KU Leuven, Belgium

The TECOL project is one of these projects which are aimed at the design, implementation, and evaluation of recent features of educational technology that devote a more central role to interactive and collaborative learning in university lectures and work sessions. It encompasses different use cases such as the interactive classroom (using response systems), collaborative learning (using screen sharing), and multilocation learning (including the hybrid virtual classroom).

15:45

EDEN Fellows Council Meeting

upon invitation

17:15

Break

17:30

Game & Wine Event

D110 (first floor)

VIVES Bruges holds the VIVES Archive of Games, the largest collection of games in the world, with more than 20.000 titles and many educational (party) games. In the archive, you will find the most recent (educational) games, but also some very old games are kept in the closed section. The oldest game dates back to 1810!

EDEN members and conference delegates are invited to visit the Archives, entertain with exciting games and savour good wines.

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Evaluating, examining, certifying

Testing, assessing and certifying students or candidates is an intensive task for educational institutes. It demands a great deal of organisation and it is often time-consuming to create and improve exams. How can you deal with this in a cost-effective way, even when you have large groups or participants that are far away? How do you ensure that everyone is assessed objectively and that everything is conducted in a secure manner?

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9:00 Morning Plenary Session 2

VIVES Auditorium Chair: Josep M. Duart, Universitat Oberta de Catalunya, Spain

Making Connections in Distance Education: Research-based Reflections on Hybrid Classrooms

Jan Elen, KU Leuven, Center for Instructional Psychology and Technology, Belgium

Organizing a new educational master at nine different locations and hence introducing a multicampus model is challenging to say the least. From a technological-managerial perspective hybrid classrooms are proposed as an efficient solution. In this contribution the potential of hybrid classrooms for teacher education in a multicampus model is discussed. On the one hand, research on distance education reveals its power provided that distance education is deliberately designed. On the other hand, research on distance education and especially research on retention rates reveals the need for presence and multisensorial interaction. It is concluded that hybrid classrooms might help to confront the challenge provided that a systematic design of the distance education learning environment goes along with a deliberate orchestration of the interactions.

Connecting Educators for More Effective Digital Age Learning: Opportunities and Challenges from European Research

Yves Punie, Senior scientist, European Commission, Institute for Prospective Technological Studies (JRC IPTS)

The new Europass Framework and the European Digital Credentials Infrastructure - Introduction to the Workshop: Towards a Digital European Labour Market

Angeliki Dedopoulou, European Commission, European Skills, Competences, Qualifications and Occupations

11:00 Coffee Break

Campus restaurant

11:30 Parallel Sessions C

Session C1 Demonstration Session

Room D012 Chair: Sylke Vandercruysse, VIVES University of Applied Sciences, Belgium

Pop-up Classroom: Creating Possibilities and Inspiration for the Integration of New Technologies in Higher Education Learning Environments

Sylke Vandercruysse, Stefanie Dujardin, Kurt Galle, VIVES University of Applied Sciences, Belgium

Evaluation in Distance Education @ VIVES: Some Tools and Trends

Hendrik Coucke, Koen Verhulst, Sylke Vandercruysse, VIVES University of Applied Sciences, Belgium

Auditorium
Montanus

Chair: Deborah Arnold, AUNEGe, France

Hearables: eLearning in the Workplace

Rory McGreal, Athabasca University, Canada

Connecting Stakeholders through Educational Technology for Effective and Digitalised Higher Education Environments

Christian-Andreas Schumann, Claudia Tittmann, Kevin Reuther, Helge Gerischer, West Saxon University of Zwickau, Germany, Feng Xiao, Oliver Schirmer, Tongji University Shanghai, China

Yesterday, Today and Tomorrow: The Blossoming Art of Teaching and Learning Required to Prepare Students for the 4th Industrial Revolution

Ignatius Gous, UNISA, South Africa

Auditorium Laurin

Chair: Antonella Poce, University of Roma Tre, Italy

**Approaches and Methodologies to Support Critical Reflection**

Jean Claude Callens, VIVES University of Applied Sciences, Belgium

**Exploring the Emotions of Distance Learning Students in an Assessed, Online, Collaborative Project**

Jake Hilliard, Karen Kear, Helen Donelan, Caroline Heaney, The Open University UK, United Kingdom

Disclosing Learners' Behaviour and Engagement into Online and Blended Courses: Case Study of Vytautas Magnus University

Giedre Tamoliune, Margarita Tereseviciene, Vytautas Magnus University, Lithuania, Josep M. Duarte, Universitat Oberta de Catalunya, Spain, Justina Naujokaitiene, Vytautas Magnus University, Lithuania

Student Preferences within a Holistic Blended Learning Environment

Bernice Beukes, Karin Barac, Lynette Nagel, University of Pretoria, South Africa

Signpost

ICT solutions for education

From Recipes in Hell's Kitchen to Serving in the First Dates Restaurant: How might Teachers, rather than Designers, in Distance Education use Advanced Learning Analytics?

Tom Olney, The Open University UK, United Kingdom

The workshop will demonstrate how different learning analytics visualisations have been piloted by teachers in the Faculty of Science, Technology, Engineering and Mathematics at the OU (STEM-OU). Workshop participants will critically explore these real-life representations and discuss how teachers might use them as the basis for action or intervention and to what extent they might be relevant to their own settings. The question of the challenges and limitations of using learning analytics in this way will be approached. The session will close with a discussion of the findings from the STEM-OU pilot schemes.

Towards a European Digital Labour Market

Angeliki Dedopoulou, Adviser to the European Commission for the Digital Labour Market, Belgium

Four out of ten employers in Europe have difficulties finding people with the right skills. The rise of digital technologies in recruiting offers an opportunity to make labour markets more efficient and tackle these skills gaps. A European Digital Labour Market can ensure interoperability between systems, open and fair access to information on skills, qualifications and jobs and better insights gathered through big data analysis. This workshop will give an overview of the European Commission's activities in the field, the modernisation of Europass and the Digitally Signed Credentials project.

Augmented and Virtual Reality – In Reality: Connections to Learning, the Workplace, and Community

Susan Aldridge, Drexel University Online, United States of America, Diana Andone, Politehnica University of Timisoara, Romania, Marci Powell, Marci Powell & Associates, United States of America, Steve Wheeler, Plymouth Institute of Education, United Kingdom

Leaders in the field of online learning will share concrete "best-in-class" examples as they discuss the significant impact AVR is having on the digital classroom and workplace experience.

The presenters in this session will discuss the role of AVR in education and the workplace as they critically analyse its benefits and its challenges. They will present recent examples of best practice and discuss their experiences, focusing on specific pedagogical uses of the emerging tools and techniques of Augmented and Virtual Reality.

What Digital Competences Teachers in HE Need Today?

Sandra Kucina Softic, SRCE, Croatia, Airina Volungeviciene, Estela Dauksiene, Vytautas Magnus University, Lithuania, Irena Jandric, SRCE, Croatia

With the advancement of the digital age, teaching methods are being changed, but still it dominantly remains upon teachers to decide whether or not they will follow new technologies and implement them in their teaching. How do digital competencies differ from non-digital, can they be separated at all? What digital competences teachers need to have innovative, engaging teaching? All this will be discussed in this training session. The participants will discuss what digital competence is for them, what are their needs and define what they need to improve the quality of teaching and make it more innovative.

13:00

Lunch

Lunch will be provided at the campus restaurant.

14:00

Parallel Sessions D

Session D1

Posters

Campus restaurant Moderator: Helga Dorner, Central European University, Hungary

Validation of Quality Indicators for e-Learning

Dieter Maes, Marieke Metzger, Heidi Vanden Eeckhoutte, VIVES University of Applied Sciences, Belgium

A Serious Challenge for Lifelong Learning – Narrowing the Gap between Natural (Informal) and Formal Learning by Using Infocommunication Technologies

Aniko Kalman, BME, Hungary, Zoltan Szuts, BME, Hungary

Higher Motivation and Sustainability of Knowledge through Social Media for Teens

Natasa Rizman Herga, Andreja Kolar, Primary school Ormoz, Slovenia, Dejan Dinevski, University of Maribor, Slovenia

The Role of Motivation in Computer-Supported Collaborative Learning (CSCL) in Business Education – A Focused, Narrative State-of-the-Art Literature Review

Carina Aichinger, Mathew Docherty, Sandra Muhlbock, David Kronawettleitner, University of Applied Sciences Upper Austria, Austria

A Systemic Model for Persistence – A Humanistic Thinking

Tomas Bautista, Open University and Distance Education Coordination (CUAED), National Autonomous University of Mexico (UNAM), Mexico

From Idea to Impact: A Quality Assurance Model for Moving Digital Innovation to Standard Operating Procedure

Deborah Adair, Quality Matters, United States of America

Session D2

Policy Development in Organizations

Auditorium Montanus

Chair: George Ubachs, EADTU, Netherlands

10 Years of Learning Design at the Open University: Evolution, Findings and Future Direction

Gerald Evans, The Open University UK, United Kingdom

Precarious Voices: The Shared Hopes and Dreams of those Teaching and Supporting Learning in Digital Contexts

Peter Bryant, University of Sydney, Australia, Donna Lanclos, Anodyne Anthropology, LLC, United States of America, David White, University of the Arts London, United Kingdom

Educating for Interdisciplinary Competences: A VIVES-Framework

Elien Sabbe, David Wemel, VIVES University of Applied Sciences, Belgium

Auditorium Laurin

Chair: Sarah-Guri Rosenblit, The Open University of Israel, Israel

Massive, Partially Online CS1 Course

Tamar Vilner, Ela Zur, The Open University of Israel, Israel

Reasons for Attending a MOOC: A Survey on EduOpen Learners

Annamaria De Santis, Katia Sannicandro, Claudia Bellini, Tommaso Minerva, University of Modena and Reggio Emilia, Italy

Back to the Future, the Learner Strikes Back: Feedback and Reflection as Key Elements in MOOC re-Design

Conchur Mac Lochlainn, Mairead Nic Giolla Mhichil, Elaine Beirne, Mark Brown, Dublin City University, Ireland

MOOCs Integration into Campus-Based Curricula: The Case for Russia

Tatiana Semenova, Ksenia Vilкова, National Research University Higher School of Economics, Russian Federation



Session D4

Selected leading research and innovation cases

Room A101

Chair: Rebecca Galley, The Open University UK, United Kingdom

Automatic Transcription Software: Good Enough for Accessibility? A Case Study from Built Environment Education

Tharindu Liyanagunawardena, University College of Estate Management, United Kingdom

eLene4Life: Active Learning for Soft Skills - University-Corporate Connections and Cross-Fertilisation

Deborah Arnold, AUNEGe, France, Mirela Mazalu, European University Colleges Association, Belgium, Matteo Uggeri, Fondazione Politecnico di Milano, Italy

Switching channels: the changing role of video in European universities

Sally Reynolds, ATiT, Belgium/Media & Learning Association

Innovating a Flexible Concept Based Curriculum in a Course: An Experience Using Fractal Model

Larisa Enriquez Vazquez, Universidad Nacional Autonoma de Mexico, Mexico



Session D5

Workshop

Room A102

ABC Blended Learning (re)Design: How to Engage your Academics Rapidly and at Scale

Natasia Perovic, Clive Young, UCL, United Kingdom

How can we best help our time-pressured academics design rich blended and online courses? UCL has developed ABC LD, an effective and engaging learning design method, that is being used with great success in European HE institutions. In this workshop academic teams work together to create a visual "storyboard" using cards to outline the type and sequence of learning activities. The ABC LD method is being used for learning design, academic development, strategic development, review of technical and support environment and analytics.

Utilising a Meta-Data Standard for Digital Credentials and Recognition of Open Learning

Jochen Ehrenreich, Raimund Hudak, DHBW Baden-Wuerttemberg Cooperative State University, Germany

This workshop will present an extended meta-data standard (<https://github.com/MicroCredentials/MicroHE>) and a corresponding learning passport for digital credentials and micro-credentials. It will explore possible scenarios, stakeholders and guidelines. The proposed standard adds specific HE and micro-credential extensions to the ESCO metadata schema (European Skills, Competences, Qualifications & Occupations). The aim is to showcase how a secure digital, blockchain-enabled credentialing solution could look like and function, creating a reference for developments and standardizations.

Information Literacy / Critical Information Fluency in Distance Education

Sandra Tury, David Baume, University of London, United Kingdom

The technology now enables us to connect with and use much of the world's information. Doing this is (a) a vital life and work skill and (b) difficult.

The workshop is concerned with the information literacy / critical information fluency gap, and how to fill it. Participants will explore the current state of play, and identify what distance learning educators and information professionals are currently doing, and what more they can and should do, to ensure that students develop and demonstrate the necessary sophisticated information capabilities.

Chair: Claude Muller, Zurich University of Applied Sciences, Switzerland

Attempting to Regulate Distance Higher Education: Reflections on the Portuguese experience

Antonio Moreira Teixeira, Pedro Barbosa Cabral, Maria do Carmo Teixeira Pinto, Universidade Aberta, Portugal

The Internationalization of the XXI Century Universities: Uninettuno Model

Maria Amata Garito, Universita Telematica Internazionale UNINETTUNO, Italy

Capacity Building for Virtual Innovative Teaching and Learning in Jordan - Experiences of the JOVITAL Project

Katherine Wimpenny, Arinola Adefila, Alun DeWinter, Coventry University, United Kingdom, Valerij Dermol, University of Ljubljana, Slovenia

A Networked Learning Environment for the Education of an Architect

Melis Baloglu Asut, Yuksel Demir, Istanbul Technical University, Turkey

The co-Evolution of Equitable Tertiary Education in a Global Networked Society: The Case of the OERu

Danielle Dubien, Niki Davis, University of Canterbury, New Zealand, Wayne Mackintosh, OERu, New Zealand

The PRESTO Project relay: Open, Asynchronous Learning in Virtual Peer Groups

Pieter Bots, Els van Daalen, Sofia Dopper, Delft University of Technology, Netherlands

Virtual Learning Environment for Open Online Learning

Estela Dauksiene, Margarita Tereseviciene, Airina Volungeviciene, Vytautas Magnus University, Lithuania

Promoting Personalized Learning Design: The Role of Online Pedagogical Intervention

Hamdy Abdelaziz, Hamdan Bin Mohammed Smart University, United Arab Emirates

Cognitive Load During Online Complex Problem-Solving in a Teacher Training Context

Charlotte Larmuseau, KU Leuven, Belgium, Hendrik Coucke, Pamela Kerkhove, VIVES University of Applied Sciences, Belgium, Piet Desmet, Fien Depaepe, KU Leuven, Belgium

Teaching the Generation Z

Hristo Chukurliev, New Bulgarian University, Bulgaria

Technological Resources for Lifelong Learning of Teachers in the Digital Era: An Analysis from the Learning Ecologies

Alba Souto-Seijo, Iris Estevez, Mercedes Gonzalez-Sanmamed, Patricia Romero, Universidade da Coruna, Spain

Informal Learning: Contributions of Technology in a Digital Society

Iris Estevez, Alba Souto-Seijo, Mercedes Gonzalez-Sanmamed, Veronica Iglesias, Universidade da Coruna, Spain

Developing Digital Skills through MOOCs and OERs for Creative Industry employers - The DigiCulture Workshop

Antonella Poce, University of Roma Tre, Italy, Diana Andone, Universitatea Politehnica Timisoara, Romania, Maria Rosaria Re, Francesca Amenduni, University of Roma Tre, Italy

"DigiCulture" project aims to create a sustainable and efficient education program devoted to adult learners with low digital skills and low-qualified adults involved in the Creative Industries (CI) sector.

During the workshop, participants will be invited to develop the outline of a MOOC on digital skills for CI employers, working in small interdisciplinary groups. The DigiCulture workshop will support networking among people who operate in the field of CI, digital skills and open education, enforcing the impact of their previous experiences.

The 2019 EDEN Best Research Paper Award

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

The selection process takes place in collaboration with the Ulrich Bernath Foundation for Research in Open and Distance Learning and is supported by a Jury, approved by the EDEN Executive Committee.

Members of the Jury for the 2019 EDEN Best Research Paper Award in Bruges are Alan Tait (Chair), Emeritus Professor of Distance Education and Development, The Open University, UK; Sandra Kučina Softić, Assistant Director for Education and User Support, University Computing Centre (SRCE), Head of the E-learning Centre, University of Zagreb, Croatia; Kay MacKeogh, Independent ELearning Expert, Ireland; Isabel Vanslebrouck, Director Research and Innovation, VIVES University of Applied Sciences, Belgium; Ulrich Bernath & Thomas Hülsmann, Trustees and Directors of the Ulrich Bernath Foundation for Research in Open and Distance Learning, Germany.

Of all conference papers submitted by the deadline for submissions, 23 Conference papers were short-listed for the competition and evaluated against the following criteria: (i) contributes convincingly to the theme(s) of the conference; (ii) deals with a research question of relevance for conference participants; (iii) rigorous examination/research methods are applied; (iv) findings, results and outcomes are convincingly presented and critically examined; (v) conclusions are thoroughly discussed (including aspects like applicability, transferability, and/or further research); (vi) literature is reviewed against the state of art. In addition, authors needed to confirm that at least 30% of their paper has been originated for the 2019 Annual EDEN Conference in Bruges.

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

- A1 Human Capital in Online Higher Education Settings: a Socio-Educative Perspective Applied to Graduates of an Online University**
Riccardo Valente, Albert Sanchez Gelabert, Josep M. Duarte, Universitat Oberta de Catalunya, Spain
- A3 Future Skills and higher education “Future Skill readiness”**
Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany
- B3 Digital versus Manual. Two Sides of the Same Coin**
Ingrid LeRoux, University of Pretoria, South Africa
- B3 The Instructional Design of an Online Learning Environment (RISSC) for Upper Secondary School Students’ Research Skills**
Louise Maddens, Fien Depaepe, Annelies Raes, Jan Elen, KU Leuven, Belgium
- C3 Approaches and Methodologies to Support Critical Reflection**
Jean Claude Callens, VIVES University of Applied Sciences, Belgium
- C3 Exploring the Emotions of Distance Learning Students in an Assessed, Online, Collaborative Project**
Jake Hilliard, Karen Kear, Helen Donelan, Caroline Heaney, The Open University UK, United Kingdom
- D3 Back to the Future, the Learner Strikes Back: Feedback and Reflection as Key Elements in MOOC Re-design**
Conchur Mac Lochlainn, Dublin City University, Mairead Nic Giolla Mhichil, Dublin City University, Elaine Beirne, Dublin City University, Mark Brown, Dublin City University, Ireland
- D4 Automatic Transcription software: Good enough for accessibility? A case study from Built Environment Education**
Tharindu R. Liyanagunawardena, University College of Estate Management, United Kingdom

Previous winners of the EDEN Best Research Paper Award:

<http://www.eden-online.org/>

Look for the BRPA star in the programme to easily find the nominated papers



Goodbye Administration Hassle, Hello Feedback!

Johan van den Heuvel, Ans Delft, Netherlands

A test is not self-evident, there are differences in actions, persons, devices and committees. In this creative and interactive workshop, we will map this entire process in an orderly manner. We will define areas for improvement and learn from the working methods of other institutions. Next, the guys from Ans Delft, an innovative education startup that helps to reduce administration hassle, will mention a number of examples from the real world that have been liked by many other professors. Innovation, creativity and post-it's are central to this workshop.

Innovating International Higher Education by Virtual Mobility

George Ubachs, EADTU, Netherlands, Susanne Koch, Diku - Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education, Norway, Torunn Gjelsvik, Flexible Education Norway, Norway

In this workshop on VM we bring together stakeholders to reflect on the opportunities offered by virtual mobility. Virtual mobility is defined as "a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning". Blended and virtual mobility is stimulated in many Erasmus+ actions. The "eU.University hub" for online learning will stimulate and empower universities for online education and virtual mobility.

THE EVOLUTION OF LEARNING

Bruges Market Hall

For delegates who have booked: please bring your ticket & badge with you

The Conference Gala Dinner will be held in the Market Halls of Bruges.

Standing on the market square of Bruges there is one building that immediately attracts your attention, the market halls and its Belfry.

They have been recognized as UNESCO World Heritage sites since 1999. The halls were built very early in the Middle Ages and were mainly used as an indoor marketplace.

The Best Research Paper Award will be presented at the Conference Gala Dinner.

Address: Markt 7, 8000 Brugge, Belgium

Best Research Paper Award Ceremony

Since 2008, EDEN has bestowed the Best Research Paper Award at its Annual Conferences and the bi-annual Research Workshops.

A robust selection process guarantees the high-standing of these awards for contributions to the field of open, distance and e-Learning. The selection process takes place in collaboration with the Ulrich Bernath Foundation for Research in Open and Distance Learning, with the support of a distinguished Jury.

**CALL FOR JOURNAL PAPERS**

**Special Issue for The European Journal of Open, Distance and E-learning:
"Innovations for the Future with Digital Learning for Inclusion"**

The Special Issue should address the notion of innovations and creativity with digital learning for inclusion of lifelong learners (including any segment of the population).

Papers may be approached in a variety of perspectives/foci:

- new educational environments;
- learning designs for including education;
- affordances of digital tools for including education;
- creative ways of utilizing open educational technologies for inclusion of various segments of the population (e.g. pre-school children, elderly people, disadvantaged people, etc.);
- best practices;
- case studies on innovative technology-based learning strategies/pedagogies;
- upcoming trends; etc.

Submission deadline: 1 February, 2020, read more at www.eurodl.org

9:30

Parallel Sessions F

Session F1

Synergy Session

Room A101

Moderator: David Wemel, VIVES University of Applied Sciences, Belgium

The Synergy Session facilitates the sharing of practices, project outputs and research findings, offer the participants platform to develop new ideas and plans, to create new partnerships by engaging in interactive working group activities.

ABC to VLE beyond Curriculum Design

Natasa Perovic, Clive Young, UCL, United Kingdom

Europeana Media

Sally Reynolds, Audiovisual Technologies, Informatics and Telecommunications - ATiT, Belgium

eLene4Life: Learning and Interacting to Foster Employability

Deborah Arnold, AUNEGe, France

EFE – Entrance into future education

Mathy Vanbuel, ATIT / MLA, Belgium, Karine Hindrix, UC Leuven-Limburg, Belgium

Livelab – The Importance of a Team-based Interprofessional Practice Placement” (TIPP) in Primary Care to Increase Interprofessional Collaboration (IPC) for Undergraduate Healthcare Students

Tony Claeys, Hanne Vrijisen, VIVES University of Applied Sciences, Belgium

OEPASS Open Education Passport

Ferenc Tatrai, EDEN European Distance and e-Learning Network, United Kingdom, Jochen Ehrenreich, Baden-Wurttemberg Cooperative State University Heilbronn, Germany

Matching Graduates’ Skills and Labour World Demands through Authentic Learning Scenarios

Adriana Ornellas, Universitat Oberta de Catalunya, Spain, Nuria Vilanova, Robert Candel, Institut Obert de Catalunya, Spain

DigiCulture - Improving the Digital Competences and Social Inclusion of Adults in Creative Industries

Diana Andone, Politehnica University of Timisoara, Romania

Session F2

Learner Perceptions, Characteristics and Attitudes

Auditorium
Montanus

Chair: Ignatius Gous, UNISA, South Africa

A New Approach to Teaching Introductory Computing and Information Technology by Distance Learning – Addressing Key Issues

Elaine Thomas, The Open University UK, United Kingdom

Unravelling Learning Engagement in the Hybrid Virtual Classroom

Annelies Raes, Pieter Vanneste, Marieke Pieters, Ine Windey, Wim Van Den Noortgate, Fien Depaepe, KU Leuven, Belgium

Improving the Financial Knowledge of the Older Generation - The Plekhanov University Experience

Olga A. Grishina, Dinara R. Tutaeva, Alexey Grishin, Plekhanov Russian University of Economics, Russian Federation

Session F3 Applications of Games and New ICT Tools in Education

Auditorium Laurin Chair: Matthieu Calu, VIVES University of Applied Sciences, Belgium

Virtual Reality Training for Aviation Maintenance, Repair and Overhaul (Vi-MRO 1.0)

Joke Van Vooren, VIVES University of Applied Sciences, Belgium

Finding their Place in the World: Using Digital Storytelling to Understand the Intersections Between Students Technology Use and their Work, Life, Play and Learning

Peter Bryant, University of Sydney, Australia

Five Years of Kahoot! in the Classrooms - What does Research Tell Us?

Matthias Murawski, Md Tawhid Hasan, Markus Bick, ESCP Europe Business School Berlin, Germany

Models for the Design of a Gamified System in an E-Learning Context

Amanda Garcia Alvarez, Universitat Oberta de Catalunya, Spain

Session F4 Workshop

Room A103 Exploring a Framework for Shaping Tomorrow - Tackling Emerging Challenges Today

Paula Shaw, University of Derby, United Kingdom

How can we tackle educational challenges on the horizon, today? This workshop introduces strategic planners and practitioners to a framework with which to investigate organisational practices and take control of educational needs. Through this highly interactive workshop participants will explore a 2018 Horizon Report challenge and collaboratively produce a framework to address those specific pedagogic and educational planning needs. Participants will then be equipped with a tool that is ready to be applied to emerging trends and challenges within their own institutions.

Session F5 Workshop

Room A104 Sustainable Conferences and Projects - Time for Virtual Collaboration

Alastair Creelman, Linnaeus University, Sweden, Niklas Brinkfeldt, Dalarna University, Sweden

As professionals in the field of distance and e-learning, it is surely time for us to lead the way in testing new online platforms and tools for virtual conferences and international collaboration that can contribute to a reduction in the need to fly to meetings. There are many promising examples of virtual conferences and seminars but essential elements of physical meetings, such as informal discussions and networking, are hard to replicate in an online setting.

This workshop will offer an opportunity to discuss these issues, share experience and current best practice and create a space for further discussion and collaboration.

11:00 Coffee Break

Campus Restaurant

VIVES Auditorium

Chair: Lisa-Marie Blaschke, Council of EDEN Fellows Board Chair, E-learning and Communications Consultant, Program Director at the Carl von Ossietzky University Oldenburg, Germany

EDEN 2020 Annual Conference Host Presentation

Rebecca Galley, Director of Technology Enhanced Learning, The Open University UK, Milton Keynes, United Kingdom

Gerald Evans, Head of Learning Design, The Open University UK, Milton Keynes, United Kingdom

Artificial Intelligence in Education: State of the Practice -- Paths Toward the Future

Ilka Tuomi, Founder and Chief Scientist, Meaning Processing, Finland

Conference Conclusions and Closing Remarks from the Council of EDEN Fellows

Lisa-Marie Blaschke, Council of EDEN Fellows Board Chair, E-learning and Communications Consultant, Program Director at the Carl von Ossietzky University Oldenburg, Germany

Wim van Petegem, Council of EDEN Fellows Board Member, Expert Multicampus & Engineering Education, KU Leuven, Belgium

Antonio Teixeira, Council of EDEN Fellows Board Member, Director of the Department of Education and Distance Learning at Universidade Aberta, Portugal

Conference Closing

Joris Hindryckx, President of the VIVES University of Applied Sciences, Belgium

Sandra Kucina Softic, Assistant Director for Education and User Support, University Computing Centre, Head of E-learning Office, University of Zagreb, Croatia

Campus restaurant

Everyone can join the campus tour – this activity is obligatory for Erasmus+ participants and optional for all other conference participants.

You will be able to sign up at the reception desk during the conference.

NOTES