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21st global, cross-sector conference on technology supported learning and training

Berlin, December 2 – 4, 2015

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Grußwort der Ministerin

Der digitale Wandel ist für Bildung und Forschung eine große Chance: Dank der digitalen Medien entstehen neue Formen der Kommunikation und der Vernetzung. Indem sie unabhängig von Raum und Zeit genutzt werden können, ermöglichen die digitalen Medien aber auch individuelles Lernen. Auf dieser Basis kann sich eine Lernkultur etablieren, die für lebenslangen Kompetenz- und Wissenserwerb steht.

Die Bundesregierung fördert diese Entwicklungsprozesse mit der Digitalen Agenda. Im Rahmen der Digitalen Agenda unterstützen wir den Einsatz digitaler Medien in der Bildung und im gesamten Lebenslauf. Wir wollen die Menschen auf diese Weise noch besser auf die veränderten Anforderungen der Arbeitswelt und der Wissensgesellschaft vorbereiten und zugleich ihre Medienkompetenz stärken. Unser Ziel ist es, mit Hilfe der Digitalisierung Innovationskraft und Wohlstand in Deutschland zu sichern.

Die Konferenz OEB zeigt, welche Entwicklungen und Konzepte die digitalgestützte Bildung aktuell voranbringen. Dank ihrer globalen und branchenübergreifenden Ausrichtung ist die Konferenz zudem eine wichtige Plattform für den internationalen Austausch. Damit trägt sie dazu bei, die zentralen Herausforderungen für Bildung zu identifizieren, konkrete Handlungsfelder zu benennen und so die Zukunft des Lernens mitzugestalten.

Ich wünsche den Organisatoren eine erfolgreiche Konferenz und allen Besucherinnen und Besuchern interessante und anregende Einblicke in die Möglichkeiten der technologiegestützten Aus- und Weiterbildung.

Prof. Dr. Johanna Wanka
Bundesministerin für Bildung und Forschung

Minister's Welcome Message

The digital transformation represents a great opportunity for education and research: Digital media foster new forms of communication and networking and facilitate individual learning as they can be used anywhere, anytime. This provides the basis for a learning culture which encourages people to acquire knowledge and skills throughout their lives.

The Federal Government's Digital Agenda supports these processes by fostering the use of digital media in education and lifelong learning. Our aim is to help people meet the changing requirements in the working world and the knowledge society by enhancing their media skills. We want to use digitization to strengthen innovation and prosperity in Germany.

The OEB conference presents current developments and strategies in digital education. Its global and cross-sectoral approach makes it an important platform for international exchange. The conference contributes to identifying the key challenges for education and to specifying the fields for action and can thus help to shape the future of learning.

I wish the organizers a successful conference and all participants many interesting and inspiring insights into the potential of technology-based education and training.

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

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"Learning by Doing" - An E-Learning Case towards Employees Engagement

Ioannis Angelis, Fresenius Kabi, Germany

In our busy corporate world it is often challenging for learning professionals today to find ways to enhance employee engagement in an organization's learning initiatives and provide them with an overall meaningful experience. If you consider Pharma, then things become even more complicated due to several regulations and compliance issues, which many times challenges developers' efforts as they try to avoid producing "stiff and dry" courses.

We know that people are born with curiosity, which is an inherent motivator for learning. They are also motivated by appreciation, fun and a sense of achievement. A well-designed, interactive, "Learning by Doing" approach exploits these motivational drivers, engaging learners with an exciting and efficient learning process.

This session will offer to participants fruitful insight into an engagement model, which leverages different educational, change behaviour, and psychology theories and concepts in order to maximize learners' engagement and learning. The core principle of this model is the "Flow Experience" coming from the area of Positive Psychology. It is a dynamic model, which gets improved through the mutual experience of developers and learners. This continuous transformation is recorded and ceaselessly re-feeds the model itself.

A few of the below model concepts will be further analyzed during the respective discussion in the panel:

1. *Story Odyssey*: Approaches the idea of a "Story" from a holistic point of view rather than simply storytelling or even story listening.
2. *Team Learning*: The Project Team learns e.g. about "Digital Storytelling" through a MOOC, or gets coaching on "Learners' Resistance".
3. *Gestalt Therapy*: Explores how different principles like the "Parallel Process" impact the engagement path.
4. *0.8 Prototyping*: Borrowed from "Theory U", allows a quick test of a primary not-finished version of the course in order to elicit fast-cycle feedback learning and adaptation.
5. *Story Telling*: Integration of the "Big Story" built during the process of Story Odyssey.
6. *Gamification*: In order to explain scientific and technical content of high level complexity and/or praise and reward learners' efforts and achievements.
7. *Interactivity*: Enhancing the "Learning by Doing" approach.

DES – Design & Methods

Technological Innovation and its Effect on Education

Maurice Brown, HU University of Applied Sciences Utrecht, The Netherlands

The educational industry is undergoing a transformational process. As the industry morphs itself from being one of a passive learning environment, to one of interactive exchange between student and educator, at forefront of this new approach is also a technological shifts. This technological shift will enable these newly developed methods and approaches to education, to be fully realized.

Educational approaches such as, Flipping the class room and Blended learning, are all methods which involve a dynamic learning and engagement. As more students become equipped with mobile devices, be it PC-laptops, tablets or smart phones. Harnessing these platforms for digital educational content, represents the major shift to our industry.

Student involvement and interaction are a key factor in today's learning experience. Today, both large and small established educational publishing houses, provide digital content and platform to accompany their books, to assist both the educator and the student. This combination is an effective toolkit with which maximize the interactive learning experience. This, along with additional learning software from small and leading software companies, are helping to develop important professional skills needed to embellish the academic experience.

The combination of blending the classical approach to education with an augmented digital learning experience, allows for educators to experiment and innovate new ways to the learning experience.

As educators we are challenged to evolve with the changes to our students, technology around us and what is being asked for by future industry and employers. We need to start by looking carefully at the infrastructure and resources at our disposal and to our own specific circumstances and how to ready ourselves and our students to make this shift.

EDU – In and For Educational Institutions

Redesigning an Entire Applied University: Making a Supertanker Change its Course

Pieter Cornelissen, Hogeschool Utrecht, The Netherlands

Our society has reinvented itself in many ways and the educational system should innovate in order to follow the resulting changes. Where possible HigherEd should even be in the lead. However, while all teachers, managers, students and prospective students in higher education are very much aware of these demands, the reality often is that not a whole lot changes as long as the urgency is not imminent: lack of new students for instance, or worsening retention rates, those may sometimes get a super tanker to change course. The Applied University of Utrecht (AUU), however, decided not to wait and instead leapt ahead and started to implement a paradigma shift in all faculties affecting all programs. Our supertanker has changed course and slowly but surely the results are beginning to show.

The most important change an applied university has to account for is the change in target group: students are not mainly 17-21 anymore and most students are not 'just out of highschool'. In a society that changes so much, with so many technical developments in all professional domains, we should no longer profile ourselves as a university that provides initial education to adolescents, but as one where students start their professional development but where they keep coming back to over the years in order to keep up with their respective professional domains. That requires serious shifts in instructional practices and flexibility in content. We needed to adjust our education in such a way that learning beyond the course is explicitly facilitated.

The other change our programmes have to facilitate and – better yet – make use of, is the expectation of students and professionals alike that information is at everyone's fingertips, and that it should be possible to personalize both content and organization of an educational program. The AUU took it upon herself to design and redesign their programs in such a way that educational is more widely accessible and more easily personalized. That too requires shifts in didactics, and in organization

It is a massive undertaking to attempt such a paradigma shift for an entire university. It involves finding support in all different bodies (board, support, teachers, management, students, advisory boards, ministery of education) and dedicate resources in organizations that have traditionally tight budgets. At the same time: just because we involve the university as a whole, things go smoother, decision processes are well-designed, co-operation between faculties is an option and projects can be well-distributed.

In this presentations we detail the design of our university-wide project, we give fair warning of some of the pitfalls we stepped into and we gladly share the successes we have achieved in one year, in which six faculties executed more than 30 projects, involving 400 teachers and other staffmembers, ultimately affecting thousands of students.

InnoLab - Innovation in Education: Idea, Approach, Implementation, Experience

Fabian Girod, Fontys International Business School, The Netherlands

This initiative aims at a grass root approach to foster innovative ideas about teaching and learning among colleagues and students to shape future learning. It aims specifically at bridging the gap between students' and lecturers' realities.

Why was the initiative “InnoLab” undertaken?

In the past years, we experienced a couple of drawbacks within some projects which we joined within our faculties to innovate through using new technologies and the way we taught. It quickly became obvious that a major reason for failure or less-than-hoped outcome was due to the authority driven top-down approach and the hierarchical restrictions. This experience drove us to strive for an administrative department with own financial responsibility and self-defined roles and task allocation. That way, we try to support colleagues and students, which is the least restricted by the existing educational bureaucracy as you usually encounter it in such a large-scale educational institution.

We felt some spirit among students and an “early adaptor”-colleagues to adapt to a changing business environment and life situation. Saying that we realized that the individual initiatives of students and colleagues need to be facilitated. For this purpose, we were even able to build a physical laboratory that serves as an inspirational common ground for students and colleagues to step out of the ordinary university setting. The room itself lowers barriers to get in contact with us and highlights our projects with a glass architecture that transports transparency and makes projects visible. The InnoLab has also been formally designed as a cross-faculty department to bypass hierarchical obstacles of bureaucracies.

Our presentation is meant to share our approach and practice on how to...

1. ...stimulate creativity through inspiration sessions, creativity events, extracurricular projects and best practices.
2. ...support for students and colleagues to incubate their own innovative ideas towards a project proposal.
3. ...how we finally enable them to manage their projects themselves by facilitating them with project management expertise and prepare a project for landing in the organisation.

With the help of the first couple of diverse internal projects we want to showcase our approach. Our approach enables students and lecturers to conduct their own projects, based on their own ideas to shape future learning. Crucial problems we tackled herein, are the time colleagues have to realize ideas and the channel students generally miss to influence an institutional to change at their university.

Our Bottom-up approach features an interdisciplinary perspective, which is reflected in the setup of the InnoLab team. We started out with 3, now we work with 5 colleagues from different fields of the engineering faculty and the business school and the teacher training academy. We combine the complementary competences of these five individuals (all working as part-time members in the InnoLab) to facilitate