

# Conference Programme

**EFQUEL Innovation Forum 2012**

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**5 - 7 September, Granada**

## ***About EFQUEL***

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EFQUEL is a membership organisation which is based in Brussels. It is a network with over 100 members from Europe and beyond such as universities, corporations, consultancy bodies and national agencies. It is our aim to share experiences on how e-Learning can be used to strengthen individual, organisational, local and regional development, digital and learning literacy, and promote social cohesion and personal development. EFQUEL organises a yearly conference, provides certification schemes and quality tools and participates actively in partnerships that aim to improve the quality of technology enhanced learning. Find out more about it on this website! [www.efquel.org](http://www.efquel.org)

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# ***“Learning for Open Innovation”***

## ***...Transformation and Change for Future Learning***

How can we turn our traditional educational institutions into (r)evolutionary leading organisations? How can innovation be stimulated? The conference will observe and analyse how open innovation can be used to transform today's educational institutions.

Educational institutions have mostly taken an evolutionary approach to respond to the challenges of the modern world. But the incremental innovation of our educational institutions is not sufficient to cope with the ongoing fundamental transformation of societies. Change in most education institutions has started too late and is executed too slowly to meet the challenges of the 21st century. Only open, disruptive innovation offers higher education institutions strategic choices to overcome long-standing and deeply-rooted orthodoxies and to make them fit for the future.

This conference will question why most educational institutions still educate tomorrow's leaders, experts and workforce with yesterday's tools. The contemporary education landscape is facing disruptive technological advancements and the promises of web 2.0 to foster a new mode of knowledge creation and collaborative learning among students around the world. We are always online, continuously updating and connecting to electronic information nodes in the globalised digital village of the web. A key issue to develop a balanced view on the topic from all perspectives: strategic, pedagogical, managerial as well as technological. We aim to bring in contributions from different domains and disciplines towards open innovation and thus quality.

However, the promises of modern Information and Communication Technologies (ICT) and e-learning have not effectively innovated universities. Little progress has been made and resources invested into ICT adoption are frequently spent without a clear definition of objectives and change strategies. The future of learning is taking place now – and yet educational activities are often stalled in a pedagogical model of transmitting knowledge rather than constructing solutions, following educational approaches which have been put into place centuries ago and still largely dominate teaching and learning in academia.



# Welcome to the University of Granada!



This year the EFQUEL Innovation Forum will be organised in collaboration with the University of Granada. The EIF will benefit from its beautiful historical buildings to serve as an excellent venue for the forum and from extensive logistical support offered by the university staff.

The Universidad de Granada, founded in 1531, continues a long teaching tradition, the roots of which can be traced back to the madrasahs of the last Nasrid Kingdom.

The University is a vibrant presence in the city of Granada, benefiting from the distinctive beauty of its environment and a privileged geographical location due to its proximity to the Sierra Nevada, an excellent ski resort and the Mediterranean coast, with several major tourist sites, including Motril, Almuñécar and Salobreña.

In Granada, there are four University Campuses, as well as the “Campus Centro”, in which all the centres spread throughout the historic part of the city are brought together. The UGR’s policy of using buildings



of historical and cultural value has enriched its heritage, as well as promoting the restoration and maintenance of these buildings. In addition to this emphasis on more traditional elements, the Health Science Technological Park, which is still being developed, demonstrates a strong commitment to innovation by promoting interac-

tion with technological bio-health companies and favouring high-quality healthcare and biomedical knowledge. There are two other UGR Campuses in the cities of Ceuta and Melilla, in Northern Africa.

# Programme overview: 6<sup>th</sup> of September





8:00 - 12:00	<b>REGISTRATION, Chapel</b>			
9:15 - 11:15	<p><b>Welcome and Opening, Plenary Room</b></p> <p><b>Opening:</b> Ulf-Daniel Ehlers, president of EFQUEL</p> <p><b>Welcome address:</b> D. Francisco González Lodeiro, Rector UGR &amp; Alastair Creelman, Chair of the Programme Committee</p> <p><b>Keynotes:</b> Tony Bates: "How to make an omelette without breaking eggs: innovation to sustain the university in the 21<sup>st</sup> century." Ana Garcia: "Experimentation, social innovation and creativity: Transforming education through Living Labs"</p>			
11:15 - 11:45	<b>COFFEE BREAK, Chapel</b>			
<b>Parallel themes</b>	<i>From Training to Social Learning</i>	<i>Evaluating Innovation</i>	<i>Management of and strategies for Open Innovation</i>	<i>Evaluating Innovation SPANISH</i>
11:45 - 13:15	<p><b>Session 1</b> Paper Session Chaired by: Ingeborg Bø Chorus Plenary Room</p>	<p><b>Session 4</b> Workshop session AULA 2</p>	<p><b>Session 7</b> Paper Session Chaired by: Erika Soboleva AULA 3</p>	<p><b>Session 10</b> Paper Session Chaired by: Daniel Burgos AULA 4</p>
	<p><b>Strategies for open learning quality</b>  Selected authors</p>	<p><b>"Certification of open learning: Up-to-date practice and a future vision"</b>  Anne-Christin Tannhäuser (Scienter), Chahira Nouira (United Nations University), Jeff Haywood (University of Edinburgh)</p>	<p><b>Encouraging innovation in Higher Education</b>  Selected authors</p>	<p><b>Aprendizaje social y 2.0</b>  Selected authors</p>
13:15 - 14:15	<b>LUNCH, Chapel</b>			



<b>14:15 - 15:45</b>	<b>Session 2</b> <i>Workshop session</i> <i>Chorus Plenary Room</i>	<b>Session 5</b> <i>Paper Session Chaired by:</i> <i>Anne-Marie Boonen</i> <i>AULA 2</i>	<b>Session 8</b> <i>Paper Session Chaired by:</i> <i>Eileen Brennan Freeman</i> <i>AULA 3</i>	<b>Session 11</b> <i>Paper Session Chaired by:</i> <i>Miguel Gea</i> <i>AULA 4</i>
	<b>Granada simulation training in Healthcare</b>  <i>David Riley, Tim McQuaid (lavante) and Justin Fenech (KIC Malta)</i>	<b>Evaluating Education</b>  <i>Selected authors</i>	<b>Tools for innovative learning</b>  <i>Selected authors</i>	<b>Innovación, evaluación y calidad</b>  <i>Selected authors</i>
<b>15:45 - 16:00</b>	<b>COFFEE BREAK, Chapel</b>			
<b>16:00 - 17:30</b>	<b>Session 3</b> <i>Paper Session Chaired by:</i> <i>Jan Pawlowsky</i> <i>AULA 2</i>	<b>Session 6</b> <i>Workshop session</i> <i>Chorus Plenary Room</i>	<b>Session 9</b> <i>Workshop session</i> <i>AULA 3</i>	<b>Session 12</b> <i>Workshop session</i> <i>AULA 4</i>
	<b>Social Learning</b>  <i>Selected authors</i>	<b>Rethinking educational assessment and certification</b>  <i>Preetha Ram (OpenStudy), Anke Mulder (OpenCourseWare Consortium), Alastair Creelman (Linnaeus University)</i>	<b>"E-Innovation in Higher Education"</b>  <i>Natalia Tikhomirova, Maria Tatarinova, Liubov Dubeikovskaya and Irina Smirnova, MESI</i>	<b>Existing European certification and benchmarking models in Higher Education, Capacity building and Vocational Training</b>  <i>Albert Sangrà (UOC), Miguel Gea (UGR) and Claudio Dondi (Scienter)</i>





<p><b>17:40 - 18:20</b></p>	<p><b>Closing, Plenary Room - Chair: Albert Sangrà, EFQUEL Vice-President</b></p> <p><b>Closing keynote - Graham Attwell:</b>  <i>"Learning is everywhere: Context, creativity and flexibility in developing shared online learning experiences"</i></p> <p><b>Wrap up</b>  <i>Short wrap up and planning next day</i></p>
<p><b>18:20 - 19:30</b></p>	<p><b>Sponsored session SIMAULA: Tomorrow's Teachers Training, Plenary Room</b></p> <p></p> <p><i>Closing drink: 19:10 - 19:30</i></p>
<p><b>19:30 - 21:00</b></p>	<p><b>EXCURSION</b>  <i>Field visit to the simulation training centre  CMAT, sede de la Fundación lavante en Granada  Parque Tecnológico Ciencias de la Salud  Avda. de la Ciencia, s/n, 18100 Armilla. Granada. España.</i></p> <p><i>Departure bus: 19:30</i></p>
<p><b>21:00 - 24:00</b></p>	<p><b>DINNER</b>  <i>Restaurant "La Chumbera" including  <b>UNIQue Awarding Ceremony</b></i></p> <p></p>

# Programme overview: 7<sup>th</sup> of September





9:30 - 10:15	<p><b>Opening DAY 2, plenary room</b>  <b>Chair:</b> Miguel Gea, EFQUEL board and member of the Programme Committee  <b>Keynote:</b>  Stephan Atsou: "From e-learning to we-learning..."</p>		
10:15 - 12:00	Sector Innovations		
	<p><b>Session 13</b>  <i>Innovation in Higher Education</i>  AULA 2</p>	<p><b>Session 14</b>  <i>Innovations in VET: data, examples and lessons learnt</i>  AULA 3</p>	<p><b>Session 15</b>  <i>Innovation in Schools</i>  AULA 4</p>
	<p><b>CHAIR:</b> Tony Bates  OER internationalisation panel  <b>1. Outcomes of the OER congress,</b> Asha Kanwar (CoL)  <b>2. Trusted educational networks,</b> Jan Pawlowski (University of Jyväskylä)  <b>3. OER business model,</b> research results IPTS, Yves Punie (IPTS)  <b>4. POERUP,</b> Rory McGreal (Athabasca University) and Grainne Conole (University of Leicester)</p>	<p><b>CHAIR:</b> Deborah Arnold  People to talk:  <b>1.</b> A case report on the implementation of <b>EQAVET</b>, Barbara Hemkes (BIBB)  <b>2. Research results and data</b> Graham Attwell  <b>3. Case study Crossknowledge</b> "Practical implementation of <b>informal workplace learning</b>, culture and ICT implications" Stephan Atsou</p>	<p><b>CHAIR:</b> Claudio Dondi  What is Innovation in Schools?  <b>1. IPTS:</b> 1a. Presentation IPTS work on upscaling of ICT and innovation in schools - 1b. Creative Classrooms (Pan Kampylis),  <b>2. VISCED</b> experiences (Paul Bacsish)  <b>3. VISIR</b> vision on micro-innovations (Fabio Nascimbeni)</p>
12:00 - 13:00	<p><b>Session 16, Chapel</b>  <b>OPEN SPACE SESSION "Developing recommendations for research, policy, practice"</b>    Introduction  Presentation of topics  ROUND 1 discussions (20min)  ROUND 2 discussions (20min)</p>		
13:00 - 14:00	<b>LUNCH BREAK, Chapel</b>		



<p><b>14:00 - 15:00</b></p>	<p><b>OPEN SPACE SESSION (cont'd)</b></p> <p><i>ROUND 3 (20min)</i>  <i>ROUND 4 (20min)</i>  <i>Conclusions, Plenary Room</i>  <i>Moderated by Ulf-Daniel Ehlers, Alastair Creelman, Grainne Conole</i></p>
<p><b>15:00 - 16:30</b></p>	<p><b>Session 17, plenary room</b>  <b>Policy panel discussion</b>  <i>"Is openness the key to future learning in educational institutions and beyond?"</i>  <i>Facilitated by: Claudio Dondi</i></p>
<p><b>16:30 - 16:45</b></p>	<p><b>Closing, plenary room</b>  <i>Next year's Forum and future plans</i>  <i>Ulf-Daniel Ehlers</i></p>

## Pre-Conference Programme (5<sup>th</sup> of September)

<p><b>The Assessment (r)evolution</b>  <b>14:30 – 18:00, chorus</b>  <i>A half day seminar on the implementation of micro-innovation practices in education with demonstration, case studies and debate sessions.</i></p>  <p><b>FREE ADMISSION</b> (but registration required)</p>	<p><b>The EFQUEL Academy Training Sessions</b>  <b>AULA 2 and AULA 3</b>  <i>The EFQUEL Academy Training Sessions are organised for newcomers in the field of quality in technology enhanced learning. These hands-on training sessions will demonstrate quality assurance tools, methodologies and principles.</i></p>  <p><i>The training sessions are organised for the first time this year and are a pilot for the upcoming EFQUEL Academy, a 3-days training event offering high quality training by European and international experts in the field of quality in technology enhanced learning.</i></p>
<p><b>EFQUEL General Assembly</b>  <b>19:00 – 20:30, plenary room:</b>  <i>General Assembly for EFQUEL members</i></p>	

PROGRAMME "ASSESSMENT (R)EVOLUTION" (5 <sup>th</sup> of September)	
<b>14:30 - 14:40</b>	<i>Opening remarks of the VISIR project coordinator</i>
<b>14:40 - 15:00</b>	<i>"Assessment and Innovation in education, making it work": Alastair Creelman</i>
<b>15:00 - 16:00</b>	<i>Presentation of 4 micro-innovations related to Assessment and Evaluation (15 minutes each)</i> <ul style="list-style-type: none"> <li>• <i>Vladan Devedzic (University of Belgrade): Weaving new online technologies into assessment process</i></li> <li>• <i>Chahira Nouira (United Nations University, Vice Rectorate in Europe): Assessing Students via Twitter</i></li> <li>• <i>John Birger Stav (Sør-Trøndelag University College): Peer Learning Assessment System on the Fly</i></li> <li>• <i>Tim Riches (digital me, UK): Why digital badges are the future of open assessment &amp; accreditation (TBC)</i></li> </ul>
<b>16:00 - 16:15</b>	<i>Questions and discussions about presented practices</i>
<b>16:30 - 17:30</b>	<i>Discussion on controversies in micro-innovation practices, identifying opportunities and challenges</i>
<b>17:30 - 18:00</b>	<i>Conclusions of discussion groups and closing</i>

PROGRAMME TRAINING SESSIONS (5 <sup>th</sup> of September)		
<b>10:30 - 11:30</b>	<i>Introduction to Quality Assurance in Europe (History, perspectives, models, trends)</i>	
	<b>Conducting Quality Reviews</b>	<b>Innovative Approaches to Quality</b>
<b>11:30 - 13:30</b>	<i>Principles of shared and self-evaluation and available tools</i>	<i>Quality innovations in the Adult Learning and School sectors</i>
<b>14:30 - 16:30</b>	<i>Principles of review and peer review</i>	<i>Introduction of ISO-like standards applied to education: The example of NP 4512:2012</i>
<b>16:30 - 18:30</b>	<i>Certifying TEL (UNIQUE, ECBCheck certification and other models)</i>	<i>Quality for Web 2.0 and social media for learning</i>



# **The EIF2012 Keynote Speakers**

## ***“How to make an omelette without breaking eggs: innovation to sustain the university in the 21st century”***

### **♦ Tony Bates**

The basic model of teaching in higher education needs to change, to meet the challenges of the 21st century and to fully exploit the potential of technology for teaching and learning, while still preserving the core values of higher education. Why change a model that has worked for 800 years? How to move innovation in teaching from the periphery to the centre? How to develop strategies for implementing innovation? What are the available scenarios for the future of teaching and learning in higher education? Tony Bates shares his thoughts with you.



### **About Tony Bates:**

Dr. Tony Bates is the author of eleven books in the field of online learning and distance education. He has provided consulting services specializing in training in the planning and management of online learning and distance education, working with over 40 organizations in 25 countries. Tony is a Research Associate with Contact North | Contact Nord, Ontario's Distance Education & Training Network.

## ***“Learning is everywhere: Context, creativity and flexibility in developing shared online learning experiences”***

### **♦ Graham Attwell**

Graham will explore the grey zone between formal and informal learning and the challenges the formal sector faces in trying to incorporate “free-range” learning. Can higher education find ways of validating workplace learning and experience as well as new models such as the various variants on the MOOC theme? There are already many models out there from OERu to the new EdX as well as P2PU and the MOOCs of Siemens/Downes/Cormier, not to



forget the whole open badges debate. Will they really lead to a revolution in education or will they be gobbled up or made irrelevant by the traditional sector?

### **About Graham Attwell:**

Graham Attwell is an Associate Fellow, Institute for Employment Research, University of Warwick and a Gastwissenschaftler at the Insitutit Technik und Bildung, University of Bremen.

Graham Attwell is specialised in research and development into pedagogies for Technology Enhanced Learning. He has done consultancies for OECD and UNESCO on open content development and consultancies for the European Centre for Vocational Education and Training (CEDEFOP) on virtual communities and knowledge harvesting. His recent work has focused on research and development of new applications and approaches to e-Portfolios and Personal Learning Environments and use of social software for learning and knowledge development.

## ***“Experimentation, social innovation and creativity: Transforming education through Living Labs”***

### **♦ Ana Garcia**

Living Labs are defined as real-life test and experimentation Public-Private-People Partnerships environments for user-driven open innovation. Living Labs enable the co-creation of user-driven and human-centric research, development and innovation of technologies, product and services focused on well-being of people and they have shown considerable potential as cross-domain innovation environments in areas such as ICT for health, inclusion and e-Governance.



Living Labs, as innovation ecosystems that integrate a strong end-user involvement/leading perspective with open innovation, experimentation in real-time settings and entrepreneurship, have a strong role to play in combining technological and social innovation by investigating and experimenting new paradigms related to the Future of the Internet. Living Labs are used more and more as an instrument to support the transformation of Future Learning.

Ms. Ana Garcia, European Network of Living Labs (ENoLL) representative, will take us to a journey throughout Europe showing some interesting cases and snapshots from the ENoLL community and some of its members experimenting new disruptive ways of innovating in Education and Culture.

### **About Ana Garcia:**

Ana Garcia (European Projects at the European Network of Living Labs/ENoLL) holds a Master's Degree in Telecommunications Engineering and an International Executive MBA. With a strong ICT engineering



and innovation background, her own interest for Social innovation, experimentation, multidisciplinary and creativity took her in the last few years to work hands-on with Living Labs and the Living Lab community. Ana is engaged in a variety of Open Innovation and User Driven Innovation projects and different innovation communities in many different domains (such as Health, Education, Culture, Energy, Smart Cities, Future Internet, Big data) that combined with a technological and social innovation background brings an interesting view about the role of Living Labs in the European Innovation Ecosystem.

## ***“From e-learning to we-learning...”***

### **♦ Stephan Atsou**

*“The grass won’t grow any more quickly if you pull at it”* says the African proverb. Nevertheless we witness everyday training programs (online or not) that nurture the illusion that you can become a “manager” in three days, or a “good” sales representative in a few online hours or even a well-organized employees in just one seminar. Professionals don’t have time anymore so let’s lock them behind a screen or in a classroom and they shall learn! This caricatured view (really?) is unfortunately not so far away from a certain reality... a reality where people’s development is seen as a kind of magical box in which individuals step in to get transformed. Based on his experience in different learning & development departments Stephan Atsou will share with you his view on what corporate learning should be in order to help organizations creating value. He will specifically address the informal learning culture and the so-called 70-20-10 model as main drivers to enhance the quality of learning.



### **About Stephan Atsou:**

Stephan Atsou started his career as a teacher and was a pioneer in online learning in Belgium. His passion for innovative learning solutions and expertise on the evolution of corporate e-learning earns him regular invitation as guest speaker to Pan-European Conferences. He is also co-author of *“e-learning: a solution for your company”* (Edipro, 2009).

Stephan Atsou joined CrossKnowledge in 2007, where he is in charge of operations for Continental Europe. CrossKnowledge is the European Leader in distance learning solutions and enables organisations to successfully evolve by developing each individual. It offers integrated solutions drawing on exclusive learning formats, amongst the most sought after content in the world and a range of accompanying services, according to a company’s needs.

# Thematic workshops

## ***Simulation training in Healthcare: workshop and discussions***

### **Session 2**

*Workshop led by: David Riley, Tim McQuaid (lavante) and Justin Fenech (KIC Malta)*

lavante's mission is to facilitate and promote the development and comprehensive training of medical professionals using the most innovative learning methods and to play a leading role in the development and innovation of new technologies to be applied in the healthcare system, particularly those based on ICTs.

In this workshop the lavante staff will guide the participants through their best practice examples and through their experiences with the use of simulation trainings for the Health Care sector in Andalucia. During the workshop a connection via web will be established to the camera system of CMAT to see a live robotic surgery course. Furthermore they will set up a robotic human Simulator in the workshop, complete with all necessary equipment to demonstrate how they use it to train CPR. Members of the workshop will be able to try it out; lavante will also demonstrate how we use the software to do a micro debriefing.

Furthermore this workshop will include a presentation of the SIMBASE Project in which lavante is currently involved, presenting partial results to date tying it in to the whole lavante quality philosophy.

## ***Certification of open learning: Up-to-date practice and a future vision***

### **Session 4**

*Workshop led by: Anne-Christin Tannhäuser (Scienter), Chahira Nouira (United Nations University), Jeff Haywood (University of Edinburgh)*

Current debates on radical changes in HEI sector are fuelled by new models of educational provision by *non-formal* providers e.g. the Khan academy, iTunes U and Iversity. Leading providers were often part of the open access movement which had gained traction *within* universities first, leading to the creation of numerous courseware repositories of open educational resources (OERs) worldwide. In recent years a number of prestigious universities have started to offer Massive Open Online Courses (MOOCs) expanding access to *formal* education to potentially tens of thousands of learners. Those new models of the formal learning sector are currently challenged by a lack of examples of accreditation of learning obtained through them, thus significantly reducing their transformative potential. The workshop addresses this need.





During the first part participants will learn about

- giving credit for learning using OERs: from a set of scenarios to a shared working model among universities
- the introduction of MOOCs at the University of Edinburgh

The second part will be a discussion focused on

- If and how MOOCs and OER-based credits contribute to the core mission of Higher Education institutions
- Whether and under which circumstances open learning certification fits with the self-understanding of universities reflected in institutional strategies and policies
- If MOOCs and OER-based learning including its certification has the potential to become the core business of Higher Education or for providing an additional learning pathway

## ***Rethinking educational assessment and certification***

### **Session 6**

*Workshop led by: Preetha Ram (OpenStudy), Anke Mulder (OpenCourseWare Consortium), Alastair Creelman (Linnaeus University)*

While technology brought disruptive change in many industries, education is only now hovering at the brink of fundamental changes. Some examples:

- 160,000 self-learners joined Stanford's course on Artificial Intelligence last year.
- more than 21,000 Open Course Ware courses are available to everybody, for free.
- MIT and Harvard decided to invest \$60 million in Open Education.

A learner can now take a course taught by Yale professors from the comfort of his living room in a remote part of the world. This means that the higher education scene is changing and open and online education are now challenging traditional brick and mortar institutions. But one significant problem of education, assessment, still needs to be reinvented. Open Study and the Open Course Ware Consortium, two organisations active in the field of open and online education, have joined forces to explore new ways of assessment and certification.

Preetha Ram and Anka Mulder will both give a brief introduction, after which we will have 15 minutes of questions and answer. This will be followed by group discussions focused of three dilemmas. Groups will report back and the facilitator will summarise the outcome of the workshop.



## ***E-Innovation in Higher Education***

### **Session 9**

*Workshop led by: Natalia Tikhomirova, Maria Tatarinova, Liubov Dubeikovskaya and Irina Smirnova from the Moscow State University of Economics, Statistics and Informatics (MESI)*

This workshop will be guided by two main areas of academic innovations that MESI has been introducing and supporting recently. The first one comprises innovative experience and processes in an umbrella university management which are defined by new global trends of digital world as well as specific features of MESI being one of the largest Russian universities for the scale of students and affiliations which ought to comply with common academic standards and national curriculum. MESI has implemented new 'e' approaches to the main management functions (incl. planning, motivation, control, etc.) which allow meeting the needs not only of modern university but also of new 'digital' students.

The second area of academic process innovation is introduction and usage of Web 2.0 services (such as Facebook, Twitter, ICQ, blogs, etc.) in teaching/learning process and its organization. Usage of Web 2.0 services not only provides natural communication, collaboration and learning environment for modern students and gives the opportunity to reach every learner on-demand and just-in-time but also builds the platform for efficient integration of formal and informal learning which is a crucial issue for the modern education.

The activities offered will be based on brainstorming ideas, small group collaboration, best practice demonstration, information and experience sharing and reflection around two main issues. The first issue will concern innovative university management in the digital world and the second issue relates to pros and cons of Web 2.0 usage in the academic process.

## ***Existing European certification and benchmarking models (in Spanish)***

### **Session 12**

*Workshop led by: Claudio Dondi (Scienter), Albert Sangra (UOC) and Miguel Gea (UGR)*



This session, held in Spanish will give an overview of current European standard and excellence models, implemented by EFQUEL and other stakeholders in the field of quality in education in Europe. The presenters, having long experience as reviewers but also experience as part of an accredited institution will provide the audience with useful insights, best practices, recommendations and tips and tricks for improving internal quality procedures or even successfully obtaining a certification.



## ***SimAula Tomorrow's Teachers Training – Interactive session (Extra session)***

*Workshop led by: Edgar Rubi3n Soler (Indra Software Labs) and Stoyan Suev (Sofia University)*

The interactive session “SimAula Tomorrow's Teachers Training” is organised within the frame of the EU SimAula project (<http://simaulaproject.eu/>). The project aims to promote the use of serious games technology and new innovative methodologies in future teachers' preparation. The goals of this one-hour session are: to share the results achieved in the project, to provoke a professional discussion on the potentials of immersive and virtual environments for supporting learning and to receive audience's feedback and recommendations about the developed SimAula virtual practicum.

The SimAula project consortium has created an innovative tool based on serious games technology in order to support the optimization and modernization of the practical phase of teacher-training programmes. This tool was designed according to the contemporary trends in education and career development. Through introducing serious games we aim to improve the quality of practical training of pre-service teachers as they overcome many of the problems identified in the existing teaching practices in the course of the ethnographic research conducted within the scope of the project. The interactive session will introduce the audience to the designed model of virtual practicum based on the identified problems and barriers the future teachers, university tutors and host teachers face during the practicums at schools as well as the needs of the stakeholders for its improvement. The SimAula virtual practicum is designed to provide the practicing students with the opportunities for the acquisition and development of specific professional knowledge, skills and competencies.

During the session we will focus on the potentials of the simulation environment to help minimizing the difficulties experienced by practicing students when participating in the traditional practicum and to stimulate future teachers' creativity in planning, organisation and management of learning process. Also we will present the pedagogical and technological approaches used to design the virtual practicum.

The induction part of the session will be followed by a dialogue allowing the participants to exchange experiences, opinions and ideas about the improvement of future teachers' preparation through the use of serious games. Further, the participants will have the opportunity to observe a demonstration of the game and to play a selected learning scenario.

They will be able to interact with the students-avatars choosing different options for each situation taking into account different factors such as: the teaching strategy, the pupils' profiles, available technologies and resources, the classroom type, etc.

The interactive session is suitable for future and practicing teachers, tutors, academics engaged in teachers' preparation and all other educators whose professional interests are focused on improving the training of current teachers or the pedagogical potentials of serious games.



# Paper and Presentation Sessions

The paper sessions will feature three to five round table discussion groups in which paper authors, project consortia and poster authors can discuss their findings with a critical audience. At the end of each round, the presenters will be asked to define two research questions that will serve to feed an online debate throughout the year, until the next EFQUEL Innovation Forum. All papers and presentations have been distributed according general themes. The paper abstracts are available in a separate booklet and full papers will be made available for downloading online after the EIF.

## Strategies for Open Learning

### Session 1

- Emotional Ownership as the Key to OER Adoption: From Sharing Products and Resources to Sharing Ideas and Commitment across Border, *Jan M. Pawlowski (Global Information Systems, University of Jyväskylä, Finland)*
- Strategies for OER, *Frank de Langen, Jeroen Bregman and Marlies Bitter (Open University of the Netherlands)*
- Innovation and quality learning in MOOCs, *Rita Kop, Helene Fournier (National Research Council of Canada)*

## Social Learning

### Session 3

- A view on Personal Learning Environments through approaches to learning, *Esteban Romero-Frias (Universidad de Granada, Spain), Jose L. Arquero Montaño (Universidad de Sevilla, Spain)*
- Analysis of successful modes for the implementation and use of OpenCourseWare (OCW) & Open Educational Resources (OER) in Higher Education, *Edmundo Tovar (Universidad Politécnica de Madrid), Eva Sancho (Universidad Politécnica de Madrid), Igor Lesko (OpenCourseWare Consortium)*
- Teaching and social media: best practices, *Rosana Montes (Virtual Learning Centre, University of Granada, Spain), Juan Julián Merelo (Open Software Office, University of Granada, Spain), Fernando Tricas (School of Engineering and Architecture, University of Zaragoza, Spain)*

## Evaluating Education

### Session 5

- E-Learning quality assurance as a tool for open innovation in educational institutions: an Estonian case, *Anne Villems, Lehti Pilt, Toomas Plank (University of Tartu), Merle Varendi (The Estonian Information Technology College), Eneli Sutt, Marit Dremljuga-Telk (The Estonian Information Technology Foundation)*



- Revolutionizing an Open University or on How to Improve Openness: Analysis of a strategic human-centered radical innovation experience at Universidade Aberta, *António Teixeira (Universidade Aberta, Portugal)*
- Evaluating Innovation APLICA, *Ferran, N., Enrech, E., Sancho, T. (Universitat Oberta de Catalunya, Spain)*
- Introduction of ISO-like standards applied to education: The example of NP 4512:2012, *Sandra Feliciano Center for Research and Innovation in Business Sciences and Information Systems, School of Management and Technology, Porto Polytechnic, Portugal* – Project presentation

## **Encouraging Innovation in Higher Education**

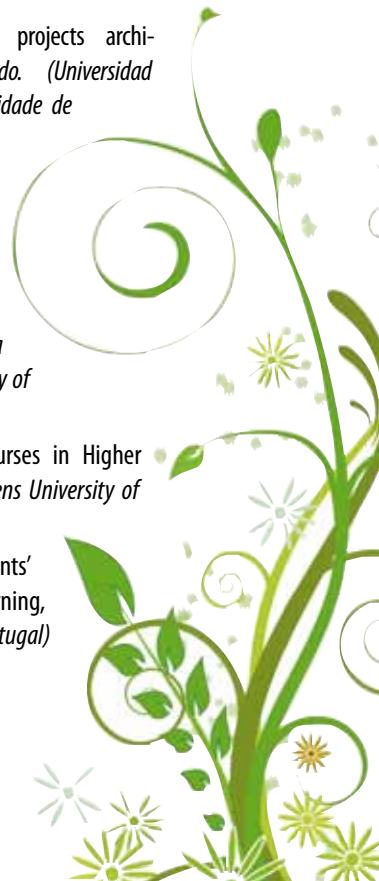
### **Session 7**

- Transtitution - Transforming higher educational institutions through modernization of its middle management, *Radojka Krneta (University of Kragujevac, Technical Faculty Čačak, Serbia), Rolf Reinhardt (Learning Agency Network, Brussels, Belgium), Danijela Milošević (University of Kragujevac, Technical Faculty Čačak, Serbia)*
- Educational Development at Universities regarding Open Innovation, *Elisabeth Saalman, Tom Adawi (Chalmers University of Technology, Gothenburg, Sweden)*
- Organising Information: social learning for interdisciplinary projects architecture, *Blanca Espigares Rooney. David Arredondo Garrido. (Universidad de Granada. C.I.D.E.H.U.S, Spain), Joao Magalhaes Rocha. (Universidade de Évora. C.I.D.E.H.U.S, Portugal)* - Poster presentation

## **Tools for Innovative Learning**

### **Session 8**

- ICT as a tool to support participation of students in the curriculum of a host university without requiring student mobility, *E. Palacios, F. Santos, T. Andrada, (Escuela Universitaria de Ingeniería Técnica Industrial, Spain), M. antunen, T. Hämäläinen (Metropolia University of Applied Science, Finland)*
- Using digital games to transform computer programming courses in Higher Education Institutions, *Anna E. Kasimati, Efpraxia D. Zamani (Athens University of Economics & Business, Greece)*
- Participation and motivation in an e-Learning environment: students' perceptions of collaborative activities and intentions to adopt e-Learning, *Prof. Idalina Jorge (Instituto de Educação, Universidade de Lisboa, Portugal)*



## Aprendizaje social y 2.0

### Session 10



- OpenApp: experiencias y herramientas docentes y de gestión en abierto, *Ferran, N; Garreta, M.; Santanach, F (Universitat Oberta de Catalunya, Spain)*
- Medios Sociales como estrategia de comunicación. Caso práctico del Centro de Enseñanzas Virtuales de la Universidad de Granada. *Pedro Gil, Rui Raposo (Universidade de Aveiro, Portugal) y Co-autoría de Miguel Gea (Universidad de Granada, Spain)*
- Gamificación y e-learning. Un ejemplo con el juego del pasapalabra, *Elias Melchor Ferrer (Universidad of Granada, Department of International and Spanish Economics, Spain)*
- Entorno Virtual para el aprendizaje de neuro-anatomía bajo el paradigma de la web 2.0, *Julio Barroso Osuna (Universidad de Sevilla, Spain) Laybet Colmenares, Carlos Pinzón, Ivan Jara, Antonio Bosnjak, Hyxia Villegas (Universidad de Carabobo, Venezuela)*
- Desarrollo de un aplicativo de gestión de Entornos Personales de Aprendizaje para la realización de actividades de aprendizaje en red no soportadas por plataformas para gestión del aprendizaje, *A. David Álvarez Jiménez, Jesús Fernández Fernández, Alberto Corpas Novo, Ana Agudo, Juan Francisco Delgado (Consorcio Fernando de los Ríos)*

## Innovación, evaluación y calidad

### Session 11



- Gobierno TI: factor clave para la calidad e innovación en proyectos y servicios de e-Learning, *Miguel González Laredo, Belén Rojas (Fundación General UGR-Empresa, Granada, Spain), Vanesa Gámiz Sánchez (Dpto. de Didáctica y Organización Escolar, Facultad de Educación, Universidad de Granada, Spain)*
- Evaluación de los programas en línea y el marco de la calidad, *Dr. Pedro Rocha (Universidad Nacional Autónoma de México, UNAM), Dr. Marcelo Maina (Universitat Oberta de Catalunya, Spain), Dr. Albert Sangra (Universitat Oberta de Catalunya, Spain)*
- Tecnologías y estrategias didácticas para la mejora de la formación profesional. Valoración de los estudiantes, *Campaña Jiménez, Rafael Luis (Universidad de Granada, Spain), Gallego Arrufat, M<sup>a</sup> Jesús (Universidad de Granada), Villén García-Galán, David J. (Universidad de Granada, Spain)*

# Sector Workshops

**Friday 7<sup>th</sup> of September, 10:15 - 12:00 CET**

## ***Higher Education Innovations***

### **Session 13, Chaired by Tony Bates**

One of the sessions at the EIF will be a high level panel discussion on the topic of internationalisation of OERs and OEPs. The objectives of this panel are to understand current practices of open education in cross-border settings and to identify potential actions for the EFQUEL and OER community to improve cross border collaboration.

For this purpose, we have invited distinguished speakers focusing on international aspects of Open Educational Resources (OER). The second focus is how to achieve educational innovations.

Many initiatives have launched activities to share and re-use open content / open educational resources (OER) or also practices (OEP) for their successful use. However, no strategic and systematic collaborations across borders have been initiated – there are many potentials for mutually beneficial collaborations across borders, continents and cultures.

The following questions will be discussed by the panel and participants to the session:

- Which policies and strategies support cross-border OER sharing and mutually beneficial collaborations?
- Which practices have been successful?
- How do those collaborations contribute towards innovation?
- Which actions do we need to initiate to create mutually beneficial networks across the globe?

EFQUEL expects input statements on good practices, approaches and future trends to stimulate the discussion. Based on those, we aim at developing ideas for an action plan and recommendations for future cross-border OER networks.

*The members of the panel will be: Jan Pawlowski (University of Jyväskylä), Rory McGreal (Athabasca University), Ulf-Daniel Ehlers (Baden-Württemberg Cooperative State University) and Yves Punie, (IPTS)*



## ***Innovations in VET: data, examples and lessons learnt***

### **Session 14, Chaired by Deborah Arnold**

Gaining knowledge of VET systems is complex: the great variety of stakeholders involved, the pace of change, the wide range of qualifications delivered and a context which is less regulated. Besides within the VET systems, there is a huge variety of types of VET: CVET, IVET, Schoolbased VET, workbased VET, etc.)

Policymakers and VET providers have to be encouraged to see quality assurance of VET in a lifelong learning perspective and foster a coordinated approach (general, non/informal learning, higher education, continuous training etc.) in order to create permeable and flexible education pathways and labour-market relevance. VET is not an abstract notion. It is related to the objectives better employability of the labour force, better match between training supply and demand and better access to VET, in particular for vulnerable groups on the labour market.

In this session, innovative practices in VET will be discussed, using presented research results from Graham Attwell previous studies and inspired by two practical cases in which innovative approaches have been implemented in an informal workplace learning situation and the formal VET structures.

The European project “Europeanisation of the National Pilot Initiative for Quality Development and Assurance in Company-Based Vocational Education and Training” (ENIQAB) was launched at the beginning of March 2011. The project is being carried out by partners from Germany, Austria, Poland and Portugal and coordinated by the Federal Institute for Vocational Education and Training (BIBB).

ENIQAB links the European Quality Assurance in Vocational Education and Training EQAVET initiative with the National Pilot Project focusing on quality assurance and quality development being promoted by BIBB using funding made available by the Federal Ministry of Education and Research.

Discussion will focus on the following questions:

- Can the EQAVET Framework act as a ‘common language’ and bring these differences VET systems together?
- Should policy makers and VET providers have to be encouraged to see quality assurance of VET in a lifelong learning perspective?
- Does quality in VET have to be related to the objective of better employability of the labour force? And create a better match between training supply and demand?
- Is it possible to reach a universal approach of quality assurance for training providers in the context of different types of VET? Even within one VET centre?





## ***What is innovation in schools?***

### **Session 15, Chaired by Claudio Dondi**

The Europe 2020 strategy acknowledges that a fundamental transformation of education and training is needed to address the new skills and competences that will be required if Europe is to remain competitive, overcome the current economic crisis and grasp new opportunities. Innovating in education and training is a key priority in several flagship initiatives of the Europe 2020 strategy, in particular the Agenda for New Skills and Jobs, Youth on the Move, the Digital Agenda, and the Innovation Union Agenda. This priority is directly linked to the Europe 2020 educational headline targets regarding early school leaving and tertiary attainment levels.

Educational stakeholders recognise the contribution of ICT to achieving these targets, and more broadly, the role of ICT as a key enabler of innovation and creativity in Education and Training (E&T) and for learning in general. It is however also highlighted that the full potential of ICT is not being realised in formal education settings and that only a few innovative projects manage to survive beyond the early adopter stage and become fully embedded in educational practice.

In this perspective, the present contribution of Panagiotis Kampylis, Stefania Bocconi and Yves Punie from the European Commission, JRC - Institute for Prospective Technological Studies\* (IPTS), aims to discuss a multidimensional approach to educational innovation, which captures the essential elements of innovative learning environments using ICT (namely 'Creative Classrooms') and depicts the systemic approach that is needed for the sustainable implementation and progressive up-taking of ICT-enabled innovation in Education and Training across Europe. Moreover, in order to provide the basis for an in-depth analysis of a number of existing relevant cases (such as the eTwinning network), a mapping framework of ICT-enabled innovation for learning is also presented, showing how ICT-enabled systemic innovation is implemented on a large scale.

This contribution is based on the initial results of a larger study on "Up-scaling Creative Classrooms in Europe" (SCALE CCR) launched by the Information Society Unit at JRC-IPTS in December 2011 on behalf of the Directorate-General Education and Culture (DG EAC), to be completed in June 2013. The project aims to provide a better understanding of ICT-enabled innovation in E&T, and in adult education that can be up-scaled in a cost-effective way. A set of policy recommendations for educational policymakers, stakeholders and practitioners for mainstreaming of ICT-enabled innovation for learning across Europe will also be developed.

Complementary to this study, input will be provided by two European projects focussing respectively on virtual schooling and on micro-innovation practices in education.

*\*The Institute for Prospective Technological Studies (IPTS) is one of the seven scientific institutes of the European Commission's Joint Research Centre (JRC). IPTS consists of five research units, one of which is the Information Society Unit.*



## Open Space session

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### **Friday 7<sup>th</sup> of September, between 12:00 and 15:00 CET**

The Open Space approach is most distinctive for its *initial* lack of an agenda, which sets the stage for the meeting's participants to create the agenda for themselves, in the first 30–90 minutes of the meeting or event.

The EIF2012 Open Space agenda will be defined around three key areas of discussion: policy, practice and research. Participants of the EIF2012 will receive cards to indicate their questions for the Open Space on the first day of the conference.

*The Open Space will be moderated by Alastair Creelman, Ulf-Daniel Ehlers and Grainne Conole.*

## Policy panel

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### **Friday 7<sup>th</sup> of September, 15:00 – 16:00 CET**

#### **“Is openness the key to future learning in educational institutions and beyond?”**

The EFQUEL Innovation Forum traditionally closes with a panel of policy makers from international, European and national (Spanish) policy makers. This year our policy panel will try to find an answer on the question: “Is openness the key to future learning in educational institutions and beyond?”

*The policy panel is moderated by Claudio Dondi, member of the board of directors of EFQUEL.*



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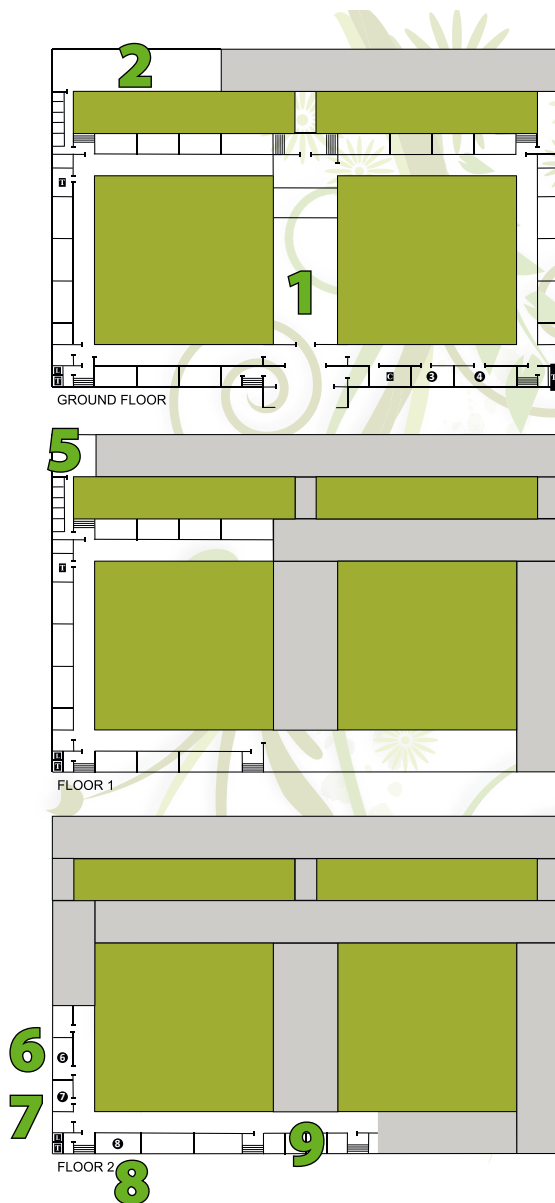
# Social Event: excursion, UNIQUE Awarding and dinner

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Field visit to the Simulation training in Healthcare at Fundación lavante en Granada (pre-dinner excursion) followed by conference dinner and UNIQUE awarding ceremony at La Chumbera, Ctra. Antigua de Motril, Otura-Granada, (<http://www.lachumbera.com/>).



# Floor plan



## Ground Floor :

- 1) Chapel : registration, coffee breaks, lunch and Open Space session
- 2) Plenary Room

## First Floor :

- 5) Chorus (above the plenary room)

## Second Floor :

- 6) AULA 2
- 7) AULA 3
- 8) AULA 4
- 9) Access to the towers on the third floor