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Scaling up Learning for Sustained Impact

8th European Conference
on Technology Enhanced Learning, EC-TEL 2013
Paphos, Cyprus, September 17-21, 2013
Proceedings



Springer

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Preface

These proceedings collect the papers presented at the Eighth European Conference on Technology Enhanced Learning (EC-TEL) held in Paphos (Cyprus) during September 17–21, 2013. In this edition, the interdisciplinary TEL community in Europe and Worldwide - has again recognized the conference as a key venue for discussing and disseminating research outcomes in the field. Since 2006, EC-TEL has been a reference scene for relevant state-of-the-art research in TEL; first in Crete (Greece also in 2007), and then in Maastricht (the Netherlands 2008), Nice (France 2009), Barcelona (Spain 2010), Palermo (Italy 2011), and Saarbrücken (Germany 2012).

The theme of this year’s conference focused on the need of “Scaling up Learning for Sustained Impact”. TEL research outcomes have shown to be able to achieve significant improvements in schools, universities, and at the workplaces. However, these innovations have tended to be unsustainable. Too often, initiatives need a high degree of effort to be sustained, and are consequently endangered when funding stops. At the same time, mobile and social information and communication technologies are fundamentally changing our lives. Nowadays we use them naturally to keep in contact with our friends, to seek information, to buy things and to work. In many domains, these emerging technologies demonstrate that scaling is possible, but few educational institutions or companies have taken these technologies up in a systematic way to include them into their learning strategy. The question of how to scale up learning is not trivial. To be successful, scaling must be obtained on a number of different levels. Some of the research questions that need to be addressed include:

- How can next generation social and mobile technologies be used to support informal learning processes?
- How can TEL be better integrated within our daily work and learning practices?
- What are the pedagogical and technological challenges of massive open learning scenarios and how can TEL research address them?
- How can TEL support complex learning ecosystems involving multiple devices, activities, resources, and agents?
- How can novel architectural solutions and social-semantic technologies help us scale solutions beyond the immediate learning context?

Drawing on the core TEL disciplines of Computer Science, Network and Communication Technologies, Education, Psychology, Cognitive Science, and Social Science, research contributions presented in EC-TEL 2013 have tackled these questions. Topics addressed include Open Educational Resources (OER), Massive Open Online Courses (MOOC), Schools of the Future, Orchestration of Learning Activities, Learning Networks, Teacher Networks, Bring your own De-

vice (BYOD), Social Media, Learning Analytics, Personalization, Mobile Learning, Computer-Supported Collaborative Learning, Game-based and Simulation-based Learning, and Learning Design.

This 2013 edition has been extremely competitive, given the record number of submissions generated. Out of the more than 200 initial abstract submissions, a total of 194 valid paper submissions were received. 136 of them were full papers. All submissions were assigned to three members of the Program Committee (PC) for review. One of the reviewers had the role of leading reviewer and initiated a discussion in case of conflicting reviews. All reviews as well as the discussions were checked and discussed within the team of PC chairs, and additional reviews or metareviews were elicited if necessary. Finally, 31 submissions were selected as full papers (which resulted in an acceptance rate for full papers of 22.8%). Additionally, 18 papers were presented as short papers, 14 as demonstrations and 29 as posters. The dedicated work of all the PC members as well as the additional reviewers must be acknowledged. Only with their help was it possible to deal with the record number of submissions and still keep all deadlines as originally planned.

Keynote presentations completed this competitive scientific program, Sir John Daniel, one of the world's most eminent practitioners and thinkers in open, distance, and technology mediated learning, and Ms Stamenka Uvalic-Trumbic, Former Chief of the Higher Education Section of the United Nations Organization for Education, Science and Culture (UNESCO), gave a talk entitled "Making Sense of MOOCs: The Evolution of Online Learning in Higher Education". An extended abstract of their talk is included in these proceedings. Following the conference tradition, the European Commission was also present in EC-TEL 2013 to introduce the strategic priorities and directions in the field. This year, Liina Munari, senior research project officer at the European Commission, DG Connect, Unit G4 "Youth, Skills and Inclusion", gave a talk with the title "Beyond Horizon: learning and technology in EC policies and programming".

Continuing with the tradition started in EC-TEL 2012, demonstrations had a pronounced role in the conference program. A plenary session was organized as a "TEL Demo sprint contest" in which the demonstrations were shown "in action" giving the audience the possibility to vote for the best demo. Demonstrations and posters were also interactively exhibited during the conference, sparking discussions between different but complementary groups, bringing the community closer to solving the manifold problems we are facing. Besides, representatives from the industry presented and discussed their vision of the field in the Industry Track.

The TEL community also proposed and organized a number of stimulating workshops as part of the conference. 10 workshops and tutorials were organized, ranging from Serious Games to Workplace Learning, addressing some particular domains, such as Health Care, or focusing on cross-cutting issues in TEL, such as motivation or reflection. A Doctoral Consortium was organized concurrently with the workshops. It provided an opportunity for PhD students to discuss their

work with experienced TEL researchers. Finally, a soccer tournament completed the program as an informal community-building activity.

Many contributions have made the conference possible: the enthusiastic authors, the supportive PC members, and the diligent Chairs forming the Executive Committee. The conference has also been partially supported in one way or another by the European Association of Technology-Enhanced Learning (EATEL), the University of Cyprus, Online Educa Berlin (sponsor of the EC-TEL2013 Demo Award), Springer, EasyChair, and the IEEE Transactions on Learning Technologies.

EC-TEL has always acknowledged the need for sustaining the impact of TEL research outcomes. This year the potential of “scalability” has been brought into focus as a means of reaching the required sustainability. Hopefully, while reading these proceedings, you will also recognize the relevance of this perspective in TEL and further contribute to “scale up” the herewith-reported research efforts “for their sustained and enhanced impact”.

September 2013

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