SUNDAY
17.06.2018

12:00  Free Pre-Conference Workshop

Aula 9  “European Engineering Team” (EET)
The future working environment of young engineers within the dynamic European society and economy will be more and more coined by mobility as well as of transnational and intercultural competencies. The workshop will introduce a generic approach for the development and implementation of transnational project-oriented courses, illustrated on the example of the master course “European Engineering Team” (EET) at universities from Italy, Norway, Poland and Germany. Participants can plan their own courses in small groups with the support of the EET-partners, discussed in cooperation with potential partners.

15:00  Conference Registration

Albergo dei Poveri, Corridoio (first floor)  Conference Delegates arriving and registering can familiarise themselves with the environment

Venue: University of Genoa, Albergo dei Poveri
Piazzale Emanuele Brignole, 2, 16136 Genova GE, Italy

16:00  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.

19:30  Welcome Reception

Albergo dei Poveri, Garden  Words of Greeting
Airina Volungeviciene, EDEN President, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania
Mauro Palumbo, Universita degli Studi di Genova, President of RUIAP (Italian University Network for Lifelong Learning), Italy

Presentation of EDEN Fellow Awards and Young Scholar Award
Airina Volungeviciene, EDEN President, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania
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<td>Chair: Marina Rui, University of Genova, President of EMEM Italia</td>
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<td>Conference Welcome</td>
<td>A Model of Online Collaborative Project-Based Learning (OCPBL) within a Digital Competence Course in Higher Education</td>
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<td>Marina Rui, University of Genova, President of EMEM Italia</td>
<td>Montse Guiter, Teresa Romeu, Marc Romero, Universitat Oberta de Catalunya, Spain</td>
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<td>Airina Volungeviene, EDEN President, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania</td>
<td>Support Learning through Microcredentialing – The Case of the MicroHe Initiative</td>
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<td>Keynote Speeches:</td>
<td>Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany, Anthony Camilleri, Knowledge Innovation Center, Malta, Raimund Hudak, Baden-Wurttemberg Cooperative State University, Germany, Henri Pirkkalainen, University Tampere, Finland, Matteo Uggeri, Fondazione Politecnico di Milano, Italy</td>
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<td>Georgi Dimitrov, Deputy Head of the Unit on Innovation in Education and the European Institute of Technology and Innovation, European Commission</td>
<td>Let's Get Digital!</td>
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<td>7 minutes to Midnite. How the Next Industrial Revolution will Disrupt our Workplace and Skills Forever</td>
<td>Wendy Chowne, Nicola Scull, The London Institute of Banking &amp; Finance, United Kingdom</td>
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<td>Introduction from the Conference General Rapporteur:</td>
<td>Antonis Lionarakis, Anna Apostolidou, Antonia-Maria Hartofylaka, Maria Niari, Kyriaki Sfakiotaki, Hellenic Open University, Greece</td>
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<td>Claudio Dondi, Senior Expert in Education and Training, Italy</td>
<td>Announcement:</td>
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<td>The &quot;Promoting Online Training Opportunities for the Workforce in Europe&quot; EU Initiative</td>
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<td>Kristina Dervojeda, PricewaterhouseCoopers, the Netherlands</td>
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<td>11:00</td>
<td>Coffee Break</td>
<td>Support Learning through Microcredentialing – The Case of the MicroHe Initiative</td>
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<td>Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany, Anthony Camilleri, Knowledge Innovation Center, Malta, Raimund Hudak, Baden-Wurttemberg Cooperative State University, Germany, Henri Pirkkalainen, University Tampere, Finland, Matteo Uggeri, Fondazione Politecnico di Milano, Italy</td>
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18 June, Monday
more innovative digital learning spaces which encourage and facilitate student interaction and in which students feel comfortable to work. The digital campus is the space that all staff and students of the institution have in common and this space deserves more attention. Teachers must not only be able to use digital learning environments, but must also contribute actively to the development of new ones.

**Session A5**

**Aula 3**

**EU Policy Initiatives in the Area of E&T and Contribution to Shaping Policies**

**Moderators:** Wim van Petegem, Katholieke Universiteit Leuven and Airina Volungveiciene, EDEN President

**Panelists:** Georgi Dimitrov, Deputy Head of the Unit on Innovation in Education and the EIT, European Commission, Svetlana Knyazeva, UNESCO Institute for Information Technologies in Education, Russian Federation, Claudio Donati, Senior Expert in Education and Training, Italy, Sandra Kucina, SBCE, University of Zagreb, Croatia

EU policy is designed to support national action and help address common challenges. In 2018 a Digital Education Action Plan was adopted to support technology-use and digital competence development in education. Different frameworks for digital skills and competences have been developed and Working Groups were formed. For the successful implementation, Working Groups composed of experts nominated by member countries and other key stakeholders including EDEN work on common EU-level tools and policy guidance.

In the workshop, open discussion will take place in form of panel discussion with the participation of the Conference EU Keynote Georgi Dimitrov, Svetlana Knyazeva from UNESCO and senior representatives of the ET2020 Working Groups.

**13:00**

**Lunch**

Lunch will be provided at the Corridoio (first floor).

**14:20**

**Parallel Sessions B**

**Session B1**

**Social Media, Digital Collaborative Learning**

**Chair:** Diana Andone, Universitatea Politehnica Timisoara, Romania

**Communication and Interaction in a Blog-Based Learning Space**

Michelle Harrison, Thompson Rivers University, Canada

**Online Group Learning is Deeply Grounded in Shared Knowledge and Space**

Marco Bettoni, Steinbeis, Switzerland, Eddie Obeng, Pentacle, United Kingdom, Willi Bernhard, Nicole Bittel, Victoria Mirata, FFHS, Switzerland

**Open Data for Learning: A Case Study in Higher Education**

Juliana Elisa Raffaghelli, Universitat Oberta de Catalunya - University of Girona, Spain

**Digital Tools in the Service of Social Media – Opportunities and Roles of Education and Content Supported by Mobile Communication Devices in Support of Informal Education and Digital Competence Development**

Gyorgy Molnar, Zoltan Szuts, Budapest University of Technology and Economics, Hungary

**Using Social Media Platforms in the United Arab Emirates to Create Ethical, Cultural and Social Awareness through Emotional Intelligence Principles**

Maya AlHawary, Hamdan Bin Mohammed Smart University, United Arab Emirates
Opening-up Education in South-Mediterranean Countries at the Macro, Meso and Micro Level
Cristina Stefanelli, UNIMED - Mediterranean Universities Union, Italy, Katherine Wimpenny, Coventry University, United Kingdom, Fabio Nascimbeni, UNIR - Universidad Internacional de La Rioja, Spain

The Digital and Network Society Needs for Open Online Learning
Airina Volungeviciene, Elena Trepule, Estela Dauksiene, Marius Sadauskas, Vytautas Magnus University, Lithuania, Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany

Session B5 Workshop
Aula 8
Mother-Language OER for Access and Quality of Education: Pros and Cons for Non-English-Speaking Communities
Svetlana Knyazeva, UNESCO Institute for Information Technologies in Education, Russian Federation
Since the OER movement originated in developed English-speaking countries, the share of OER currently available in English is immense. This is valid not only for smaller or minority languages but also for top used languages, e.g. in multicultural Europe French, German, Portuguese, Russian, Spanish, etc. The role of language in shaping and transmitting culture, identity, values and traditional knowledge should not be underestimated, thus mother-tongue instruction is indispensable. The body of existing non-English-language OER is inadequate to the scope of potential demand from the growing amounts of students and learners from non-English-speaking background. Expectations about the active uptake of English-language OER by non-English-speaking teachers and learners did not materialize, due to various socio-cultural differences, instructional and sociolinguistic aspects. Participants will discuss how to make OER more relevant and responsive to cultural and linguistic diversity to ensure inclusive and equitable quality education and lifelong learning.

16:15 Parallel Sessions C
Corridoio, 1st floor
15:50 Coffee Break

Session C1 China E-Learning Panorama

Session C2 Open Educational Resources
Aula 3
Chair: Montse Guiter Catasus, Universitat Oberta de Catalunya, Spain
Effective Strategies for Incorporating Open Educational Resources into the Classroom
Les Pang, Rana Khan, University of Maryland University College, United States of America

Recognition of Valid Open And Online Learning
Airina Volungeviciene, Marius Sadauskas, Danute Prancute, Vytautas Magnus University, Lithuania, Sandra Kucina Softic, SRCE, University of Zagreb, Croatia, Ferenc Tatrai, EDEN, United Kingdom, Matthias Murawski, Markus Bick, ESCP Europe Business School Berlin, Germany, Julia Busche, Q21, Germany

Session C3 Workshop
Aula 7
SoMeSkills X: Using Personal Assistant Technology for Learning
Emma Gillaspy, Cristina Vasilica, University of Salford, United Kingdom
Learner attitudes are changing. Millennials want to challenge and be challenged so they are able to take control of their learning journey. This independence is likely to further increase with Generation Alpha. So how can we create a supportive online learning environment that empowers these learners to make informed decisions about their studies and careers? The presenters are investigating the feasibility of an educational model to create the self-determined learner, who is prepared to work and live in their global, digitally enabled future. We are using personal assistant technology to extend the learning environment and provide access to global networks and resources. Workshop participants will examine the project data gathered to date and experiment with personal assistant technologies through a mini hackathon. Participants will debate the potential future applications of using this technology for learning at micro, meso and macro levels.

Session C4 Workshop
Aula 8
Exploring the Educational Potential of Open Data: From Ongoing Practices to Future Scenarios
Javiera Atenas, Open Knowledge International, United Kingdom, Valentina Bazzarin, University Students Abroad Consortium, United States of America, Fabio Nascimbeni, Universidad Internacional de La Rioja, Spain, Juliana Elisa Raffagelli, Universitat Oberta de Catalunya - University of Girona, Spain
With the digitalization of services and research data collection in the public space; as well as with the paradigm of the Internet of Things, opening up this richness has become a social endeavour. The assumption that open data can encompass different forms of learning, or that they could be adopted in educational scenarios appears as a natural consequence. The relevance of this approach has been discussed under the lens of critical pedagogy, emphasizing the importance of open data for social cohesion. An important challenge for the societies to mine the treasure of open data, in a context of Open Education, regards the analytical basis and frameworks for practice that support mainstreaming. This has been a concern for the Network "Open Education Italy." This workshop is an activity of the network and aims at exploring the educational potential of Open Data in diversified contexts of learning and of political activism and civic engagement.
Corridoio, 1st floor

Moderator: Andras Szucs, EDEN, United Kingdom

**The Theory - and Especially the Practical Implementation - of Spaced Repetition in Real Life Study Circumstances**
Ignatius Gous, University of South Africa, South Africa

**Does a Rapid Prototyping Method Stimulate our Time-Pressured Teachers to Design Rich and Blended Learning Environments?**
Sylke Vandenbussche, Sofie Bamelis, Delphine Wante, Kurt Galle, VIVES University of Applied Science, Belgium

**Alebrije Model for the Development and Supply of Educational Content**
Jorge Leon-Martinez, Edith Tapia-Rangel, Open University and Distance Education Coordination (CUAED) - National Autonomous University of Mexico (UNAM), Mexico

**International Collaborations in Blended Learning: A Double Degree Model**
Charles Krusekopf, Royal Roads University, Canada

**Student Active Learning in Net Based Education – Educational Development in Teaching of Information Literacy**
Anna Gahnberg, Sonja Fagerholm, Swedish National Defence University, Sweden

**Online Induction to Support Transition to Taught Postgraduate Study**
Megan Kirme, University of Leeds, United Kingdom

**An Innovative Tool to Assist the Creation of High Quality Open, and Distance Learning Courses – The Virtual Teachers Toolbox (VTT-BOX. EU)**
Peter Mazohl, University of Technology Vienna, Austria, Ebba Ossiannilsson, Swedish Association for Distance Education, Sweden, Harald Makl, Pedagogical University College, Austria, Maria Ampartzaki, University of Crete, Greece, Michail Kalogiannakis, University of Crete, Greece

**University Students as Digital Content Creators**
Marco Toffanin, Alessio Surian, University of Padova, Italy

**Efficiency of the Computer Aided Education in Basic Statistics Course**
Anita Csesznak, Reka Szobonya, Budapest Business School, Hungary

**The Figure of the Tutor in the BA SDE Online: An Explorative Survey on the Vision and Perception of Students**
Sebastiana Sabrina Trasolini, Universita Roma Tre, Italy, Beatrice Partouche, Universita Roma Tre-Foggia, Italy

**Bridging the Gap between Education, Training and the World of Work through the DC4JOBS Project’s e-Platform**
Anca Colibaba, EuroEd Foundation Iasi/Gr.T.Popa University of Medicine and Pharmacy Iasi, Romania, Irina Gheorghiu, Albert Ludwigs University Freiburg, Germany, Stefan Colibaba, Universitatea Al. I. Cuza Iasi, Romania, Cintia Colibaba, Universitatea Ion Ionescu de la Brad Iasi, Romania, Claudia Elena Dinu, Universitatea Gr.T.Popa Iasi, Romania, Ovidiu Ursa, Universitatea Iuliu Hatieganu Cluj-Napoca / QUEST, Romania

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18:00

**EDEN Fellows meeting**
upon invitation

20:00

**A glass of wine with EDEN Fellows**
Chat and relax before your dinner over a glass of wine, in the company of the EDEN Fellows, Board members and friends.
Everyone is welcome!
MicroMasters Articulating to Your Master's Degree
Tracy Tan, Massachusetts Institute of Technology, United States of America

There are 47 MicroMasters from 24 global universities. The host universities will accept credit for MicroMasters credential if learners complete the verified certificate, pass the proctored exams and meet the admissions criteria. MIT initiated the MicroMasters in 2015. Over 1000 learners have completed the MITx MicroMasters credential after 1.5 year run. It has greatly improved the blended master's application pool. MIT has collaborated with many global universities that also recognize the MITx MicroMasters credential to their graduate programs. There are still many highly qualified learners who are in need of getting into graduate programs somewhere. Where will they continue their studies?

Applying Lean / Agile Methodologies to Open Social Learning - The example of Displaced Populations
Timothy Read, Universidad Nacional de Educacion a Distancia (UNED), Spain, John Traxler, University of Wolverhampton, United Kingdom, Anthony Camilleri, Knowledge Innovation Centre, Malta

The nature of the student population is changing rapidly, placing new demands on education which must address a wide range of sociocultural and technological factors. To effectively quantify these factors they should be represented in a pedagogical framework. Lean and agile methods offer an approach to educational systems development that overcomes the limitations of plan-driven approaches in handling the complex and changing nature of real-world environments. This workshop is an “eat your own dogfood” exercise, since it follows a lean / agile approach by starting with introduction to bottom up methodologies applied to open social learning using the example of their use in the MOONLITE (refugee support) project to specify new MOOCs. Workshop attendees will work together in groups to clarify and extend concepts arising and consider how they can be applied in broader context of ODL.
Chair: Sandra Kucina Softic, EDEN Vice-President, SRCE, University of Zagreb, Croatia

The French Thematic Digital Universities – A 360° Perspective on Open and Digital Learning
Deborah Arnold, AUNEGE, France

A Collaboration & Learning Environment to Enable to be a University Leader in Education Innovation
Willem van Valkenburg, Delft University of Technology, Netherlands

Bavarian Virtual University – Best Practice for a Network of Higher Education Online
Steffi Widera, Ingrid Martin, Virtuelle Hochschule Bayern (vhb) - Bavarian Virtual University, Germany

Traditional and On-Line Universities, a Partnership for the Present and the Future of Education
Maria Amata Garito, Alessandro Caforio, Università Telematica Internazionale UNINETTUNO, Italy

Blended Learning Teaching: The Story of a Social Network With a History
Ana Rodriguez-Groba, Adriana Gewerc, Fernando Fraga-Varela, Almudena Alonso-Ferreiro, University of Santiago de Compostela, Spain

Session E2  National Digital Education Cases

Aula 2
Chair: Kristzina Tatrai, EDEN, United Kingdom

FOCUS
Dalia Baziuhe, Klaipeda University, Lithuania, Ilona Rupsiene, Lithuania Business University of Applied Science, Lithuania, Arturas Razinkovas-Baziukas, Klaipeda University, Lithuania

openVM: Opening Education for Developing, Assessing and Recognising Virtual Mobility Skills in Higher Education
Francesco Agrusti, Antonella Pocci, Maria Rosaria Re, Roma Tre University, Italy, Ilona Buchem, Beuth University of Applied Sciences, Germany

National Professional Associations cooperation - in the areas of open, online, flexible, and distance learning including TEL
Ebbas Ossiannilsson, Swedish Association for Distance Education, Sweden

NAVIGATE
Stefano Menon, Matteo Uggeri, Fondazione Politecnico di Milano, Italy, Mats Brenner, University of Gavle, Sweden, Anna Maria Tammaro, University of Parma, Italy

e-Schools: Establishing a System for Developing Digitally Mature Schools (pilot project)
Nina Begcicve Redep, Bojan Zugec, University of Zagreb, Faculty of Organization and Informatics, Croatia

GirlsTech
Diana Andone, Universitatea Politehnica Timisoara, Romania, Manfred Polzin, MBO Raad, Netherlands

IoT Rapid-Proto Labs
Diana Andone, Universitatea Politehnica Timisoara, Romania, Gerard Danford, Haaga-Helia University of Applied Sciences, Finland

DWS - Do Well Science
Massimo Amato, Anna Siri, Universita degli Studi di Genova (UNIGE), Italy

Compass - Digital up-skilling platform for European young unemployed
Filippo Mantione, Lai-momo, Italy

Session D5  Synergy Session

Aula 3
Chair: Kristzina Tatrai, EDEN, United Kingdom

FOCUS
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WISR17
Jorg Pareigis, Karlstad University, Sweden

JOVITAL - Jordan Opportunity for Virtual Innovative Teaching and Learning
Cristina Stefanelli, UNIMED - Mediterranean Universities Union, Italy, Wissam Tawileh, TUSD - Technische Universitat Dresden, Germany

National Professional Associations cooperation - in the areas of open, online, flexible, and distance learning including TEL
Ebbas Ossiannilsson, Swedish Association for Distance Education, Sweden

MOM – Maternity Opportunities and Mainstreaming
Matteo Uggeri, Fondazione Politecnico di Milano, Italy, Riccarda Zezza, Elisa Vimercati, MAAM + Piano C, Italy

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Stefano Menon, Matteo Uggeri, Fondazione Politecnico di Milano, Italy, Mats Brenner, University of Gavle, Sweden, Anna Maria Tammaro, University of Parma, Italy

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Session E1  Developments in Digital Learning Methodology

Aula 7
Chair: Ignatius Gous, University of South Africa, South Africa

IHE Delft's Digital Education Transformation
Nelson Jorge, Raquel dos Santos, Ger Tielman, Netherlands, Erwin Ploeger, IHE Delft Institute for Water Education, Netherlands

“EdX Insights” Metrics from a Socio-Constructivist Pedagogical Perspective
Ines Gil-Jaurena, Daniel Dominguez Figaredo, National Distance Education University (UNED), Spain, Anuchai Theerarungchaisri, Chulalongkorn University, Thailand, Tsuneo Yamada, The Open University of Japan, Japan

Teaching in Context: Integrating Mathematical Thinking and Personal Development Planning into the Curriculum for Part-Time, Distance-Learning Engineering Students
Carol Morris, Sally Organ, Alec Goodyear, The Open University, United Kingdom

Enhancing Teachers’ Intercultural Conflict Management Competences through Digital Game-Based Learning: A Pedagogical Framework
Frederique Frossard, Mario Barajas, University of Barcelona, Spain

Session E2  National Digital Education Cases

Aula 2
Chair: Kristzina Tatrai, EDEN, United Kingdom

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Deborah Arnold, AUNEGE, France

A Collaboration & Learning Environment to Enable to be a University Leader in Education Innovation
Willem van Valkenburg, Delft University of Technology, Netherlands

Bavarian Virtual University – Best Practice for a Network of Higher Education Online
Steffi Widera, Ingrid Martin, Virtuelle Hochschule Bayern (vhb) - Bavarian Virtual University, Germany

Traditional and On-Line Universities, a Partnership for the Present and the Future of Education
Maria Amata Garito, Alessandro Caforio, Università Telematica Internazionale UNINETTUNO, Italy

Blended Learning Teaching: The Story of a Social Network With a History
Ana Rodriguez-Groba, Adriana Gewerc, Fernando Fraga-Varela, Almudena Alonso-Ferreiro, University of Santiago de Compostela, Spain

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Innovative Learning Spaces

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

Space, whether physical or virtual, can have a significant impact on learning. Learning Spaces focuses on how learner expectations influence such spaces, the principles and activities that facilitate learning, and the role of technology from the perspective of those who create learning environments, faculty, learning technologists, librarians, and administrators. Information technology has brought unique capabilities to learning spaces, whether stimulating greater interaction through the use of collaborative tools, videoconferencing with international experts, or opening virtual worlds for exploration. Together space, technology, and pedagogy empower learner success. Have you ever set up a physical or virtual learning space? How can learning spaces change teaching approaches? What are the learning spaces of the next generation? These topics and more will be discussed during the workshop together with some special issues like Space as a change agent, Mind the gap (formal/informal; higher ed working places; the society as the curricula) and Learning spaces and evolving pedagogical approaches.

MicroCredentials in Higher Education: A (R)evolution in European Higher Education

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

European Higher Education faces a huge future challenge – to deal with the decline degrees as a suitable factor for job success (Atlantic 2015) – which is a major earthquake in the configuration of their function in relation to the labour market. It has not only to do with a demand for new skills but with a demand for a new way of communication, shaping and communicating the evidence of skills and competencies. Across the board these are skills and competencies which in traditional higher education curricula are hardly found on top of the agenda: creativity, decision making, perspective taking, responsibility taking are amongst the first five mentioned there. The main breaking point is currently that higher education institutions are still clinging to being sole actors in the game who can certify the entire degree. The advent of alternative credentialing, like microcredentials, is therefore a major game changer for higher education institutions. Open badges, digital artefacts which are designed to certify a certain educational achievement are the new development on the block which is rapidly developing. Microcredentials, the form of alternative credential which refer to smaller learning units, are therefore emerging to become more and more important. The workshop aims at taking stock of this new developments. A case studies will be presented of alternative credentialing concepts, a discussion of new future ways of defining, certifying and issuing credentials using blockchain technology will be discussed and a definition of European alternative credential systems will be debated.

Designing Viable, Achievable and Scalable Online Student Support

Liz Smith, Charles Sturt University, Australia

Online learning is experiencing unprecedented growth across the globe. However, the growth in online learning must be considered in the context of student retention, which statistics suggest is at least 20% lower than for students studying face to face in Australia, New Zealand and the Open University UK. Designing effective, scalable and viable student services for online students is not without its challenges, particularly for institutions that have their roots in bricks and mortar and face to face delivery. This training session will give participants the opportunity to plan an online student learning support strategy based on evidence available from research and their own institution.
The 2018 EDEN Best Research Paper Award

Since 2008, EDEN is continuously granting the Best Research Paper Award at EDEN's Annual Conferences as well as at EDEN's 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 2018 EDEN Best Research Paper Award to be granted at the EDEN Annual Conference in Genoa are Ulf-Daniel Ehlers (Chair of the Jury), Professor, Baden-Wurttemberg Cooperative State University, Germany; Gila Kurtz, Holon Institute of Technology (HIT), Israel; Fabio Nascimbeni, Assistant Professor, Universidad Internacional de La Rioja (UNIR), Member of EDEN Executive Committee, Italy; Ulrich Bernath & Thomas Hülsmann, Trustees and Directors of the Ulrich Bernath Foundation for Research in Open and Distance Learning, Germany.

30 Conference papers have been selected as research papers 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 and at least one author has registered for participation at the 2018 EDEN Annual Conference in Genova.

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

H1 Qualitative Learning Analytics to Understand the Students' Sentiments and Emotional Presence in EduOpen
   Fedela Feldia Loperfido, Anna Dipace, Alessia Scarinci, University of Foggia, Italy

D1 Stuck in the Middle? Making Sense of the Impact of Micro, Meso and Macro Institutional, Structural and Organisational Factors on Implementing Learning Analytics
   Paul Prinsloo, University of South Africa, South Africa, Sharon Slade, The Open University, United Kingdom, Mohammad Khalil, Delft University of Technology, Netherlands

B3 From Books To MOOCs and Back Again: An Irish Case Study of Open Digital Textbooks
   Mark Brown, Eamon Costello, Mairead Nic Giolla Mhichil, Dublin City University, Ireland

B1 Communication and Interaction in a Blog-Based Learning Space
   Michelle Harrison, Thomson Rivers University, Canada

Previous winners of the EDEN Best Research Paper Award:
http://www.eden-online.org/
Facilitating Young People’s Induction into the World of Work through the WWW Online Apprenticeship Simulator
Anca Colibaba, EuroEd Foundation Iasi/Gr.T.Popa University of Medicine and Pharmacy Iasi, Romania, Stefan Colibaba, Universitatea Al. I. Cuza Iasi, Romania, Anais Colibaba, Trinity College Dublin, Ireland, Rodica Gardikiots, Universitatea Gr.T.Popa Iasi, Romania, Ovidiu Ursa, Universitatea Iuliu Hatieganu Cluj-Napoca / QUEST, Romania

WEDNESDAY
20.06.2018

9:30   Parallel Sessions G
Session G1  Policy and Governance
Aula 2  Chair: Francesco Agrusti, Roma Tre University, Italy
Towards a European Maturity Model for Blended Education (EMBED)  Katie Goeman, KU Leuven, Belgium, George Ubachs, EADTU, Netherlands
Towards the Creation of a Ranking System for Online Universities: Quali-Quantitative Analysis of a Participatory Workshop  Flavio Manganello, Marcello Passarelli, Donatella Persico, Francesca Pozzi, Istituto Tecnologie Didattiche, Italy
Everything for Everybody? The Need for Distance Education to be Relevant to all its Students  Ignatius Gous, University of South Africa, South Africa

Session G2  Learner Needs and Attitudes
Aula 8  Chair: Ebba Ossiannilson, SADE, Swedish Association for Distance Education, Sweden
Identifying Learner Types in Distance Training by Using Study Times  Klaus Stiller, Regine Bachmaier, University of Regensburg, Germany
Implementing New Educational Strategies: Synergetic Effects from a University Overarching Project  Helen Asklund, Laura Brander, Linda Nasstrom, Mid Sweden University, Sweden
Three Dimensions of Persistence in Distance Higher Education – The Main Actors: Mexican Non-Traditional Students  Tomas Bautista-Godinez, Damian Canales-Sanchez, Ismene Ithai Bras-Ruiz, Open University and Distance Education Coordination (CUAED) - National Autonomous University of Mexico (UNAM), Mexico

Session G3  Workshop
Aula 1  USDA Workshop  Michael Mathews, Oral Roberts University, United States of America
EDEN’s strategic partner in the USA, the United States Distance Learning Association will be present again at the Annual Conference by presenting the latest important developments. In 2014, Oral Roberts University’s (ORU) Board of Trustees created a Globalization Case Statement to initiate a discussion around a “Global Learning Space”. In this Case Statement, imperative number six stated that we would “use new paradigms in technologies to reach millions with whole person education” — which promotes spiritual growth, academic excellence, physical fitness, social skills, and professional competence. The vision was to “flip” the university and transform it from one central campus educating students in Tulsa, Oklahoma into a digital global campus making our education program available to students worldwide. To work toward this vision, ORU invested $8.5 million and the next 24 months constructing the Global Learning Space called the Global Learning Center, which would include classrooms, studios, a performance hall, offices, teleportation system, and conference rooms. In the Global Learning Center, classes and programs would be recorded and stored on file servers to be retrieved by students on their personal devices or computers. The third floor of the building would also feature an Augmented and Virtual Reality (AVR) room, with would allow students to access more than 7,000 academic subjects.

Aquarium of Genova  For delegates who have booked: please bring your ticket & badge with you
The Conference Gala Dinner will be held at the world-famous Aquarium of Genova, which is the largest aquarium in Italy and the second largest in Europe. The aquarium offers spectacular views of the Old Port of Genoa – it is located on the centuries-old wharf of Ponte Spinola. The aquarium was inaugurated in 1992 for the celebrations of the 500th anniversary of Columbus’s discovery of the New World. It now houses over 15,000 animals belonging to 400 species.

The address of the Aquarium of Genova:
Ponte Spinola, 16128 Genova GE, Italy

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.

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Session G4  Workshop

Aula 7

From Micro Strategies and Meso Planning to Macro Ends: Exploring a Site for Designing Quality Online Learning
Lindy Croft-Piggin, Barney Dalgarno, Sarah Hyde, Charles Sturt University, Australia

This workshop provides a hands on opportunity to explore the CSU Online Learning Model (OLM) Mixer and Learning Exchange in the context of your own or provided subjects. The OLM Mixer was devised as an online tool to enable course and subject design teams to explore the possibilities for enhancement within each element inside a subject and/or course. Current practice may be mapped to the descriptors or aspirational designs for future courses and subjects, and plotted for planning purposes according to the levels described. An online portal, the Learning Exchange, provides supporting examples of micro strategies and case study examples of implementation of each of the elements at a meso level. Online educators may work independently through this site using the Mixer to guide their thinking or it may be used as the basis of a series of scaffolded professional development workshops or design activities. A brief overview of the evaluation of the implementation of the model in 116 subjects in 2017 will also be presented.

Session G5  Demonstration Session

Aula 16

Using Online Assessment Systems to Systematically Respond to Assessment’s Grand Challenges: Review at UNSW
Daniel Carroll, University of New South Wales, Sydney, Australia

Introducing Accessible Self-Assessments and Self-Evaluations in Basic Skills to Reach Out to a Wider Population – Combining the Micro and Macro Level
Ingrid Radtke, Skills Norway, Norway

MATR Platform, One-to-One Online Lessons
Allen Atwell, Third Space Learning, MATR platform, United Kingdom

10:30  Coffee Break
Corridoio, 1st floor

10:50  Parallel Sessions H

Session G4  Workshop

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10:30  Coffee Break
Corridoio, 1st floor

10:50  Parallel Sessions H

Session H1  Learner Needs and Attitudes

Aula 2

Chair: Judith Tobin, Contact North | Contact Nord, France

What Factors Influence Student Decisions to Drop Online Courses? Comparing Online and Face-to-Face Sections
Alyse Hachey, University of Texas at El Paso, United States of America, Claire Wladis, Katherine Conway, City University of New York, United States of America

Technical Innovation in Blended Learning: An EU Project on Continuous Vocational Education Using Multiple Devices
Peter Mazohl, University of Technology Vienna, Austria, Ebba Ossiannilsson, Swedish Association for Distance Education, Sweden, Harald Makl, Pedagogical University College, Austria

Qualitative Learning Analytics to Understand the Students’ Sentiments and Emotional Presence in EduOpen
Fedela Feldia Loperfido, Anna Dipace, Alessia Scarinci, University of Foggia, Italy

Online Phenomenon Based Learning in Upper Secondary Education for Adults
Aki Luostarinen, Miia Siven, Otava Folk High School, Finland

Session H2  Training of Digital University Teachers

Aula 3

Chair: Jack Koumi, Educational Media Production Training, United Kingdom

Distance Learning and Teaching: Understanding the Importance of Tuition Observations
Chris Douce, The Open University, United Kingdom

Activity Theory as Design tool for Educational Projects and Digital Artifacts
Corrado Petrucco, Cinzia Ferranti, University of Padua, Italy
"The Cobbler Who Wears the Best Shoes": How to Educate the Staff of the Higher Education Institutions Using Digital Technologies. Study of the Plekhanov University Experience
Olga Grishina, Dinara Tutaeva, Alexey Grishin, Plekhanov Russian University of Economics, Russian Federation

Educamps in Distance Education: Professional Development and Peer Learning for Student Teachers in ICT
Solveig Jakobsdottir, University of Iceland, Iceland

This workshop is devoted to finding links to develop joint international researches with the aim of presenting results at the forthcoming EDEN Research Workshop event, entitled "Personalized Guidance and Support for Learning", which will be held in Barcelona, from 24th to 26th of October 2018. The intensive workshop introduces participants to build a network of interested members with specific knowledge in order to develop a joint proposal for the Barcelona RWSH. Participants will gain new insight into the upcoming research themes creating small working groups organising participants by research interests, delivering successful paper proposals. We will propose a specific speed dating session. If a meeting has worked (the interest is reciprocal) a group with involved participants will be created. The aim of this workshop is to create new networks between the participants and to ensure that these newly created research groups can present a successful proposal at the next EDEN event.

Virtual Exchange as a Means for Internationalisation of the Curriculum: The Erasmus+ Virtual Exchange Initiative
Sarah Guth, Francesca Helm, University of Padova, Italy, Cristina Stefanelli, Unimed, Italy

Well over 80% of students in higher education do not engage in physical mobility for a diversity of reasons. Universities have been developing strategies to offer opportunities for what is termed "internationalisation of the Curriculum". Among these is virtual exchange, also referred to as telecollaboration, collaborative online international learning and online intercultural exchange, referring to the use of technology to facilitate meaningful interactions to bring diverse cultural perspectives to studies. Through the recently launched Erasmus+ Virtual Exchange (EVE) Initiative, the EU recognised the importance of this activity and the need to reach youth outside of formal educational contexts. The workshop will explore the diverse forms of virtual exchange for internationalisation of the curriculum as set out EVE.

12:20  Break

12:30  Closing Plenary Session

Aula Magna,
Ceremony Hall,
1st floor
Chair: Wim Van Petegem, Expert Multicampus & Engineering Education, KU Leuven, Belgium

Keynote Speeches:
Distance Education in the Digital Landscape: Navigating between Contrasting Trends
Sarah-Guri Rosenblit, Vice-President for Academic Affairs, The Open University of Israel, Israel

Tom Wambeke, International Labour Organization (ILO) Training Centre, Italy

How well is Education Influencing the Global Challenges? Is Technology Helping Enough? - A Synopsis of the Conference Debate
Claudio Dondi, Conference General Rapporteur, Senior Expert in Education and Training, Italy

Conference Conclusions, Closing Remarks
Airina Volungeviciene, EDEN President, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania

EDEN 2019 Annual Conference Host Presentation
Sylke Vandercruysse, VIVES University of Applied Sciences, Bruges, Belgium

14:30  Farewell Coffee
Corridoio, 1st floor
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<tr>
<th>Time</th>
<th>Session</th>
<th>Aula</th>
<th>Topic</th>
<th>Speakers</th>
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<tr>
<td>11:30</td>
<td>Parallel Sessions A</td>
<td>Aula 15</td>
<td>Sistemi e Software Open Source Nella Formazione Degli Insegnanti per una Scuola Senza Esclusi</td>
<td>Pierluigi Muoio</td>
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<td>Digital Learning for Both Self-Directed and Cooperative Learning in Lifelong Learning</td>
<td>Beatrice Ruini</td>
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<td>L'uso Flessibile Del Tempo a Supporto dei Processi di Innovazione Didattica e Organizzativa della Scuola</td>
<td>Stefania Chipa, Elena Mosa, Lorenza Orlandini</td>
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<td>Innovazione Della Formazione: il Modello di E-Learning Adottato dall'Esercito Italiano</td>
<td>Marina Marchisio, Sergio Rabbellino, Enrico Spinello, Gianluca Torbidone</td>
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<td>Imparare ad Insegnare il Pensiero Computazionale: un'Esperienza di Vera Alternanza Scuola-Lavoro Presso l'Università di Genova</td>
<td>Viviana Mascardi, Marina Ribaudo, Giovanna Guerrini, Barbara Catania, Giorgio Delzanno, Francesca Odone, Annalisa Barla, Manuela Chessa, Nicoletta Noceti</td>
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<td>13:00</td>
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<td>14:20</td>
<td>Parallel Sessions B</td>
<td>Aula 15</td>
<td>The Education Systems in Asia and Europe: Innovative Policies and Practices from China and Italy</td>
<td>Prof. Jie Yuan Sun; Guangxi Normal University (GXNU), Faculty of Education, China</td>
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<td>Prof. Jing Zhu; Guangxi Normal University (GXNU), Faculty of Education, China</td>
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<td>Dr. Rosa Bottino; National Research Council of Italy, Institute of Educational Technology (CNR-ITD), Italy</td>
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<td>Dr. Stefania Bocconi; National Research Council of Italy, Institute of Educational Technology (CNR-ITD), Italy</td>
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<td>14:20</td>
<td>Parallel Sessions B</td>
<td>Aula 15</td>
<td>Esperienze di Didattica Universitaria Attraverso una Piattaforma Video: la Prospettiva del Docente e le Proposte di Student Engagement</td>
<td>Cinzia Ferranti, Cecilia Dal Bon, Marco Toffanin</td>
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Mappe Dinamiche per “Navigare la Conoscenza”  
Antonio Marzano, Sergio Miranda

**Developing Competence Assessment Systems in E-Learning Communities**  
Michele Fioravera, Marina Marchisio, Alice Barana, Sergio Rabellino, Francesco Floris, Luigi Di Caro

**Zenbot**  
Andrea Zappi

**Disegnare L'apprendimento: un Modello Dinamico per Pianificare Percorsi dal Micro- al Meso- al Macro-Learning**  
Flavia Giannoli

Selfie: Digital Readiness in Education: Systemic Approaches and Tools for Strengthening the Digital Capacity of Teachers, Students and Educational Organizations  
dr. Stefania Bocconi; National Research Council of Italy, Institute of Educational Technology (CNR-ITD), Italy

Promuovere l’Innovazione Didattica e lo Sviluppo Professionale della Docenza Universitaria: Primi Risultati dello Sportello E-Learning dell’Università' di Firenze  
Marcantonio Catelani, Andreas Robert Formiconi, Maria Ranieri, Francesca Pezzati, Juliana Elisa Raffaghelli, Isabella Bruni

Un Significativo Isomorfismo. La “Classe di Bayes” Tra Teoria e Pratica  
Paolo Maria Ferri, Stefano Moriggi

Didattica per Competenze: Azioni e Figure Nella Formazione Universitaria  
Claudia Bellini, Annamaria De Santis, Katia Sannicandro, Tommaso Minerva, Luciano Cecconi

Esperienze Formative e Prodotti Innovativi Presso l’Università Degli Studi di Pavia nel Quadro Strategico Europeo Et 2020  
Elena Caldirola, Rosalia Palumbo, Annalisa Golfredi, Enrica Crivelli, Daniela Boggiani, Donata Locatelli

18 June, Monday
Costruire un MOOC: Premesse Metodologiche e Strumenti
Annastella Gambini, Serena Ciulla

Il Ruolo dei Gesti Significativi del Docente nei Video Multimediali per l'Educazione EMEITALIA2018
Riccardo Fattorini, Gisella Paoletti

Teaching Digital Skills to Future Teachers: a Blended-learning Workshop Experience
Elisa Nini, Floriana Falcinelli

Assessment and Accreditation of Skills in Digital Learning Environments
Luciano Cecconi

I MOOC per l’Alta Formazione: i Master su EduOpen Attivati dall’Università di Modena e Reggio Emilia
Annamaria De Santis, Katia Sannicandro, Bojan Fazlagic, Claudia Bellini, Cinzia Tedeschi, Tommaso Minerva

Il Numero 0 Del Primo Giornale Online della Cattedra Unesco in “Antropologia della Salute. Biosfera e Sistemi di Cura”
Anna Siri, Antonio Guerci, Donatella Gennai, Mauro Carosio, Marina Rui

Scenari del Lavoro Futuro e Formazione 4.0
Giuditta Alessandrini

Innovazione e ICT nell’Insegnamento di Informatica del Corso di Laurea in Medicina e Chirurgia
Maria Renza Guelfi, Marco Masoni, Jonida Shylla, Andreas Robert Formiconi

Teachers’ Digital Culture: the Horizon of Italian Participants in a Tfa Course
Fedela Feldia Loperfido, Katia Caposeno, Anna Dipace, Alessia Scarinci, Jarmo Viteli

A Multiple Approach to Support International Collaboration on MOOC Design: the Experience of Tomorrow’s Land MOOC
Daniela Casiraghi, Susanna Sancassani, Valeria Baudo, Alessandra Tomasin
Dall'Analisi delle Cause di Abbandono degli Studi, Alle Strategie di Supporto all'Apprendimento: la Progettazione del Tutorato in Formazione a Distanza
Mario Calabrese

Social Learning in CEF - Centro Europeo di Formazione
Eleonora Fratesi, Guido Galimberti

Mettere a Sistema l'Apprendimento Differenziato: il Caso dell'IC Mariti di Fauglia
Michelle Pieri, E. Cicognini

Attivazione, Erogazione e Monitoraggio dei Corsi di Laurea Blended dell'Università degli Studi di Modena e Reggio Emilia
Katia Sannicandro, Annamaria De Santis, Bojan Fazlagic, Claudia Bellini, Cinzia Tedeschi, Tommaso Minerva

CKBG: Cross Boundaries: Transizioni Educative ai Confini fra Scuola, Università e Lavoro
Cesareni Donatella; Micale Federica; Sansone Nadia (University of Roma)
Amenduni Francesca; Ligorio M. Beatrice (University of Bari)
Suriano Silvia (Liceo scientifico, classico, scienze umane, economico-sociale Marconi Delpino di Chiavari)
Ambrosino Marianna (University of Salerno)