28th EDEN Annual Conference
Detailed Programme
**10:30**

**10:30**

**PhD Student Symposium**

**Rooms A101 and A103**

Upon invitation

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

Welcome from Airina Volungeviciene, EDEN President, Josep M. Duart, EDEN PhD Symposium Committee Chair, and Isabel Vanslembruck, Director Research and Innovation, VIVES University of Applied Sciences.

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**15:00**

**Conference Registration**

**VIVES campus aula**

Conference Delegates arriving and registering can familiarise themselves with the environment

**Venue:** VIVES University of Applied Sciences' Xaverianenstraat building

Xaverianenstraat 10, 8200 Brugge, Belgium

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**16:30**

**EDEN Annual General Meeting**

**Room to be indicated at the venue**

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

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**18:30**

**Welcome Reception**

**VIVES campus aula**

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

**Words of Greeting**

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

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

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

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

Public transport isn’t available after the welcome reception on Sunday evening, but there will be a free a shuttle bus at 20:30 from the campus to the city centre.
MONDAY
17.06.2019

9:00  Morning Plenary Session 1

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

Conference Welcome
Joris Hindryckx, President of the VIVES University of Applied Sciences, Belgium
Airina Volungeviciene, Director of Innovative Studies Institute at Vytautas Magnus University, Lithuania and
Sandra Kucina Softic, Assistant Director for Education and User Support, University Computing Centre, Head of E-learning Office, University of Zagreb, Croatia on behalf of the EDEN Presidency

Keynote Speeches:
We Underestimate the “Testing Effect” (and How Technology can Help)
- Keynote Sponsored by Televic
  Bert Wylin, e-learning and e-assessment expert, KU Leuven, Belgium
  While testing, evaluating and examining receives a lot of focus and attention in higher education, many institutions tend to lose sight of the fact that testing itself also has a very high learning effect. This learning effect is also called the “testing effect”. This testing effect has been extensively researched and scientifically documented, but it remains relatively unknown. And in our opinion also undervalued. However, a number of small interventions do suffice to upgrade and even maximize this effect. Technology plays a key role in this.

Connected Pedagogy: Learning and Teaching in the Digital Age
Steve Wheeler, Learning Innovations Consultant, UK

11:00  Coffee Break

Campus Restaurant

11:30  Parallel Sessions A

Session A1  Institutional Innovation: Strategy and Practice

Auditorium Montanus
Chair: Estela Dauksiene, Vytautas Magnus University, Lithuania
Implementation of a Flexible Learning Study Programme in a Blended-Learning Design: Results from the First Two Cohorts
  Claude Muller, Reinhild Fengler, Zurich University of Applied Sciences, Switzerland

Human Capital in Online Higher Education Settings: A Socio-Educative Perspective Applied to Graduates of an Online University
  Riccardo Valente, Albert Sanchez Gelabert, Josep M. Duart, Universitat Oberta de Catalunya, Spain

Validation of the Community of Inquiry Survey (Spanish Version) at UNED Courses
  Ines Gil-Jaurena, Daniel Domínguez Figaredo, Belen Ballesteros Velázquez, Javier Morentin Encina, Universidad Nacional de Educacion a Distancia (UNED), Spain
Exploring Students Cultural Experiences in an International Learning Project Using Digital Reality – Talktech

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

Session A2  Learning and Training for Work: Concept and Implementation

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

Approaches and Solutions that Match Digital Learning Realities of Modern SMEs

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

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

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

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

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

High Impact Practices: Addressing Workplace Needs

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

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

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

EURODL presents scholarly work and solid information about open, distance and e-learning as well as new dimensions of technology-enhanced learning. The journal is also an interactive platform – a place where you may comment, find links to interesting sites, prepare for conferences or look up conference documentation. EURODL has been launched and is supported by EDEN – the European Distance and E-learning Network.
Session A3  Digital Learning Theory and Governance

Room A101

Chair: Elsebeth Wejse Korsgaard Sorensen, Aalborg University, Denmark

Towards a Prototypical Categorization of Distance Education in Teacher Education
Andy Thys, Luc Vandeput, Jan Elen, KU Leuven, Belgium

Embedding Blended Learning Environments in Higher Education: Towards a European Maturity Model
Katie Goeman, Stephan Poelmans, Veerle Van Rompaey, KU Leuven, Belgium, Wiebe Dijkstra, Willem Van Valkenburg, TU Delft, Netherlands

Future Skills and Higher Education “Future Skill Readiness”
Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany

Digital (4) Education – A National Digital Strategy in the Context of the Transformation of a Country into a Digital Nation
Serge Linckels, Ministry of Education, Luxembourg, Luxembourg

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<th>Session A4</th>
<th>Workshop</th>
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| Room A102 | **Realizing the Potential of OER: Addressing the Challenges to Mainstreaming**

UNESCO IITE and OER Africa partnered to prepare a publication that critically reviews the growth of OER and its potential impact on education systems around the world. Many efforts have been made to promote OER over the past 20 years, which have resulted in growth of awareness, and the development of initiatives. OER still appears to remain on the margins in education and its impact is influenced by political and governmental changes, as well as a lack of funding to ensure sustainability. Given this, this workshop will focus on best practices within countries as catalyst on how to mainstream OER practices in countries.

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<th>Session A5</th>
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| Room A103 | **MITx MicroMasters Ecosystem and Its Early Use for Workplace Learning**
Tracy Tan, Massachusetts Institute of Technology, United States of America

Following on the initial launch in 2016, the MITx MicroMasters programs have attracted over 600 thousand global learners. Not only MIT itself, but 27 other global institutions from 17 countries now validate the credential through credit pathway offerings. Learners and industries see the MicroMasters credential a powerful engine for career development. Companies started to pilot employee development by adopting the MicroMasters courses. The session will reflect on the ecosystem around MITx MicroMasters two years in.

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| Room A104 | **The Value of Developing and Using MOOCs for Social Inclusion**
Timothy Read, Universidad Nacional de Educacion a Distancia (UNED), Spain, Alastair Creelman, Corina Lowe, Linnaeus University, Sweden, Beatriz Sedano, Universidad Nacional de Educacion a Distancia (UNED), Spain

This workshop is based upon the project MOONLITE, focusing on the application of MOOCs for displaced people with a view to their social inclusion, employment, and access to higher education.

Different aspects of this educational process will be presented and analysed, so that anyone working with refugees and migrants, or considering doing so, can understand the benefits and difficulties of using MOOCs and acquire relevant knowledge and best practices. Concepts and practices apply to inclusive approaches in general, thereby contributing to an inclusive higher education system.

<table>
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<tr>
<th>13:00</th>
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<th>14:00</th>
<th>Afternoon Plenary Session</th>
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<td>VIVES Auditorium</td>
<td>Chair: Delphine Wante, VIVES University of Applied Sciences, Belgium</td>
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**The Human Side of Education**

Nell Watson, Engineer - Educator - Tech Philosopher

Technological and social changes are coming quickly in our global society. How can we best ensure that education is preparing people for the future, instead of aligning with the assumptions of the past? Technology can unlock fantastic new capabilities to enrich education environments and enable more personalized learning. How can we ensure that such technologies enrich our most human aspects, guiding us not only towards quantitative improvements, but nurturing our characters as well? This talk explores these themes and suggests some best practices.
15:45   Parallel Sessions B

Session B1  Poster session

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

Howest Edhub: The Interaction Between Didactics, Learning Space and Technology
  Basiel Bonne, Rina Dauwens, Tijs Verbeke, Hogeschool West-Vlaanderen, Belgium

Designing and Assessing an Open Virtual Mobility MOOC: The Case Study of the “Media and Digital Literacy” miniMOOC
  Antonella Poce, Francesco Agrusti, Francesca Amenduni, University of Roma Tre, Italy

Flexible Teacher Training Program in Distance Learning
  Sofie Dossche, Matthias Lefebvre, VIVES University of Applied Sciences, Belgium

The Influence of High-Fidelity Patient Simulation Training on Self-Confidence and Stress in Nursing Education
  Sofie Merlevede, Birgit Vincke, Lisa Kerckhof, VIVES University of Applied Sciences, Belgium

Ponte en Linea: A Strategy from Data-Based Response System for Personalized Learning
  Jorge Leon-Martinez, Edith Tapia Rangel, National Autonomous University of Mexico, Mexico

Connecting with Students in an Open Distance Learning
  Rodney Mabusela, Itumeleng Molefe, University of South Africa, South Africa

The Four Most Common Challenges to Designing Blended Learning: A Literature Review
  Ruth Boelens, VIVES University of Applied Sciences, Belgium, Bram De Wever, Michiel Voet, Ghent University, Belgium

Teachers’ and Students’ Views on the Effectiveness of Technology Integration into Teaching and Learning in Muscat, Oman
  Adenike Adeyiemi, Evdokia Pittas, Unicaf University, Cyprus

Session B2  Socio-cultural Features of ICT Enhanced Learning

Auditorium Montanus  Chair: Peter Bryant, University of Sydney, Australia

MAAM Project – How Digital Learning can Bring Life into the Workplace
  Elisa Vimercati, Francesca Cirianni, LBV, Italy

Free Digital Distance Learning for Employability and Social Inclusion: The Perceptions of Migrants Living on the Maltese Islands
  Joseph Vancell, University of Hull, United Kingdom, Teemu Patala, ChangeLearning Alliance, Finland, Alan Bruce, ChangeLearning Alliance, Ireland
Digital Learning Technologies in Processes of Innovation and Democratic Change? – Reflections and Questions
Elsebeth Wejse Korsgaard Sorensen, Aalborg University, Denmark

Yesterday-Today-Tomorrow: An e-Learning Program on Migration
Bryan McCormack, Yesterday-Today-Tomorrow (YTT) Association, France, Paola Perucchini, University of Roma Tre, Italy

Session B3 Collaborative Learning in Online Environments

Auditorium Laurin

The Instructional Design of an Online Learning Environment (RISSC) for Upper Secondary School Students’ Research Skills
Louise Maddens, Fien Depaepe, Annelies Raes, Jan Elen, KU Leuven, Belgium

Educational Technology for Active Connections in Blended Learning Environments
Philip Uys, Charles Sturt University, Australia

Towards Matching Access with Success: Using Technology to Create an Effective Learning Environment for Postgraduate Distance Learning Students
Karin Muller, Marilize Putter, Pietro Odendaal, Milpark Education, South Africa

Digital versus Manual. Two Sides of the Same Coin
Ingrid LeRoux, University of Pretoria, South Africa

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The online portfolio of Simulis makes skills and competences transparent for students and teachers - both during school time and afterwards.

The Simulise portfolio can be used - free of charge - after school by former students.
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<td>Room A101</td>
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### Quality, Assessment and Evaluation

**Chair:** Elena Caldirola, University of Pavia, Italy

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

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

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

Deborah Adair, Quality Matters, United States of America

**Considerations for Quality Assurance of E-learning Provision**

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

**A Metacognitive MOOC Framework**

Jennifer Roberts, Ignatius Gous, UNISA, South Africa

### OpenVM: e-Assessment of Competences for Open Virtual Mobility

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

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

In order to get the greatest benefit from the workshop, participants should come equipped with a laptop, tablet or smartphone."
<table>
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<tr>
<th>Time</th>
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<tr>
<td>15:45</td>
<td>EDEN Fellows Council Meeting</td>
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<td>upon invitation</td>
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<td>17:15</td>
<td>Break</td>
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<tr>
<td>17:30</td>
<td>Game &amp; Wine Event</td>
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**Room D012**  
**Design, Implementation, and Evaluation of Future Learning Spaces - Findings & Reflections Based on the TECOL@Kulak Project**

Fien Depaepe, Annlies Raes, KU Leuven, Belgium

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

**D110 (first floor)**

VIVES Bruges holds the VIVES Archive of Games, the largest collection of games in the world, with more than 20,000 titles and many educational (party) games. In the archive, you will find the most recent (educational) games, but also some very old games are kept in the closed section. The oldest game dates back to 1810!

EDEN members and conference delegates are invited to visit the Archives, entertain with exciting games and savour good wines.
Televic Education is a world leader in the development of research-based solutions that help solve training, quality, certification, accreditation, permanent evaluation and collaboration challenges in many different industries.

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Televic Education is part of Televic, an international company specialized in innovative communication technology. Televic, headquartered in Belgium, employs over 700 employees worldwide, and maintains operations across Europe, Middle East, Asia and the US.

**Evaluating, examining, certifying**

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

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- Automatically improve and publish scores and send custom messages
- Evaluate results with clear statistics and reports
- Deliver certificates for stages taken successfully
- Manage groups, users and access codes

The impact on your organisation? More objective examination, faster and automated marking and high-quality measurement of knowledge. assessmentQ also provides you with extensive features for analysis and reporting. Thanks to the automatic tracking and logging of all exams, you can not only share the results with end users using custom messages, but you can also improve course materials, exams and tutors in a well-founded manner.

Making Connections in Distance Education: Research-based Reflections on Hybrid Classrooms
Jan Elen, KU Leuven, Center for Instructional Psychology and Technology, Belgium

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

Connecting Educators for More Effective Digital Age Learning: Opportunities and Challenges from European Research
Yves Punie, Senior scientist, European Commission, Institute for Prospective Technological Studies (JRC IPTS)

The new Europass Framework and the European Digital Credentials Infrastructure - Introduction to the Workshop: Towards a Digital European Labour Market
Angeliki Dedopoulou, European Commission, European Skills, Competences, Qualifications and Occupations

11:00 Coffee Break

Pop-up Classroom: Creating Possibilities and Inspiration for the Integration of New Technologies in Higher Education Learning Environments
Sylke Vanderbruysse, Stefanie Dujardin, Kurt Galle, VIVES University of Applied Sciences, Belgium

Evaluation in Distance Education @ VIVES: Some Tools and Trends
Hendrik Coucke, Koen Verhulst, Sylke Vanderbruysse, VIVES University of Applied Sciences, Belgium
Session C2  Digital Learning Theory and Governance

Auditorium Montanus  Chair: Deborah Arnold, AUNEGe, France

**Hearables: eLearning in the Workplace**  
Rory McGreal, Athabasca University, Canada

**Connecting Stakeholders through Educational Technology for Effective and Digitalised Higher Education Environments**  
Christian-Andreas Schumann, Claudia Tittmann, Kevin Reuther, Helge Gerischer, West Saxon University of Zwickau, Germany, Feng Xiao, Oliver Schirmer, Tongji University Shanghai, China

**Yesterday, Today and Tomorrow: The Blossoming Art of Teaching and Learning Required to Prepare Students for the 4th Industrial Revolution**  
Ignatius Gous, UNISA, South Africa

Session C3  Learner Perceptions, Characteristics and Attitudes

Auditorium Laurin  Chair: Antonella Poce, University of Roma Tre, Italy

**Approaches and Methodologies to Support Critical Reflection**  
Jean Claude Callens, VIVES University of Applied Sciences, Belgium

**Exploring the Emotions of Distance Learning Students in an Assessed, Online, Collaborative Project**  
Jake Hilliard, Karen Kear, Helen Donelan, Caroline Heaney, The Open University UK, United Kingdom

**Disclosing Learners’ Behaviour and Engagement into Online and Blended Courses: Case Study of Vytautas Magnus University**  
Giedre Tamoliune, Margarita Tereseviciene, Vytautas Magnus University, Lithuania, Josep M. Duart, Universitat Oberta de Catalunya, Spain, Justina Naujokaitiene, Vytautas Magnus University, Lithuania

**Student Preferences within a Holistic Blended Learning Environment**  
Bernice Beukes, Karin Barac, Lynette Nagel, University of Pretoria, South Africa
Session C4  Workshop

Room A101  From Recipes in Hell’s Kitchen to Serving in the First Dates Restaurant: How might Teachers, rather than Designers, in Distance Education use Advanced Learning Analytics?

Tom Olney, The Open University UK, United Kingdom

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

Session C5  Workshop

Room A102  Towards a European Digital Labour Market

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

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

Session C6  Workshop

Room A103  Augmented and Virtual Reality – In Reality: Connections to Learning, the Workplace, and Community

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

Leaders in the field of online learning will share concrete “best-in-class” examples as they discuss the significant impact AVR is having on the digital classroom and workplace experience. The presenters in this session will discuss the role of AVR in education and the workplace as they critically analyse its benefits and its challenges. They will present recent examples of best practice and discuss their experiences, focusing on specific pedagogical uses of the emerging tools and techniques of Augmented and Virtual Reality.

Session C7  Training

Room A104  What Digital Competences Teachers in HE Need Today?

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

With the advancement of the digital age, teaching methods are being changed, but still it dominantly remains upon teachers to decide whether or not they will follow new technologies and implement them in their teaching. How do digital competencies differ from non-digital, can they be separated at all? What digital competences teachers need to have innovative, engaging teaching? All this will be discussed in this training session. The participants will discuss what digital competence is for them, what are their needs and define what they need to improve the quality of teaching and make it more innovative.
13:00 Lunch

Lunch will be provided at the campus restaurant.

14:00 Parallel Sessions D

Session D1 Posters

Campus restaurant

Moderator: Helga Dorner, Central European University, Hungary

Validation of Quality Indicators for e-Learning
Dieter Maes, Marieke Metzger, Heidi Vanden Eeckhoute, VIVES University of Applied Sciences, Belgium

A Serious Challenge for Lifelong Learning – Narrowing the Gap between Natural (Informal) and Formal Learning by Using Infocommunication Technologies
Aniko Kalman, BME, Hungary, Zoltan Szuts, BME, Hungary

Higher Motivation and Sustainability of Knowledge through Social Media for Teens
Natasa Rizman Herga, Andreja Kolar, Primary school Ormoz, Slovenia, Dejan Dinevski, University of Maribor, Slovenia

The Role of Motivation in Computer-Supported Collaborative Learning (CSCL) in Business Education – A Focused, Narrative State-of-the-Art Literature Review
Carina Aichinger, Mathew Docherty, Sandra Muhlbock, David Kronawettleitner, University of Applied Sciences Upper Austria, Austria

A Systemic Model for Persistence – A Humanistic Thinking
Tomas Bautista, Open University and Distance Education Coordination (CUAED), National Autonomous University of Mexico (UNAM), Mexico

From Idea to Impact: A Quality Assurance Model for Moving Digital Innovation to Standard Operating Procedure
Deborah Adair, Quality Matters, United States of America

Session D2 Policy Development in Organizations

Auditorium Montanus

Chair: George Ubachs, EADTU, Netherlands

10 Years of Learning Design at the Open University: Evolution, Findings and Future Direction
Gerald Evans, The Open University UK, United Kingdom

Precarious Voices: The Shared Hopes and Dreams of those Teaching and Supporting Learning in Digital Contexts
Peter Bryant, University of Sydney, Australia, Donna Lanclos, Anodyne Anthropology, LLC, United States of America, David White, University of the Arts London, United Kingdom

Educating for Interdisciplinary Competences: A VIVES-Framework
Elien Sabbe, David Wemel, VIVES University of Applied Sciences, Belgium
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<th>MOOCs: Enriching and Consolidating the Experience</th>
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<td>Auditorium Laurin</td>
<td>Chair: Sarah-Guri Rosenblit, The Open University of Israel, Israel</td>
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<td><strong>Massive, Partially Online CS1 Course</strong></td>
<td>Tamar Vilner, Ela Zur, The Open University of Israel, Israel</td>
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<td><strong>Reasons for Attending a MOOC: A Survey on EduOpen Learners</strong></td>
<td>Annamaria De Santis, Katia Sannicandro, Claudia Bellini, Tommaso Minerva, University of Modena and Reggio Emilia, Italy</td>
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<td><strong>Back to the Future, the Learner Strikes Back: Feedback and Reflection as Key Elements in MOOC re-Design</strong></td>
<td>Conchur Mac Lochlainn, Mairead Nic Giolla Mhichil, Elaine Beirne, Mark Brown, Dublin City University, Ireland</td>
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<td><strong>MOOCs Integration into Campus-Based Curricula: The Case for Russia</strong></td>
<td>Tatiana Semenova, Ksenia Vilkova, National Research University Higher School of Economics, Russian Federation</td>
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<td><strong>Automatic Transcription Software: Good Enough for Accessibility? A Case Study from Built Environment Education</strong></td>
<td>Tharindu Liyanagunawardena, University College of Estate Management, United Kingdom</td>
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<td><strong>eLene4Life: Active Learning for Soft Skills – University-Corporate Connections and Cross-Fertilisation</strong></td>
<td>Deborah Arnold, AUNEGe, France, Mirela Mazalu, European University Colleges Association, Belgium, Matteo Uggeri, Fondazione Politecnico di Milano, Italy</td>
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<td><strong>Switching channels: the changing role of video in European universities</strong></td>
<td>Sally Reynolds, ATIT, Belgium/Media &amp; Learning Association</td>
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<td><strong>Innovating a Flexible Concept Based Curriculum in a Course: An Experience Using Fractal Model</strong></td>
<td>Larisa Enriquez Vazquez, Universidad Nacional Autonoma de Mexico, Mexico</td>
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<td><strong>ABC Blended Learning (re)Design: How to Engage your Academics Rapidly and at Scale</strong></td>
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<td></td>
<td>Natasa Perovic, Clive Young, UCL, United Kingdom</td>
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*How can we best help our time-pressured academics design rich blended and online courses? UCL has developed ABC LD, an effective and engaging learning design method, that is being used with great success in European HE institutions. In this workshop academic teams work together to create a visual “storyboard” using cards to outline the type and sequence of learning activities. The ABC LD method is being used for learning design, academic development, strategic development, review of technical and support environment and analytics.*
Session D6  Workshop

Room A103  **Utilising a Meta-Data Standard for Digital Credentials and Recognition of Open Learning**

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

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

Session D7  Workshop

Room A104  **Information Literacy / Critical Information Fluency in Distance Education**

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

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

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

15:30  Coffee Break

Campus restaurant

16:00  Parallel Sessions E

Session E1  International and National Learning Development Cases

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

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

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

**The Internationalization of the XXI Century Universities: Uninettuno Model**

Maria Amata Garito, Universita Telematica Internazionale UNINETTUNO, Italy

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

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

**A Networked Learning Environment for the Education of an Architect**

Melis Baloglu Asut, Yuksel Demir, Istanbul Technical University, Turkey
Session E2  Open Education Resources - Strategy and Practice

Auditorium Laurin  Chair: Alastair Creelman, Linnaeus University, Sweden

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

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

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

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

**Virtual Learning Environment for Open Online Learning**

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

**Promoting Personalized Learning Design: The Role of Online Pedagogical Intervention**

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

Session E3  Teachers Professional Education and ICTs

Room A101  Chair: Christian-Andreas Schumann, West Saxon University of Zwickau, Germany

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

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

**Teaching the Generation Z**

Hristo Chukurliev, New Bulgarian University, Bulgaria

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

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

**Informal Learning: Contributions of Technology in a Digital Society**

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

Session E4  Training

Room A102  

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

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

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

During the workshop, participants will be invited to develop the outline of a MOOC on digital skills for CI employers, working in small interdisciplinary groups. The DigiCulture workshop will support networking among people who operate in the field of CI, digital skills and open education, enforcing the impact of their previous experiences.
The 2019 EDEN Best Research Paper Award

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

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

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

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

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

A1 Human Capital in Online Higher Education Settings: a Socio-Educative Perspective Applied to Graduates of an Online University
   Riccardo Valente, Albert Sanchez Gelabert, Josep M. Duart, Universitat Oberta de Catalunya, Spain

A3 Future Skills and higher education “Future Skill readiness”
   Ulf-Daniel Ehlers, Baden-Wurttemberg Cooperative State University, Germany

B3 Digital versus Manual. Two Sides of the Same Coin
   Ingrid LeRoux, University of Pretoria, South Africa

B3 The Instructional Design of an Online Learning Environment (RISSC) for Upper Secondary School Students’ Research Skills
   Louise Maddens, Fien Depaepe, Annelies Raes, Jan Elen, KU Leuven, Belgium

C3 Approaches and Methodologies to Support Critical Reflection
   Jean Claude Callens, VIVES University of Applied Sciences, Belgium

C3 Exploring the Emotions of Distance Learning Students in an Assessed, Online, Collaborative Project
   Jake Hilliard, Karen Kear, Helen Donelan, Caroline Heaney, The Open University UK, United Kingdom

D3 Back to the Future, the Learner Strikes Back: Feedback and Reflection as Key Elements in MOOC Re-design
   Conchur Mac Lochlann, Dublin City University, Mairead Nic Giolla Mhichil, Dublin City University, Elaine Beirne, Dublin City University, Mark Brown, Dublin City University, Ireland

D4 Automatic Transcription software: Good enough for accessibility? A case study from Built Environment Education
   Tharindu R. Liyanagunawardena, University College of Estate Management, United Kingdom

Previous winners of the EDEN Best Research Paper Award:
http://www.eden-online.org/

Look for the BRPA star in the programme to easily find the nominated papers
Goodbye Administration Hassle, Hello Feedback!

Johan van den Heuvel, Ans Delft, Netherlands

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

Innovating International Higher Education by Virtual Mobility


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

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

The Conference Gala Dinner will be held in the Market Halls of Bruges. Standing on the market square of Bruges there is one building that immediately attracts your attention, the market halls and its Belfry.

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

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

Address: Markt 7, 8000 Brugge, Belgium

Best Research Paper Award Ceremony

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

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

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**CALL FOR JOURNAL PAPERS**

**European Journal of Open, Distance and E-Learning**

**Special Issue for The European Journal of Open, Distance and E-learning:**

“**Innovations for the Future with Digital Learning for Inclusion**”

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

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

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

**Submission deadline: 1 February, 2020, read more at www.eurodl.org**
Moderator: David Wemel, VIVES University of Applied Sciences, Belgium

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

**ABC to VLE beyond Curriculum Design**
Natasa Perovic, Clive Young, UCL, United Kingdom

**Europeana Media**
Sally Reynolds, Audiovisual Technologies, Informatics and Telecommunications - ATiT, Belgium

**eLene4Life: Learning and Interacting to Foster Employability**
Deborah Arnold, AUNEGe, France

**EFE – Entrance into future education**
Mathy Vanbuel, ATIT / MLA, Belgium, Karine Hindrix, UC Leuven-Limburg, Belgium

**Livelab – The Importance of a Team-based Interprofessional Practice Placement” (TIPP) in Primary Care to Increase Interprofessional Collaboration (IPC) for Undergraduate Healthcare Students**
Tony Claeys, Hanne Vrijsen, VIVES University of Applied Sciences, Belgium

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

**Matching Graduates’ Skills and Labour World Demands through Authentic Learning Scenarios**
Adriana Ornellas, Universitat Oberta de Catalunya, Spain, Nuria Vilanova, Robert Candel, Institut Obert de Catalunya, Spain

**DigiCulture - Improving the Digital Competences and Social Inclusion of Adults in Creative Industries**
Diana Andone, Politehnica University of Timisoara, Romania
### Session F3  Applications of Games and New ICT Tools in Education

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

- **Virtual Reality Training for Aviation Maintenance, Repair and Overhaul (Vi-MRO 1.0)**  
  Joke Van Vooren, VIVES University of Applied Sciences, Belgium

- **Finding their Place in the World: Using Digital Storytelling to Understand the Intersections Between Students Technology Use and their Work, Life, Play and Learning**  
  Peter Bryant, University of Sydney, Australia

- **Five Years of Kahoot! in the Classrooms – What does Research Tell Us?**  
  Matthias Murawski, Md Tawhid Hasan, Markus Bick, ESCP Europe Business School Berlin, Germany

- **Models for the Design of a Gamified System in an E-Learning Context**  
  Amanda Garcia Alvarez, Universitat Oberta de Catalunya, Spain

### Session F4  Workshop

**Room A103**  
Exploring a Framework for Shaping Tomorrow – Tackling Emerging Challenges Today  
Paula Shaw, University of Derby, United Kingdom

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

### Session F5  Workshop

**Room A104**  
Sustainable Conferences and Projects – Time for Virtual Collaboration  
Alastair Creelman, Linnaeus University, Sweden, Niklas Brinkfeldt, Dalarna University, Sweden

> As professionals in the field of distance and e-learning, it is surely time for us to lead the way in testing new online platforms and tools for virtual conferences and international collaboration that can contribute to a reduction in the need to fly to meetings. There are many promising examples of virtual conferences and seminars but essential elements of physical meetings, such as informal discussions and networking, are hard to replicate in an online setting. This workshop will offer an opportunity to discuss these issues, share experience and current best practice and create a space for further discussion and collaboration.

11:00  
Coffee Break

Campus Restaurant
11:30    Closing Plenary Session

**VIVES Auditorium**

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

**EDEN 2020 Annual Conference Host Presentation**

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

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

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

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

**Conference Conclusions and Closing Remarks from the Council of EDEN Fellows**

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

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

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

**Conference Closing**

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

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

13:30    Farewell Coffee and Sandwiches

**Campus restaurant**

14:30    VIVES Campus Tour

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

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