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Learning in the Synergy of Multiple Disciplines

4th European Conference
on Technology Enhanced Learning, EC-TEL 2009
Nice, France, September 29–October 2, 2009
Proceedings

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Preface

This conference on technology enhanced learning is the fourth event in a series that started in 2006. It was held from September 29th to October 2nd, 2009 in Nice (France). The EC-TEL conference series provides a forum for presenting and promoting high-quality research in the area of technology enhanced learning.

The EC-TEL conference was originally launched by the European network of excellence ProLearn and attracted many people from both the ProLearn and Kaleidoscope networks of excellence. In 2009, a new European network, STELLAR, was launched, which continues the work and success of the former networks and takes a broader multi-disciplinary perspective. A key issue is making the research communities aware of the different projects and activities within Europe and beyond. The aim is to build an integrated research arena in which groups with different backgrounds can build on each other and where the synergy between multiple research approaches and disciplines is fostered.

The face of learning is changing substantially. As a result, the topic of technology enhanced learning has to take a broader interdisciplinary perspective. Formal learning is surrounded by a variety of opportunities for informal learning, classroom learning is complemented by workplace learning, and even the frontiers between teaching and learning are disappearing. People are learning collaboratively, they engage in knowledge communities and change from knowledge recipients to knowledge producers. These developments are driven by new technologies: large scale knowledge repositories provide learners with content and support them in an individualized and adaptive way; semantic technologies provide contextualized and task-specific information; the Web 2.0 enables people to participate actively in knowledge communication and knowledge construction, mobile and ubiquitous computing technologies enable the integration of informal and formal learning support. These new tools and technical means call for psychological and educational models of learning, which will have to take into account the vast diversity of situations in which learning takes place today, as well as the specific needs of individuals, tutors and organisations.

The papers submitted to this conference reflect this broad range of topics. A total of 25% of all submissions used the keyword “user-adaptive systems and personalisation”, which has been a typical topic of advanced learning environments for many years. The keywords “learning communities and communities of practice” and “collaborative knowledge building” were used by 23% of the submissions. These topics indicate a new perspective on learning and a drift from formal to more informal and natural learning. This tendency is also evident in the strong presence of the keywords “informal learning”, “learner motivation and engagement”, “problem and project-based learning”, “distance learning”, “knowledge management and organisational learning”, and “instruction design”.

One fifth of the submissions exploited the newly emerging technological directions of “semantic web and Web 2.0”.

The EC-TEL 2009 was truly international and highly competitive. Overall, 136 paper submissions and 22 poster submissions from 469 authors in 43 countries were received. The majority of submissions came from European countries (29 countries), but authors also came from 8 Asian and 4 American countries, as well as one African country. One submission was received from Australia. Program Committee members, coming from 19 countries, represented a broad spectrum of disciplines connected to technology enhanced learning. A rigorous review process was conducted where each submission was reviewed by at least three reviewers.

Out of all submissions, 35 were accepted as full papers (22%), 17 as short papers and a further 35 as posters. In the proceedings, the full papers are allowed up to 15 pages and the short papers and posters up to 6 pages. The conference programme included three keynote speakers who gave an idea of the wide range of technology enhanced learning. Short abstracts of the keynote talks are included in the proceedings.

The contributions presented in this volume show the colourfulness of research in technology enhanced learning. They describe technical innovations, demonstrate creative educational settings, invent exciting research questions and show successful implementations. We are confident that this spectrum of research will promote creativity and synergy.

A conference of this size would not have been possible without the invaluable help of the organising committee: the workshop chairs Nikol Rummel and Peter Dolog, the doctoral consortium chairs Frank Fischer and Stefanie Lindstaedt, the demonstration chairs Alexandra Cristea and Nikos Karacapilidis, and the industrial session chair Volker Zimmermann. Special thanks go to the head of the local organizing team Katherine Maillet, as well as the publicity chairs Marcela Morales and Mohamed Amine Chatti.

The EC-TEL 2009 conference promises to be a stimulating research event, presenting state-of-the-art projects and shaping the future of technology enhanced research in Europe and beyond.

September 2009

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