

NGL 2012

NEXT GENERATION LEARNING CONFERENCE

February 21-23, 2012 | Falun, Sweden

Dalarna University in collaboration with KTH Royal Institute of Technology invites you to submit session proposals for the Next Generation Learning conference, a Nordic conference on the implications for learning and education of the digital revolution. The conference is aimed at development and research projects on NGL in both educational and professional settings.

NGL – Next Generation Learning

Next Generation Learning embodies a vision of a learning that rests on collaboration and open dialogue, facilitated by technical innovation and suited to each individual, regardless of learning style, life situation or reasons for studying.

NGL is primarily about the development of pedagogy, pedagogy that drives technical development and about how we can utilize technology available to us today to help solve pedagogical challenges.

About the organizers

The NGL programme at Dalarna University is a research and development programme aimed at developing a pedagogy that utilizes technology to help solve pedagogical challenges. We hope to facilitate the inevitable merger of campus-based education and so called distance education and take a holistic approach to education and learning. Dalarna University is home to 18 000 unique students, with 2/3 of them currently involved in mainly collaborative, synchronous online learning. An important part of Dalarna University's efforts to develop Next Generation Learning is the research school on technology-mediated knowledge processes, with over a dozen PhD students.

KTH is the largest technical university in Sweden. KTH has nearly 15 000 full-time equivalent students, ranging from bachelor to doctoral students, and 3 900 employees. We have developed cutting-edge services, such as kth.se/social and mattecoach.se. Our research group on technology-enhanced learning (TEL) includes about 25 researchers and focuses on evaluating and developing technology for learning.

Topics of the conference

We welcome session proposals that have relation to Next Generation Learning in higher education, school settings and professional settings. Both research and development projects are of interest. Topics include areas such as, but are not limited to:

Mobility and learning

New mobile technology, like that in smartphones and tablets, gives new opportunities for learning that is no longer confined to traditional educational settings. Sessions on this topic could concern areas such as, but not limited to:

- Technological solutions to existing pedagogical issues
- Individual adaption mediated by mobile technology
- Pedagogy on mobile platforms
- Innovative educational settings mediated by mobile technology

Self-paced learning and open educational resources

Flexibility in time and space is often regarded as the foremost benefits of online learning, but even online learning is often affected by limitations in teacher resources and varied time and engagements of participating students. This leaves online learning flexible, but only to a certain extent. Self-paced learning is the notion of a study mode that is truly flexible and adaptable to suit the student's individual needs and living conditions. A closely related topic is that of Open Educational Resources, a phenomenon that is gaining momentum in educational institutions, driven by the likes of MIT and Open University and further facilitated by platforms such as iTunes U and Youtube Education. Sessions on this topic could concern areas such as, but not limited to:

- Open Educational Resources in relation to informal learning
- Open Educational Resources and accessibility
- Quality in Open Educational Resources
- Examples of Nordic forays into Open Educational Resources
- Developing course modules
- Delivering flexible education
- Personalized education
- Unbundling of education

Information-tools and knowledge processes

Man's different ways to, alone and together with others create, process and transfer knowledge have developed throughout the years. In addition to prerequisites such as structure of society and power configurations technical innovations, from cuneiform to digitalization, have had crucial effect. It is clear that learning is affected by the fact that information and communication is technology-mediated, with flexibility concerning space and/or time. Sessions on this topic could concern areas such as, but not limited to:

- Collaborative learning mediated by ICT
- Socio-cultural learning and ICT
- Modern ICT in the context of the history of ideas
- Mobile communication in teaching and learning processes.
- Secure, digital examination
- Technical solutions for learning communities

New knowledge processes in working life

New forms of knowledge creation and spreading of knowledge in for example health care, industry and school both demand and create changes in the way we perform our professional tasks. Technical innovations such as decision support and other tools are available in many professions. Professional roles and relations change when the expert (the doctor, the engineer, the teacher a.s.o.) no longer has sole right of knowledge. Sessions on this topic could concern areas such as, but not limited to:

- New roles of professionals in the light of technical innovations
- Relations of power and knowledge and the effect of free access of information

Web-based higher education

People learn in dialogue with others. Continuous access to virtual meetingplaces facilitates frequent synchronous and asynchronous meetings between students and teachers with immediate access to information. Formal learning in web based courses interacts with informal learning at the work place or in the spare time. Sessions on this topic could concern areas such as, but not limited to:

- Students' and teachers' behavior in web-based higher education
- Power configurations in teaching and learning processes

Collaborative learning

Collaborative learning is the concept of achieving learning goals together with other learners. In this topic we want to look at some of the aspects relevant to collaborative learning. As new tools for collaborative and interactive learning emerge, such as social media the need grow for research. Issues and questions related to collaborative learning grows increasingly interesting as the use of collaborative learning spreads in primary and secondary education. Sessions on this topic could concern areas such as, but not limited to:

- Collaborative learning in the classroom
- Assessment in collaborative learning processes
- Social media in educational and work settings

Learning environments and the modern school

Innovations in educational technology challenge traditional school structures and create immense possibilities to create learning environments that facilitate learning.

- School structures in the face of educational technology
- Informal learning environments

Submission information

If you wish to present at the Next Generation Learning Conference please submit your proposal via our website by September 30th, 2011. Proposals should include title, relevant conference theme, and a 400-word abstract. Please do not include name, department, institution or contact information in your proposal, you will be prompted to provide relevant information when you submit your proposal.

Submitted proposals will be subject to peer-review by the scientific committee for the conference. Papers must not have been previously published or submitted elsewhere.

If accepted, the paper must be personally presented at the Next Generation Learning Conference by the author or one of the co-authors. The presenting author(s) must register for the conference.

Presentations

Presentations are 15 minutes with an additional 10 minutes allocated for questions and discussion. You can choose to present a research or development project.

Your abstract of maximum 400 words should include:

- Purpose and goal of the project
- Method
- Results/reflections (so far) of the project

Your submission should also include the following:

- Title on your proposal
- A summary, 50 words, for the conference programme

Workshops

A workshop is 90 minutes and should be designed so that participants of the session collaborate on a specific issue, related to Next Generation Learning.

Your abstract of maximum 400 words should include:

- A background to the workshop
- A preliminary plan for the workshop, complete with estimated time for each activity
- A intend target group for the workshop

Your submission should also include the following:

- Title for your workshop
- A summary, 50 words, for the conference programme

Poster Session

The session takes place in an open environment during an allocated period of time during the conference. The idea is to provide an inclusive climate for dialogue, discussion and networking. A presenter's contribution to the session could be to talk about certain pedagogical ideas, a demonstration of a program or a certain way to work. As a presenter you will get a designated space to present your contribution.

Your abstract of maximum 400 words should include:

- A description of the form of your contribution
- A description of the content of your contribution

Your submission should also include the following:

- Title of your contribution
- A proposed purpose of your contribution
- A summary, 50 words, for the conference programme

Important deadlines

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|------------------------|----------------------------|
| • September 30th, 2011 | Submission deadline |
| • October, 2011 | Notification of acceptance |
| • February 21-23, 2012 | NGL2012 |

Further information

For any more information on each topic and contact details of the scientific committee or program chairs, visit <http://www.du.se/ngl/NGL2012>