Links-up - Learning 2.0 for an Inclusive Knowledge Society - Understanding the Picture

Work Package 6
Production and Dissemination

Deliverable 14
Links-up Events

Authors: Eva Suba, Eva Szalma, Andras Szucs, Sandra Schön, Joe Cullen, Thomas Fischer, Else Rose Kuiper, Martijn Hartog

Contributors: All Project Partners

(Project Reference: 505544-LLP-1-2009-1-DE-KA3-KA3MP)
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0. Executive Summary

The objective of the Events organised and presentations were twofold. On one hand we aimed at the effective dissemination and exploitation of the Links-up project outcomes, on the other hand we aimed at involving stakeholders of the project and target groups via 'Learning Dialogues' and events to ensure sustainability on a long term. The primary target groups for the dissemination and exploitation activities have been targeted when organising and selecting events where Links-up was presented: EU and national government agencies, policy-makers; Learning and inclusion networks; training providers. Events started at an early stage of the project to ensure continuity and deeper involvement of target groups. Events included the three Learning Dialogues combined with national events and the Final Conference (reported separately) with intensive exchange of opinions and experiences using action learning set methodology and role-plays.

Based on the participant feedback at the first Learning Dialogue, the project consortium decided to concentrate efforts on the local initiatives and their learning path during the validation experiments while launching dissemination actions targeted on fellow researchers in trendsetting positions. Based on this strategy, Links-up were mostly set in international or national scientific conferences. During the events participants were asked to put themselves in the position of grass-root initiative facilitators and policy makers to exchange opinions and experiences on the key research questions of the project. An introduction of experiences of previous events and ongoing emerging results of the project were fed back to the event participants to fertilise discussions. Events included Learning Cafés at the Plymouth e-Learning Conference 2010, at the EduMedia Conference 2010 as well as the 2010 EDEN Annual Conference, keynote speeches and workshops at the NEXT regional conferences in 2010 and 2011, various activities at the EDEN 2011 Annual Conference, the presentation of a research paper and interactive discussions at the e-Challenges e-2011 Conference, the Final Links-up Conference and an additional Online Webinar.

One of the outputs of such events were the recorded interviews of 5 key researchers and experts on the field of open learning (Prof. Aharon (Roni) Aviram, Chair of the Center for Futurism in Education at Ben-Gurion University, Steve Wheeler, Associate Professor at the University of Plymouth and Edublogger, Ingeborg Bo, Member of the Board of Trustees of the ICDE (International Council for Open and Distance Education, Graham Attwell, Director of Welsh independent research institute Pontydysgu, Associate Fellow at University of Warwick, UK and University of Bremen, Germany, Maruja Gutierrez-Diaz, Advisor to the Director, Education and Culture, European Commission; Former Head of Unit Innovation and Transversal Policies, European Commission) published on YouTube and on the project website (details and links on the interviews are included in the Report on Learning Dialogues).

As Links-up events were supported by presentations at selected conferences, announcements at the project website and through regular Links-up Newsletters and project presence on social web channels such as YouTube, Facebook, Twitter, elearningeurope.info community and EDEN social web community with considerable amount of visits, shares and readers.
1. Links-up Events for Dissemination & Exploitation

Dissemination activities aim at publicizing the project outputs to raise awareness of Links-up, to encourage participation and to contribute to the development of the state-of-the art in the field. Links-up events were varied in nature, they ranged from special Links-up workshops organised as Learning Dialogues, through Presentations on conferences to the Final Conference organised in cooperation with the FREE project’s final Seminar.

1.1 Plymouth e-Learning Conference 2010, Plymouth, United Kingdom

![Figure 1: 5th Plymouth e-Learning Conference (PeLC) 2010, Plymouth, United Kingdom, 08 & 09 April 2010](http://www2.plymouth.ac.uk/e-learning/)

**Authors:** Thomas Fischer & Thomas Kretschmer (Innovation in Learning Institute (ILI), Friedrich-Alexander-Universität Erlangen-Nürnberg), Joe Cullen (Arcola Research LLP)

**Presentation:** Thomas Fischer (Innovation in Learning Institute (ILI), Friedrich-Alexander-Universität Erlangen-Nürnberg)

Looking to the future of Learning 2.0 and 3.0

**Summary**

The concept of the Learning Dialogues of Links-up have been discussed and validated firstly with the participants of the Learning Plymouth eLearning Conference (PeLC), April 2010, Plymouth, United Kingdom (see http://www2.plymouth.ac.uk/e-learning/).

The Learning Café organised of 90 minutes length aimed at British academics. With a small audience, the discussion after the initial presentation (as contained in Deliverable 3 and on the Links-up website) was rather vivid. The main feedback received on the project activities was that the project goals and activities were quite interesting for them, however challenging and very hard to sustain.

**Abstract**

The use of second generation Internet technologies – what O'Reilly introduced as Web 2.0 and what today is extended to related terms such as Learning 2.0, Enterprise 2.0 and Quality 2.0 – such as web logs (blogs), video logs (vlogs), wikis, pod-casting, tagging, ‘folksonomies’ (as opposed to taxonomies), ‘peer-to-peer’ (P2P) networks, RSS Newsfeeds, ‘Open Source Software’ (OSS), social software and computing as well as virtual worlds, is seemingly opening up innovative, bottom-up and direct possibilities for innovative learning as well as for social and e-Inclusion.

Advocates of Web 2.0 furthermore suggest that the Internet is substantially moving from passive publication to active participation; that the Internet is one of the major knowledge repositories for personal knowledge acquisition and learning, may it be acquired formally, non-formally or informally.
It is furthermore increasingly argued that Web 2.0 applications can empower resistant learners and excluded groups by offering them new opportunities for self-realisation through collaborative learning, and by changing the nature of education itself.

Personal learning environments are expected to gradually complement, enhance and probably replace formal educational and training arrangements, with no separation between, school, home and work anymore, thus in increasingly pervasive and ubiquitous ways. Yet the evidence base for these conclusions is still fragmented and contested. There is for example also counter evidence that Web 2.0 can reinforce exclusion and reduce learning outcomes.

The European R&D project ‘Learning 2.0 for an Inclusive Knowledge Society – Understanding the Picture (Links-up)’ aims at exploring therefore three main issues:

- Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?
- Can isolated e-Inclusion experiments be mainstreamed?
- Is Learning 2.0 fundamentally changing the educational landscape?

Links-up will build on the results of what has been done so far; create synergies and collaborative working between currently isolated innovations in the field, and valorise state of the art to produce and test new pedagogic approaches and tools to support inclusive lifelong learning.

The proposed Learning Café will therefore first present the results of an in-depth study undertaken for the ‘Institute for Prospective Technological Studies’ (IPTS), a ‘Joint Research Centre’ (JRC) of the European Commission highlighting success factors and barriers of Learning 2.0 and Inclusion. Secondly an interactive prospective Learning Café will follow looking firstly at the transitions from Learning 1.0 to Learning 2.0 and will secondly draw a roadmap into the future of Learning 3.0. The Learning Café will utilise scenario planning techniques helping to identify future driving forces and developing two extreme, nevertheless continual scenarios: a best-case and a worst-case assessment of the future of Learning 2.0 and Inclusion. The Learning Café will finally contribute to the ‘Learning 2.0 Innovation Laboratory’, where the discussions can be followed up online.

**Presentation:**

1.2 NEXT 2010, Emmen, The Netherlands

Figure 2: NEXT: Social Use for Social Professionals, Emmen, The Netherlands, 10 May 2010

Organisation: De Naobershapsbank, Emmen
Keynote Speakers: Else Rose Kuiper, Senior Researcher, eSociety Institute, The Hague University of Applied Sciences & Haikie Raterink, Local Project Manager, Web in the Hood.

Summary

The idea behind the regional conference Next North was to highlight the chances and potential of the new social use of ICT to enhance social inclusion by local social professionals and policy makers. Local examples of information and networking where showed to support aims as empowerment, learning, networking, and integration. The keynote speeches focused on the value of social media for processes of empowerment and inclusive learning and the value of independent empowered citizens for the policymakers and the role professionals can play in this matter. The speeches stressed the importance of exchange of knowledge and research on every level: local, regional, national, in the EU and even wider. The workshop 'Empowerment of citizens included Links-up.

The observations of the participants on the different topics of the workshops were collected and reflected upon. The conference showed a clear and lively discussion on the importance of exchange, cooperation and research. Participants asked for more detailed researched work processes, they could use in their daily practice. They were glad to see publications and projects in the website of www.media4Me.org and www.linksup.eu.

Background setting

The Next North conference was organized by De Naobershapsbank, the local branch of Web in The Hood, were the validation experiment of Links-up takes place. Social use of ICT’s is defined in the EQUAL/ ESF report 'Vit@l Society: The new social use of ICT' (RIGA April 2006 ISBN 9984-19-892-8) as daily, personal and local use of ICT for stimulating social activities and networks by individual citizens.

Web in the Hood tries to inspire people to learn how to use sociale media in activities. By starting from the hobbies of the inhabitants they learn how to go about with the new media and can inspire others to use it too. This way they learn in an informal way to take part in a digital network society as The Netherlands is. In Bargeres (4.300 households) in Emmen some 3.000 visits a year take place.

Ms. Else Rose Kuiper, senior researcher of the eSociety Institute of The Hague University of Applied Sciences addressed the plenary of the conference as well as Haikie Raterink who illustrated her speech with local examples of empowerment and learning. The examples are also published on a
YouTube channel application. [http://www.youtube.com/user/BeeldkrantBargeres#p/a/u/0/ha-LzayjF](http://www.youtube.com/user/BeeldkrantBargeres#p/a/u/0/ha-LzayjF). The event supporting website can be found at: [www.bargeres.org/nextnoord](http://www.bargeres.org/nextnoord). Twitter hashtag used: #NEXTNoord.

**Agenda**

**Location: DE OPGANG in BARGERES**

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<th>Speaker/Topic</th>
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<td><strong>Start Cees van de Grift</strong> (Federation of Tenants S-E Drenthe)</td>
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<tr>
<td>13.15</td>
<td><strong>Else Rose Kuiper</strong> (eSociety Instituut): From Experiment to Method</td>
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<td>13.45</td>
<td><strong>Haikie Raterink</strong> (De Naoberschapsbank, Bargeres): Empowerment and Inclusive Learning</td>
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<td>14.15</td>
<td>Break</td>
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<tr>
<td>14.30</td>
<td><strong>Hans Strijbosch</strong> (Compaen Veendam): an activating computer and internet course what does it contribute to the life of volunteers and participants?</td>
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<td>14.40</td>
<td><strong>Lammie Polling</strong> (Andes, Borger-Odoorn): how to motivate people to get be active (film)</td>
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<td>14.50</td>
<td>Community Gardening with the support of ICT (film)</td>
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<td>15.00</td>
<td><strong>Bert Mulder</strong> (Associate Professor The Hague University of Applied Sciences) interviewed visitors of the conference about learning and evaluates the projects brought forward with the public; with guests from Veendam, Borger-Odoorn, Stadskanaal, Leeuwarden and Beilen.</td>
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<tr>
<td>16.00</td>
<td>Closure and drinks in De Naoberschapsbank aan de Alerderbrink 12, Emmen</td>
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**Methods**

This was a regional conference about the Web in the Hood approach in General and the outcomes of the projects including the validation experiment of Links-up. The editors of the validation experiment presented their first products (four small films) to an audience and Haikie explained the project. The experiment was at that time in the pre production phase and their main products, the website, the screen in the neighborhood, the newspaper and the youtube channel were starting up. The conference aimed at exchange of knowledge on ICT projects and learning from experiences and showing the opportunities for professional colleagues in the region.

The conference started with the presentation of cases, and a discussion with the guests to think about new opportunities offered by Learning 2.0.

**Key Notes**

Else Rose Kuiper explained about projects and research. Haikie Raterink showed examples from her work in Bargeres Emmen. She explained how she uses ICT as an instrument to support citizen's initiatives. This way she empowers people and shows them how to inspire others to join. E.G. she has an editorial board that gathers news in the neighbourhood. They learn how to write texts, make films and photo's and audio tapes. For each news item they choose the medium written newspaper, website, youtube, twitter, Linkedin, Hyves/ Facebook, flicker or flat screens in the neighborhood and the make combinations.
Participants share their experiences and gave their opinions on the value of these projects for empowerment and inclusive learning during the interviews of Bert Mulder.

The participants received the reports with examples of projects in The Netherlands and the flyer of Links-Up.

Regional Conference participants
Some 80 participants took part, amongst others: representatives of housing companies, other Universities, local project leaders, community workers, civil servants, health organizations, ICT designers and consultants and politicians.

Results
Positive Experiences:

- "I did not know how much social media can do, and what a good example we set here", politician of the Christian Democratic Party."
- "Could you guys come and advice us about Social Media for our institution?" Community workers of Midst of the province Drenthe. We see no way to avoid the use of social media."
- "It is not so difficult to motivate people to use digital means to enhance the effect of their initiatives, but someone has to be there to stimulate the idea how to use it."

Negative Experiences

- "The project to enhance quality of life with social use of ICT needs to be a part of a program. Until now it is a separate project which is facilitated badly" (Community worker from Veendam)
- "Without local working space, professional attention and a sustainable approach to take care there are computers, internet, beamers, mobiles the good work is difficult."
- "You need some talent for this."

Conclusions & Recommendations
More effort should go to the development of methods to support the inhabitants and the professionals. At least each community Institution should have one media professional. Social media should be a component of each social programme.
1.3 **EDEN Annual Conference 2010, Valencia, Spain**

**Figure 3:** EDEN Annual Conference 2010, Valencia, Spain, 09 – 12 June 2010

**Organisation:** European Distance and E-Learning Network (EDEN)

**Workshop Organisers:** Thomas Fischer (Innovation in Learning Institute (ILI)), Friedrich-Alexander-Universität Erlangen-Nürnberg), Joe Cullen (Arcola Research LLP), Davide Calenda (PIN S.c.r.l - Polo Universitario "Città di Prato"), Martijn Hartog (eSociety Institute, The Hague University of Applied Sciences), Eva Suba (European Distance and E-Learning Network (EDEN))

**Workshop ‘Is it all Just Twitter? Can Learning 2.0 Deliver the Goods on e-Inclusion?’**

**Summary**

It is increasingly argued that Web 2.0 can empower resistant learners and excluded groups by offering them new opportunities for self-realization through collaborative learning, and by changing the nature of education itself. Personal learning environments will replace formal education, with no separation between, school, home and work. Yet the evidence base for these conclusions is fragmented and contested. There is also counter evidence that Learning 2.0 can reinforce exclusion and reduce learning outcomes.

Participants in this workshop will have the opportunity to gain an understanding of the emerging landscape of Learning 2.0 for social inclusion; its main concepts as well as the present gaps in the knowledge base. Based on the research of the European project ‘Learning 2.0 for an Inclusive Knowledge Society - Understanding the Picture’ (Links-up), the workshop will provide participants with the opportunity to work with other experts and practitioners to exchange knowledge and good practices. The workshop format – using a ‘Learning Dialogue’ model – combines presentations, discussion and interactive working on three research themes:

- Is Learning 2.0 really supporting inclusive Lifelong Learning?
- Can isolated Learning 2.0 experiments be mainstreamed?
- Is Learning 2.0 fundamentally changing the educational landscape?

**Objectives**

- To introduce the Links-up project, and in particular its key research questions, to Conference participants
• To share some of the project’s emerging, and forthcoming, results on Learning 2.0 for an inclusive knowledge society
• To get critical feedback on the project approach, particularly how it should address its key research questions

Agenda

Session 1: Project Presentations (see for separate files containing the presentations)

1.1 Welcome to Links-up
(Thomas Fischer, Institute for Innovation in Learning [ILI], Friedrich-Alexander-University of Erlangen-Nuremberg, Germany, 10 minutes)

This presentation will introduce the key research questions the project is addressing alongside and present the applied methodology to answer the research questions. The three major research questions of Links-up are: 1. Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?; 2. Can isolated experiments and case studies be mainstreamed?; 3. Is Learning 2.0 fundamentally changing the educational landscape?

1.2 Emerging Results
(Davide Calenda, PIN - Servizi Didattici e Scientifici per l’Università di Firenze, Italy, 10 minutes)

This presentation will set out what has been done so far in relation to the research questions, present the landscape of Learning 2.0, highlight the gaps in our knowledge, and how the workshop can contribute to helping us fill the gaps and answer the research questions.

1.3 Building a Learning 2.0 Innovation Laboratory
(Facilitator: Martijn Hartog, eSociety Institute, The Hague University of Applied Sciences, The Netherlands, 10 minutes)

This presentation will outline the vision now technologies can support inclusion, the initial specifications and foreseen interactive services of the online co-laboratory of Links-up for Learning 2.0, Innovation and Inclusion.

Session 2: Learning Cafes: Review of the Research Question
(Introduction to the Methodology: Thomas Fischer, Institute for Innovation in Learning [ILI], Friedrich-Alexander-University of Erlangen-Nuremberg, 5 minutes)
(15 minutes for each Learning Café)

This takes the form of 3 interactive discussion groups involving the workshop participants. Participants rotate to join each group.

Review of the Research Questions

The aim of this round is to critically review the research questions and how the project is approaching them. Contribute to expanding our knowledge of what is the current state of the art in the field, building on participants’ own experiences. Each of the three groups is assigned to one Research Question i.e.:

- Group 1: Is Learning 2.0 really supporting inclusive Lifelong Learning?
  (Facilitator: Davide Calenda, PIN - Servizi Didattici e Scientifici per l’Università di Firenze, Italy)
- Group 2: Can isolated experiments and case studies be mainstreamed?
  (Facilitator: Thomas Fischer, Institute for Innovation in Learning [ILI], Friedrich-Alexander-University of Erlangen-Nuremberg)
Group 3: Is Learning 2.0 fundamentally changing the educational landscape?  
*(Facilitator: Martijn Hartog, eSociety Institute, The Hague University of Applied Sciences, The Netherlands)*

**Session 3: Plenary Session (15 minutes)**

Following the interactive group work, the three groups will integrate into a whole group discussion to review the results of the Learning Cafés and formulate a ‘consensus’ view on the outcomes.

**Methodology**

The three introductory presentations (of approx. 10 minutes) were firstly aiming at setting the scene and secondly at ‘animating’ a lively debate during the following three Interactive Learning Cafés on Web 2.0, Learning 2.0 and (e-)Inclusion. After the short introductory presentations the participants were divided into three groups or in three thematic Learning Cafés according to the three major research questions of Links-up are: Group 1: Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)?; Group 2: Can isolated experiments and case studies be mainstreamed?; Group 3: Is Learning 2.0 fundamentally changing the educational landscape?

The Learning Cafés are centred on open dialogue and productive brainstorming of interdisciplinary stakeholders as well as the elaboration of preliminary conclusions. The chosen format of Learning Cafés allows synergy and interaction, provides and documents new ideas and concerns as well as inputs for future planning within the addressed themes. During the Learning Cafés small groups of participants gather around one table or flip chart, which represent one theme. The discussions around each theme are moderated and documented by a facilitator. After a discussion interval of approx. 15 minutes the participants change themes and will be introduced by the facilitators to the outcomes of the discussions of the previous group. By these means the participants are able to build upon the insights and ideas of the previous group. Learning Cafés are therefore a powerful interactive and joyful method to stimulate the existing wisdom and creativity of participants and to collaboratively create knowledge by avoiding redundancies and repetitions.

We had available a room with three flip charts. During each session, each round table discussed the Research Question introduced by the facilitator. The discussion was ‘animated’ by the facilitators. Each discussion was documented on the flip chart. The documentation procedures were free: anyone could write, there was no requirement for the format of the documentation either i.e. mind mapping technique, bullet points, drawings, or just writing words and sentences.

After three rounds of Learning Cafés (i.e. each group discussed each Research Question) the main statements and/or key messages from the Learning Café were presented by the facilitators and due to a lack of time only briefly finally discussed during the concluding plenary session. The final results of each Learning Cafés will be summarised and further analysed by the facilitators and a short report will be made available to all interested participants on the Links-up portal.
Preliminary Findings from the Learning Cafés

Learning Café 1: Is Learning 2.0 really supporting inclusive Lifelong Learning

(Facilitator & Rapporteur: Davide Calenda, PIN - Servizi Didattici e Scientifici per l’Università di Firenze, Italy)

Inclusion is a multifaceted and stratified process

- Social exclusion offline reproduces online: Web 2.0 is a “middle class staff...I work in Scotland with people excluded from web 2.0 technologies. Not way to access”.
- Dynamics of social exclusion found in web 2.0 environments.
- Inclusion should be addressed in primary school and not so much in university (priorities emerge...).
- Formal and informal learning is a difference that still is important: it is easier to work on inclusion in formal learning then in informal learning, at least because you can see where and how exclusion works: there is an “invisible” risk of exclusion in web 2.0.
- Contraction between integration goal and informal groups. Web 2.0 is good to contact people but what is produced in terms of inclusion is online is another stuff.

Un-linked offline and online worlds

- There is not a linear relationship between the two concepts.
- The two processes can be connected in several ways and at least converge in some cases, but when we look at the structures behind learning processes we see differences: “Learning in a web 2 world means a huge range of activities but not in the University or schools”.
- There are many isolated projects “we don’t know how to put in a common institutional frame”.
- In learning 2.0 the weak actor is the formal education system.
- There is not enough attention on good instruction, quality, including interactions.
- The role of intermediaries is undervalued; it is matter of trusting experts also.
- Intermediaries can be students: “for a student managing a system is more motivating then just contributing to a forum”
- Web 2.0 means that we will have more competition as educational system.
- In the last two years we have had an explosion of technology in UK University but I feel (Open UK representative) we don’t know how to make sense of all these technologies and how to manage changes. We don’t have the time to reflect and this is urgent now!
- Evidences of Web 2.0 impact on learning are lacking and this is one of the reason why many educators and formal institutions are sceptical.

Contradictory E-learning

- Learning 2.0 basis on Web 2.0 tools and platforms and there are commercial interests behind and this produce consequences: “we have platforms that were born for other purposes then e-learning, i.e. Second life it is not easy to use in general and for e-learning. Furthermore, there are rights such as accessibility for disable people that are not contemplated in commercial platforms”.

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• In our school we have many women; they are not likely to use pc and the Internet for learning but at the same time they are hard users of social networks such as Facebook. When I ask them to explain this contradiction, they answer that there is not contradiction because Facebook is for fun and socialization purposes and not for learning.

• Learning in the work place still not widely accepted by employers; employers don’t like their workers using these technologies in the working time. We need a change in how working time is perceived by employers. We have the same problem is in schools and universities regarding the access to Facebook or mobile phones. We should understand that these technologies can be useful for learning.

**E-learning has a natural linkage with Life Long Learning**

• Does learning 2.0 mean learning through having fun by doing things? These technologies bring a fun factor into serious learning. When I have fun I can learn more...

• LLL for me is to keep interested and curious into things that happen in my life, is a life style ..... situations in life change over time. So learning 2.0 is one element of LLL, the most important component are motivation and curiosity.

• Life is learning .... we come back to the definition of Education, so LLL can be together with formal education. Formal learning was established because people realize that it was necessary for the society. It was a social purpose. And now it is the same, but the purpose is more inclusive because education systems now have to recognize the impotence of informal learning, let’s say, learning 2.0!

• We need to define what Lifelong Learning is today. We can see Web 2.0 as a set of technologies that have a lot to do with lifelong learning because the increase accessibility for instance. So there is a natural connection between Web 2.0 and LLL. In our university we have LLL and people have many problems to come continuously in the classroom and web 2.0 would make it easier. The consequence would be to take them out of our direct supervision. This is our challenge.

**Learning Café 2: Can isolated experiments and case studies be mainstreamed?**

*(Facilitator & Rapporteur: Thomas Fischer, Institute for Innovation in Learning [ILI], Friedrich-Alexander-University of Erlangen-Nuremberg)*

**Stay realistic**

- Direct up-scaling practices to from policies is difficult
- Direct jump from practice to policy is too big
- Lack of policy impedes experimentation on the ground
- Change takes time
- Some isolated experiments cannot be scaled up and mainstreamed at all

**Respect the characteristics of the setting**

- Conservative environments and settings
- Resistance and inertia
- Privacy and security concerns e.g. Facebook banned from schools in the UK
- Must be in line with strategic goals of organisation
• Inclusion of Learning 2.0 requires new business models e.g. for educational institutions

**Adaptation is crucial**

• Linear transferability is a myth
• But provide analogies from one field to another field of application
• Usage and adaptation of best practices

**Involve all levels of actors and stakeholders**

• Always address the next level of the hierarchy and/or decision making first
• Use advocates, mediators, ‘boosters’
• Use intermediaries
• Involve professional bodies and associations e.g. educational committees
• Involve responsible person in pilot
• Organise personal contact between people concerned and policy makers

**Let them tell their story**

• Visual accounts e.g. video statements more convincing than text
• Own words more convincing than reading
• Provide compelling evidence (from bottom-up) to organize support from policy (from top-down, above)
• Find evidence, show proofs and provide analogies etc

**Find the super case study, starlet case study**

• Promote and market the case

**Granularity of approaches is essential**

• Target group of excluded citizens and groups at risk is too big and manifold in its characteristics
• No homogeneity between and within excluded groups e.g. prisoners – persons with disabilities, elderly persons → homogeneity and linear transferability is an illusion
• Focus on specific interventions for specific target groups

**Take into account the often ambiguous role of technology**

• Role of basic and specific ICT skills
• Technologies are facilitating inclusion
• Stuck with technology → decrease of motivation → drop out
• Learning 2.0 resources need to be based on design principles and embedded in pedagogical concepts
• English is the dominant language of Web 2.0 → Lack of individualization
• Easy production of Learning 2.0 resources can help to keep languages and heritage alive e.g. worldwide Gaelic language learning network with own production of videos
Learning Café 3: Is Learning 2.0 fundamentally changing the educational landscape?

(Facilitator & Rapporteur: Martijn Hartog, eSociety Institute, The Hague University of Applied Sciences, The Netherlands)

Approach
For this part of the workshop there was chosen for a phased approach, containing three steps:

- Define learning 2.0;
- Realizing learning 2.0 in non-formal environments;
- Changes in the way we learn / lifelong learning.

Findings
It seemed difficult to define learning 2.0 in non-formal environment, which is a result on its own, but had a counter effect in processing the three step approach. Nevertheless, the three groups provided three interesting perspectives in the usage of learning 2.0 as a lifelong learning aspect as well as learning 2.0 in non-formal environments.

Overall perspective

The opinions of the participants in the learning café provided key information concerning the third research question of Links-Up. Namely, it is plain difficult to determine a definition that obtains all possible factors of using web 2.0 tools in learning, also in combination with lifelong learning. You should more or less see it as incidental possibilities that may occur and be generalised for the purpose of reaching a large group as possible with the same amount of success.

During the discussion the three groups resulted in three different perspectives.

Group 1

Learning 2.0 is learner driven, mobile, based on experience(s), about sharing / collaboration / participation / creating knowledge and entails social interaction which is combined with web 2.0 tools.

Difficulties: is has no structure, no fixed frame. It is difficult to reflect upon. What to do with business influences of web 2.0 tool suppliers?

If you want to use these definitions in an operational way you have to define the core issue and the way you are going to reach the target group.

How to reach? Sense of urgency? What do the need? Basic needs?

The way you intervene in issues/problems and a larger group of people in non-formal environments determines the instruments you may choose to reach the target group as well as how you should be able to reach them.

In addition some participants noted that you can reach people, even those who are hard to reach, by offering personal advice using mobile phone as well as local TV.

In example for unemployment issues.
**Group 2**

In this particular group we had a fierce discussion about the origin and meaning of learning 2.0. The phrase that was emphasized the most: Learning 2.0 finds its base, its core, in the developments made in technology which enables mobile learning and co-production.

But then the following questions rose: But do 2.0 tools really consistently deliver user generated content? Most of the web 2.0 tools are ways to use and fun to play/experiment with, but is having fun learning?

Two highlighted issues:

- The constructivism of collaborating for a better live means co-producing as a team where trust is the core element of success and achieving the main goal.
- You must offer some sort of a structured and guided top-down format of using web 2.0 to benefit social inclusion, otherwise the effect will be marginal and it can’t follow a sort of optimal process.

**Group 3**

The third group discusses whether web 2.0 tools can be related to educational environments, with questions like:

- Where are we using it for?
- Why are we using it?
- How are we using it?

We finished the workshop session concluding that it is difficult to estimate how learning 2.0 technologies and methods are applied in individual circumstances, within non-formal environments so it offers/realises and gains social inclusion. The participants saw the need to have a moderator who functions as a ‘key’ or ‘bridge’ between the (social inclusion) needs of people, the learning 2.0 tools and what certain institutions and methods can contribute/achieve. So a) the right information is distributed between the stakeholders and b) to ensure collaboration with the target group to achieve the highest possible rate of success.

**Synthesis**

**Defining Learning 2.0**

- Obtains possible factors of using web 2.0 tools in lifelong learning
- Learner driven
- Based on experience(s)
- Sharing and collaboration
- Participation, social interaction and creating knowledge
- Developments made in technology which enables mobile learning and co-production
**Downside**

- No structure
- No fixed frame
- Difficult reflection
- Business influences

**Key questions**

- Define the core issue
- How to reach the target group?
- Sense of urgency
- Is having fun learning?
- General 2.0 technologies for individual circumstances?

**Critical success factors**

- Triangular thoughts: Why are we using it? How are we using it? Where are we using it for?
- Trust as a core element of success in collaborating
- Structured and guided top-down format
- The need for a moderator
1.4 EduMedia Conference 2010, Salzburg, Austria

Figure 4: EduMedia Conference 2010, Salzburg, Austria, 23 June 2010

Organisation: Salzburg Research Forschungsgesellschaft (SRFG)

Workshop Organisers: Wolf Hilzensauer & Sandra Schaffert (Salzburg Research Forschungsgesellschaft)

Lerncafé ‘Lernen mit Web 2.0 zur Inklusion‘ (i.e. Learning Café ‘Learning with Web 2.0 for Inclusion’)

Summary

The main idea of the workshop was on the one hand to introduce the idea and concept of the Links-up project and on the other hand to gain experience in-depth from 8 experts in the area of learning and inclusion with Web 2.0 in Austria and Germany.

The workshop aimed at collecting and presenting experiences of projects with the topic “Web 2.0 for Inclusion”, such like integration of unemployed, school drop outs, educationally disadvantaged migrants. Therefore, observations within the diverse projects of the participants were collected and reflected. Very concrete observation, as the selection of a special tool (Facebook) for networking with different target group were discussed and shared. Building on this, it was tried to develop a first list or recommendation for future project initiators and policy. Nevertheless, there was a big request to discuss these recommendations, but due to time restrictions; we only have this preliminary version to discuss in further steps of Links-up.

Background: Setting of the EduMedia-Conference

The workshop was implemented in the course of the EduMedia conference, the annual conference of the Salzburg Research Forschungsgesellschaft in Salzburg with more than 150 participants. The workshop was scheduled at the 2010-06-23 (10:00-12:00 h).
**Agenda**

- Presentation of the project Links-up: Aims and activities;
- Introduction of the participants;
- First discussion: Web 2.0 for Social inclusion – Observations;
- Second discussion: Web 2.0 for Social Inclusion – Reflections;
- Third discussion: Web 2.0 for Social Inclusion – Advice;
- Final discussion

**Methods**

The workshop was implemented on the base of the three main issues of the project: Observation – Reflection – Advice

After the presentation of the project, the participants introduced themselves according to their background and answered to the following questions: a) Inclusion in my working fields means...? b) Web 2.0 – Learning 2.0 means...?

In the second part of the workshop, the participants were asked to go through the prepared forms and collect and reflect their experiences. For this, the participants were asked to reflect on positive as well as negative experiences of inclusion strategies with the help of web 2.0 technologies. The participants were asked to fill in the forms on the base of:

a) Observation: What was implemented? What was the result?
   b1) Reflection: Why did it work?
   b2) Reflection: Why did it not work?

   c) Advice: Suggestions for People, who are about to plan and implement projects in this area

**Workshop Participants (anonymous)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position/Background</th>
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<tbody>
<tr>
<td>Bildungsnetz Salzburg</td>
<td>IT Support</td>
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<tr>
<td>Padagogische Hochschule NO, Baden</td>
<td>Interested person in regard to integration of juvenile migrants and women in the society and world of employment</td>
</tr>
<tr>
<td>PRISMA – Zentrum für Ausbildung und Beruf</td>
<td>Project management and development in the field of educational-unprivileged women, learning and Web 2.0</td>
</tr>
<tr>
<td>Mittelschule, Dornbirn</td>
<td>Headmaster (Director)</td>
</tr>
<tr>
<td>Institution</td>
<td>Position/Background</td>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>Trigon Entwicklungsberatung</td>
<td>Project management, human resources development</td>
</tr>
<tr>
<td>Brainy-Games</td>
<td>Creating learning games</td>
</tr>
<tr>
<td>Die Wiener Volkshochschulen VHS Meidling</td>
<td>Project manager (adult education program) learning in open education settings</td>
</tr>
<tr>
<td>BIMS – Bildung Innovatlon Migraton Soziale Exzellenz</td>
<td>Creating seminars, which includes the usage of Web 2.0 tools</td>
</tr>
<tr>
<td>Padagogische Hochschule Niederosterreich</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

**Experiences: Summary**

Together with the participants, all the experiences had been discussed and reflected and the following points where mentioned as possible key factors for successful projects:

- It seems to be important, that the project initiators are opinion leaders in a organization and additionally highly motivated and personally involved in Web 2.0 (e.g. having an own Weblog).
- It seems to be helpful, when the expected outcomes are not overestimated and euphoric, as Web 2.0 may be helpful, but it is not a key driver on its own. The concrete opportunities can be very “small” but sustainable and are not a matter of course.
- Privacy seems always in important point, from different point of views.
- ”Web 2.0 and inclusion” does not work on its own. There should be always a goal of an initiative or project with an (additional) value.
- Important seems the possibility and availability of support and tutoring by peers.
- Tools as Facebook or YouTube are not always generally a curse or blessing, this depends highly on the settings of the intervention. Facebook for example may disturb lectures in schools or is infecting privacy topics.
- A positive effect of Web 2.0 projects is that normally more materials are produced and available and may be shared for documentation and dissemination of project results.
- Crucial seems e-competence and media competence in general (even if this is not the topic of the project itself). Surprisingly, it was harder to come up with general remarks about not successful projects, only one points was mentioned and gets (big) consensus.
- A practical, but important factor which limits the success can be the technology in general (usability), always very time consuming and a BIG BARRIER are especially and first logins and passwords.
Advices for Project Initiators

- Explore the target group (the CONCRETE target group);
- Do not underestimate the workload for the teacher: his/her role changes, but there will be more workload, be prepared!
- Identify benefit of the usage of tools;
- Include „the world“, especially peers of the target group;
- Important: keep it simple KISS2 (without banality) -
  http://en.wikipedia.org/wiki/KISS_principle:
  - Just use one or just a few tools! (Not more as important.)
  - Access to Internet, Tools etc. have to be organized;
  - Trainers and Experts should be „cool“ for the target group.

The discussion shows, that it was hard to find „special“ advices for project initiators, which are not common aspects of good plans for projects in the field of education or inclusion in general. Controversial discussions rose, if or that a clear operational plan of goals is needed. Web 2.0 projects very often come to surprisingly outcomes and effects that cannot be foreseen. An operationalisation may limit such windows of opportunities. Nevertheless it seems to be important, to get a clear understanding of the reasons of the usage of Web 2.0.

Policy Advice

Recommendations for policy makers were short and clear:

- Create access of Web 2.0 for everybody, even outsides the project space;
- Better financial support;
- Rising own media experience (just a limited knowledge of Web 2.0).

Above this, experiences shown that there seems to be no „special“ policy advices for inclusion and Web 2.0 – but general advices to enhance the structure and financing of projects in the field of inclusion, especially long-term and adequate payment.

Additional Questions

Is Learning 2.0 really supporting inclusive life-long learning?

Yes, if the following factors are taken into account:

- Technology, professional competence
- Acceptance
- Benefit
- Personal relevance
- Blended learning

Can isolated experiments be mainstreamed?

Yes, because of social focus.
1.5 NEXT 2011, The Hague, The Netherlands

**Figure 5:** NEXT: Social Use for Social Professionals, The Hague, The Netherlands, 13 May 2011

**Organisation:** The Hague University of Applied Sciences, Media4Me, The Parliamentary Documentation Centre, Welfare 2.0, Knowledge Circle ICT in Living, Care & Welfare

**Keynote Speakers:** Else Verhoef, Member Board of Directors; Bert Mulder, Director eSociety Institute, Else Rose Kuiper, Senior Researcher, eSociety Institute, The Hague University of Applied Sciences

**Summary**

In The Netherlands 99% of families with children are on line. 87% of the population is using computers and internet. In 2010 47% of all people between 55 en 65 years of age have already a social networking site like Hyves, Facebook or Twitter. And the amount is growing fast.

The idea behind the conference was to highlight the chances and potential of the new social use of ICT of ICT to enhance social inclusion by local social professionals and policy makers. Examples of information and networking where showed to support aims as empowerment, learning, networking, and integration. The keynote speeches focused on the value of ICT for professional action, for self organization of citizens, the value of independent empowered citizens for the policymakers and the role professionals can play in this matter. The speeches stressed the importance of exchange of knowledge and research on every level: local, regional, national, in the EU and even wider. The workshop 'Empowerment of citizens included Links-up.

The observations of the participants on the different topics of the workshops were collected and reflected upon.

The conference showed a clear and lively discussion on the importance of exchange, cooperation and research. Participants asked for more detailed researched work processes, they could use in their daily practice. They were glad to see publications and projects in the website of [www.media4Me.org](http://www.media4Me.org) and [www.linksup.eu](http://www.linksup.eu).

At the end Welfare 2.0, a group of professional community builders, asked why their colleagues are so difficult to activate in this matter and decided to develop a special campaign.

Event supporting website: Website: [www.webindewijk.nl/next](http://www.webindewijk.nl/next)
Background Setting

The Next conference was organized by the eSociety Institute, the lectorate Information, Technology and Society of The Hague University of Applied Sciences in cooperation with Media 4Me, The Knowledge Circle ICT in Living, Care and Community Work, Welfare 2.0 and The Parliamentary Documentation Centre. Social use of ICT’s is defined in the EQUAL/ ESF report 'Vit@l Society: The new social use of ICT' (RIGA April 2006 ISBN 9984-19-892-8) as daily, personal and local use of ICT for stimulating social activities and networks by individual citizens.

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>13.00</td>
<td>Opening by Ms. Els Verhoef, Board of Directors The Hague University</td>
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<tr>
<td>13.15</td>
<td>Associate professor Mr. Bert Mulder, Director eSociety Institute: What did we learn?</td>
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<td></td>
<td>o Experiences and results</td>
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<td></td>
<td>o Opportunities for policymakers</td>
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<td>o Strategic use of ICT for the social sector</td>
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<tr>
<td>13.45</td>
<td>Ms. Else Rose Kuiper, Senior Researcher, eSociety Institute, Program Leader 'local social use of ICT': What can research contribute?</td>
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<td></td>
<td>o Research as inspiration</td>
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<td>o Methodical working with ICT</td>
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<td>o Extra value for the social Sector</td>
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<td>14.15</td>
<td>Community worker Mr. Hans Versteegh, initiative taker of Welzijn 2.0: How do we change the daily practice?</td>
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<td>o Urgency in the social sector</td>
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<td>o Examples of the digital approach</td>
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<td>o The contribution of Welzijn 2.0</td>
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<tr>
<td>14.45</td>
<td>Break</td>
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<td>15.00</td>
<td>Workshops (also at 15.45)</td>
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<td></td>
<td>o Digital storytelling</td>
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<td>o Local journalism</td>
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<td>o Empowerment, Ms. Haikie Raterink, local project leader Web in the Hood</td>
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<td></td>
<td>o Networking</td>
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<td></td>
<td>o Recommendations for future policymaking</td>
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<tr>
<td>16.30</td>
<td>Plenary interviews with participants</td>
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<tr>
<td>16.45</td>
<td>Making the agenda for tomorrow on the basis of input of the workshops</td>
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<tr>
<td>17.00</td>
<td>Closing session</td>
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See for the Powerpoint report of the day: [http://www.slideshare.net/WebindeWijk/10-jaar-web-in-de-wijk-next-conferentie](http://www.slideshare.net/WebindeWijk/10-jaar-web-in-de-wijk-next-conferentie).
**Methods**

The workshop was implemented on the basis of three main issues of the project: Observation-Reflection-Advice

The moderator introduces the research; the participants introduced themselves (Background, projects) and offered their observations on the process and the results of their projects. After this round the participants offered reflections and conclusions for enhancing the quality of projects. The third round was about what extra expertise to ask and what to advice governments.

**Agenda:**

- Introduction of the participants;
- First discussion: web 2.0 for empowerment and inclusive learning, observations;
- Second discussion: web 2.0 for empowerment and inclusive learning, reflections;
- Third discussion: web 2.0 for empowerment and inclusive learning, advice;
- Recommendations for the plenary.

**Workshop moderation**

**Workshop rounds 1&2 Empowerment & Inclusive learning.**

Haikie Raterink showed examples from her work in Bargeres Emmen. She explained how she uses ICT as an instrument to support citizen’s initiatives. This way she empowers people and shows them how to inspire others to join. E.G. she has an editorial board that gathers news in the neighborhood. They learn how to write texts, make films and photo’s and audio tapes. For each news item they choose the medium written newspaper, website, YouTube, twitter, Linkedin, Hyves/ Facebook, flickr or flat screens in the neighbourhood and the make combinations.

First people asked them to come and report, but more recently they started to support and teach people do make their own reports and send them in. This way the number of visitors and reporters are rising and people learn to inspire and empower each other. The group is assisted by a professional reporter who invites colleagues to teach.

Participants share their experiences and gave their opinions on the value of these projects for empowerment and inclusive learning.

Haikie reflected with the moderator (Mr. Erik Boele-De Zeeuw) who is experienced in service exchange between citizens what keys of success seem to be. De group advised on what should be the agenda for development of a structure for empowerment and inclusive learning.

The participants received the reports with examples of projects in The Netherlands and the flyer of Links-Up.
Participants

The conference had 71 participants. In each workshop round some 20 participants took part. Among them there were representatives of housing companies, other Universities, local project leaders, community workers, civil servants, health organizations, ICT designers and consultants.

Results

Positive Experiences:

Participants were experienced and interested in a more structural approach.

- “If bottom-up initiatives form the basis of the support and the assistance with ICT’s, what can be the role of governments and housing companies? Experiences in living space are different of the dynamics in the institutional world. How can we make a connection?"
- "Is there more to say about the distinction between volunteer work and professional work? What are competencies needed for the professional work?"
- "Hands on experience in using social media as a tool for projects is growing."

Negative Experiences:

- "Professionals take over; they should learn how to support initiatives."
- "Professionals tend to push their own projects."
- "Experiences of using ICT as a tool is not exchanged or formulated in methods."

Conclusions & Recommendations

- More effort should go to the development of methods to support the inhabitants and the professionals.
- New competencies should be made explicit as:
  - Bottom-up strategic working;
  - Cooperate with people with different background;
  - Translating individual needs to group projects;
  - To have more and different contacts with other professionals;
  - To be eager to learn more and better;
  - To be able to present and to make offers to sponsors.
- From contact and product to process and result;
- Professionals don talk too much: start!
- Organisations: create space for experiments and a culture of innovation.
1.6 National Day of Practices 2011, Utrecht, The Netherlands

**Figure 6:** National Day of Practices: Strategic Use of ICT in Neighbourhoods, Utrecht, The Netherlands, 18 June 2011  
**Organisation:** Media4Me (Miramedia, The Hague University, PDC) and LSA (Organization for citizens initiatives in The Netherlands)  
**Keynote Speakers:** Bert Mulder, Director eSociety Institute, Workshop ‘Social Use of ICT'; Else Rose Kuiper, Senior Researcher, eSociety Institute, The Hague University of Applied Sciences

**Summary**

The idea behind the conference was to highlight the chances and potential of ICT's for social processes in neighbourhoods. Examples of information and networking where showed to support social aims as empowerment, learning, networking, and integration. In The Netherlands 99% of families with children are on line. 47% of the population is using computers and internet. In 2010 47% of all people between 55 en 65 years of age have already a social networking site like Hyves, Facebook or Twitter. And the amount is growing fast.

The keynote speech and the workshop 'Social use of ICT's' pointed out the importance of taking social media seriously in approaching the neighbourhood as a tool for change and to stress the importance of exchange of knowledge and research on every level: local, regional, national, in the EU and even wider.

Therefore observations of the 100 participants on the different topics of the workshops were collected and reflected upon. The workshop 'Social Use of ICT's' was also about Links-up and the potential for e-Learning in neighbourhoods.

The conference showed a clear and lively discussion on the importance of exchange, cooperation and research. Participants asked for more detailed researched work processes, they could use in their daily practice and asked for individual advice on their plans. They were glad to see publications and projects in the website of www.media4Me.org and www.linksup.eu.

At the end of the conference the president of the LSA concluded that LSA should pay more attention to the opportunities ICT’s has to offer to citizens to be more effective in the enhancement of social quality on the neighbourhood level.
**Background Setting**

The National Day of Practice is a series of National Days of Practice that the LSA (the branch organization for citizens' initiatives in The Netherlands) organizes each year and on different topics. This time it was about strategic use of ICT's in neighbourhoods and was organized with Media4Me which is an organization that assembles knowledge, organizes exchange of knowledge and supports experiments in the field of social use of ICT's. Media4Me is empowered by Miramedia, an organization which supports intercultural cooperation, The Hague University, lectorate Information, Technology and Society, which is partner in Links-Up and The Parliamentary Documentation Centre (PDC) in The Netherlands.

Social use of ICT's is defined in the EQUAL/ESF report 'Vit@l Society: The new social use of ICT' (RIGA April 2006 ISBN 9984-19-892-8) as daily, personal and local use of ICT for stimulating social activities and networks by individual citizens.

**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10.30</td>
<td>Opening by Joop Hofman, presiding</td>
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<tr>
<td>10.45</td>
<td>Keynote by Bert Mulder</td>
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<tr>
<td>11.30</td>
<td><strong>Workshops Round 1</strong></td>
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<td></td>
<td>- Effective working with local social media</td>
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<td></td>
<td>- The social media game</td>
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<td>- <strong>The local social use of ICT</strong></td>
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<td>- The use of Mobile media and QR codes</td>
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<td>- Success and failure in Lunetten, Utrecht</td>
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<td>- Who twitters?</td>
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<td>- The Community of Makassar Square, Amsterdam</td>
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<td></td>
<td>- The power of making television programs</td>
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<tr>
<td>13.45</td>
<td><strong>Workshops Round 2</strong></td>
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<tr>
<td></td>
<td>- Effective working with local social media</td>
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<td></td>
<td>- Stimulating the intercultural dialogue</td>
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<td>- <strong>The local social use of ICT</strong></td>
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<td>- The use of Mobile media and QR codes</td>
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<td>- The Community of Makassar Square, Amsterdam</td>
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<td>- The power of making television programs</td>
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<tr>
<td>15.00</td>
<td>Plenary reports</td>
</tr>
<tr>
<td>15.30</td>
<td>Plenary work on questions</td>
</tr>
<tr>
<td>16.00</td>
<td>Closing session</td>
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</tbody>
</table>
Keynote

The speech of Bert Mulder concentrated on the importance of ICT for social work in local communities. He defined the social use of ICT not as how many and which people use social in communities as an aim for marketing, but as the use of ICT to aim at certain effects, internet with a goal. For example: not how many elderly can I reach with what kind of media, but how can I use twitter to connect a group of 6 lonely people so they feel/ are less isolated? He draws attention to the fact that more and more people will have to organize themselves in studying, socializing, medical care, etc. Therefore research as being done by Media4Me, Links-Up, and at universities is necessary to enhance the quality of the local social use of ICT. He offers several tips as they are presented in recent research projects and shows the websites. The keynote speech is available at: http://www.media4me.org/9353000/1/j9vi8oi7hbqixy/viphei5mapuc.

Figure 7: The Conference ‘Cloud’

Workshop Rounds 1&2 – Local Social Use of ICT

"How can inhabitants and professional community builders use web 2.0 functional to enhance the quality of living in local communities?" In ten years the use of the internet is changed from top-down offering services (1.0) to platforms where the input of users and their mutual communication is the reason of being (2.0). These new applications are widely used in The Netherlands and slowly the social results become clearer. Because of the widespread use, it becomes also possible to use them for social aims and for people at risk.

Figure 8: NEXT Reports
During the workshop examples were showed as well as results of research. Examples in the field of identity, empowerment, education, networking and integration are given in projects of citizens and local community workers: ‘NEXT - Stories with a Future’ (see also http://www.media4me.org/9353000/1/j9vvi8oi7hbqixy/viphit9ybnxx) The participants received the reports with examples of projects in The Netherlands and the flyer of Links-Up.

**Methods**

The workshop was implemented on the basis of three main issues of the project: Observation-Reflection-advice

The moderator introduces the research; the participants introduced themselves (Background, projects) and offered their observations on the process and the results of their projects. After this round the participants offered reflections and conclusions for enhancing the quality of projects. The third round was about what extra expertise to ask and what to advice governments. In each workshop round some 20 participants took part. Representatives of housing companies, other Universities, local project leaders, community builders, civil servants, health organizations, ICT designers and consultants were present.

- Introduction of the participants;
- First discussion: web 2.0 for social inclusion, observations;
- Second discussion: web 2.0 for social inclusion, reflections;
- Third discussion: web 2.0 for social inclusion, advice;
- Recommendations for the plenary.

**Results**

Positive Experiences:

- "I find the cooperation making local media a most interesting concept. Sometimes it is easier to achieve social inclusion by making then by visitors of the online result" (teacher School of Journalism)
- "National technical platforms do not work locally, without a firm local connection of someone who is the face of the tool for neighbours." (Buurtbuzz, local developer)
- "There a lot of free usable tools available." (Seniorweb)
- "There are a lot of active people in our community, they use ICT for communication" (local community builder)
- "We offer free space in the neighbourhood where people can learn and try-out, that offers an open opportunity for people to learn in their free time" (local ICT editor)
- "Youngsters with a weak connection with school, come and cooperate with others under the title: help with media " (Youth worker)
- "Our University is starting with research on networking and learning how to use ICT strategically" (Saxion University)
- "I am developing a special tool for networking, which everyone can use freely" (Buurtr, local developer)
Negative Experiences:

- "It is extremely difficult to involve local people in production" (local community worker)
- "Finding users and contributors is a problem" (housing company)
- "It costs money to keep a good facility" (municipality)
- "I like to involve ICT in my programs, my colleagues think it is not for social professionals" (community builder)
- "When citizens work out a way of communicating with the internet, professionals build another application then communication is split" (citizen)
- "Successful applications to ask from and offer to other citizens are rare" (project leader)
- "We have had bad experiences with digital pestering in neighbourhoods" (citizen)
- "It is a pity ICT applications are looked upon as an aim and as a project apart. It should be seen as a media in every program." (Researcher)

Conclusions & Recommendations

Several participants (6) approached the researcher afterwards to ask for more advice on their projects (Buurtr for networking, Saxion University Enschede for enhancing skills of professionals and inhabitants, University of Utrecht for inclusion programs, health desk for cooperation on informal health support, developer for exchange of services between citizens).

Conclusions:

- The participants had no difficulty in access to computers and Internet;
- The participants had the skills to use internet and social media;
- The participants aimed at social inclusion, using the internet as a strategic tool
- They involved local internet tools (web in de hood, buurtr, buurtbuzz, buurtlink), social media like Hyves, Facebook, Flickr, Youtube, Twitter, Google maps and teaching tools like ‘webwijs en etv’ (Dutch);
- They all wanted better research and better methods to use ICT to enhance the quality of life;
- They all wanted better researched arguments so they can attract sponsors;
- They are looking forward to methods involving ICT so people start to learn more about things that are important to them.

Recommendations:

- Find universities in your region that want to develop methods with and for you;
- Develop applications and contact together with the potential users;
- Develop a media plan in every program that involves the greater quality of your living space.
1.7 **EDEN Annual Conference 2011, Dublin, Ireland**

![EDEN 20th YEARS 1991-2011](image)

**Learning and Sustainability**

**Changing Ecosystems of Innovation and Knowledge**

**19-22 June 2011**

**Figure 9**: EDEN Annual Conference, Dublin, Ireland, 19 – 22 June 2011

**Organisation**: European Distance and E-Learning Network (EDEN)

**Workshop Organisers**: Thomas Fischer (Innovation in Learning Institute (ILI), Friedrich-Alexander-Universität Erlangen-Nürnberg), Joe Cullen (Arcola Research LLP), Wolf Hilzensauer (Salzburg Research Forschungsgesellschaft), Davide Calenda (PIN S.c.r.l - Polo Universitario "Città di Prato"), Martijn Hartog (eSociety Institute, The Hague University of Applied Sciences), Eva Suba (European Distance and E-Learning Network (EDEN))

**Workshop ‘Social Software for Social Inclusion. Successes or Failures?’**

**Summary**

The Second International Links-up Learning Dialogue with stakeholders and policy experts took place during the EDEN Annual Conference entitled “Learning and Sustainability – The new ecosystem of Innovation and Knowledge” at the premises of University College Dublin, on 19-22 June 2011. The aim of the 2011 EDEN conference was to highlight different ways and approaches, in order to integrate better the concept of responsible and sustainable development within learning, in its widest sense.

The Learning Dialogue took the form of a workshop as part of the Conference’s official programme. The format followed the Learning Dialogue design of 120 minutes as seen in 2010 at the Valencia Learning Dialogue. This Links-up Learning Dialogue built upon the results and follows up the successful workshop ‘Is it all just Twitter? Can Learning 2.0 deliver the Goods on e-Inclusion?’ held at last year’s EDEN Annual Conference 2010 in Valencia, Spain. The focus of this Learning Dialogue was the validation experiments as a point of reference for policy makers and researchers. The basis of the discussion was the publication ‘Case study report on inclusive Lifelong Learning’ published earlier in print and online (with over 1400 views on SlideShare). The series of ‘action research experiments’, collaborating with ‘live pilot’ projects working in the field evaluated the added contribution Web 2.0 can make to practices that use learning to support social inclusion.
The workshop format combined again presentations, discussions and interactive working on the following thematic areas of Links-up:

- Target Groups: How to reach them and how to keep them committed?
- Practices: What works with whom under which conditions?
- Policies: Which are the challenges to mainstream bottom-up initiatives and sustain top-down programmes?

The first session with short presentations informed participants of the current state-of-the-art alongside with first evidences from the action research experiments, while the second part in turn with interactive Learning Cafés provided opportunities to work with other experts and practitioners to exchange knowledge and good practices.

As a result of the Learning Dialogue, five leading research experts and policy makers were interviewed and these video-interviews have been posted on the web to stimulate discussion and inspire policy-advice. The expert testimonials have been published on YouTube, and on the Links-up website. Furthermore, one of the keynote speakers of the EDEN Conference has been invited to the Final Links-up Conference.

The Learning Dialogue took place in the midst of the analysis of Validation Experiments, thus while preliminary results could be discussed, the focus of the event could be easily shifted towards introducing a research result - driven policy advice discussion.

**Agenda & Learning Café Methodology**

**Session 1: Presentations (40 minutes in total)**

- Welcome, Workshop Format & Introduction to Links-up  
  *Thomas Fischer, Institute for Innovation in Learning (ILI), University of Erlangen-Nuremberg (10 minutes)*

- The Policy, Conceptual & Practice Landscape of Learning 2.0 for Inclusion  
  *Joe Cullen, Arcola Research LLP, United Kingdom (10 minutes)*

- Innovative Use of Web 2.0 for inclusive Lifelong Learning: Problems Encountered, Lessons Learnt & Recommendations for Future Work  
  *Wolf Hilzensauer, Salzburg Research Forschungsgesellschaft, Austria (10 minutes)*

- Reports from the Ground: The Links-up Validation Experiments  
  *Davide Calenda, PIN, University of Florence, Italy (10 minutes)*

**Session 2: Thematic Interactions (15 minutes for each Learning Café)**

- Learning Café 1: Target Groups: how to reach them and how to keep them committed?  
  *Facilitator: Martijn Hartog, eSociety Institute, The Hague University of Applied Sciences, The Netherlands*

- Learning Café 2: Practices: What works with whom under which conditions?  
  *Facilitator: Thomas Fischer, Institute for Innovation in Learning (ILI), University of Erlangen-Nuremberg, Germany*
• Learning Café 3: Policies: Which are the challenges to mainstream bottom-up initiatives and sustain top-down programmes?
  
  Facilitator: Davide Calenda, PIN, University of Florence, Italy

Session 3: Plenary Session: Consensus Building (15 minutes)
Moderator: Joe Cullen, Arcola Research LLP, United Kingdom

The Learning Cafés are centred on open dialogue and productive brainstorming of interdisciplinary stakeholders as well as the elaboration of preliminary conclusions. The chosen format of Learning Cafés allows synergy and interaction, provides and documents new ideas and concerns as well as inputs for future planning within the addressed themes. During the Learning Cafés small groups of participants gather around one table or flip chart, which represent one theme. The discussions around each theme are moderated and documented by a facilitator. After a discussion interval of approx. 15 minutes the participants change themes and will be introduced by the facilitators to the outcomes of the discussions of the previous group. By these means the participants are able to build upon the insights and ideas of the previous group. Learning Cafés are therefore a powerful interactive and joyful method to stimulate the existing wisdom and creativity of participants and to collaboratively create knowledge by avoiding redundancies and repetitions.

Impact

Expert Video Testimonials

• Prof. Aharon (Roni) Aviram, Chair of the Center for Futurism in Education at Ben-Gurion University, Educational futurist.
  Link to his interview (89 views)

• Steve Wheeler, Associate Professor at the University of Plymouth and Edublogger
  Link to his interview (686 views)

• Ingeborg Bo, Member of the Board of Trustees of the ICDE (International Council for Open and Distance Education)
  Link to her Interview (49 views)

• Graham Attwell, Director of Welsh independent research institute Pontydysgu, Associate Fellow at University of Warwick, UK and University of Bremen, Germany
  Link to his Interview (106 Views)

• Maruja Gutierrez-Diaz, Advisor to the Director, Education and Culture, European Commission; Former Head of Unit Innovation and Transversal Policies, European Commission
  Link to her interview (49 Views)

Related Documents:

Conference Programme

Short video with impressions

Expert Testimonials - Video interviews with five key stakeholders shot during the event
1.8 **Links-up Final Conference 2011, Budapest, Hungary**

![Image](image_url)

**Figure 1:** Links-up Final Conference, Budapest, Hungary, 22 September 2011

**Organisation:** European Distance and E-Learning Network (EDEN); co-organised by the project ‘Fostering Return to Employment through Entrepreneurship, Innovation and Creativity’ (FREE); in the framework of the ‘Budapest Gathering for Sharing Practices’

**Workshop Organisers:** Ildiko Mazar, Gabor Cser & Eva Suba (European Distance and E-Learning Network (EDEN)), Thomas Fischer (Innovation in Learning Institute (ILI), Friedrich-Alexander-Universität Erlangen-Nürnberg), Joe Cullen (Arcola Research LLP), Guntram Geser (Salzburg Research Forschungsgesellschaft), Bert Mulder (eSociety Institute, The Hague University of Applied Sciences)

**Summary**

The Links-up (Learning 2.0 for an Inclusive Knowledge Society – Understanding the Picture; [www.links-up.eu](http://www.links-up.eu)) and FREE (Fostering Return to Employment through Entrepreneurship, Innovation and Creativity; [www.spi.pt/free](http://www.spi.pt/free)) projects, two EU funded initiatives, organised their closing events on 22 and 23 September 2011 at the Budapest University of Technology and Economics (Budapest, Hungary) to offer their audiences their highly valuable research findings, products and services. Both the Links-up and the FREE projects are co-funded by the European Commission’s Lifelong Learning Programme (LLP) and finished shortly after this jointly organised conference. Although direct validation actions have not been undertaken in Hungary, this event served as well as dissemination event for Hungarian organisations interested.

One of the results of the 2nd Links-up International Learning Dialogue in Dublin, Ireland were Video Testimonials of experts, where amongst others Graham Attwell (Director of Pontydysgu, Wales; Associate Fellow at University of Warwick, United Kingdom and at the University of Bremen, Germany) shared his take on the three main research questions of Links-up. It was therefore a pleasure to invite him as keynote speaker to the Links-up Final Conference.

The aim of organising the synergy-conference was to maximise information flow and exchange of information among related projects and thus ensure high visibility of project results for researchers, practitioners and policy-makers. Links-up decided to invite projects currently still running, with the aim of building sustainability of results. The two projects joined forces in offering specifically dedicated sessions, where other projects and initiatives that have similar focus to that of the FREE and Links-up were introduced. Relevant contributions by participants were invited and participants were free to introduce their initiatives in Flash-presentations.

**Participants**

Participants came from 22 countries, thanks to the widespread event promotion of the various project representatives invited. The event was free with online pre-registration and on-site face-to-face registration. All presentations including the keynote speech and the summary presentation of...
the Links-up project results have been published on SlideShare and on the Links-up website. An extensive conference evaluation filled in by the participants including a SWOT analysis of the project’s final results served for purposes of quality control and validation.

**Methodology**

Interactivity was the keyword of the Conference methodology, keeping a focus on the synergy effect of changing the ‘classic’ format of project presentations into Flash presentations after the initial keynote speech and summary presentation of the key project outcomes. Presenters were asked to centre their presentations on the following four guiding questions.

- Which were the most unexpected technological developments in the last five years?
- How have these developments affected social inclusion?
- How is your project contributing to social inclusion?
- What are emerging issues/future priorities in the field of Web 2.0 and social inclusion?

In the slot of 90 minutes allocated for six project presentations each presenter had a little bit less than 15 minutes to present their thoughts and reflections as well as their projects’ take on learning for social inclusion. Presenters have been in touch with the organisers and were encouraged to be provocative and inspiring. Besides the key questions, they were free to choose the way they wanted to address the issue in terms of content and format (classic PowerPoint presentation, a video or by any other means of presentation or use of technology).

The following Learning Cafés were centred on open dialogue and productive brainstorming of interdisciplinary stakeholders as well as the elaboration of conclusions.

Detailed Information on the participants, feedback, related dissemination actions and impact of the Final Conference is available in the separate Report.

**Presentations**

The following projects accepted the invitation to present their projects within the Interactive Showcase:

- [te@ch.us](mailto:te@ch.us): Learning Community for Web 2.0 Teaching ([www.teachus.eu](http://www.teachus.eu); Simon Heid, Innovation in Learning Institute (ILI), Friedrich-Alexander-University of Erlangen-Nürnberg, Germany)
- W@ve 2.0 – Meeting the Social Needs of Senior Citizens through Web 2.0 Technologies ([www.wave2project.eu](http://www.wave2project.eu); Peter Bartal, MFKK Invention and Research Center Services, Hungary)
- UEmploy Consultancy for Employment Inclusion ([www.euemploy.eu](http://www.euemploy.eu)) & In-Class, the Intercultural Communication and Language Assessment Scheme ([www.inclass-project.eu](http://www.inclass-project.eu); Peter Zoltan, Tudaasklaszter, Hungary)
- EquiNet: Working for Equitable Access to Higher Education in Europe ([www.equnet.info](http://www.equnet.info); Fabio Nascimbeni, MENON Network EEIG, Belgium)
- G8WAY: Web 2.0 Enhanced Gateway to Educational Transition ([www.g8way-eu.net](http://www.g8way-eu.net) and [www.g8way.eu](http://www.g8way.eu); Magda Balica, ISE, Romania)
• Move-on: Professional Learning for Adults on the move
  (http://move-on.exodussa.com; Ildiko Mazar, EDEN, Hungary)

• FREE: Fostering Return to Employment through Entrepreneurship, Innovation and Creativity
  (www.spi.pt/free; Mette Christensen, SPI, Portugal)

The Final Conference of Links-up commenced with two workshops, one on policies and one on practices, both contributing to find answers to three main research questions of Links-up i) whether Learning 2.0 is supporting inclusive Lifelong Learning, ii) how experiments can be mainstreamed and iii) whether Learning 2.0 is changing the educational landscape. The Final Conference ended with a Closing Plenary Session.

Dissemination

The event was posted on difference communication channels of the partnership, including the project website, partners’ web sites, social media, as well as via direct mailing of the invitation to direct target groups and stakeholders of the project. During the follow-up period of the Conference, an additional Learning Dialogue in the form of Webinar was offered to stakeholders who could not attend on site and the online presentations have been widely communicated.

An extended documentation can be found in the Links-up Final Conference report, which will be published in the separate Deliverable 15 an on the website of the project.
1.9 **Links-up Webinar 2011**

*Figure 11*: Links-up Webinar, 24 October 2011

**Organisation**: The Links-up Partnership with technical assistance of the Otava Folk High School (OFHS), Finland

**Summary**

The Links-up project partners and their local contacts offered this [webinar](#) to all practitioners with presentations downloadable in four languages (English, German, Dutch and Italian). During the webinar, participants could interact in oral as well as in written form with the help of 4 expert moderators in all four languages.

The project presented via this Webinar its results of two years research with Austrian, English, Italian, Dutch and German local projects engaged on various fields of social inclusion. This Webinar served also a ‘Learning Dialogue’ aiming to bring together stakeholders to review and debate the results. It covered the policy and practice map of the project; a summary analysis of 24 case study examples of the use of Web 2.0 to support ‘inclusive learning’, and the evaluation of six ‘action research’ experiments, which applied what was learned during the project.

Participants in this Webinar had the opportunity to find out about interesting activities related to Web 2.0 for inclusive learning and to explore what works in practice in different countries and discuss challenges remain to be addressed. After the presentation of the project results, this webinar provided participants with the opportunity to work online with other experts, practitioners and project partners to exchange knowledge and good practices as well as to discuss the three main research themes of Links-up: a) Is Learning 2.0 really supporting inclusive Lifelong Learning? b) Can isolated Learning 2.0 experiments be mainstreamed? c) Is Learning 2.0 fundamentally changing the educational landscape?

This was an open Webinar, thus participation was [free of charge](#) and was open to all interested.

Being the final Webinar of the Project, the focus was less on interactivity, and more on formulating the conclusion of the project. Learning Dialogues have been an integral part of the project and offered a great way to rerun the process of action learning sets with researchers and policy makers creating thus valuable reflections and advices.

**Technical Background**

This Webinar was streamed in Adobe Connect. To see how it works and what participants needed, to do to use it, a preparation video guide was circulated before the Webinar: [http://www.viddler.com/explore/otavanopisto/videos/230/](http://www.viddler.com/explore/otavanopisto/videos/230/)

Thanks to the Final Conference in September, a sister project offered their Adobe Connect webinar room, thus no technical implications needed to be extra implemented.
**Related Dissemination Actions**

The invitation to the Learning Dialogue was posted via e-mail to partner contacts in four languages. EDEN sent out circulars to all final conference participants (ca 70 contacts), a special Newsflash to its Members and wider contact lists (ca 13.000 e-mail addresses) featuring the Invitation to Learning Dialogue. Partners sent the invitation to their contacts on their own languages incuding representatives from all 24 case studies and five validation experiments.

The Links-up Facebook Page contains updates on the Learning Dialogue, as well as the EDEN Twitter and Page. The invitation was loaded to project’s Slideshow account, and was published on issuu.com

**Related Online Resources**

- [Event site at Links-up Homepage](#)
- [Event site at EDEN web](#)
- EDEN circulars: Invitation sent to EDEN Members list to 1200 contacts, and to EDEN wider contact list (ca 13.000 contacts) in Members’ Newsflash;
- [Links-up-UP Facebook Page](#) (Impressions varying 40-130 per Update),
- [Links-up Slideshow Profile](#)
- [English Links-up webinar presen…](#) 178 views
- [Deutsche Links-up Webinar Prese…](#) 85 views
- [Dutch webinar presentation Link…](#) 110 views
- [Italian Links-up Webinar Presen…](#) 88 views
- [Invito Webinar Links-up 24 Ottob…](#) 22 views
- [Invitation to the Final Webinar…](#) 29 views
- [Uitnodiging voor Links-up Webin…](#) 22 views
- [EDEN Twitter account](#),
- Personal Linkedin Profiles
- [Invitation on issuu.com](#)
Figure 12: e-Challenges e-2011, Florence, Italy, 26 – 28 October 2011

Organisation: IIMC Limited
Authors of Research Paper: Thomas Fischer (Innovation in Learning Institute (ILI), Friedrich-Alexander-Universität Erlangen-Nürnberg), Joe Cullen (Arcola Research LLP), Guntram Geser (Salzburg Research Forschungsgesellschaft), Wolf Hilzensauer (Salzburg Research Forschungsgesellschaft), Davide Calenda (PIN S.c.r.l - Polo Universitario "Città di Prato"), Martijn Hartog (eSociety Institute, The Hague University of Applied Sciences)
Presentation: Thomas Fischer (Innovation in Learning Institute (ILI), Friedrich-Alexander-Universität Erlangen-Nürnberg)

Summary

The eChallenges e-2011 Conference took place in Florence, Italy, hosted by the Regional Government of Tuscany. This was the twenty-first in a series of Annual Conferences supported by the European Commission and hosted by national governments, which regularly attracts over 600 delegates from leading commercial, government and research organisations around the world to share knowledge and experience, lessons learnt, good practice and innovation.

eChallenges provides a prestigious, international forum to share success stories and lessons learnt from applied Information and Communications Technology (ICT) related research at European level (FP6 & FP7) as well as Regional, National and Commercial initiatives. International cooperation and discussion of commercialisation, exploitation & interoperability issues are key aspects of the programme.

The goals of e-2011 are to promote ICT knowledge sharing and innovation between commercial organisations, government agencies and the research community, exchange experiences about the current state of eAdoption at a sectoral, national or regional level and stimulate rapid take-up of Research and Technology Development (RTD) results by industry and in particular SMEs.

Paper Abstract

The spread of social software in recent years has been phenomenal. Similarly the use of second generation Internet technologies – what O’Reilly once introduced as Web 2.0 and what today is extended to related terms as Web 2.0, Learning 2.0, Enterprise 2.0 and Quality 2.0 – such as blogs, wikis, podcasts, tagging are seemingly opening up innovative, bottom-up and direct possibilities for innovative learning as well as for social and e-Inclusion. Advocates of Web 2.0 furthermore suggest that the Internet is substantially moving from passive publication to active participation; that the Internet is one of the major knowledge repositories for personal knowledge acquisition and learning,
may it be acquired formally, non-formally or informally. It is furthermore increasingly argued that Web 2.0 applications can empower resistant learners and excluded groups by offering them new opportunities for self-realisation through collaborative learning, and by changing the nature of education itself. Yet the evidence base for these conclusions is still fragmented and contested. There is for example also counter evidence that Web 2.0 can reinforce exclusion and reduce learning outcomes. The European R&D project ‘Learning 2.0 for an Inclusive Knowledge Society – Understanding the Picture (Links-up; www.links-up.eu) aims at exploring therefore three main areas: i) Is Learning 2.0 really supporting inclusive Lifelong Learning (LLL)? ii) Can isolated e-Inclusion experiments be mainstreamed? iii) Is Learning 2.0 fundamentally changing the educational landscape?

Related Documents

Paper published in the eChallenges 2011 Proceedings; available also in the Links-up website

Conference Website
2. Further Presentations at Scientific Conferences

In addition to the Links-up Events detailed above the project attended the following scientific conferences.

2.1 Digital Activist Inclusion Network (DAIN) Conference 2009

<table>
<thead>
<tr>
<th>Location</th>
<th>Nottingham, United Kingdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>10 December 2009</td>
</tr>
<tr>
<td>Web</td>
<td><a href="http://www.niace.org.uk/campaigns-events/events/tackling-technology-together">http://www.niace.org.uk/campaigns-events/events/tackling-technology-together</a></td>
</tr>
<tr>
<td>Attending Project Partner</td>
<td>Joe Cullen, Arcola Research LLP</td>
</tr>
<tr>
<td>Short Description</td>
<td>Conference entitled ‘Tackling Technology Together’ and centred on e-Inclusion in Europe. UK national conference.</td>
</tr>
<tr>
<td>Participants</td>
<td>The event was targeting practitioners, activists and volunteers who are working around digital inclusion, so called ‘digital activists’.</td>
</tr>
<tr>
<td>Inputs and Outcomes</td>
<td>The Links-up contribution by Joe Cullen involved a 30 minute key presentation entitled ‘Social networking for building communities’, together with 10 minutes for taking questions from the audience. The presentation included the initial scoping exercise for Links-up based on a literature and initiatives review.</td>
</tr>
</tbody>
</table>

2.2 Online Educa Berlin (OEB) 2010

<table>
<thead>
<tr>
<th>Location</th>
<th>Berlin, Germany</th>
</tr>
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<tbody>
<tr>
<td>Date</td>
<td>02 December 2010</td>
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<tr>
<td>Web</td>
<td><a href="http://www.online-educa.com">http://www.online-educa.com</a></td>
</tr>
<tr>
<td>Attending Project Partner</td>
<td>Joe Cullen &amp; Véronique Maes, Arcola Research LLP</td>
</tr>
<tr>
<td>Short Description</td>
<td>The International Conference on Technology Supported Learning and Training is the world’s largest e-learning Conference, held annually in Berlin.</td>
</tr>
<tr>
<td>Participants</td>
<td>Over 2000 participants for the 2010 Conference. Includes major commercial organisations in the field (e.g. Microsoft); academics; practitioners and policy-makers.</td>
</tr>
<tr>
<td>Inputs and Outcomes</td>
<td>Links-up provided a presentation of emerging findings and distributed the project flyer to participants. Joe Cullen for Links-up also chaired a session entitled ‘Making Web 2.0 Work by Collaboration’.</td>
</tr>
</tbody>
</table>
## 2.3 Bridge-IT Final Conference 2011

<table>
<thead>
<tr>
<th>Location</th>
<th>Barcelona, Spain</th>
</tr>
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<tbody>
<tr>
<td>Date</td>
<td>10 &amp; 11 March 2011</td>
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<tr>
<td>Web</td>
<td><a href="http://www.bridge-it-net.eu">http://www.bridge-it-net.eu</a></td>
</tr>
<tr>
<td>Attending Project Partner</td>
<td></td>
</tr>
<tr>
<td>Joe Cullen &amp; Véronique Maes, Arcola Research LLP</td>
<td></td>
</tr>
<tr>
<td>Davide Calenda (PIN S.c.r.l - Polo Universitario &quot;Città di Prato&quot;)</td>
<td></td>
</tr>
<tr>
<td>Short Description</td>
<td>Bridge-IT is a thematic network, supported by the ICT-PSP programme of the European Commission. It is concerned with the relationship between information and communication technologies (ICT) and (im)migrants and ethnic minorities (IEM) in Europe.</td>
</tr>
<tr>
<td>Participants</td>
<td>The Conference was attended by over 300 participants. These were mainly practitioners (e.g. NGO’s providing support to IEMs) but also included researchers and some policy-makers.</td>
</tr>
<tr>
<td>Inputs and Outcomes</td>
<td>The Links-up through Joe Cullen consortium organised a thematic session on ‘New research on ICTs for the social inclusion of IEMs’. Its contribution also involved a presentation on the case studies produced by the project that involved ICTs for IEMs. It also provided data on measuring impacts of initiatives.</td>
</tr>
</tbody>
</table>

## 2.4 GMW Conference 2011

<table>
<thead>
<tr>
<th>Location</th>
<th>Dresden, Germany</th>
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<td>Date</td>
<td>05 – 08 September 2011</td>
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<tr>
<td>Attending Project Partner</td>
<td></td>
</tr>
<tr>
<td>Sandra Schön, Diana Wieden-Bischof, Diana &amp; Wolf Hilzensauer, Salzburg Research, Salzburg Research Forschungsgesellschaft</td>
<td></td>
</tr>
<tr>
<td>Short Description</td>
<td></td>
</tr>
<tr>
<td>16th European Annual Meeting ‘Knowledge Societies’ of the German ‘Society for Media in Science’ (GMW 2011)</td>
<td></td>
</tr>
<tr>
<td>14th Meeting ‘Communities in New Media: Virtual Enterprises, Communities &amp; Social Networks’ (GeNeMe 2011)</td>
<td></td>
</tr>
<tr>
<td>9. e-Learning Expert Conference ‘Computer Sciences’ of the German ‘Society for Computer Sciences’ (DeLFI 2011)</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>400 participants i.e. researcher, media developers, Higher Education managers and administrators as well as students attended the 2011 conference.</td>
</tr>
<tr>
<td>Inputs and Outcomes</td>
<td></td>
</tr>
</tbody>
</table>
### 2.5 ‘Digital Media & Active Learning’ Conference 2011

<table>
<thead>
<tr>
<th>Location</th>
<th>Athens, Greece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>08 October 2011</td>
</tr>
</tbody>
</table>
| Web            | [http://conference.elearningexpo.gr](http://conference.elearningexpo.gr)  
                 [http://www.elearningexpo.gr](http://www.elearningexpo.gr) |
| Attending      | Joe Cullen, Arcola Research LLP |
| Project Partner| Joe Cullen, Arcola Research LLP |

**Short Description**

The goal of this conference, part of the ‘e-Learning Expo’, Greece, was to highlight modern approaches that concern the exploitation of the digital media into the formal and informal learning settings in order to promote flexible and active learning practices.

**Participants**

The conference was addressed to educational researchers, teachers, university students, executive managers of private and public educational institutions, school directors, policy makers about training and human resources development. The Greek Ministry of Education sponsored it.

**Inputs and Outcomes**

Links-up delivered a presentation entitled ‘Social Networking: untapping the potential of Societal Learning’.

### 2.6 ‘ICT for inclusive learning: the way forward’ Conference 2011

<table>
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<tr>
<th>Location</th>
<th>Florence, Italy</th>
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<tbody>
<tr>
<td>Date</td>
<td>10 &amp; 11 November 2011</td>
</tr>
<tr>
<td>Attending</td>
<td>Joe Cullen, Arcola Research LLP</td>
</tr>
<tr>
<td>Project Partner</td>
<td>Joe Cullen, Arcola Research LLP</td>
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**Short Description**

This conference aims to promote discussion of inclusive learning in Europe while providing networking and collaborative opportunities for VET and continuing education professionals, providers of e-learning, social partners and policy makers in LLL and related fields; in addition to members of the E-RURALNET Network.

**Participants**

VET and continuing education professionals; public or private organisations providing ICT-enhanced learning; academics and students; social partners and policy makers in LLL and related fields; EU-funded projects; members of LLL-related networks.

**Inputs and Outcomes**

Links-up presented the paper ‘Missing the target: why an inclusive Learning Society remains a dream’ and discussion.
Links-up is a research project about how ‘Web 2.0’ technologies – such as social networking software – are changing the face of education and training for disadvantaged people. The project draws a picture of the ‘landscape’ of ‘Learning 2.0 for Inclusion’ by reviewing what has been done in the academic and research field, and what has been achieved by practitioners working on the ground in projects that have been using Web 2.0 to work with disadvantaged groups. It applies a series of ‘action research’ experiments, collaborating with ‘host’ projects working in the field, to evaluate the added contribution Web 2.0 can make to Practices that use learning to support social inclusion.

A digital version of this Report can be downloaded from www.links-up.eu

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